



MODEL OF DEVELOPMENT OF THE ROLE POSITION OF FUTURE TEACHERS IN HIGHER EDUCATION INSTITUTIONS

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ABSTRACT

The article considers the main aspects of the development of role positions of future teachers in higher education institutions. It was found that the problem of developing the role positions of future teachers in higher education institutions is not given due attention. The high significance of the formation of the level of development of the role position of the future teacher for further personal realization in the profession is substantiated. The article presents a structural and functional model of the development of the role position of future teachers in higher education institutions. The mechanism of realization of such model is offered by the integrative program which provides integration of formal and informal education and formation on such basis of new competences and development of components of a role position of the future teacher. Approbation of the proposed mechanism showed its effectiveness and efficiency.

Key words: Development, Role Position of Future Teachers, Institutions of Higher Education, Effectiveness

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1. INTRODUCTION

The current stage of development of the educational process is characterized by the expansion of role positions and functional responsibilities of teachers, and therefore changing approaches and management models for the development of the role position of future teachers in higher education. There is a transition from the traditional system of education to the system of developmental, adaptive and individual education, in accordance with the demands of society - lifelong learning. The role position of the future teacher becomes the integral core, which focuses on a set of values, motivators and stimulators, which directly affect the end result of his joint activities with students.

Teachers need to demonstrate leadership in several, sometimes interacting processes. For example, some leadership roles are formal with defined functional responsibilities. Other informal roles are related to communication and relevant relationships with students, colleagues, parents, and so on. The range of role positions that teachers can find as a leader, in accordance with their talents and interests, is quite wide and diverse. Teachers shape the culture of their educational institutions, improve the system of student education and their role positions influence the nature of relations with all groups of stakeholders: educational organizations and government agencies, parents, students and more (Sagan et al., 2020).

For the formation of future teachers it is important to consider that their professional identity includes the following main factors: the subject they will teach, the nature of their relationship with students and their self-concept, self-identity, according to a set of values, views, meanings of life and activity related to communication and appropriate relationships with students, colleagues, parents, etc. (Beijaard, D., 1995). Understanding the role positions of the teacher refers to specific professional tasks, his social status, status, image, expectations and expectations of people with whom the teacher is in direct contact (especially students, parents and colleagues) (Beijaard, D., Meijer, PC, & Verloop, N., 2004). The role positions of teachers are determined through the structure of personality, the system of meanings, values and institutions of the educational institution and society in general (Day, C., Kington, A., Stobart, G., & Sammons, P. (2006). Thus, the role position of teachers is determined at the same time, with the dominance of internal or external influences and meanings, different role positions of teachers are possible. During the professional career the role positions of teachers change. This is influenced by the transformation of the teacher's own beliefs as a result of gaining experience, knowledge, life wisdom and maturity, which is associated with personal qualities. These changes occur gradually. There are three stages in the process of personal growth under the influence of professional development: (1) awareness, (2) comparison with alternatives and (3) identifying actions that are consistent alternatives (Yung, 2001). In the professional development of teachers, most researchers have identified three key roles: an expert in their subject, a pedagogical expert and a didactic expert (Beijaard, 2000).

The role of the teacher includes the ability to create a learning environment that would support students with the optimal use of teaching methods and learning strategies (Radovan, 2011). However, most researchers believe that the main role position of future teachers includes the design and management of the student's learning process (Poom-Valickis, K., Oder, T., & Lepik, M., 2012).

In the framework of this study, the following problematic issues are identified:

- identify the main components and directions of transformation of the role position of future teachers;
- to develop a conceptual model of managing the development of the role position of future teachers in higher education institutions.

