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# Modern education trends and value meanings of teacher education

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## Abstract

This article presents analytical data on emerging or educational trends and an attempt to determine the value meanings of teacher education. Revealing the content of the article, the authors determine the main educational trends that affect the content of a modern teacher professional activities, which are classified by the authors into groups. The value meaning of modern pedagogical education is substantiated - the formation of a future bioethical culture among future teachers and their preparation for the translation of this culture into society and into the educational system.

**Keywords:** Education, Teacher education, Modern education trends, Value meanings of teacher education.

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# Tendencias educativas modernas y significados de valor de la formación docente

## Resumen

Este artículo presenta datos analíticos sobre tendencias emergentes o educativas y un intento de determinar los significados de valor de la formación docente. Al revelar el contenido del artículo, los autores determinan las principales tendencias educativas que afectan el contenido de las actividades profesionales de un maestro moderno, que los autores clasifican en grupos. El significado del valor de la educación pedagógica moderna está justificado: la formación de una futura cultura bioética entre los futuros docentes y su preparación para la traducción de esta cultura a la sociedad y al sistema educativo.

**Palabras clave:** Educación, formación Del profesorado, tendencias educativas modernas, significados de valor de la formación Del profesorado.

## 1. INTRODUCTION

The urgency of pedagogical expert training improvement issue at higher education institutions of Russia is justified by the fact that significant changes have occurred and take place in education, in pedagogical education, as well as in the content of the professional activities of teachers, which must be subjected to scientific analysis and understanding.

Modern social reality requires education and development of initiative and independent subject qualities among young people, capable of creative and active development of their relations in various

spheres of reality and, above all, with people and humanity. A “purely knowledge-based education system” should be replaced by a “different function of education - oriented to the formation of a person as a subject of personal and social transformation, generating new forms of social life based on the values of self-development, self-education, self-education, and self-government (Alexandrova, Boguslavsky, 2007; Dorofeev, 2017; Kozminsky, 2003) and, most importantly, the mutually beneficial co-evolution of a man with his own nature and the nature in the broadest sense” (Engels, 2004; Magomedova, 2019; Kharchenko, Magomedova, 2015; Weizsacker, 1990).

According to the authors, the use of various levels of bioethical approaches to the moral development of youth in pedagogical systems is possible and necessary (Shvets, Dobrotina, 2014).

The importance of this approach is emphasized by the analysis of teacher education theory and practice, which made it possible to identify contradictions in modern professional teacher education. The contradictions between the need of society for the development of teachers who are capable and ready for active educational and enlightening activities, who correctly develop their activities according to the norms of ethics and bioethical morality, on the one hand, and the harsh conditions of the modern political and socio-economic system, requiring surviving from an individual, on the other hand; between the need for a professional pedagogical school to implement the practice of future teacher preparation for bioethical education of society, on the one hand, and insufficient attention to the development of psychological and pedagogical foundations for such training

organization at pedagogical universities, on the other hand (Magomedova, Kharchenko, 2016; Mertens, 1995).

Besides, as the studies showed (Kharchenko, Magomedova, 2015; Yasvin, 2013), there is a contradiction between the need of a pedagogical university student (the future teacher) for self-realization within bioethical educational and enlightenment activities, on the one hand, and the insufficient attention of university managers to such work organization with students, on the other hand.

These contradictions indicate that the creation of conditions for the formation of a bioethical culture of students at a university and their preparation for bioethical educational work at school and in society is an urgent psychological and pedagogical problem, the neglect of which can lead to degradation processes in nature and society, serious threats to the ecological, economic, social and cultural development of the state (Apresyan, Shamov, 2005; Kharchenko, Magomedova, 2015; Weizsacker, 1990).

The difficulty of bioethical culture development among future teachers is associated not only with the controversial debatable nature and the status of bioethics itself, but also with the lack of understanding and acceptance of its ideals in society. There is a need for a qualitative improvement in the system of teacher education concerning the preparation of a future teacher for educational activities, self-education and social translation of such a socially significant and personality-important quality of a person as responsibility, based on a universal system of bioethical values and their dominance.

Hence, the purpose of the study and this publication: to identify current trends and substantiate the value orientations of teacher education to develop a new concept of upbringing and education, based on bioethical ideals.

