Strategy and tactics of current professional education: axiological approach

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Abstract. This paper links with the relevance of the authors’ longitudinal research intended to meet the pedagogue and student interests, possibilities, and their motives for recurrent education based on personalized training strategy and tactics in the frameworks of current university education and additional professional programs of the In-Service. The research aims to provide some of the prospects on creating axiological priorities of professional education spaces in line with innovative approaches to teaching and learning the ways of interpretation of database on the «difficult» issues of Russian History and Culture, and on fostering dominant values into a personality space of a learner within the frames and architectonics of the humanitarian environment of modern scientific and methodological support of Russian education. Methodology and materials of the research based on the main concepts of acculturation of the educational environment, harmonious interaction of both educators and learners, historical memo, national and language consciousness, are focused on transforming the socio-cultural atmosphere of the country where the dominant values of national and cultural identity have sharply worsened over the past twenty years. The findings concern the axiological model of «management techniques» on the solution of «difficult» questions of Russian culture and national public school system of education.

1 Introduction

Axiological strategy and tactic is a priority in terms of Knowledge Content, Technology and Pedagogy as dominant values for the national public school system of current education of a personality. Within the spaces of uncertainty and instability of human beings existence the concept of fostering dominant values into the educational spaces of modern school gives grounds for thorough thoughts on culture as a value, personality as a value, psychological balance of the participants as a value, and some others as the core of axiological strategy and tactics in information and education environment at the moment. Given all this it is a prior problem statement to fill the gap within both scientific Scholarship and pragma studies which reflect on educational novelty and changes for developing axiological methodology of the Future in the polyphony of Knowledge Content,

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Technology and Pedagogy of current national system of education preferably in the aspect of recurrent professional training of specialists in varied spheres and fields. The latter is in permanent search of its site in the globalizing chaotic world flaws, and is in need of humanism, humanity and leadership efficacy as the main concepts of how to neutralize the negative effects of chaotic changes. This paper is a result of the authors’ longitudinal research targeted on the pedagogue and student needs and their intellectual potential to meet the requirements of recurrent university education based on personalized training strategy and tactics as dominant values. is a continuation of the search in the axiological aspects of professional education in terms of Knowledge Content, Technology and Pedagogy. The focus on Knowledge Content, Technology and Pedagogy of axiological essence is to be a preferential scientific approach to educational phenomena which continues to be the “number one problem” and needs thorough investigation. This sentence means the need to address the public’s attention to the safe aspects of education as a meaningful issue of Russian culture and its traditions in terms of language training and learning of a personality based on comparative and integrative approaches to native and international languages teaching and learning [1-3].

Firstly, it concerns the definition of the factors and conditions for efficacy of the learners’ culture self-identification and self-realization positioned as a goal, a process, and a result in the frameworks of the safe information spaces, at the country and region levels, which are to be characterized by the psychological balance of both the participants of the educational process [4-6]. Secondly, the communicative skills and competence is a must for of all the participants of the educational process within the frameworks of modern information and education spaces of the national public school system of both general and professional education [7-9]. Thirdly, the educational results are to be seen in qualitative characteristics of the recurrent (continuing) learning and the improvement of functional literacy of a personality; the development of intellectual potential of a learner is the core of a personality culture-identification and self-realization in the authentic communication.

Over the past twenty years the Communicative Stock Exchange has steadily risen both in current Academic Scholarship and within humanitarian practices focused on innovations from the axiological aspect [10-12]. It is said that Knowledge Content, Technology, and Pedagogy based on the above specifics of current educational process are the most significant factors and conditions to save the traditions and to develop the national public school system. The system of vocational education has significantly expanded and is undergoing the process of optimization and modernization not only in Russia, but also in all the leading countries of the modern world. This process is often accompanied by the borrowing of foreign experience and is reduced to bringing professional education to international standards. On the one hand, this makes it possible to organize the educational process on the synthesis of the current scientific knowledge and historical experience; on the other hand, this leads to the destruction of the national academic pedagogical school, which is why the problems of higher education are being solved today taking into account historical traditions, social and economic conditions of higher education in general. One of the most important problems is the formation of project thinking among students of creative specialties, including, scientific educators and teachers. The modern educational environment as a manifestation of project culture imposes specific requirements for training of a future specialist. As is the case, this requires a qualitative improvement in the interaction/integration of all the components of the educational process. Thus, when training specialists in this field, university educators need to take into account the professional characteristics of the teacher's profession, which combines projective thinking, critical thinking, design skills, knowledge of modern trends in academic Scholarship and historical design features in developing the conditions for the intellectual potential of the
country. This combination creates a new concept - project thinking, the formation of which is an urgent aim of this study along with functional literacy and communicative skills.