2. THEORETICAL SECTION

2.1. Highlighting the problems of organizing the educational process in higher education institutions for the development of the role position of the future teacher

In his professional activity, the future teacher will have to perform a range of roles, the main of which are presented in Figure 1:

- tutor - a mentor who creates conditions for the continuous development of a person who learns as a subject of their own educational activities, forming an understanding of why learning (goals), how educational activities (methods and means) and has the ability to implement it;
- moderator - a leader, mentor, who organizes the reasonable behavior of the participants of the interaction, using special technologies that help organize the process of free communication and exchange of ideas, judgments, during which the student comes to his thoughts, realizing their inner potential;
- facilitator - creates psychological and pedagogical conditions conducive to personal self-development during the learning process and meaningful acquisition of knowledge on the basics of professional activity;
- researcher - conducts scientific research, has a scientific interest, plans research activities, realizes his own responsibility to society for the results of research work, strives for professional and personal growth;
- methodist - studies and develops teaching methods, organizes and coordinates the methodological work of the team, plans and conducts work to improve the skills of teachers, organizes the documentation process, has the skills to work with general education programs;
- manager - the head of management actions, formulates strategy and defines the basic directions of development of the educational organization, rules of behavior of subjects of educational process, coordinates the basic educational functions and their executors;
- innovator - generator and implementer of the latest ideas in a particular field of knowledge, which is the main educational specialization, has the appropriate entrepreneurial skills and competencies that are key to the successful implementation of a specialist trained by an educational institution in the labor market;
- mentor - creates conditions for personal and professional growth of the subject of the educational process through the effects of reflection;
- supervisor - monitors and evaluates the quality and effectiveness of the educational process, creates psychologically comfortable conditions for the activities of professional activities;
- motivator - inspires, encourages students to be effective, motivating them to perform the necessary actions and tasks related to the learning process.

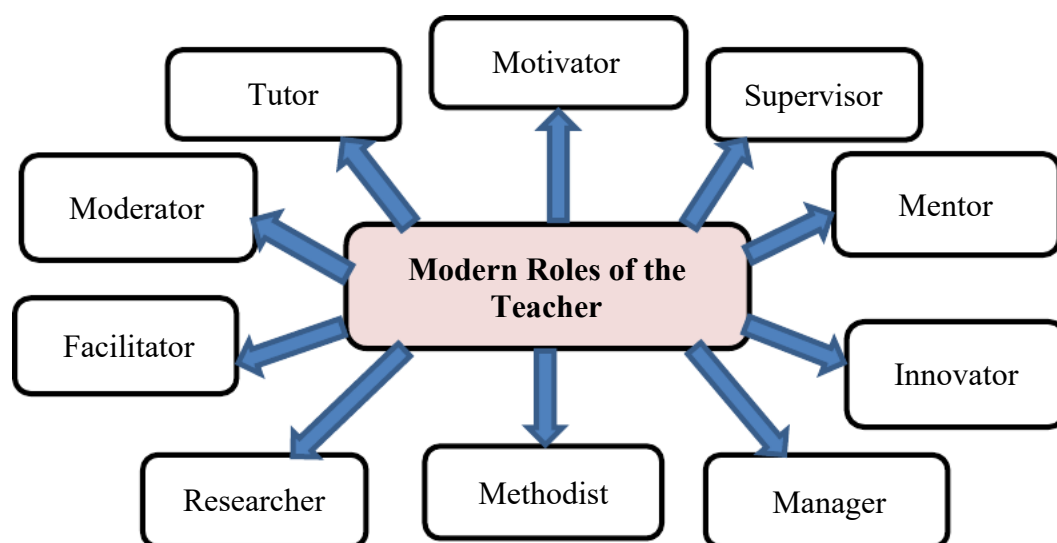


Figure 1 Modern roles performed by a teacher in his professional activity

In the conditions of quarantine 2020, the newest roles of a teacher were actualized: moderator, tutor, organizer of project training, coordinator of the online educational platform, mentor of startups, game master, etc. According to the characteristics of the roles, there is a transformation of both the teacher in the modern educational process and his roles: from a translator of new knowledge to a source-designer, which creates appropriate conditions for the subject of educational process (pupil, student) to share experiences, reveal their abilities, to develop communication and organizational skills, to plan research activities, to make decisions and be responsible for them, to introduce innovative tools in their activities. Approaches to the structure and philosophy of the modern lesson are changing, there is a demand for the organization of distance learning, course training and retraining of teachers. As a result, in the practice of education there were positions of tutor, moderator, coordinator, coach. A renewed society needs teachers who are ready to implement new role positions.

