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Conference Proceedings

Results and prospects of the large scientific and methodological forum “The Teacher in the Educational Paradigm: Personal Potential and Social Challenges”

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Abstract. The *relevance* of the research is determined by the formulation of the problem connected with understanding the teacher's role in the modern educational paradigm. *Purpose:* to perform the analytical review of the problem field of the scientific and methodological forum “The Teacher in the Educational Paradigm: Personal Potential and Social Challenges”, which was held on April 16–17, 2025 in Saratov State University. *Results:* the paper presents the architecture, the results and the resolution of the large scientific and methodological forum “The Teacher in the Educational Paradigm: Personal Potential and Social Challenges”. *Main conclusions:* the main directions of the Forum work are highlighted. The Forum focused on a wide range of issues related to the role of teachers in the modern educational paradigm. It discussed the priority of developing the teacher's status as that of the main agent of technological leadership in the Russian Federation, the priority of achieving national goals in realizing the potential of each person through the development of their talents, nurturing such personal qualities as patriotism and social responsibility. Moreover, models of continuous teacher education and ways of providing individualization and personalization in education within the framework of current educational standards was under discussion, as well as the ways to improve the teacher's digital literacy and effective personal development practices.

Keywords: teacher training, continuous teacher training, personal potential of teachers and students, the teacher in the educational paradigm

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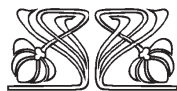
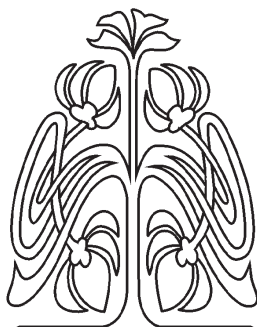
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Большой научно-методический форум «Учитель в образовательной парадигме: личностный потенциал и социальные вызовы»: итоги и перспективы

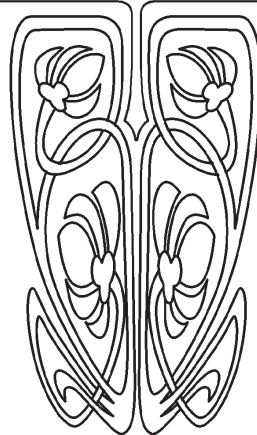
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ПРИЛОЖЕНИЕ





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Аннотация. Актуальность исследования определяется постановкой проблематики осмысления роли учителя в современной образовательной парадигме. Цель: аналитический обзор проблемного поля научно-методического Форума «Учитель в образовательной парадигме: личностный потенциал и социальные вызовы», состоявшегося 16–17 апреля 2025 г. на базе ФГБОУ ВО «СГУ имени Н. Г. Чернышевского». Результаты: представлены архитектура, итоги и резолюция Большого научно-методического форума «Учитель в образовательной парадигме: личностный потенциал и социальные вызовы». Выделены основные направления работы Форума. Выводы: проблематика Форума заключалась в широком спектре вопросов о роли учителя в современной образовательной парадигме, приоритетности формирования статуса учителя как основного агента технологического лидерства Российской Федерации и достижения национальных целей в области реализации потенциала каждого человека, развития его талантов, воспитания таких личностных качеств, как патриотизм и социальная ответственность. Кроме того, обсуждались модели непрерывного педагогического образования, пути индивидуализации и персонализации образовательного процесса в рамках действующих образовательных стандартов, а также пути совершенствования цифровых компетенций педагога, внедрения эффективных практик воспитания.

Ключевые слова: педагогическое образование, непрерывное педагогическое образование, личностный потенциал учителя и обучающихся, учитель в образовательной парадигме

Информация о вкладе каждого автора. Все авторы сделали эквивалентный вклад в подготовку статьи. Авторы заявляют об отсутствии конфликта интересов.

