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Media Education Technologies in the Training of Future Social Educators as an Effective Tool in the System of Continuous Education

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Abstract

This article is devoted to the conceptual foundations of modelling the system of continuing education of socio-pedagogical personnel in retrospect of modern transformational processes taking place in society and determined by the spread of such a phenomenon as “digitalization”.

The authors focus on new approaches in the system of training competitive and highly professional personnel in the field of social sphere using media education technologies.

As a result of the research, some conclusions have been formulated:

- the phenomenon of “continuous education” is a global trend, a fundamental determinant of socio-economic development and an important condition for improving the quality of professional competence of a teacher at all stages of professional activity;

- the authors have developed a model of continuous education for specialists in the social sphere. The basic principles of the model organization are: integrity, multi-stage character, flexibility and variability, continuity and advancement of educational programs of pre-university training.

The authors’ position in developing the model is based on the following major components of the system of continuous education for social sphere specialists:

- unification of intellectual potential in solving crucial issues of pedagogical education;
- training continuum of highly qualified socio-pedagogical personnel and promoting students’ motivation for the pedagogical profession;
- practice-oriented training of socio-pedagogical personnel;
- selection and implementation of innovative socio-pedagogical practice;
- integration of education and science, integration of media education technologies into the educational environment. The authors of the article single out the following as the key determinants of continuing education of social sphere specialists: hard skills (professional skills); soft skills (social/volitional skills); meta-skills (interdisciplinary skills).

The implementation of the continuous education model will enable to solve the key task of professional training of socio-pedagogical personnel – building a creative competitive personality.

Keywords: continuing pedagogical education, specialist in the social sphere, model of continuous education, competence, digitalization.

1. Introduction

The article contains a comprehensive analysis of the current state of scientific and pedagogical research in the sphere of solving the problem of expanding the conditions for creating the system of continuous pedagogical education in the present-day digital space. From various scientific positions, the theoretical definition of “continuous pedagogical education” was considered and its essential and semantic content was analyzed.

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A significant place in the thoughts of the authors is occupied by the context representing the continuous education of social sphere specialists using media education technologies.

The authors' model of continuous education of socio-pedagogical personnel is positioned, which allows for effective collaboration of educational organizations of various levels in order to create a comprehensive and unified lifelong learning environment that meets modern trends in education, taking into account the use of the digital space.

2. Materials and methods

The factual material of the research is: the system of continuous teacher training and professional development for teachers in Russia (Bondarevskaya, 2007; Grishina, 2016; Perminova, 2013; Verbitsky, 2016, etc.), findings based on analytical methodology obtained during the interpretations of the concept "continuous social education" and fundamental competencies (Fatykhova, 2010; Mardakhaev, 1997; Shadrikov, 2004; Starovoitova, 2009; Zimnaya, 2003, etc.).

During the research work, the following basic methods were used: synthesis, analysis, comparison and generalization. A significant role was played by the comparative method, which allowed us to apply an evaluative approach to the study of developing the current ideas about the phenomenological configuration of the concepts "continuous education" and "key competencies" in training social sphere educators.

Relying on the above mentioned methods in close interrelation allowed us to fully examine the specifics of the system of continuing education of socio-pedagogical personnel, taking into account the integration of media education technologies in the context of promoting key competencies as a significant segment of the new didactics.

The leading goal of our research was to study the potential of media education technologies in teaching students of the socio-pedagogical learning profile as an effective condition for the system of continuing education.

3. Discussion

For about several decades, the study of the phenomenon of "continuous pedagogical education" has occupied key positions in the field of research interest of not only Russian but also foreign scientists, since its role in the development of the pedagogical education system is great indeed. Foreign scientists were actively focused on the study of continuing education of teachers: pedagogical leadership (Bush, 2002; Clement, Venderberghe, 2001; Pavlou, 2004); models, forms and methods of continuing education of teachers (Chance, 2000; Hollingsworth, 2004; Ross, 2000; Villegas-Reimers, 2003).

Besides scientific research on issues of continuous education was conducted by such foreign researchers as M.A. Collins, T.M. Amabile (Collins, Amabile, 1999), J.P. Gee (Gee, 2003), M. Iansiti, R. Levien (Iansiti, Levien, 2004), S. Kelly, B. Nardi (Kelly, Nardi, 2014), S. Slick (Slick, 2002), S. Wu, Lin C.Y.-Y. (Wu, Lin, 2019) and others.

The specifics of modern approaches to creating a system of continuous pedagogical education are reflected in the studies by E.V. Bondarevskaya (Bondarevskaya, 2007), V.G. Bocharova (Bocharova, 2010), R. Gleason, P.N. Kirillov, N.I. Koryakina, A.S. Ermakov, D.S. Ermakov (Gleason et al., 2020), Yu.V. Grishina (Grishina, 2016), I.A. Kolesnikova (Kolesnikova 2014), L.M. Perminova (Perminova, 2013), A.A. Verbitsky (Verbitsky, 2016), A.G. Zalyalova (Zalyalova, 2010) and others.