As a result, the analysis of the development of the role position of the future teacher in the educational process of higher education institutions, conducted on the basis of the study of literature sources, surveys of students, teachers and employers can identify the following key issues (Zlatković, 2012; Prokopenko O., 2018; Tamara Gumennykova, 2020):

- lack of practical interest in the problem of forming in students - future teachers an understanding of the importance of developing role positions;
- fragmentary approaches and blur "Areas of responsibility" for the development of the role position of the future teacher, the weakness of vertical and horizontal links between the elements of the educational process of training for goals, content, technology and its subjects (teachers, mentors, managers);
- separation of the educational process from practice and modern requirements of the educational environment;
- limited opportunities for practical implementation of the role positions of future teachers due to the separation of the theoretical basis of education from the practical;
- insufficient level of formed competencies for the use of modern educational technologies and interactive forms of teaching and education in the training of future teachers;

- insufficient level of opportunities to assess the level of development of the role position of the future teacher;
- dogmatic educational process in higher education institutions, lack of flexibility and mobility in the organization of the process of development of the role position of the future teacher, lagging behind the demands of the educational environment and society as a whole;
- the dominance of the traditional role of the teacher - translator of knowledge in higher education institutions, the low level of experience of future teachers on interactive methods of organizing the educational process;
- insufficiency of scientific-methodical and practical-organizational support of the process of development of the role position of the future teacher.

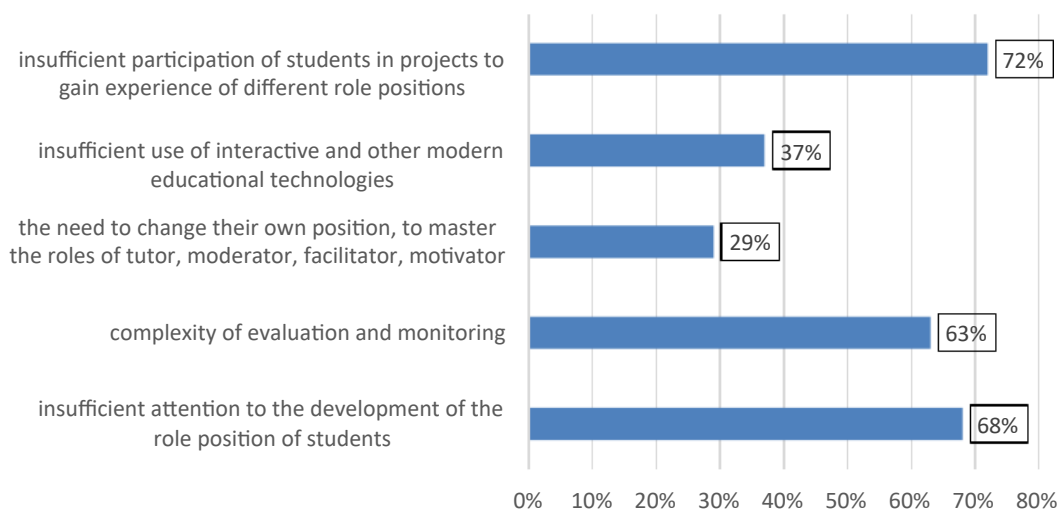


Figure 2 The main problems of development of the role position of future teachers

According to the results of the survey of teachers of higher education institutions, the main problems of the development of the role position of future teachers have been identified (Fig. 2):

- 68% of respondents consider the main problem to be insufficient attention to the development of students' role position, as it is not normatively fixed as a result of education, but the role position is an integral part of professional and pedagogical and general cultural competencies;
- 63% of respondents cite the difficulty of assessing and monitoring this indicator as the reason for insufficient attention to the development of students' role position;
- 29% indicate the need to change their own position of future teachers, to master the roles of tutor, moderator, facilitator, motivator;
- 37% of respondents point to the insufficient use of interactive and other modern educational technologies;
- 72% note the lack of student participation in projects to gain experience in various role positions, from participant to organizer.