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Scientific design and architecture of the Forum

The large scientific and methodological forum “The Teacher in the Educational Paradigm: Personal Potential and Social Challenges”, dedicated to the 115th anniversary of Saratov State University and the 100th anniversary of the Department of Educational Methodology, was held on April 16–17, 2025 in Saratov State University (SSU).

The Forum was organized by SSU, the Russian Academy of Education, Federal Educational and Methodological Association in the field of Higher Education in the enlarged group of specialties and directions 44.00.00 Education and Pedagogical Sciences, and the consortium “Development of Personal Potential in Education”.

The purpose of the Forum was to discuss the issue of reformatting the system of continuous education of school and university teachers, taking into account new social challenges.

More than 500 people took part in the Forum in the face-to-face format: representatives of the Russian Academy of Education, rectors and vice-rectors of universities, directors of regional institutes of educational development, academic leaders of educational programs of pedagogical profile, heads of educational institutions conducting training in the field of the enlarged group of

specialties and directions 44.00.00 “Education and Pedagogical Sciences”, researchers and teachers of 11 pedagogical and 16 classical universities, heads of educational institutions, and school teachers. This made it possible to consolidate resources and to develop scientifically sound solutions in the most important areas of developing the teacher training system.

The extensive geography of the Forum covers the territory of the Russian Federation from Novosibirsk to Kaliningrad: Arzamas, Berdyansk, Biysk, Veliky Novgorod, Vladikavkaz, Volgograd, Voronezh, Izhevsk, Kazan, Kaliningrad, Kirov, Kostroma, Moscow, Novosibirsk, Penza, Perm, Samara, St. Petersburg, Saratov, Surgut, Tver, Tolyatti, Tomsk, Ulyanovsk, Ufa, Chelyabinsk, Cherepovets.

The architecture of the Forum was presented by the plenary and 6 breakout sessions, the panel session of the Russian Academy of Education “Problems of Continuous School Teacher Training: from Psychological and Pedagogical Classes to the Development of Competencies of Young Teachers”, the open meeting of the Federal Educational and Methodological Association in the field of Higher Education in the enlarged group of specialties and directions 44.00.00 “Education and Pedagogical Sciences” on the topic “Students’ and Teachers’ Personal Potential Development in the Modern



Education System”, the international conference “Humanization of the Educational Environment”, the All-Russian student teaching competition “A Step into the Profession”, a lesson of the virtual teaching class of SSU, and 5 workshops: “What is important in ‘Talking about Important Things?’” (N. V. Kohan, Novosibirsk), “‘The Educational Cinema’ Project” (A.V. Shcherbakov, Chelyabinsk), “The Retro-Innovation of the ‘Long Game’ as a Basis for the Development of Age-Diverse Communities” (I. V. Rudenko, Tolyatti), “Cross-regional Learning Communities in the Context of Continuous Personal and Professional Development of a Teacher: the Model and Specifics of its Implementation” (A. A. Danilina, Moscow), “The potential of Olympiad Robotics in the Personal Development of a Child” (V. A. Veksler, Saratov).

The All-Russian student teaching competition “A Step into the Profession” was dedicated to the 5th anniversary of the consortium “Development of Personal Potential in Education”. Therefore, its competitive stages were determined by the leading theme of the consortium: the qualifying stage required that the contestants present a video piece on the theme “The Symbol of the Pedagogical Profession: from Material to Eternal”; the self-presentation stage was named “Personality Shapes Personality”; the lesson was aimed to uncover the idea “Disclosure and Development of Personal Potential”; and the pedagogical council was devoted to the theme “Educating Paradoxes”. Additionally, the competitors had an opportunity to take part in the educational expeditions to Gymnasium No. 7 named after K. D. Ushinsky and the Tabakov Creativity Palace for Children and Adolescents.

