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Axiological Priorities of Tutorials of Pedagogue: Deconstruction of Education Paradigm

The relevance of the research issues outlined in the title of this article is due to several reasons of prior importance — culture mission of modern education where value aspects are in the zone of increased attention of the Russian state structures, and the society as a whole; a radical change of the educational paradigm in terms of postmodernism philosophy, including the system of postgraduate continuous training of the teacher's individuality; development of effective technologies in the space of recurrent education where Tutorials as a form of coaching of young pedagogues that motivates them to self-determined learning with activities and instructional elements, rooted in andragogy, and as an approach to both teaching and learning. The purpose of this article is to present an extended analysis of value dominants of Tutorials for instructional design elements that support tutorial practices of humanistic origin for the teacher's professional growth. In approaching this research, the author established a basic understanding of the concept of culture self-determined learning and self-determination of the individual (both student & educator) as a form of self-determined learning with practices and principles rooted in andragogy. The concept of the self-determining approach has been applied in multilingual education environments in terms of designing and testing a comprehensive model of professional growth of a foreign language teacher. In conclusion the emphasis is placed on the positive results of the study that confirm a reliable correlation of indicators of theoretical knowledge and professional skills as a result of Tutorials, which increase the importance of the humanitarian component as a value dominant of recurrent education of the individual.

Keywords: postmodernism; rhizome; recurrent education; value dominants; tutorials; education environments; culture self-determination (CSD); personalized education.

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Ценностные приоритеты тьюторского сопровождения педагога в условиях деконструкции образовательной парадигмы

Актуальность проблемы профессионального развития обусловлена прежде всего культуротворческой миссией современного образования как ценности. Данная доминанта в эпоху кардинальной смены образовательной парадигмы находится в зоне повышенного внимания и российского государства, и научной элиты, и общественности в целом. В решение этих задач система постдипломного непрерывного образования педагога призвана внести достойный вклад по созданию развивающей профессиональной среды гуманистической направленности на региональном уровне, что и составляет цель данного исследования.

Методология исследования. Критический анализ философской, психолого-педагогической, частнодидактической и методической литературы по вопросам культурного самоопределения личности позволяет уточнить и скорректировать развивающие практики, положенные в основание ценностной модели тьюторского сопровождения учителя иностранного языка в системе дополнительного профессионального образования на основе

аксиологического подхода. *Результаты исследования.* Получены новые научные данные теоретического и практического осмысления и культивирования ценностной составляющей тьюторских практик гуманистической направленности в полиязыковом пространстве непрерывного обучения молодых педагогов. Выявлены резервные возможности авторской комплексной модели культурного самоопределения личности в качестве ценностного ориентира тьюторского сопровождения. В ходе апробации предложенной модели тьюториала учителя иностранного языка в профессиональной поликультурной среде региона доказана содержательно и статистически валидность результатов дальнейшего внедрения искомой модели персонифицированной поддержки молодых учителей. В заключение автор подчеркивает значимость повышения уровня содержательной технологичности непрерывного образования педагога, где не последнюю роль призваны выполнять тьюторские практики гуманистической направленности, мотивирующие учителя к непрерывному обучению и самосовершенствованию.

Ключевые слова: постмодернизм; ризома; рекуррентное образование; тьюторские практики; образовательная среда; культурное самоопределение личности; персонифицированное обучение.

Innovation Challenges & Recurrent Education

Introduction. According to National Project "Education" (Federal Law no. 273-F3, 2012) current Scholarship, and postmodern philosophy of education that structures the frames of rhizomelike learning and pluralism (L. M. Blaschke, M. Cherny, P. Herre, W. Gieseke, O. Khukhlaev, T. Moukhlaeva, O. Fedotova, M. Fucko, G. Derrida, G. Deleuz, G.-F. Liotar, V. Podoroga, S. Omarova, B. Tomalin & S. Stempleski etc.), a focus strategy on the essential skills of the individual should be implemented [1; 2] and defined by a) thinking creatively to compete in the market of pluralistic ideas, principles and concepts, b) finding innovative solutions for existing and future problems, and c) evaluating current status and finding better alternatives if needed. While this has been the case for a while, at present there is also an unprecedented level of support for doing things differently and widespread recognition that new approaches and new structures will be essential to fixing out the situation. When other sectors of the public life have faced this challenge turning to innovation, to new ways of doing things that have brought about an improved result to make this kind of dramatic improvement a reality [5; 7].

