



*Aseorías y Tutorías para la Investigación Científica en la Educación Puig-Salabarría S.C.
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RFC: ATI120618V12

Revista Dilemas Contemporáneos: Educación, Política y Valores.

<http://www.dilemascontemporaneoseduccionpoliticayvalores.com/>

Año: VI Número: Edición Especial Artículo no.:5 Período: Diciembre 2018.

TÍTULO: La preparación de futuros maestros para diseñar sus trayectorias de vida en el contexto de nuevas estrategias educativas.

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RESUMEN. El documento aborda el problema de preparar a los futuros maestros para diseñar sus trayectorias de vida en términos de la implementación de estrategias educativas modernas. Se han sentado las bases para el desarrollo de una nueva dirección: la construcción del proceso educativo en la universidad en el contexto de la vida del futuro maestro. Se proporciona una descripción de los enfoques teóricos y las direcciones de preparación de los estudiantes para el diseño de trayectorias de vida.

PALABRAS CLAVES: estrategias educativas, trayectoria de vida, estrategia de vida, propósito de la vida, actitudes e ideales de vida.

TITLE: The preparation of future teachers to design their life trajectories in the context of new educational strategies.

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ABSTRACT. The paper deals with the problem of preparing future teachers to design their life trajectories in terms of the implementation of modern educational strategies. The foundation has been laid for the development of a new direction - the construction of the educational process at the university in the context of the life of the future teacher. A description of the theoretical approaches and directions of preparing students for the design of life trajectories is provided.

KEY WORDS: educational strategies, life trajectory, life strategy, purpose of life, attitudes and ideals of life.

INTRODUCTION.

One of the characteristic features of the modern system of higher pedagogical education is its transformation and modernization in continuously changing requirements for the quality of education and vocational training of graduates.

The national project “Education”, initiated by the May Decree of the President of the Russian Federation, defines the strengthening of the practice-oriented nature of academic classical university education. At present, the educational process of a university is focused not only on the formation of professional competencies of the future teacher, but also on the formation of the competencies to effectively build the life path. Modern youth today is facing a serious challenge: to learn how to live - to be able to adapt to the conditions of a rapidly changing world, to creatively realize oneself in personal and family life, and in future professional activities.

Questions of building life have always been in the focus of many Russian (B.G. Ananiev, K.A. Abulkhanova, E.A. Klimov, N.N. Nikitina, Iu.M. Reznik, T.E. Reznik, S.L. Rubinstein and others) and foreign scientists (A. Adler, T. Kessser, R. Ryan, V Frankl, E. Fromm, and others).

B.G. Ananiev, K.A. Abulkhanov emphasized the “subjective contribution” to the construction of one’s life trajectory.

B.G. Ananiev in his research considers the life trajectory as “the sequence of events of a person’s life, its formation as a person of a subject of activity in a specific social and historical context” [Ananiev B., 2001].

Describing the life trajectories of people, K.A. Abulkhanova availed herself of the comparison, according to which some people walk through their life, while others move by train, and some by plane [Abulkhanova - Slavskaja K.A., 1991].

S.L. Rubinstein developed an approach to the study of life trajectories associated with the development of personality as the subject of his/her own life activity.

The requirements of the Federal State Educational Standard of Higher Education (hereinafter referred to as FSESHE) impose the need to form, along with the professional competencies of the future teacher, the formation of the competencies necessary for him to effectively build his or her life trajectory. In particular, the standard states that “a graduate must be able to design the trajectories of his/her professional growth and personal development” (PC-10) [Frankl V., 1990].

In this regard, the problem of preparing the future teacher for the conscious design of his/her life trajectory is of particular relevance in the field of educational policy at present.

DEVELOPMENT.

Methods.

The method of preparing a future teacher for designing life trajectories in the educational environment of a modern university is based on the need to form the life-purpose attitudes of the person to which we include: defining the meaning of life, shaping life ideals, defining life strategy, shaping the need for planning your own life.

Modern science identifies the concept of "trajectory" with the concept of "path".

The trajectory of human life is the story of the formation and functioning of the individual in a particular society; this is life with all the events occurring in it, both external and internal: thoughts, feelings, experiences.

According to S.L. Rubinstein, the life path is characterized by integrity, continuity, includes separate stages, each of which prepares and influences the next stage. Moreover, the life path is influenced not only by the circumstances, but also by the person him-/herself as the creator of his/her own life. The life course of each person depends on specific historical, cultural and social conditions. In addition, gender, race, social, economic status, and level of intelligence development have a great influence [Ushinskii K.D., 1990].

Successful building of life is impossible without the presence of the purpose of life.