The structure of the international conference “Humanization of the Educational Environment” included 16 breakout sessions, 8 of which were held on the basis of educational and social partners: the municipal government institution “Center of the Development of Education”, the municipal autonomous educational institution “Lyceum No. 62” of the Oktyabrsky district of Saratov, the municipal autonomous institution of extra-curricular education “Tabakov Creativity Palace for Children and Adolescents”, the municipal pre-school educational institution “Child Development Center – Kindergarten No. 101 “Firebird” of the Volzhsky district of Saratov, the municipal pre-school educational institution “Kindergarten of the Combined Type No. 167” of the Leninsky district of Saratov, the municipal educational institution “Secondary Comprehensive School No. 60 named after the Hero of

the Soviet Union P. F. Batavin” of the Leninsky district of Saratov, Saratov Higher Artillery Command School, Saratov Military Order of Zhukov Red Banner Institute of the National Guard of the Russian Federation.

Such a wide involvement of educational institutions of various types and levels in the work of the Forum contributed to the discussion of the most pressing issues in the field of continuous teacher training. It helped to exchange the best practices and innovative technologies in providing continuity from stage to stage, strengthening vertical and horizontal links in the construction of a unified pedagogical community and educational environment.

The main directions of the Forum work

The Forum participants focused on a wide range of issues related to the role of teachers in the modern educational paradigm. They pointed out the growing importance of the continuous teacher training in the context of rapidly changing social and technological challenges, discussed the priority of developing the teacher’s status as that of the main agent of technological leadership in the Russian Federation, the priority of achieving national goals in realizing the potential of each person through developing their talents, nurturing such personal qualities as patriotism and social responsibility.

The architecture of the Forum in its content was determined by the main areas of work.

1. The school and university educational environment contributing to personal development (moderated by E. I. Balakireva, Candidate of Pedagogical Sciences, Associate Professor, Saratov State University).

2. Pedagogical education in a classical university (moderated by O. I. Dmitrieva, Doctor of Philology, Associate Professor, Saratov State University).

3. Problems of continuous school teacher training: from psychological and pedagogical classes to the development of competencies of a young teacher (moderated by O. V. Prozorova, Candidate of Pedagogical Sciences, Saratov State University).

4. Individualization and personalization in the context of standardized education (moderated by S. A. Shilova, Candidate of Philosophical Sciences, Associate Professor, Saratov State University).

5. Digitalization of education as a tool for developing personal potential (moderated by N. A. Alexandrova, O. A. Litvinova, Candidates of Pedagogical Sciences, Associate Professors, Saratov State University).



6. Problems and prospects of implementing personal development practices (moderated by E. A. Alexandrova, Doctor of Pedagogy, Professor, Saratov State University).

This research agenda was implemented during all the events of the Forum.

During the opening ceremony, O. Y. Vasilyeva, the President of the Russian Academy of Education, Academician of the Russian Academy of Education, Doctor of Historical Sciences, greeted the Forum. She emphasized the importance of developing scientifically sound solutions in the field of teacher training development and noted the fundamentality of Saratov State University in this matter. The rector of Saratov State University, Doctor of Geographical Sciences, Professor A. N. Chumachenko told the participants about the accumulated experience, traditions and achievements of Saratov State University in the field of design and implementation of teacher education, about the unique project "The Teacher in the Educational Paradigm". M. I. Orlov, Vice – Governor of the Saratov Region, spoke about the system of regional support for young teachers and the transformation of the employer-sponsored education in the Saratov Region.

During the plenary session, important accents were placed. Thus, the Director of the Institute of Pedagogy of St. Petersburg State University, Corresponding Member of the Russian Academy of Sciences, Doctor of Pedagogical Sciences, E. I. Kazakova (St. Petersburg) spoke in her report on the role of the modern teacher in achieving long-term national development goals in Russia. The head of the Interdisciplinary Research Center in the Field of Educational Sciences of the Russian Academy of Sciences, Doctor of Psychological Sciences, Professor S. A. Minyurova (Moscow) reported on emotional well-being as a resource for the professional development of a teacher. The head of the Pre-school Pedagogy Department of the Childhood Institute of the Russian State Pedagogical University named after A. I. Herzen, Corresponding Member of the Russian Academy of Sciences, Doctor of Pedagogical Sciences, A. G. Gogoberidze (St. Petersburg) discussed personal potential in general, and at the stage of pre-school education, in particular. The director of the Pedagogical Institute of Saratov State University, Candidate of Philological Sciences, Associate Professor T. G. Firsova (Saratov) spoke about the specifics of the teacher training system at Saratov State University.