At its best, though, innovation is both the centerpiece of a results-driven ethos, and a crucial engine for creating a cycle of life-long learning through individual route itinerary of self-determined. As is the ironic case that this learning cycle is weaker in public education than in almost any other sector, even though the purpose of public education is to advance learning among the students — schoolchildren, schoolteachers, and university students and educators, whose role and mission is unique, i.e. first, to identify the route to self-determined and self-directed learning; second, to provide the route to culture self-improvement; third, to culture self-reproduction through recurrent and lifelong education of the individual

(E. Aleksandrova, V. Kartashova, T. Lopatukhina, E. Egorova, O. Mishutina, E. Gornostaeva, E. Wolf, S. Levshin etc.). Of special interest to lifelong and recurrent education that shares with these key attributes, such as culture self-determination of the individual, and has roots of andragogy, adult teaching and learning, having in common with mature adult learners, first and foremost, educators, schoolteachers. Thus practitioners and Scholarship today are tasked with developing lifelong learners who can live in a global knowledge economy and take part in continuing culture self-determined learning activities. As is the case, the culture self-determining approach in the frameworks of the Tutorials for mature learners, whose systematic and purposeful preference is given to self-learning and self-determining, is chosen for developing an individual route of self-improvement. Tutorials should be based on current Scholarship of the problem under consideration [2; 4; 7].

The review of the concept first presents definitions and instructional elements described in relation to established educational concepts of pedagogy and andragogy in the frameworks of current Scholarship based on axiological approach, learner-centered, communicative and activity-based technology within distance education practice. By the same token, the crisis in education all over the world justify this statement that leads to the question of how to build *creative and innovative minds* of students for adaptation in future unpredictable challenges where culture oriented practices are used as a way to ensure the quality of education [1; 3; 4].

Thus, these attributes that constitute *the problem sphere and the purpose of this research*, specifically, value dominants of culture self-determined practices are positioned as socially significant positive activity of the individual, need a thorough consideration of both scientific edu-

cators and practitioners in the field of school and University teaching and learning. Culture mission of this research is to provide an extensive review of value dominants of the tutorials that has the methodological potential to become a philosophy of instructional design elements of the education spaces of professional upgrading of English Language Teachers (ELT). In approaching this research, the author sought to establish a basic understanding of the concept of culture self-determination, and how it has been applied eventually within education environments to the specifics of CSD of the individual [2].

Value Dominants of Tutorials

In the light of the above concept *Methodology of the Study* is focused on nine (9) developed educational frameworks that might constitute Axiological Model of the Tutorials in terms of novice tendencies of philosophy for learning and teaching within deconstruction of education paradigm in post-industrial world. The first six concepts concern the development of polycultural & polylingual education spaces in essence, including the regional one.

Framework One. Cultural educational practices that constitute education environments are positioned as socially significant positive activities of systematic and purposeful preference of which *is given to* a) "dialogue communication", b) "live", personally significant "comment and interpretation" of what is seen, heard, read, c) "living " (in the broadest sense of the word) of a person in an event and project-based information & education space (which is always dynamic, situational, filled with emotionally rich, personal experience), d) positive value judgments about the "new" and "novice" in terms of personal, "live" knowledge, thinking and meaning, "working" for the benefit of successful activities of the participants of the educational process.

Framework Two. Evaluating the quality of education, the problem of educational quality assessment and how it has been applied in the multilingual education environments are considered in terms of designing and testing a comprehensive model of professional growth of a teacher, that in some studies is interpreted as quality, accessibility, and a focus on innovation and manifested through the individual interpretation of Pedagogy, Technology and Knowledge Content, and resolution of arising in the course of the development demand of the society and the individual problem-based issues and tasks related to innovative transformation of the society and the emergence of a culture educated person, becomes the most actual priority today.

Framework Three. By the same token, evaluating the results of the educational process in a particular educational institution, it is possible to judge the degree of achievement of the goals and the potential of the educational system through its ability to produce high culture, and multiculture. In other words, updating the content, the development and implementation of modern technologies in the educational process might allow to obtain qualita-

tive new educational results, initially set by innovative processes in education, society and the world spaces.