## **2. METHODOLOGY**

The objects and the base of the study were represented by the Southern Federal University, a leading university in the South of Russia. We used systematic, comparative, dialectic, sociological and factor analysis, as well as the method of descriptive statistics to substantiate the theoretical and applied provisions in the proposed article and to argue the findings.

To obtain the primary data and to develop the background knowledge on the problem under consideration, which formed the basis of this article content, the content analysis technique was used, which suggested the following actions:

- The study of scientific literature (more than 20 primary sources) and some strategic government documents (in particular, the Decree of the Russian Federation Government (October 4, 2000) No. 751 “On the National Doctrine of Education in the Russian Federation”, the National Educational Initiative No. Pr-271 “Our New School” approved by the President of the Russian Federation on February 4, 2010, “The Strategy for the Development of Education in the Russian Federation until 2025” No. 996-r, approved by the order of

the Russian Federation Government on May 29, 2015), containing information about the state of teaching staff and teacher education and the prospects for their development in Russia until 2025.

- Conduct of direct surveys among university teachers (56 people) and managers (25 people) who train teachers, as well as the employers (39 people), whose task was to identify respondents' perceptions of modern educational trends and the values of teacher education;

- The analysis of pedagogical observation results by the authors of the article, the teachers of universities, aimed at the determination of the values transmitted by the students in educational and training activities, and in behavior;

- Statistical processing of data obtained as the result of surveys and observations, for their comparison and determination of methods and technologies for further work with students as future teachers;

- Selection and formation of the article content based on the results of the literature analysis and the obtained data, discussion and coordination processing by the authors of the scientific text.

### **3. RESULTS and DISCUSSION**

The analysis and systematization of the main education development trends and the dynamics of teacher education values in our country are necessary, on the one hand, because the teacher education system is an important and quite significant component of



the entire education system, which has a key role, above all, in general education. It is enough to say that now the Russian Federation has about 40 pedagogical universities, more than a hundred universities implement separate programs for pedagogical personnel training, and the organizations of additional professional pedagogical education operate in almost every constituent part of Russia. Constantly occurring changes in society and education system, require changes in the theory, methodology and practice of teacher education.

After a thorough analysis of teacher education theory and practice data, the authors decided to make some ordering in the system of processes in order to focus on these processes during determination of teacher training improvement trends.

We divided all the trends included in the author classification into three levels, while realizing that all the processes under consideration are interdependent and constitute a single system. In particular, we highlighted these 3 groups of trends:

1) General trends for the entire education system, to which we attributed the following:

a) Humanization of education, which in turn paves the way for such processes as democratization and variability, differentiation and specialization;

b) The industrialization of education, including the processes of computerization and technology development;

c) The psychologization of education. Highlighting of this trend is a tribute to the increased social interest in psychology, which is typical for the periods of social crisis, frustration and neurotic society,

this is an indication that there is a change in the formulation of pedagogical tasks faced by a teacher, because he interacts not only with subject knowledge, but, above all, with a person;

d) Personification and self-design of educational content and technologies; accessibility and diversity of education forms;

e) standardization of educational programs at various levels - from general to higher education, which brought competency processes with the education system, and the phenomenon of mcdonaldization into higher education - hollowing-out the content and abandoning the educational function;

f) The integration of educational systems and educational levels, as education continuity condition, and as globalization result;

2) specific to vocational education system - this is a group of trends to which we attributed the continuity of education, the need for project-managerial knowledge and skills, the individualization and self-design of professional growth path, the reflexivity of education and its high technology, and education regionalization;

3) the trends that are special for the system of teacher education: first of all, the relevance of teacher education to the labor market and educational services, the use of distance learning technologies, environmental, multi-context and imitation approaches, personal orientation of the educational process, cultural studies, ecologization and bioethization of education, the use of communicative learning technologies, development and implementation of various programs of additional teacher education, in which a teacher becomes an author,

director and actor of his life, a manager of his life, and a teacher of himself.

The identification of the most important trends in teacher education development and the identification of teacher professional activity promising areas is a kind of response to the challenges of globalization and the emergence of a new type of society - postmodern, informational, postindustrial, but, with all the options, morally degrading. In such conditions, education as an open system, shows dynamism, adaptability, reflexivity, nonlinearity, and polyparadigm.

Besides, the modern system of general education in Russia is distinguished by excessive intellectualization, the tendency to analytical and empirical rationality, and to the reassessment of mathematical, technical and economic thinking.