The participants of the panel discussion of the Russian Academy of Education were the Director

of the Institute of Pedagogy of St. Petersburg State University, Corresponding Member of the Russian Academy of Education, Doctor of Pedagogy, E. I. Kazakova (St. Petersburg), the Head of the Interdisciplinary Research Center in the Field of Educational Sciences of the Russian Academy of Education, Doctor of Psychological Sciences, Professor S. A. Minyurova (Moscow), the Head of the Federal Resource Center of Psychological Services in the Higher Education of the Russian Academy of Sciences, Corresponding Member of the Russian Academy of Sciences, Doctor of Psychological Sciences, Associate Professor E. Yu. Brel (Moscow), Candidate of Pedagogical Sciences, Associate Professor of the Pre-school Pedagogy Department of the Childhood Institute of the Russian State Pedagogical University named after A. I. Herzen, I. E. Kondrakova (St. Petersburg), the Head of Priority Projects and Programs at Saratov State University, Doctor of Philology, Professor E. G. Elina (Saratov). In a live dialogue mode, they reflected on which professional competencies can be considered as "cross-cutting" in teacher training at different stages of continuous education, on how to ensure the development of these competencies at each stage of education, and on how to develop an urgent scientific and research agenda in continuous teacher education. Among the priority competencies were identified the communicative ones (both in live communication and interaction through digital tools), competencies in the field of digital volunteerism and modeling one's own personalized educational trajectory in the "lifelong learning" mode.

The agenda of the open meeting of the Federal Educational and Methodological Association in the field of Higher Education in the enlarged group of specialties and directions 44.00.00 "Education and Pedagogical Sciences" included reports on the concept of personal potential in the context of the realization of the Russian national development goals (Director of the Institute of Pedagogy of St. Petersburg State University, Corresponding Member of the Russian Academy of Education, Doctor of Pedagogical Sciences, E. I. Kazakova (St. Petersburg)), on the first results of the work of the consortium of universities which implement programs of the personal potential development in the context of digitalization (Candidate of Pedagogical Sciences, Associate Professor of the Pre-school Pedagogy Department of the Childhood Institute of the Russian State Pedagogical University named after A. I. Herzen, I. E. Kondrakova (St. Petersburg)), on politics, pedagogical and volunteer practices



of agency formation (Candidate of Psychological Sciences, Associate Professor at the Institute of Pedagogy of St. Petersburg State University, A. A. Azbel (St. Petersburg)), on the peculiarities of academic adaptation of students at different levels of education (Head of the Department of Social Psychology of Education and Development of Saratov State University, Doctor of Pedagogical Sciences, Professor R. M. Shamionov (Saratov)), on the role of the textbook "Fundamentals of Pedagogy and Psychology. Grades 10-11" in the personal potential development (Head of the Federal Resource Center of Psychological Services in the Higher Education of the Russian Academy of Education, Corresponding Member of the Russian Academy of Education, Doctor of Psychological Sciences, Associate Professor E. Yu. Brel (Moscow)).

