

Editorial: Professionalism of the teacher as a condition of the quality of education

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This special edition includes works of international standing presented at the IV International Forum on Teacher Education held on 22-24 May, 2018 in Kazan (Volga region) Federal University (IFTE-2018)¹. The changes taking place in the modern education system make it necessary to improve the skills and professionalism of the teacher. The main goal of modern education is to meet the current and future needs of an individual, society and the state, and to prepare a diversely developed personality of a citizen capable of social adaptation in society, self-education and self-improvement (Bolotov, 2014). A free-thinking teacher, capable of predicting the results of their activities and modeling the educational process is the guarantor of the achievement of these goals. Thus, the demand for qualified, creatively thinking, competitive teachers, able to educate a person in a modern, dynamically changing world, has increased sharply (Kalimullin, 2014; Valeeva & Gafurov, 2017).

The partner of the Forum was the International Study Association on Teachers and Teaching which held its regional conference in Kazan at the same time. Almost 600 researchers and scholars from 93 Russian and 65 international universities took part. They presented 350 papers on theoretical and practical study of the problem during the three International sub-conferences devoted to the integration of theory and practice in subject teacher education, to preparing teachers to be role models and moral leaders and to psychological and pedagogical methods for the prevention and overcoming children's behavioural problems. Some of the papers were published in the special issue of the journal *Astra Salvensis* (<https://astrasalva.files.wordpress.com/2018/06/astra-salvensis-year-vi-2018-supplemnt-no-2.pdf>). The conference proceedings with over a hundred articles were published in the European Proceedings of Social and Behavioural Sciences *EpSBS* Volume XLV (45) ([https://dx.doi.org/10.15405/epsbs\(2357-1330\).2018.9.1](https://dx.doi.org/10.15405/epsbs(2357-1330).2018.9.1)).

In this issue, eight researchers from different countries share their results on the issues of modernization of teacher education.

The issue opens with Nick Rushby's obituary for Colin Latchem. Colin Latchem was a Keynote speaker at the Forum where he talked about 21st century learning, digitization and the professional development of the teachers. He was a valued member of the Editorial Board who did his best and worked hard on making our journal meet the highest requirements for modern scientific journals. He died on 3rd July 2018 after a very short illness.

Maria C. Popa from the University Lucian Blaga of Sibiu (Romania) studies the student teachers views on the ideal teacher as well as the personal perceived characteristics that endorse students' intention of being a teacher. Their perception is based on the stu-

¹ <http://ifte.kpfu.ru/en/home-page/>

dents' own school experience and the reflection of their capacities regarding their disposition to be a teacher. The author shows a set of the ideal teacher characteristics and the realistic view of personal self-evaluated features and fears of future teachers in relation to their future professional activities.

Elena Revyakina and Conor Galvin (University College Dublin, Ireland) investigated the discursive construction between 2000 and 2017 of new value-systems that guide and force change in Teacher Education within Higher Education in the Russian Federation. As a result of the analysis of the official policy documents related to Higher Teacher Education within last two decades, the researchers come to the conclusion that the value-system and visions of teacher education are strongly reliant on a contextualised discursive construction and a legitimization of Russian policy-actions by means of references to strategies and visions for the 'competitive, innovative and leading economy' of Russia. They believe that these visions and values underpin Higher Teacher Education in the Russian Federation but are challenging to research.

The Bulgarian experience of the training modern teachers and their career and professional development is presented through the articles of Doncho Donev, Marinella Grudeva and Jordanka Dimitrova. Doncho S. Donev from Trakia University (Stara Zagora, Bulgaria) studied how staff overcame the traditional approach to teaching and their willingness to engage in emotional exchanges with their students. An emotional teacher-student exchange is regarded by the author as an important component of pedagogical communication determining the effectiveness of teaching methods in secondary school. A survey card included 12 questions covering 3 problem areas: the readiness of the teacher to participate in the emotional exchange with their students, the frequency of application of interactive teaching methods, and the effectiveness of interactive methods. The study involved 215 secondary school teachers. The results of the survey demonstrated the close connection between the willingness of teachers to interact with students at the emotional level and the effectiveness of the interactive methods used.

The article of Marinella Grudeva and Jordanka Dimitrova "Strategic guidelines for increasing the professionalism of lecturers in higher education institutions" examines the issue of establishing a modern higher education institution as a lifelong learning institution. She identifies the main factor for this strategy as forming a creative and flexible educational environment in which the individual profile of the trainees is of key importance. They analyze two political documents affecting the development of higher education in Bulgaria: The National Lifelong Learning Strategy (2014-2020) and the Strategy for the Development of Higher Education in the Republic of Bulgaria (2014-2020). In connection with the serious changes that are being made today in the Bulgarian system of higher education, there is an urgent need to make changes in the professionalism of the university teachers. According to the authors, professionalism of a teacher in higher education includes such qualitative characteristics as a guarantee of effective solution of problems and tasks in a real professional environment, and the ability to go beyond it in the process of self-realization and self-development.

Lyubov A. Kochemasova (Orenburg State Pedagogical University, Orenburg, Russia) studies the social status of teachers in modern teacher education. The author presented the results of the sociological research, revealing the relationship and interdependence of the process of modernization of teacher education and the transformation of the social status of teachers. The most important conclusions include:

- assessing their emotional state, 43% of teachers noted the predominance of positive emotions;
- 75.6% of teachers are absolutely not satisfied with their material situation;
- state of the environment – 80.2%, health – 60%, life as a whole – 42%, position occupied in society – 49.3%, personal family life – 47%, spending free time – 63%.

- At the same time 50% of teachers identified the most valuable qualities for teachers as a high level of professionalism, optimism, a high level of general culture, ability to work hard, honesty, decency, a sense of innovation.

The issues of the pre-school teachers' need for self-actualization in the situation of competition development are discussed by Vladimir N. Mezinov, Svetlana V. Markova & Marina A. Zakharova from Bunin Yelets State University, Yelets, Russia. The authors studied forty pre-school teachers and found out that the most powerful factors in the development of the need for self-actualization of a pre-school teacher are the competitive environment in an educational institution, innovation and research activities, the quality of interaction between teachers and students within an educational institution and personality-professional reflection.

The issue also includes an article on teaching computational reasoning through construals by Errol Thompson (Aston University, Birmingham, UK). The author endeavours to reveal how we might be able to expose the computational reasoning ideas through using variation theory and construals but the paper also attempts show how we might use variation theory to teach computational reasoning ideas.

I would like to thank everybody who helped to edit the publications, who wrote reviews on the articles. I send warm thanks to the members of scientific committee (PhDs and researches from Russia and other countries) for their meticulous checking of the quality and authenticity of the manuscripts. We send special thanks to the editorial committee members who prepared this issue. We are grateful to our partners – International Study Association on Teachers and Teaching and Association for Teacher Education in Europe for their support and share of international experience as a source of innovation in improving the Russian system of teacher education.

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