Such approaches to schoolchild teaching are justifiably criticized by the representatives of environmental pedagogy, who, in contrast to excessive scientism and technocracism, offer to expand students' perceptions of relations with nature, to seek recreation and development of the spiritual-sensory function of the figurative perception of nature and life in all its manifestations through subject-specific educational material (Zolotukhina-Abolina, 2005; Tolstova, 2005; Yasvin, 2013).

It is important that “along with science and education role increase for a teacher developing in the space of a pedagogical university, there is a simultaneous spiritual sensibilization, the intensification of the ethical and aesthetic perception of nature, all

manifestations of life, which will allow a future teacher to rise above the ordinary, to go into an exalted state, help focus on the humane aspects of life and to carry such a state and views, such a culture for the younger generation and society” (Zolotukhina-Abolina, 2005; Kharchenko, 2014;).

At that, the study carried out made it possible to identify several key problems. First of all, these are the following issues:

- The need of society for child, adolescent and entire planet population bioethical culture development. And, bioethical culture based on the ideals of an “ethic of reverence for life” (Schweitzer, 1992) should be translated into society, first of all, for teachers

- The practice of pedagogical and other universities has no purposeful, systematically presented work on the formation of student bioethical culture. In the best case, individual universities, within the framework of the university component, provide the courses “Fundamentals of bioethics”, “Fundamentals of deontology” or “Professional deontology” which, depending on study, are social, medical or legal (Zolotukhina-Abolina, 2005);

- the vast majority of teachers from the institutions of general, professional, higher and inclusive education is not ready (not prepared) to carry out educational activities from the standpoint of bioethical values, both in the format of formal and non-formal training (Harchenko, Magomedova, 2015; Harchenko, Magomedova, 2016);

- the use of specific ecological or bioethical approaches to education, including experiencing the beautiful in nature, as a pedagogical device, is still considered by many scientists and teachers

to be excessive, and is associated with romanticism, daydreaming, conservatism, pseudo-nationality, the desire for trivial. Often, epy experiences of the beautiful in nature are used in ideology with a nationalistic coloring or are shifted to the detachment from social and scientific reality.

In such pedagogical systems, we would call them half-closed pedagogical systems. Nature as an object of study, turns into an ideologically independent instance, into a refuge for the general ill-being compensation in the field of culture.

Bioethical pedagogy sees in such trends scientific ignorance, indifference, remoteness in relation to nature with symptoms of alienation (Tolstova, 2005; Yasvin, 2013);

- Besides, they require the development of the categorical apparatus of bioethics, bioethical education and upbringing from the standpoint of a cultural studies approach, as applied to the system of teacher education;

- Another problem is that cultural and competency-based approaches to educational systems and processes development coexist in parallel in modern Russian higher education. The pragmatism of a competent approach and the need to orient domestic higher pedagogical education towards the formation of a “person of culture”, a “person of professional culture”, necessitate the search for a different, possibly integrative approach to the formation of education goals and content. Namely, the need to disclose the goals and content of education not only in the concepts of “knowledge”, “skill”,

“possession”, but in the concepts of culture and its axiological components.

Thus, on the one hand, with this approach, knowledge, skills, and possession can move from the rank of strategic concepts to the rank of tactical ones, and, on the other hand, the previous distinction between the substantive and procedural aspects of pedagogical education makes no sense, since educational activity and activity in general also become the content of education, they become the phenomena a student should master.

Although there is some hope. There is some optimism about the trend that a new education culture has begun to take shape in the Russian education system, characterized by such features as pluralism and variability of educational practices; the increase of freedom degrees among all subjects of the educational process; personality and activity orientation of education; organization of the educational environment. The attention of many researchers is focused on the issues of humanization and humanization of education, which are the main strategic areas of higher pedagogical and comprehensive school activity.

Hence, the need clearly arises to integrate various approaches, theories and ideas that are essentially related to the study of modernization processes in the system of modern teacher education, to identify the inconsistencies in the theory and practice of teacher training, and to develop a structural-functional model of teacher’s professional activity on this basis, which is would be a kind of

guideline that allows a teacher to evolve in accordance (or even ahead of) with the current changes professionally and personally.

Based on this, according to the authors, the development of teacher education in Russia can take place in two main directions:

- The first direction involves bringing teacher education in line with general changes in the educational system and in the public environment;

- The second direction involves determination the specific features and potential of teacher education system and its accelerated development, which carries the whole society into positive changes.

