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Conference Proceedings

Forum "Humanization of the Learning Environment" as a platform for raising awareness among young teachers and students majoring in teaching about their role in students' personal development



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Abstract. The article informs the public about the upcoming International Forum "Humanization of the Learning Environment: The Role of a Young Teacher in Transformation of the Educational System". The forum is to be held on March 1–2, 2022 at Saratov State University. *The objective* of the forum is to discuss a number of issues related to the ways of how to raise awareness among young teachers and students majoring in teaching about their role in students' personal development.

Keywords: forum, young teacher, personal development

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Материалы конференции
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Форум «Гуманизация образовательного пространства» как площадка обсуждения проблемы актуализации для молодого педагога и студентов педагогических специальностей значимости их воспитывающей функции

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Аннотация. Представлена информация о предстоящем Международном Форуме «Гуманизация образовательного пространства: роль молодого педагога в трансформации воспитательной системы», который состоится 1–2 марта 2022 г. на базе ФГБОУ ВО «Саратовского национального исследовательского государственного университета имени Н. Г. Чернышевского». *Цель:* актуализировать и обсудить ряд вопросов, связанных с выявлением способов актуализации для молодого педагога и студентов педагогических специальностей значимости их воспитывающей функции.

Ключевые слова: форум, молодой педагог, воспитание

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The current social and cultural situation poses a multitude of challenges to the pedagogical community. However, some of these challenges are elements of positive trends.

First of all, value priorities of a young generation of teachers have changed. The ideas of this generation concerning their role and functions as teachers in modern schools sometimes differ from those of



experienced teachers [1]. Young teachers introduce new forms and methods of interaction with children, sometimes creating a discord in the way an educational organization is traditionally run [2]. Seeing this as a positive trend, we, nevertheless, cannot fail to note that teachers with considerable work experience tend to reject the ideas about modernizing the educational process proposed by the young.

Additionally, for the first time over a long period of time (at least thirty years), the pedagogical community, thanks to the efforts of a research team led by N.L. Selivanova, has a methodological basis emphasizing the primary role of personal development in educational organizations, the latter is expressed in the clear practice-oriented and methodically verified Tentative Program of Personal Development of the Russian Academy of Education (RAE) [3].

The research investigating the procedure of developing and implementing the RAE Personal Development Program in schools of the Saratov region demonstrated that school administrations and teachers significantly deepened their understanding of the process of personal development while drafting the program of personal development.

Teachers understand this program as it is written in simple plain language. According to teaching staff, their work with the Program allowed them to realize the peculiarities of their school as such and, consequently, the specifics and essence of the process of personal development in their school (what personal qualities they develop in children, how they do it, whether their actions correspond to the intended goals and, most importantly, the characteristics of children). Thanks to the text of the Program, form teachers paid attention to individual and extracurricular forms of work with children, began to turn again to the idea of team work aimed at completing group projects. The work on the program allowed many administrators to learn about those modules that they had not previously known about, as a result they planned the appropriate work for their schools in the future.

Most importantly, the Program is methodically verified. The authors gave access to supplementary methodological materials, including the methodological manual, thesaurus, slides that are widely used by practitioners in the field. Everything is available for free on the site. These materials are both “necessary and sufficient” for the development of a program of personal development at a particular school, and, most importantly, they are “excessive”. It is the latter that allows teaching staff to use these methodological materials not only as a guide to action, but also as a guide to long-term planning allowing them to see both the resources and capabilities of their school. It turned out that much of what is presented in the materials is unknown to form teachers, especially

those who have long graduated from teachers’ training colleges. Getting familiar with the program was, in this regard, a kind of professional development training for teaching staff; it allowed them to outline new ways of working with children.

As far as this trend is concerned, the pedagogical community faces the following challenges these days: on the one hand, young teachers wish to modernize the educational process, on the other hand, experienced teachers lack the desire to perceive changes dictated by the social and cultural situation [1]; there is an urgent need to change the nature of the educational process (it should not focus on imparting knowledge and controlling students but should motivate and facilitate their growth), however, there is inertia at school where disciplinary forms of personal development are recognized as the priority [3].