The development of the role position of the teacher is the purpose of the educational process during the training of future professionals. To achieve the planned result in the institution of higher education it is necessary to create appropriate conditions, to organize the

educational process to ensure the development of the role position of the future teacher. In this sense, development should be considered as a process of quantitative and qualitative changes in personality in the transition from one stage to another. An indicator of a teacher's professionalism is the ability to integrate the following main areas of activity: educational, self-organizing and organizational in an integrated role position. It is the formation of such an indicator and its dynamic development should be aimed at activities in higher education.

3. METHODOLOGY

The methodological basis of this study is the personal activity approach, which considers the unity of personal and activity components.

Personal approach actualizes the development and self-development of social and personal qualities of the future teacher, the formation of experience, the need for self-organization, self-determination and self-development (Poom-Valickis, 2012; Zlatkovic, 2012).

The personal approach aims at professional education on the formation of individual experience of the future teacher, with the identification of the main components of the development of the role position during the process of formal and non-formal education.

The activity approach reflects the process of personality development in the dynamics of social and pedagogical interaction with other participants, with the fixation of manifestations of different role positions of the future teacher. The activity approach is implemented by the principles of reflexivity, interactivity and self-actualization (Yung, 2001; Prokopenko O., 2018; Tamara Gumennykova, 2020). The principle of reflexivity in relation to values is a reflection of the meaning of pedagogical activity. When designing the educational process aimed at developing the role position of future teachers, this principle makes specific demands on pedagogical methods for the elements of self-knowledge, self-determination and self-realization (Zlatkovic, 2012). The principle of interactivity involves interactive interaction during the development of the role position of future teachers, based on mutual understanding, emotional perception of the participants. The principle of self-actualization substantiates the development of the role position of future teachers from the standpoint of qualitative changes in the value attitude to future professional activity, awareness of personal potential in choosing a role position.

The basis of the choice of methods and pedagogical techniques is a situational approach, with an emphasis on the personal-semantic sphere of the future teacher, the mechanisms of formation of personal experience (reflection, emotional experiences). The essence of the situational approach to the development of the role position of future teachers is expressed in the possibilities of self-realization and self-improvement of professional qualities.

The selected approaches became the basis of a structurally functional model of the development of the role position of future teachers.

4. ANALYSIS OF RESULTS

4.1. Model of Development of the Role Position of Future Teachers in Higher Education Institutions

Structurally functional model includes a set of interconnected structural elements, the interaction of which provides targeted management of the development of the role position of future teachers in higher education institutions. This model includes the following blocks: conceptual-methodological, organizational-managerial, content-procedural, control-monitoring (Fig. 3).