Consequently, the development strategy of modern teacher education requires methodological study and understanding from the standpoint of the fundamental role of a teacher in the preservation and moral improvement of civilization. The student values that are being formed today (as the values of a future teacher), make a guideline for the future culture of society, in other words, the value orientations of the future society are entirely dependent on the value orientations of future teachers.

According to the German researcher E. Weizsacker, with whom we agree, the culture of the future must differ radically from the modern one, and it must necessarily contain a bioethical beginning. The scientist, like the authors of the article, hopes that the ideas about values should be changed, and many things, goods and activities should go out of the sphere of monetary valuation completely and forever.

“Such a culture, the thinker dreams and we support his dreams, should be distinguished by the aesthetics of diversity, environmental longevity, long-term, leisurely, tolerance of mistakes, deliberate limitation and, nevertheless, global involvement, lack of sales, individual work, while creative pathos, welfare, high technology, the global and cosmic horizon should not be overlooked, since the Earth deserves us to look at it as our Motherland, but the Motherland shall not be destroyed - this is the concept of all cultures” (Weizsacker, 1990).

All mentioned above leads to the idea that environmental education and its value-semantic purpose - the bioethical culture of students, is now recognized as one of the most effective means to solve the problems of a man and environment, society and nature, eco-economy, attitude to childhood and orphan hood, health, etc.

#### **4. CONCLUSION**

In general, based on the analysis of modern educational trends and the results of the search for the value meanings of teacher education, several conclusions can be made:

- The maxim of reverence for life (Schweitzer, 1992) can and should be regarded as a moral regulator in relation to all manifestations of life. Consequently, a bioethical culture should be the goal and result of society development corresponding to the named regulatory;



- The bioethical culture of a future teacher is not only (not so much) the result of a professionally competent expert development in the field of ecology and bioethics, but a characteristic of a person who is humanely oriented and guided by bioethical morality in his actions;

- The definition of bioethical culture as the value basis of teacher education takes place under the influence of socio-pedagogical process-premise development. Not only standardization processes and changes are necessary in the set of educational disciplines of the modern Russian higher pedagogical school, but also there is a need to update universal human moral values: conscience, kindness, justice, mercy, spirituality, human dignity, i.e. those values that make up the humanitarian basis of teacher education, which, in essence, coincides in many aspects with the basis of bioethical culture;

- The difficulty in the formation of bioethical culture is associated not only with the controversial debatable and interdisciplinary nature and the status of bioethics, but also with the fact that in the conditions of a utilitarian and technocratic approach to pedagogical education, the development of free thinking of a future teacher, his ability to independent responsible and moral choice and orientation in a situation of meeting with another life that has the same rights as a person;

- A conglomerate of environmental, bioethical and related psychological and pedagogical problems, provides scientists, teachers and psychologists with a field of search for optimal ways, means and models of the younger generation upbringing, but all of them should

include the formation of a special ethical attitude to life, both in a narrow and in its broadest sense;

- The choice of the strategy and development paths of modern pedagogical education and axiological guidelines for the preparation of a modern teacher, involves the understanding and solution of urgent problems that are characteristic of civilization development modern stage - these are the problems that are generally called environmental and bioethical and that “arise from the fact of modern science intervention into deep biological, psychological and social processes, invading with dirty hands not only the human body, but also his soul” (Zolotukhina- Abolina, 2005);

- Through the efforts of psychologists and educators, the theoretical and methodological principles have been formulated and practical approaches have been developed to the implementation of environmental education, the modernization of teacher education and the preparation of teachers for environmental education that does not fulfill a high mission - cultural creation. And, many issues related to the theoretical and applied aspects of teacher bioethical culture development and their preparation for the translation of this type of culture into society remain unresolved.

Thus, the most important prerequisite for studying the formation of a bioethical culture of students of a pedagogical university, on the one hand, is the theoretical and practical experience and the problems accumulated by the psychological and pedagogical sciences in environmental and ecological education, and, on the other hand, extremely insufficient experience in studying the bioethical culture

phenomenon and the conditions of its formation in the system of teacher education.

To achieve the set parameters, each pedagogical university needs a new concept of education, a cardinal revision of a pedagogical university role, its mission in society, in the direction of a growth point development for the bioethical culture of society is vitally important.

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