According to N.N. Nikitina, the human understanding of the purpose of his life is a necessary condition for his normal existence. The presence of the purpose of life is, in addition, the leading criterion of the formation of a person in general; an indicator of how much a person is ready to control his life and is independent of external circumstances [Rubinstein S.L., 1973].

T. Kesser and R. Ryan found in their studies that the level of mental health of an individual (vital energy, life satisfaction, level of depression) depends on his/her life orientations; the content of life strategy influences the civil and professional activity of a person [11; 78-87].

Published in 1980 in New York, the anthology "The Purpose of Life: Questions, Answers and Analysis" presents the most remarkable views on the purpose of life. In particular, K. Bayer declares that the purpose of human life is determined by God rather than by him-/herself. The loss of faith in the "super-being" is equivalent to the loss of the purpose of being [Bugental J.F.T., 1981].

In this regard, the task of pedagogical management to help the future teacher identify his/her purpose of his life comes to the fore. This implies that the latter realizes the direction of his/her life, the purpose he/she lives for.

One of the main pedagogical tasks at this stage is the orientation of future teachers to the formation and development of higher personal purposes; on the formation of adequate purposes of life, which are based on individual abilities and capabilities, the conditions of the social environment. V. Frankl called the attempt to give a person the purpose of life from outside “moral zombieing”: it cannot be given, but must be found, and it is different for everyone. The purpose of life is always personal. Ideology, imposing a purpose of life on a person from the outside, deprives him/her of the ability to think, search for his/her individual life path, have his life concept [Baier K., 1980].

The choice of a life-creating model (“copying someone’s life”) is of great importance in choosing a life path. Such a model could be the life of a particular person or literary hero. This may be a kind of collective model that combines the features of a number of real and literary heroes. Therefore, the next task is to provide pedagogical guidance on the formation of life ideals among the future specialists.

A future teacher should know that life must have an ideal, but blind imitation of someone else’s life does not give a person the opportunity to fully manifest his/her abilities and talents. That is why any model of building life should not become a copy of someone else's life. Such a model can only determine the general guideline of life, which will inevitably be changed by different people in different life situations.

The pedagogical task is to organize the construction processes of the students' own biography based on the study of the biographies of specialists who have successfully built their own lives and professional careers.

K.D. Ushinski stated that a personality is brought up by another personality, and the larger the caliber of a teacher’s personality is, the deeper and stronger his influence on the personality of a student is [Federal State Educational Standard of Higher Education for 44.03.05 Pedagogical education (Bachelor’s degree) [electronic resource]: 380].

American psychotherapist, Eric Bern, as a result of numerous observations came to the conclusion that most people have subconsciously life plans or scenarios they build their lives in accordance with what they choose the scope of activities, social circle, goals and ways to implement them. The script influences the behavior, feelings, thoughts, and ideas of a person; he constantly pushes him “towards fate”.

James Bugzhenthal notes that if a person wants to live as fully as possible, he/she should know his/her desires and needs as fully as possible. A person has the potential to realize his/her life, to understand it and to take constructive steps on the way to living more authentically, to become him-/herself [Kasser,T., 1996].

Therefore, the next step is to train future specialists in their life planning. This implies the development of students' ability to foresee, anticipate their future. It is important to teach future teachers how to develop life plans, plan not only their professional career, but also other aspects of their life (economic, family, etc.).

The presence of life plans is an indispensable condition for the self-development of personality, an indicator of the completeness and social significance of individual life. Karl Marx noted: making a life plan, a person makes “his/her life the subject of his/her will and consciousness" [Marx K., Engels, F. Soch. V., 2014: 376].

The involvement of future teachers in the practical designing of the trajectory of their lives will allow them, while still at university, to develop a life plan, determine their purpose of life and specific tasks that need to be addressed to achieve their wishes.

In summary, preparing a future teacher for designing the trajectory of his/her life is conditioned by new educational strategies of pedagogical education in Russia and is considered as a complex, dynamic process that can be implemented through a number of structural components, such as determining the purpose of one’s own life, shaping life ideals, and mastering life planning, among others.

CONCLUSIONS.

The educational environment of a modern university has all the necessary conditions for the effective implementation of the above components of the teacher-student interaction.

Preparing future teachers for the future independent life requires applying various forms of the information, consulting, orientation work that will constitute a specific environment.

A competent pedagogical management of this process is “technologically” necessary. It should be especially emphasized that the “algorithm” of preparing a student for the conscious building of his/her life trajectory should not be forced upon him/her, but should correspond to the natural process of his/her self-development, self-realization and self-affirmation.

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RECIBIDO: 4 de noviembre del 2018.

APROBADO: 17 de noviembre del 2018.