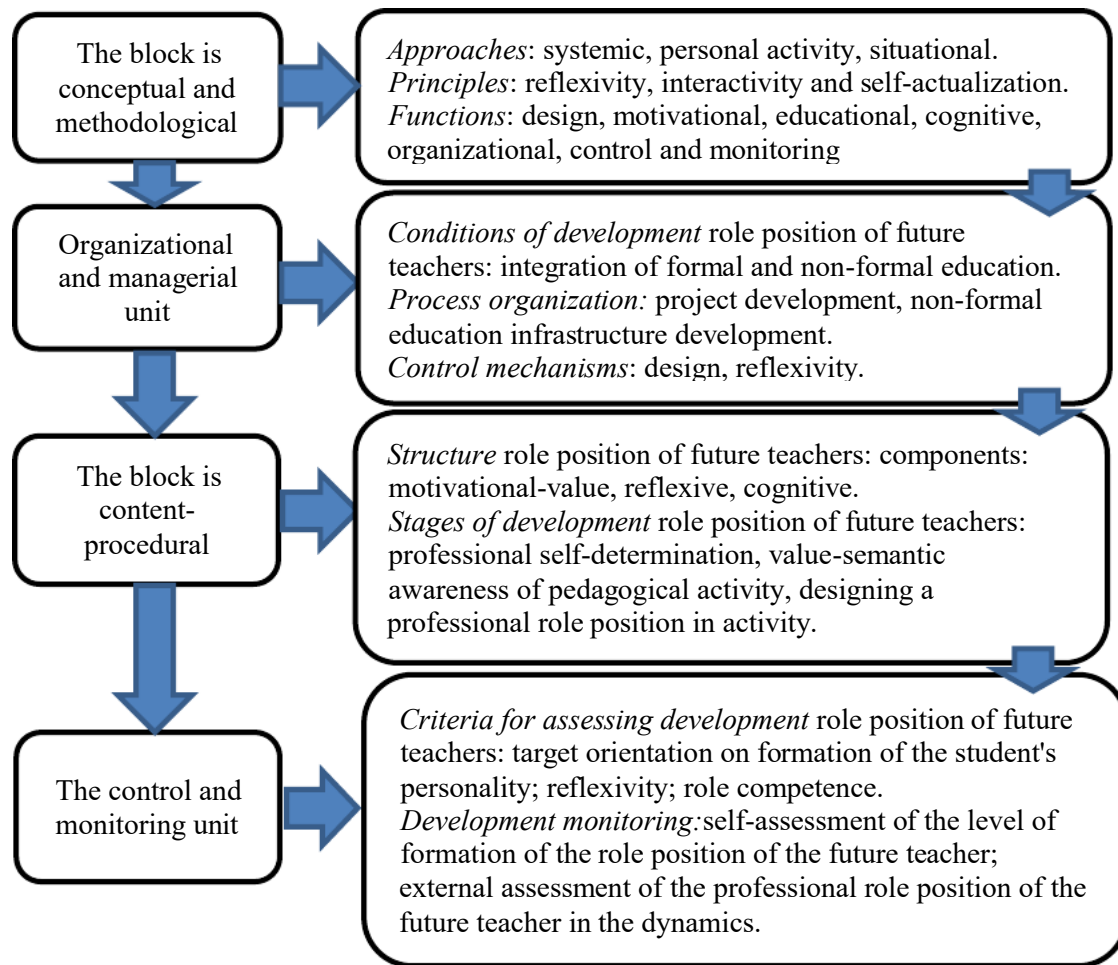


Figure 3 Structurally functional model of development of the role position of future teachers in higher education institutions

This model considers the process of developing the role position of future teachers in higher education institutions as a set of components (blocks), each of which contains a set of conceptual and methodological, organizational and managerial, content-procedural and control-monitoring elements to ensure the implementation of this process. The key idea is that the development of the role position of the future teacher is considered in conjunction with his professional and personal development and self-awareness as a subject of the educational process. The structure of the development of the role position of future teachers that includes the core (personal qualities, their target transformation in the dynamics, according to the selected goals) and components of variable nature (modules), as a manifestation of the role: tutor, moderator, facilitator, motivator, researcher.

The main conditions for the development of the role position of future teachers are the integration of formal and non-formal education: contacts, connections, interaction. As a result of such integration programs, projects, forms of cooperation are formed. Elements of infrastructure are clubs, organizations, volunteer movements.

The development of the role position of the future teacher contains content-procedural content to ensure targeted qualitative changes in the personality of the future teacher, the ability to implement the necessary pedagogical roles (strategic level - core, tactical level - modules). Control mechanisms: design, reflexivity. The development of the role position of future teachers includes the following stages: professional self-determination; awareness of the meanings and values of pedagogical interaction; designing a role position in professional

activities. Thus for the decision of professional tasks value-semantic and motivational aspects of a choice of strategy of display of a role position of behavior in an actual situation of interaction, with use of the got professional knowledge and abilities are applied. The organization of the process includes project development, development of non-formal education infrastructure.