Framework Four. The concept of CSD of the individual as relevance to Tutorials can be of help to educators in understanding the value semantic essence of current world of rhizome specifics that is evolving more rapidly than the capacity of any existing education system. The challenge of learning is getting even harder for the next generations, as we do not have a prediction of how tomorrow will look like, but we do know that flexible process models are able to face the changes comparing with fixed-style models, and we are sure of the ability to adapt them to survive on this planet. To solve this problem is given to the certification of students, their successful and effective activities and demand in various structures of Russian society and abroad. In accord with this maxima, we will refer to the proposals of the Council of Europe regarding qualitatively new educational guidelines as a kind of virtual set of criteria and indicators that may become the subject for discussions namely a) the orientation ability or ability of a person to navigate in the main areas of life, and b) the formation of leading human competencies within the framework of the above educational practices of a developing nature (social, communicative, informational, tolerance, continuous self-education).

Framework Five. Achieving the quality of language education it should take into account the specific context of a particular regional sociocultural situation. Novosibirsk and the Novosibirsk region there are about one hundred nations and nationalities; Russian (as a native and foreign language) and foreign languages (English, German, French, Spanish, Italian, Chinese) are taught and learned; approximately three thousand educational organizations employ about eight thousand teachers who develop general and language culture of the three million population of the Megapolis. The meaning of modern sociocultural and educational practices in this region as ever, are mixed, polyphonic, raises many questions, and sometimes complaints from all sectors of the public, causing change or stimulating the neutralization of the effects of multiple and mixed socioeconomic situations and developments.

Framework Six. The proposed culture self-learning and self-determining approach that covers positive dynamics of organizational and pedagogical and program-methodical support and assistance to teachers, Tutorials, in the system of professional training and retraining and professional growth, becomes an important factor, condition and indicator of quality education. As the requirements for the functional duties of teachers, general methodological, psychological and pedagogical, and subject are under change, their methodological training and mentoring, Tutorials, increase. For achieving these objectives, we apply creative and innovative strategies in education with a particular focus on the basic education within the additional professional programs on "International Languages".

In the light of the *Comprehensive Model of CSD of the individual* [2], we propose three more concepts to cover threefold main statements that are varying in their capability to implement creative teaching methods and curricula, and thus, the teacher can easily adapt their teaching methods towards more creative thinking organized in the format of the axiological model that include the following ideas or tips for the teachers' consideration within distance practices of the Tutorials.

Framework Seven covers a) encouraging students to find the answers on their own because it helps the students to learn how to observe, imagine, judge and reasoning, b) motivating students to learn, and teachers to observe giving a space of students to self-learning while the teachers observing the progress, c) giving freedom and self-training and teach meetings (TeachMeet Technology), d) focusing on one project instead of multiple project called Project Based Learning and it focuses on combining the knowledge in one large practical project, e) focusing on the concept according to which providing knowledge in the form of facts orients student thinking while inhibiting creativity and the ability to imagine, f) considering every idea as a patent because many educators believe that innovation should be unique and submitted as a patent; in the education domain, if the student invented an existing product or solution, this is a success and can be considered as an innovation: it shows one's ability to create new ideas based on their sense of emerging knowledge and experience, and students tends to invent things or find solutions, this behavior should be reinforced over the course of teaching them strategies of creative thinking and innovation.

Framework Eight. Using design thinking tools and methods that cover design thinking methods aimed to unleash creativity and explore innovative solutions in the context of group discussion and brainstorming where each of the methods has its own specifics and learning outcome; the educator should select the proper design thinking method based on the student's age and the targeted outcome of each brainstorming discussion; the design thinking methods could be implemented into class via Role-play model (dreamer, realist and critic), Drama technique as Serious Play, De Bono Six Thinking Hats, Scamper technique for creative thinking, Problem-solving using Hurson's product model, & Reverse brainstorming.

Framework Nine. Problem-to-Solution versus Solution-to-Problem models where the students, educators, have to identify two directions for innovation named Problem-to-Solution and Solution-to-Problem; the first one motivates the students to find solutions for existing problems; in essence, the student identifies a problem that occurs every single day and tries to explore how to solve it. The second one is to find out a solution for a problem that does not exist yet or to make life much easier. The two directions aim to help students to think of the problem with different perspectives. While the first model focuses on existing problem, the second direction focuses on innovating better solutions, which relates to human-centered design; reflecting on previous taught lessons and skills while most traditional curricula focuses on moving from lesson to another, there should be a rumination process that helps in linking between the new lessons and previously taught knowledge and experience.

