

Editorial: BRICS Countries on the Improvement of Teacher Education

Roza Valeeva¹, Aydar Kalimullin², Tatiana Baklashova³

¹ *Kazan Federal University, Kazan, Russia; Federal Scientific Center of Psychological and Multidisciplinary Research, Kazan Branch, Kazan, Russia*

E-mail: valeykin@yandex.ru

ORCID: <https://orcid.org/0000-0002-8312-4054>

² *Kazan Federal University, Kazan, Russia; Samarkand State University named after Sharof Rashidov, Samarkand, Uzbekistan*

E-mail: kalimullin@yandex.ru

ORCID: <https://orcid.org/0000-0001-7788-7728>

³ *Kazan Federal University, Kazan, Russia*

E-mail: ptatyana2011@mail.ru

ORCID: <http://orcid.org/0000-0002-3038-6990>

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Modern processes of globalization and international integration have a serious impact on the teacher training system not only in Russia, but all over the world. This process involves new agents, increases its universalization, transforms its content, develops new educational technologies, creates innovative systems of evaluation and accreditation of future and serving teachers, and gradually digitalizes teacher education. All these trends are challenges for teacher education systems in all countries of the world, including the BRICS countries. They require the development of new algorithms of activities; complicate the communication processes of all participants of teacher education.

When conducting comparative research on the basis of contrasting the unique and the common, the priority is to find a special universal methodology that will allow to act effectively in different contexts and ensure the quality of modern teacher education (Menter et al., 2017).

The analysis of trends in the development of the teacher education system in the BRICS countries testifies in favor of the existence of a dual problem in teacher education: on the one hand, a large shortage of teaching staff, on the other hand, a decline in the level of their professionalism (Xuehui, 2018; Menter et al., 2024; Valeeva et al., 2024). This problem at the international level actualizes the special importance of improving the system of teacher education in order to attract and retain motivated young people in this profession, as well as to improve the quality of education by strengthening its practical orientation, the connection between theory and practice. This in turn determines the directions of transformation of initial and postgraduate pedagogical education. The professional training of teachers in a classical university is of particular importance today. The specifics of teacher education in higher education institutions in different countries of the world are considered in many works, in which the principles and approaches used by universities for the productive link of theory, practice and research in teacher education are subjected to comparative analysis (Carnoy et al., 2013; Totto et al., 2017; Kowalczyk-Walędzia et al., 2023; Menter, 2024; Valeeva & Kalimullin, 2024).

In this context, the 10th jubilee International Forum on Teacher Education (IFTE-2024) once again brought together like-minded people from different states, in particular BRICS countries on the eve of the upcoming BRICS Summit in Kazan, with the aim of strengthening scientific ties for new partnerships as well as international cooperation in the new geopolitical situation. The key agenda of the Forum was “IFTE-2024: BRICS Countries on improving teacher training”. The work of the Forum was aimed at contextual, historical, theoretical and empirical consideration of trends in teacher education. The forum discussed the implementation of the teacher education system both at the level of a university (institutional level), city, region (regional level), and at the level of a country (national level) and BRICS countries (international level). Each level determines the nature of the teacher education system, the ratio of global and national features, and forms a specific picture of the educational process.

Forum participants had a unique opportunity to listen to the reports of key speakers not only from Russia (Viktor Basyuk, Elena Kazakova, Aydar Kalimullin, Roza Valeeva), but also Brazil (Lucio Alvaro Marques), India (Balwant Singh, Meenakshi Ramuji Ingle), China (Congman Rao), Hong Kong (Kenneth Sin), South Africa (Liesel Ebersson), Iran (Fariba Haghighi Irani), UAE (Solomon Arulraj David), Saudi Arabia (Intakhab Alam Khan). These papers were particularly relevant to analyzing authentic practices of teacher education in the international educational space, identifying the adaptive educational potential of international systems for practical teacher education, and developing a methodology of transfer algorithms for combining theory and practice, policy and research.

This special issue of the journal contains articles by key speakers of the Forum - Prof. Congman Rao, Director of the Institute of International and Comparative Education, Northeast Normal University (China), Professor Lucio Alvaro Marques, Dean of the Pedagogical Department of the Federal University of Triangulo Mineiro (Brazil), Dr. Intakhab Alam Khan, Professor of King Abdulaziz University (Saudi Arabia), Dr. Fariba Haghighi Irani, Professor of Islamic Azad University (Iran). In addition, the special issue presents articles by Forum participants from different Russian universities who work on joint research projects within the framework of the International Community of Researchers in Teacher Education (ICREP) (<https://te.kpfu.ru/>) and annually report on the results of their research at the Forum.

From year to year, the number and geography of IFTE participants increased, as did the scope of their reports. This has turned the Forum into a large research community linked by a common idea to make teacher education in the world more effective, qualitative and modern. Our cooperation will continue to contribute to the task of steady progress and continuous improvement in response to the new challenges of the time.

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