4.2. Experimental Study Managing the Development of the Role Position of Future Teachers in Higher Education Institutions

In the course of the experimental research the approbation of the structural-functional model of the development of the role position of future teachers in higher education institutions was carried out. To this end, a study of the impact of the program of integration of formal and non-formal education on the development of the role position of future teachers in higher education institutions. The effectiveness of the development of the role position of future teachers according to the relevant criteria is evaluated.

The experimental base were: (1) Kherson State University, Kherson, Ukraine; (2) Podilsky Special Educational and Rehabilitation Socio-Economic College, Kamianets-Podilskyi, Ukraine; (3) Mykolayiv National Agrarian University, Mykolayiv, Ukraine.

The experiment was attended by 25 teachers and 150 full-time students. Experimental work was conducted from September 2017 to July 2019.

Empirical data were obtained using methods: questionnaires, testing, interviews, observations during formal education (lectures, workshops, seminars) and non-formal education. Fisher's test was used to process the obtained data.

As a result of the questionnaire on the importance of integrating formal and non-formal education for development role position of future teachers obtained data, which are presented in Figure 4.

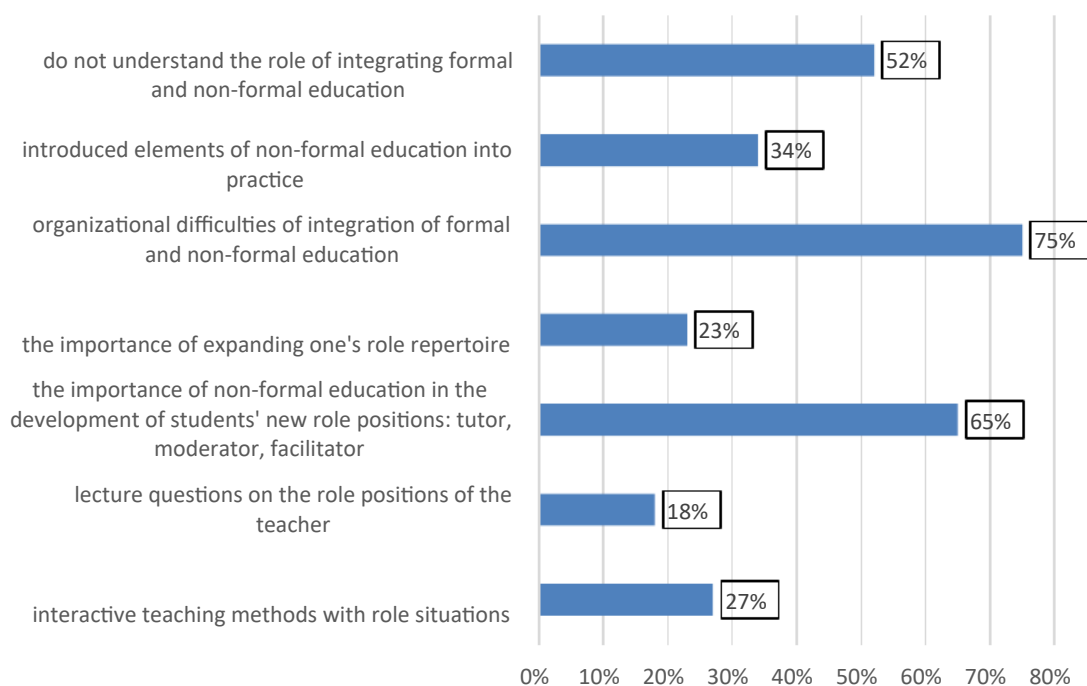


Figure 4 Questionnaire of teachers on the role of integration of formal and non-formal education for development role position of future teachers

The survey showed that almost half (52%) of teachers do not understand the importance of non-formal education in the educational process and development role position of future teachers. The greatest difficulties for the integration of non-formal and formal education, the majority of respondents (75%) identify organizational and managerial aspects. At the same time, 65% of respondents determine the importance of non-formal education in the development of students, future teachers, new role positions: tutor, moderator, facilitator. 18% of teachers pay attention to the development of role positions of the future teacher in their lectures, but only 23% of respondents consider the importance of expanding their own role repertoire.