This year, we dedicate our traditional annual International Forum “Humanization of the Learning Environment” (hereinafter – the Forum) to resolving these contradictions. The Forum has been held for more than 10 years at Saratov State University [see, for example, 4, 5]. This year, it is held on March 01-02, 2022. At this Forum, we plan to discuss what role a young teacher plays in the transformation of the system of personal development.

The goal of the Forum is to discuss the ways of how to raise awareness among young teachers and students majoring in teaching about their role in students’ personal development.

The objectives of the Forum are as follows:

to determine strategies and tactics that can help to organize professional and cultural practices contributing to raising awareness among young teachers and students majoring in teaching about their role in students’ personal development;

to carry out a theoretical analysis of the role and function of a postsecondary teacher who is seen as a facilitator assisting prospect teachers in their personal development as well as in their professional self-determination;

to specify methodological foundations and strategies to transform the process of students’ personal development based on the diverse array of approaches (environmental, event-based, reflexive, personal and action).

The Forum is going to *focus on several issues*: the ways of how to raise awareness among young teachers and students majoring in teaching about their role in students’ personal development; the methodology of how to introduce new programs of students’ personal development in educational organizations based on environmental, event-based, reflexive, personal and action approaches; identifying effective practices in order to modernize special and inclusive education.



The forum involves the following *events*: a plenary session, panel discussions, the workshop "Building Professional Motivation of Future Teachers", the round table "The Design of Psycho-pedagogical Practices in Blended Learning", an expert group meeting on the topic of how to train future and young educators to provide moral education, master classes, excursions to educational organizations, the competition of the best practices of young and future teachers' personal development.

We believe that the Forum will contribute to solving a number of fundamental problems:

the search for effective cultural and professional practices aimed at forming a young teacher as a teacher who understands their role to facilitate students' personal development;

identification of trends and options for the transformation of the educational system in the learning environment;

analysis of methodological foundations to transform the system of students' personal development in educational organizations;

the study of the perception peculiarities students and young teachers have concerning the learning environment resources;

identification of the conditions in which the support of young teachers' cultural practices in the learning environment is given.

The Forum will also discuss the issues related to the methodology of pedagogical support of the professional practices carried out by young teachers in the learning environment. There will be addressed the issues of teachers' professional training in such fields as philology, engineering, science and mathematics, sustainability. The Forum is going to tackle the problems concerning the formation of a psychologically comfortable and safe learning environment, positive psychological climate for an individual and a group of peers. Moreover, the questions of the modern trends influencing the development and humanization of special and inclusive education are going to be raised. Finally, the Forum will discuss the use of the volunteer movement to indirectly contribute to moral education of future teachers.

Every year the events of the Forum attract more and more participants, who eventually become our co-organizers. For instance, this year the Faculty of Psychological, Pedagogical and Special Education of the Baranovichi State University (the Republic of Belarus), West Kazakhstan Innovation and Technology University (the Republic of Kazakhstan), Fergana State University (the Republic of Uzbekistan) act as co-organizers.

Forum participants annually publish their research articles in various journals and conference proceedings. The number of these publications increases every year due to the fact that the papers our colleagues present at various venues of the Forum attract the attention of many teachers, both researchers and practitioners. This year, "Izvestia of Saratov University. Educational Acmeology. Developmental Psychology" (<https://akmepsy.sgu.ru/>), "Izvestia of Saratov University. Philosophy. Psychology. Pedagogy" (<https://php.sgu.ru/>), "Siberian Pedagogical Journal" (<http://www.sp-journal.ru/>), "BarSU Herald" (<https://www.barsu.by/vestnik/vestnik.php>), the conference proceedings "Humanization of Educational Space" (<https://www.sgu.ru/research/nauchnye-izdaniya-sgu/prodolzhayushchiesya-izdaniya/gumanizaciya-obrazovatel'nogo-prostranstva>) provide information support of the Forum.

Detailed information is available on the Forum webpage <https://www.sgu.ru/conference/mezhdunarodnyy-forum-gumanizaciya-obrazovatel'nogo-3>.

May the work of our Forum be fruitful! We wish all the participants new scientific discoveries, success and useful pleasant professional dialogue!

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