As is the positive case, the likely linkage builds up a continuing education process helping students to think critically and evaluate problems to reach innovate solutions; acknowledging innovation in rubrics; every innovative idea and discovery should be rewarded during the assessment process, and reflected by the rubric of criteria; and educators are encouraged to add a rubric section that allows them to evaluate creative ideas and innovation independently from the rest of the grading criteria, for innovation should reflect on the final grading and the rewarding (see teachers' articles on the Internet in on-line journal "Foreign Languages", 2015–2020).

Perspectives of Tutorials

Research results provide the basis for further discussion and research in the framework of the author's theory of CSD of the individual for emerging Pedagogy, Technology and Knowledge Content in recurrent education of ELT. The program of this investigation includes two types of initial testing of ELT young teachers. They are Pedagogy, Technology and Knowledge Content to evaluate the level of professional skills intended for reconstructing within the frameworks of personalized teaching. The impact of Tutorials on self-determining and self-learning of the individual covers the most important definite concepts of recurrent education named a) implementation of Distance Technology and Knowledge Content activities in ELT, b) introduction of Tutorials and Remote Control Technology, c) construction and consolidation of the individual education routes in Pedagogy, Technology and Knowledge Content of ELT.

These attributes are considered as a natural result of the young schoolteacher's need to meet educational challenges today. The learning outcomes and assessment of postgraduates of the programmes within formal and informal education have been studied with the help of virtual platforms based on the Pedagogy, Technology, & Content Knowledge. Teacher's average age was 30,4 ± 0,7 years; their average work experience — 1,0 ± 0,9 years. These participants underwent learning classes in the format of reading lectures (20 %) and practical classes (80 %) with several different assessment protocols, including initial and final testing, anonymous self-assessment for their practical skills, structured check-lists with intermediate and final steps for each professional and practical skills (from 12 to 18 points), team work with changing roles using video-monitoring and debriefing by case-study check-lists within polylogue interaction of the program's participants (approximately and annually 250 teachers).

Therefore the problem of continuing self-development

of a teacher as a value is extremely relevant and significant for modern foreign language education, especially in the context of a polylinguistic and multicultural environment that has historically existed or is currently developing in the Region. The experience gained over many years of cooperation and co-creation with a foreign language teacher of the Novosibirsk region in the classroom and outside of classes (meetings with native English experts of the Club, in the framework of problem seminars and conferences, long-term activities in the subject certification commission, etc.), makes it possible to formulate some of the optimistic judgments about the problem defined in the title of this opus. By the same token, some results of innovative and unusual activities for teachers, as well as the basis for building an individual trajectory of professional development, an innovative tool for professional self-improvement of a teacher — annual regional Olympiads and Competitions in ELT [4–6].

Thus, the emphasis of this study is placed on the novel approach to culture self-determination of the individual in the multilingual education spaces that has been proposed as a theory for applying to emerging technologies in distance education and for guiding distance education practices through Tutorials. As for the ways the distance educators develop and deliver instruction using newer technologies, the emphasis is on social media, podcast, webinars, eLearning, etc. As a result, a tutorial approach to teaching and learning, gives learners the opportunity of being highly autonomous and self-determining because the indicators of professional skills that include Pedagogies, Technology and Knowledge Content and practical skills of ELT specialists as a result of Tutorials, increase the importance of the humanitarian component as a factor and value dominant of recurrent education environments of the individual.

In conclusion, the following problem statements should be determined in brief for consolidation and further consideration because this global lockdown of public education is still justification of this statement that leads to the question of how students might adapt and face future unpredictable challenges.

1. Within the frameworks of the author's project "Humanization of poly-linguistic educational space" aimed at the implementation of continuing professional education of a teacher, the strategy task has been solved systematically and consistently since 1993 till now (3; 4). On the basis of the former Department of Humanities, further on the Department of International Language Education (KIO), our Institute is able to create a system for continuous monitoring of quality of foreign language education in terms of professional training, retraining of non-specialists in the field of foreign language education, and advanced training of ELT teachers. This is primarily facilitated by the careful development and updating of educational and training programs. They, in turn, structure the basis for novel educational technologies used (interactive,

sign-context, modular training, etc.) with the goal of activating educational and cognitive activities of students, increasing their professional interest in self-development and self-realization in the conditions of constantly initiated by the state innovative practices of modern general education schools, as well as within the framework of Tutorials.