Thus, the previous study showed a rather ambiguous attitude to the development of role positions of future teachers in higher education institutions.

To assess the level of development of the role position of future teachers according to the selected criteria, the following methods were used: observation, questionnaires, individual interviews, testing. Diagnosis was carried out according to the selected criteria of the following components of the development of the role position of the future teacher: motivational-value, reflexive and cognitive. The results are presented in table 1.

Table 1 Assessment of the level of development of the role position of the future teacher

Levels	Criteria, %			
	Motivational and Value Component	Reflexive Component	Cognitive Component	Average Value
Low level	36.1	39.5	39.8	38.5
Average	48.7	36.2	37.6	40.8
High level	15.2	24.3	22.6	20.7

The results showed a rather low level of development of the role position of future teachers in the motivational-value component (36.1%), reflexive-regulatory (39.5%), cognitive component (39.8%). Insufficiency of motivation as a whole to professional activity of the teacher is revealed. Obviously, this is due to the lack of a holistic view of students about the teaching profession. Future teachers are not aware of the opportunities and ways to meet their professional needs. The survey showed no need for self-realization, self-affirmation and self-development as a teacher. This indicates the immaturity of the role position of the participants in the experiment. There is also a lack of self-understanding of students as subjects of professional activity. Self-assessment of one's own academic and professional success is often inadequate.

Pedagogical values are marked by unformedness, which in the future may cause underestimation of the possibilities of realization in the profession. In most cases, there is a low level of leadership, organizational and communication skills, which complicates the interaction and building relationships based on dialogue, cooperation, partnership. Low level and even lack of reflection indicates the inability to work on themselves, improve and self-educate, design their activities and their professional future, see their opportunities.

Thus, the results indicate the need for targeted activities to develop the role position of the future teacher.

To implement the process of developing the role position of future teachers, the method of sequential experiment was used, when the same group acted as a control before the introduction of changes in the educational process and as an experimental after their introduction.

During the experiment, the effectiveness of the integrative program aimed at developing the role position of future teachers, which is a mechanism for implementing the proposed structural and functional model.

An integrative program is a set of curricula in individual subjects and practices in formal education and individual courses, social practices in non-formal education, and the integration of different activities and resources.

In order to integrate formal and non-formal education, an assessment was made of the existing opportunities in the studied higher education institutions for the implementation of non-formal education and the creation of appropriate infrastructure. At this stage, the levels and nature of the links between the subjects of formal and non-formal education were identified. As a result of negotiations, opportunities for joint projects with the participation of future teachers for the development of role positions were identified.

The obtained data of the preliminary and control stages of the study were statistically processed by the Fisher method:

$$F_{3,472} = \frac{\sigma_1^2}{\sigma_2^2}, \quad (1)$$

where F - Fisher's test - is a parametric criterion and is used to compare the variances of two variation series σ_1^2 - greater variance, σ_2^2 - smaller variance of the considered variation series.

After the experiment on the implementation of the integrated program, the evaluation of the effectiveness of the development of the role position of future teachers in comparison with the initial data (Table 2).

As can be seen from Table 2, there is an increase in respondents with a high level of development of the role position: the motivational and value component by 21.5%; for the reflex component by 7.8% for the cognitive component by 19.4%.