The purpose of this paper is to stand back from the surface details of formal and informal education of learners and to provide some of the provisions in terms of creating axiological priorities of professional education spaces in accord with innovative approaches to teaching and learning the ways of interpretation of database on the «difficult» issues of professional culture and on fostering dominant values into a personality space of a learner within the frames of the humanitarian environment of modern scientific and methodological support of current professional education. Thus, axiology as a preferred scientific approach to educational phenomena continues to be of prior significance for the participants of the educational process which needs thorough investigation from this aspect via Knowledge Content, Technology, and Pedagogy to design the comprehensive model of acculturation/humanization of the educational spaces of recurrent professional system of training and learning. This paper presents the ways to fill the gap in terms of axiological aspects of creating the conditions for the development of the efficient means and methods that will help answer the following questions:

a) What are the most important factors for the creation of the conditions of efficacy of current learning and professional education in its results?

b) What are to be the characteristics of current system of professional self-realization of a human being?

2 Methodology

Scientific exposition and empirical array concern the axiology of the training and learning in the aspect of three main groups – academic scholarship, methodology and pedagogy of education in the frameworks of the problem issues of what to teach (Knowledge Content) and the question of how to organize innovative humanitarian practices and activities of learners (Technological and Pedagogy Aspects) to meet the requirements of humanization/acculturation of the information and educational spaces, and to fulfill the main essence of this study – to install dominant values as a core of intellectual potential of professional education of a language personality. The main Concept of this research concerns the idea of a multicultural environment connected with the formation of national identity of the individual as part of the all-Russian mentality, and multicultural education in the aspect of new Knowledge Content, IT, Language didactics in the frames of on-line and off-line training and learning. The topicality of updating the humanitarian training of the youth is considered in accord with the possibilities of developing a multilingual educational space where languages (native and non-native, foreign, verbal and non-verbal) is an efficient instrument of multicultural and polylingual personality development. Therefore, the study of the problem of education at the intercultural and multicultural level imposes enormous responsibilities on the pedagogues more than ever before, since it depends in the main on their professionalism and communicative skills, on their creative initiative, freedom and responsibility for educational results as transformations of current training and learning have become a reality. It is the spiritual-moral, emotionally-positive harmonious relationship between teacher and student, the adequate use of expressive means of culture (varied languages of education) that can contribute to the personal growth of all the participants of the novel educational process; in other words, the problem of qualitative renewal of education acquires new approaches to Knowledge Content, IT, and Language didactics. New federal and regional educational documents put forward as prior goals the development of students' personality, their ability not only to adapt to rapidly changing economic and socio-cultural conditions, but also to consciously choose their educational and professional prospects, be ready for creative activity and be responsible for it before the
society. Humanitarian education, being a system-forming area of modern multicultural education, provides cultural communication; promotes the development of functional literacy, wide education and culture concept sphere of a personality, i.e. mentality; improves intellectual and creative abilities of the individual; not only ensures the development of speech, communicative, socio-cultural competencies of students, but also contributes to the creation of their internal needs for professional growth, self-development and self-improvement, continuing education and self-education; introduces to the national and world culture; develops personal qualities such as openness, curiosity, empathy, respect for other nations and peoples, pride in native culture, willingness to cooperate, etc.; strengthens the motivation of learning and interest in education on the whole; organizes spatial continuity of education; guarantees social security, forming the ability of a person to successfully build their social, professional and household activities, effective behavior and interaction in the labor market.

The design method of this study is to investigate and analyze the project products of EF teachers in the frames of educational programs on Methodology of ELT at schools which constitute KC, Technology, Pedagogy frames of the Comprehensive model of acculturation of the information and education spaces; the topics under consideration “How to Prepare EF learners for Final Attestation (state exams): effective methodology”, and “Criteria for Choosing and Evaluation of EL textbooks. The groups of the participants in the study demonstrated an English language requirement to be certified after Refresher Courses on the above theme. The analysis and description of the data from 200 essays with a total of five pages each (overall 1.000 pages) written by respondents to find out types of effective methods of final attestation of students.

Methods: critical analysis, classification, generalization, modeling, project methods, statistics, express-control, questionnaires and interviews.