2. If classical system of education, evaluating the quality of education, gets answers to the questions like whom to teach, what to teach, who teaches, how to teach, what and why to teach, then when one moves to the individual trajectory of personal development in the educational process, based on a learner-centered education as a value, the procedure for assessing quality might become completely different, the questions are who is learning, why is learning, what is learning, from who is learning, on what and how is learning? Within this approach, the educational status of the students is noticeably activated, which undoubtedly contributes to improving the quality of their education. By the same token, the quality of education is largely determined by the integrity of its Pedagogy, Technology and Knowledge Content within the educational programs that highlight the supporting structures and solutions of both general education and tasks in the context of individualized tutor training (initiated in 2005 and continued jointly with VGAPRO in the framework of the all-Russian project under the leadership of T. M. Kovaleva and G. A. Yastrebova, Volgograd, in 2012–2017) [7].

3. In the context of the proposed sociocultural practices, the results of this study prove that the problem of quality education will become particularly acute at the present stage when switching to individual (possibly asynchronous) structure of the educational process and to the use of a cumulative system in combination with a rating assessment of educational achievements of both students and teachers. As is the case, it becomes necessary to develop and master technologies for designing individual routes and individual trajectories in the educational space, which should be involved into individual curricula. This, in turn, will allow students, graduates of our programs, to participate in a wide variety of competitions and Olympiads held by domestic publishing houses; to present their methodological developments in professional journals, online publications, etc.; to speak at conferences, problem seminars, forums.

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НОВОСТИ

В НГУ прошла конференция, посвященная проблемам неопределенности

В сентябре Институт медицины и психологии В. Зельмана НГУ провел Всероссийскую научно-практическую онлайн-конференцию с международным участием «Новые вызовы неопределенности». Тематика конференции охватывала широкий круг тем, связанных с проблемой неопределенности: от философских оснований проблемы неопределенности до практики психологического консультирования в условиях пандемии. В работе конференции приняли участие психологи, философы, психиатры и другие специалисты из Москвы, Санкт-Петербурга, Новосибирска, Красноярска, Владивостока и других городов России, а также из Австрии, Литвы, Италии.

— Сегодня мы — человечество — находимся в точке максимальной неравновесности. Неопределенность вмешивается во все аспекты жизни. Многое из того, что казалось определенным, навсегда заданным, понятным, перестает быть таковым. Гендерная идентичность, семейные роли, детско-родительские отношения, сетевые организации, медийная идентичность, цифровизация сознания в условиях тотальной информатизации — всё это лишь малая часть примет нашего времени, которая вносит большую долю неопределенности в картину мира человека и выбор жизненных стратегий поведения в современном мире, — отметила председатель конференции, заместитель директора ИМПЗ НГУ, заведующая кафедрой психологии личности Ольга Первушина.

В рамках конференции представили исследования, посвященные стратегиям поведения человека в ситуациях неопределенности и особенностям переживания неопределенных ситуаций. Отдельное внимание было уделено всестороннему обсуждению пандемии COVID-19: специалисты обсудили, как меняется психологическое консультирование и психотерапия в онлайн-формате и какой должна быть экзистенциальная поддержка людей во время пандемии. Помимо этого, на конференции было рассмотрено влияние неопределенности в период пандемии COVID-19 на психическое здоровье людей, особенности восприятия будущего и стратегии поведения во время пандемии.

В условиях неопределенности пандемии COVID-19 актуальным становится исследование отношения человека к изменившейся жизненной ситуации. На конференции была представлена часть масштабного исследования реакций людей на пандемию COVID-19, проведенного сотрудниками ИМПЗ НГУ.

Немаловажной темой, вызвавшей интерес, стала проблема распространения аутизма и расстройств аутистического спектра (РАС). Проблема аутизма — один из серьезных вызовов современности. Важным аспектом этой проблемы является взаимодействие с людьми, страдающими РАС.

Характерной чертой конференции стала ее междисциплинарность и рассмотрение проблемы неопределенности с разных сторон. Так, были представлены доклады, посвященные концепции неопределенности в судебной экспертизе, неопределенности физических процессов, неопределенности в современном искусстве.

Электронная версия сборника конференции уже опубликована на сайте Института медицины и психологии В. Зельмана НГУ — https://fp.nsu.ru.

Источник: https://www.nsu.ru/n/media/news/obrazovanie/v-ngu-proshla-konferentsiya-posvyashchennaya-problemam-neopredelennosti-