Table 2 Assessment of the level of development of the role position of the future teacher

Levels	Criteria							
	Motivational and Value Component		Reflexive Component		Cognitive Component		Average Value	
	Preliminary Assessment	Control	Preliminary Assessment	Control	Preliminary Assessment	Control	Preliminary Assessment	Control
Low level	36.1	20.7	39.5	24.2	39.8	9.1	38.5	18.0
Average	48.7	42.6	36.2	43.7	37.6	48.9	40.8	45.1
High level	15.2	36.7	24.3	32.1	22.6	42.0	20.7	36.9

At the same time, changes in the average level are insignificant. This is due to the transition of respondents from low to medium, and from medium to high. The decrease in low-level indicators was on the motivational-value component - 15.4%, reflexive - 15.3%, cognitive - 30.7%. Comparative analysis of generalized averages for the three components is presented in Fig. 5.

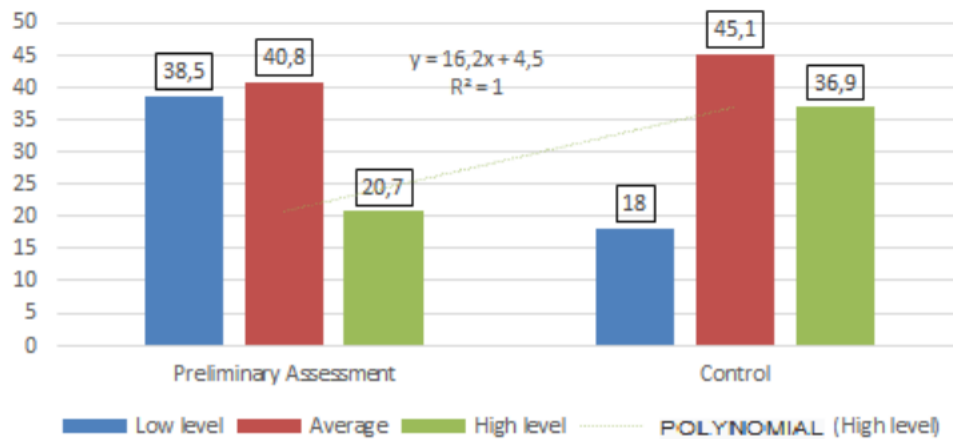


Figure 5 Dynamics of the role position of the future pedagogue

Figure 5 shows the increase of respondents with high and medium level, as well as the decrease of respondents with low level, which indicates the overall positive dynamics of the study process, which occurred as a result of implementing an integrative program to develop the role of future teachers in higher education. Unfortunately, some respondents remained at a low level in terms of selected components. Obviously, this indicates their unwillingness to fulfill the role position and further self-realization in the profession.

5. CONCLUSION

The study found that the problem of developing the role positions of future teachers in higher education is not given due attention. The high significance of the formation of the level of development of the role position of the future teacher for further personal realization in the profession is substantiated. In modern conditions, the latest roles of the teacher have become relevant: moderator, tutor, organizer of project training, coordinator of the online educational platform, mentor of startups, game master, etc. There is a transformation of both the teacher in the modern educational process and his roles: from a translator of new knowledge to a design engineer. Approaches to the structure and philosophy of the modern lesson are changing, there is a demand for the organization of distance learning, course training and retraining of teachers. As a result, in the practice of education there were positions of tutor, moderator, coordinator, coach. A renewed society needs teachers who are ready to implement new role positions. Preliminary evaluation of effectiveness showed a low level of development of the role position of the future teacher in the selected components. The scientific novelty of the research is the structurally functional model of development of the role position of future teachers in higher education institutions. The mechanism of realization of such model is offered by the integrative program which provides integration of formal and informal education and formation on such basis of new competences and development of components of a role position of the future teacher. Approbation of the proposed mechanism showed its effectiveness and efficiency. The scientific novelty of the research is the structurally functional model of development of the role position of future teachers in higher education institutions.

Competence approach in improving the effectiveness of the development of the role position of the student - the direction of further research.

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