3 Results and their discussion

The problem area to construct a value-based comprehensive model of cultural self-determination of EF learners covers three STEP-BY-STEP stages reflected on priorities under discussion in the article. In terms of fostering dominant values into a personality space of a learner within the architectonics of the information and communication spaces a holistic system of current scientific and methodological support was organized. The project aims at theoretical substantiation of innovative experience in progress to consolidate a number of conceptual information and ideas related to the concept sphere of a new educational methodology on national history and culture of Language training and learning. Within this basic general educational programmes are implemented in the context of the cultural «background» and culture-created mission of recurrent national public school education.

Step One. The research aimed at the state documents and literature sources of academic Scholarship to be analyzed. The Ministry of Instruction (Russia) has launched a number of educational projects to meet interests and motives of adult citizens (professionals, researchers and practitioners working in the field of teaching, training and talent development) and social organizations in the aspect of investing in IT technologies to better educational services, and to understand the instructional environment under development and course implementation support (Subject Concepts; Federal State Education Standards, 2012; National project “Education”, 2019; United Nations, 2012). These documents were targeted on the information and education spaces, in particular, on the trend named recurrent education, continuing personalized education or life-long education of adults via novel Knowledge Content, Open Space Technology (e-learning and remote learning, social media, etc.), and Pedagogy, that have been promoted by important Russian organizations as regional Ministry of Instruction, and Institutions of In-Service and
Upgrading of educational workers in terms of their professional skills and competences including a module on motivating others. Thus, a leadership and innovation practice module has become a must to be undertaken by advanced practitioners. Post-modern education needs updating objectives, and providing culturally oriented humanitarian activities to develop professionals and to provide conditions for culture self-determination of students doable to use critical thinking for the comprehension of social situation, dominant national values in life, and other people’s viewpoints as a value; to choose professional career for self-realization and self-improvement as a value, etc.

Step Two. These methodological trends (globalization, information space, macro-paradigm, rhizome-like learning, deconstruction of classical education, pluralism of activities, concepts, etc. described in current Scholarship) aimed at the clarification and adjustment of the authors’ Comprehension model of the person development via recurrent learning into the context of new challenges of human being existence in the modern world. As a result of critical analysis the materials of the research were used in the aspect of planning educational processes in the system of professional training and retraining of educators in terms of holistic, axiological, communicative and activities approaches as the most valid in the evaluation of the results. First and foremost, the integration of novel flows and tendencies in public education involves deconstruction, crucial changes not only in the use of technologies, but also in the culture of people (citizens, business, public workers, etc.), influencing the collaboration between citizens and public administration, as well as the collaboration between several public structures and administrators, ministries, educators, heads of educational institutions, etc. Secondly, the background of these actual issues lies in a branch of Pedagogy named andragogy that has recently resurfaced as a learning approach after a decade of limited attention (STEAM, CLIL, FLIPPED CLASSES, DRAMA, etc.). Over the past ten years generations of students and educators witness Formal Education (FE) oriented on providing face-to-face practices each day in the aspect of the knowledge-centered paradigm when the process of knowledge was presented in ready-made, well-organized information; the socio-cultural component was minimum. Thirdly, the transition to the poly-cultural paradigm means the transformation of the educational process into the interaction of the participants as equal partners, communicators (mixers), with the emphasis on the importance of the learners’ personal development. Education starts to meet the learners' interest for the introduction to national culture identity, creative potential, social activity, and moral education, culture self-determination. These ideas have become the core of the conceptsphere in terms of the foundations as a prior component of the communication spaces in the frameworks of the Comprehensive Axiological Model within the longitudinal project on “Fostering value dominants of the individual”.

Step Three. The frameworks reflect on the elimination of the professional deficits of an educator and present within the four areas that structure the remainder of their review.

1. Supportive conditions to foster strong relationships and community; they aimed at positive relationships within the attachment and emotional connections; emotional, and identity safety; and a sense of belonging to the target group of the participants to fulfill the main goal.

2. Productive instructional strategies to develop motivation, competence, and self-determined learning; they aimed at the curriculum, teaching, and assessment strategies to feature well-planned instruction/training, and ongoing formative assessment to support conceptual comprehension, to take students’ prior knowledge, and their experience into account, and to provide the amount of challenge and support on relevant and engaging learning tasks of the leadership development in line with the development tasks and lessons aimed at value dominants of international language education.
3. Social and Emotional Learning to foster communication skills, habits, and mindsets for academic progress, efficacy, and productive behavior of the participants of the educational process; these cover self-regulation, executive function, intra-personal awareness and interpersonal skills, a growth mindset, and a sense of agency that supports resilience and productive action.

4. System of support and assistance to meet student needs, and address learning barriers; these aimed at a multi-tiered system of academic, and social supports to provide personalized resources (novel formats and portfolio of educational products for on-line and off-line tactics to save psychological balance and neutralize misbalance (psychological trauma and adversity).