Resolution on the Forum Results

As the results of the Forum, the participants formulated the following proposals:

1) Emphasizing the necessity to create an effective system of continuous teacher training, from early career choice in psychological and pedagogical classes to advanced teacher training and retraining programs which will be focused on the development of professional competencies and teachers' personal potential, the Forum participants consider it necessary:

- to include modern methodological techniques on topical issues of teaching practice in professional development programs for teachers who work in specialized psychological and pedagogical classes;

- to support the development of academic mobility and networking of teachers at different stages of continuous teacher education;

- to implement the pedagogical module for non-pedagogical educational programs, modified with the support of the Federal Educational and Methodological Association in the field of Higher Education in the enlarged group of specialties and directions 44.00.00 "Education and Pedagogical Sciences", in order to actualize the message of the President of the Russian Federation on the need for additional teaching competence for graduates of non-pedagogical universities;

- to spread the model of continuous teacher training developed by the scientists of Saratov State University as an effective practice.

2) Noting the importance of integrating fundamental scientific knowledge and modern pedagogical

technologies to train highly qualified specialists capable of innovative activities in the educational field, including not only practicing teachers, but also teacher-researchers, the Forum participants consider it necessary:

- to form unified approaches to the structure and content of professional teacher training in both pedagogical and classical universities;

- to scale up the experience of Saratov State University in creating departments based on educational institutions.

3) Considering the issues of developing the personal potential of students and teachers, the importance of creating a favorable educational environment which will contribute to the disclosure of talents and abilities of each subject of the educational process, the Forum participants consider it necessary:

- to actualize the process of designing and creating the educational environment that stimulates the processes of students' personal development and teachers' professional growth;

- to introduce into the educational process at all its levels such modern pedagogical technologies that are focused on the development of personal qualities of students and teachers, their emotional intelligence and 4C competencies.

4) Emphasizing the necessity to find optimal ways to individualize and personalize the educational process within the framework of current educational standards, the Forum participants consider it necessary:

- to take into account the unique opportunities and educational needs of each student, while preserving the traditions of personal development in and through the team-work, modeling an inclusive open educational environment in the digital educational ecosystem of schools and universities, and taking into account feedback technologies;

- to design modules and programs aimed at achieving the goals of developing the personal potential of each student, taking into account the opportunities and risks of the rapidly developing digital world;

- to actively use the practice tool to develop the personal potential of students, including implementation of volunteer projects aimed at developing the educational environment.

5) Taking into account the realities of the digital world, which involves all the participants of the educational process, the Forum participants consider it necessary:



- when designing teacher training programs, to take into account the necessity to improve the digital literacy of a teacher including studying the basic foundations of IT and the skills of developing educational content, implementing VR/AR technologies and gamification, designing robotic systems in interdisciplinary research projects, as well as studying technologies for analyzing educational data using (based on) artificial intelligence to ensure technological education in the context of partnership between the university and industrial enterprises.

6) Recognizing the necessity to introduce effective personal development practices into the activities of subjects of the educational process, the Forum participants consider it necessary:

- to turn to the methodology of retro-innovative processes in personal development and, if necessary, to modernize the historical experience of Russian teachers including techniques of organizing group activity of children and adolescents, as well as methods of developing their consciousness;
- in the personal development activity, to focus on such methodological foundations as event-based, environmental and situational approaches;
- to consider strategies of pedagogical support of personal development in a team and tactics of pedagogical support of a growing person in their independent socially and personally significant

activities as effective strategies and tactics for raising children and adolescents in various educational institutions and children's public associations.

Conclusion

The large scientific and methodological Forum "The Teacher in the Educational Paradigm: Personal Potential and Social Challenges" became a platform for discussing key issues of modern pedagogy, launching a discussion on the system of continuous teacher training as the foundation of high-quality education and successful adaptation to rapidly changing social realities. During the events of the Forum, the participants emphasized the necessity to develop not only deep subject knowledge of teachers, but also to develop their communicative skills, empathy, team-work skills and a creative approach to pedagogical tasks. Among the main social challenges, which modern teachers face, the Forum highlighted the growth of information flow, digitalization of education, and an increase in the diversity of student groups requiring unique inclusion mechanisms.

Some Forum proceedings will be published in the two series of the "Izvestiya of Saratov University": "Educational Acmeology. Developmental Psychology" and "Philosophy. Pedagogy. Psychology".

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