At the second stage of the search the Target group of teachers goes twice, entry and final monitoring, through interview and questionnaires. Within this framework, we address the following questions to the teachers, the participants of the programs, before the start of the Course and after the training seminars on CLIL, STEAM, FLIPPED CLASSES, DRAMA:

1. Give what we know about human development and learning,
2. What is known from multiple-choice domains of educational research,
3. What classroom practices can create supportive value-oriented spaces?
4. In what ways can educators help students acquire transferable knowledge, skills, habits, and mindsets of value sphere of the individual that support ongoing learning?
5. What kind of changes are needed within the current education system as a whole to reflect?
6. What do you know about development of value dominants?

At the third stage the Tutorials within learner-centered design of final session of the additional program aimed at the implications for classroom practices of an emerging consensus on the science of learning and development, and outlined in a synthesis of the research, were presented to the target group for consideration and discussion. In the frames of the review the learners synthesize the axiological strategies and tactics under consideration to support and to provide efficient interaction/communication on the learning opportunities needed to promote students’/teachers’ value dominant development of the individual, and transferable learning. In addition, we review their research experience regarding practices that can help educators respond to individual variability, address adversity, and support resilience in their own classrooms.

4 Conclusion

The third millennium shows that human culture (be it science, art, education, technology or communication) is looking more and more intently into the past, trying to understand what it is and where it is moving. This general trend corresponds to the processes of taking place in domestic and foreign educational practice. The actual issue is to transform the image of the information and education spaces, i.e. from a potentially educational environment into a truly self-developing system based on integration, self-design methodology and contributing to the disclosure of various abilities of a culture-oriented human being in the process of interaction and communication with other people. Perceiving and reproducing cultural and historical values, Man in the course of the life activity strives for creativity, for the creation of new cultural realities. This possibility works out due to the existence of languages as sign systems. It is Varied Languages which form the basis of Knowledge Content, organize critical/creative thinking, efficient communicative skills for human activity on the whole, and for the culture of the individual in particular. Culture does not exist outside the living carrier of men - an individual learns it through and with languages of education, and live genuine communication. The picture of the world, assessments,
values, ways of perceiving nature, time, and ideals are embedded in the consciousness of the individual by tradition and imperceptibly change for the individual in the process of his/her culture-oriented experience and activities.

As is the case, the multilingual culture of an individual or society (community, group) is understood as the level of proficiency in native and non-native languages. The process of genuine communication helps to establish it in full. Its provision is one of the important functions of educational systems, and in particular humanitarian education. The development of the society as a whole depends on the revival of the humanistic tradition in education. Man has accumulated a huge amount of knowledge, and as Heraclitus said that much knowledge does not teach the mind. Moreover, in recent years, experts have noted an increasing disparity between the growth of the flows of private knowledge and the ability of a person to collect all this into a single picture of the world, and at this stage of the society development the need for integrative thinking is becoming much more urgent. It is said that this phenomena manifests itself in an increasingly close integration of Sciences and Humanities approaches to cognition of the objective world; society lives and develops the way it learns, and learns the way it wants to live. This interdependence is obvious because it is the society which determines the main goal of current education; the final result of the education process is a successful personality of a human being. We are certain that the social order determines the actual issues for public school system of education. School should function in the main as the link of with the society.

Humanity is living in a new millennium, which has a huge impact on all aspects of public life, not least on education. In the modern world the problems of education are of great interest and widely discussed. This contributed to the creation of a new concept, according to which education plays a leading role in the cultural development of the country, the versatile and unlimited development of each person. Having defined a global goal, it is possible to outline strategic directions for the renewal of the school system as a cultural phenomenon that ensures the realization of the educational needs of each individual. The main direction is to ensure the culture-oriented mission of School in the process of humanizing the educational spaces via the given instrumental means named axiological strategies and tactics. Concept Sphere of recurrent education for each learner, students and teachers, has to include the following concepts: acculturation/humanization of Knowledge Content, of Technology (STEAM, CLIL, IT, DRAMA TECHNIQUES, FLIPPED CLASSES, etc.), and of Pedagogy/Lingua Didactics (Fig. 1).

![Fig. 1. Concept Sphere of recurrent education.](image)

The given concepts are linked via human dimension; the formation of humanistic ideas about man, his link and relationship with nature via his responsibility for the safe information and education spaces of the modern world is an attempt to humanize the education system in the aspect of totality of IT and to save the psychological balance of each human being. At the same time, the development and integration of education systems is a way that can contribute to the global self-organization of humanity, and human society, in particular.
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