The significant scientific contribution to the development of the general concept of continuous education, postgraduate, and lifelong education was brought by leading scientists of the Russian Academy of Education A.M. Novikov (Novikov, 2011), T.Yu. Lomakina (Lomakina, 2014), A.K. Oreshkina (Oreshkina, 2014) and others.

L.V. Mardakhaev (Mardakhaev, 1997), V.A. Nikitin (Nikitin, 1997), I.A. Zimnyaya (Zimnyaya, 2003) and others pay special attention to the system of continuous education of social and pedagogical staff.

Today, it is difficult to overestimate the scientific contribution of the Russian Academy of Education and its structural divisions engaged in fundamental research on the most promising pedagogical challenges, covering, due to their invariance and generality, the main levels of continuous education.

Quite reasonably, in our opinion, the most famous researcher in the field of determining the theoretical and methodological fundamental basis of continuing pedagogical education

A.M. Novikov argued that the system-forming factor of continuing education is its integrity, that is, not a mechanical increment of elements, but a deep integration of all educational subsystems and processes (Lomakina, 2014). The richest pedagogical heritage of A.M. Novikov has tremendous scientific and practical significance. It seems relevant to use the practical and scientific research findings of continuous education in the process of modelling modern continuous pedagogical education. According to the Head of the Center for Continuing Pedagogical Education, Russian Academy of Education, T.Yu. Lomakina, continuing education is a process of the individual's growth in terms of the educational (general and professional) potential throughout their lives, organizationally provided with state and public educational institutions and satisfying the needs of the individual and society. Its purpose is to enlarge the possibilities of labor and social adaptation of the individual in a dynamically changing world (Lomakina, 2014).

Justifying the importance of building a system of continuous pedagogical education, K.A. Oreshkina perfectly and precisely, in our opinion, focuses on modelling the segments of the continuous education system addressing the needs of post-industrialism, which requires serious scientific support associated with the deepening of the theory of continuous and post-industrial education (Oreshkina, 2014).

Undoubtedly, based on the results of the content-analytical discourse, it can be indicated that today one of the main goals of the continuing pedagogical education system is, first of all, creating a set of conditions promoting the effective development of continuous general and professional development of the teacher's personality, systematic transformation of professional competence and increasing the level of competitiveness.

It seems relevant to focus on the cognitive and developmental paradigm in the context of modernizing the system of continuing pedagogical education, the main provisions of which are proposed by G.I. Gerasimov (Gerasimov, 2013).

The methodological basis of the cognitive and developmental paradigm is continuity with the principles of developmental learning. A key point in this context is understanding of the main contradiction of the traditional "transfer of knowledge", in which the gap between the "broadcast knowledge" and the peculiarities of human mental activities is obvious. The educational process is focused on discovering a way to gain knowledge and is generally built as a process of theoretical thinking (Gerasimov, 2013:129).

The cognitive and developmental paradigm in the system of continuous pedagogical education will allow to carry out teacher training focused on self-reproduction of educational activities in the continuous form and nature. The mechanism of self-reproduction is achieved by developing methods of using the previous experience to master some initially unknown qualities, properties, etc., "integrating them into the world, then the result of the activity does not fade into need, but instead serves as an effective mechanism for further deployment of the goal content" (Gerasimov, 2013: 131). To a greater extent, we denote that in the context of the cognitive-development paradigm, the educational process is carried out as a process of deploying essential forces (Gerasimov, 2013), which undoubtedly makes this kind of activity continuous. Undoubtedly, the issues concerning the competence building, which determine the level of professionalism of a specialist, acquire a dominant role in the context of transforming vocational education.

So a number of scientists (Fatyhova, 2010; Shadrikov, 2004; Starovoitova, Arishina, 2009; Zimnaya, 2003) focus on the following basic or key competencies that a contemporary professional should be endowed with: informational, professional, value-based and meaningful, educational, cognitive, general cultural competencies, social and labor, and personal self-improvement.

In this context, it is very reasonable to focus on the view point of I.N. Golitsyn, who stated in his scientific article "Generations of e-learning in modern education" that a student is always at the center of the educational ecosystem, wherever he studies, at a university or at a college where his formation will take place not only as a professional, but also as a person (Golitsyn, 2017).

Since today's students require greater mobility and a personal-oriented approach to learning, universities are not only introducing new technologies, but also working in this mode – Education 4.0. It is obvious that innovative teaching methods need to be included in the pedagogical system – online content, blended learning models, smart spaces, practical activities in all areas of training with the opportunity and right to choose.

Now this is becoming the essence of advanced training in the specialist training system. This approach is confirmed by other researchers. So, according to M. Klopp and J. Abke, the following aspects of advanced training 4.0 are important: advanced course materials, practical work,

replacement of learning material demonstration by laboratory work, training on demand and in network communities, independent training in the “time and place” mode, mobile training in the self-organization and self-awareness mode combined with different methods and learning environments (Koop, Abke, 2018).

Thus, based on the content analysis in research work, it can be emphasized that today there are a significant number of semantic interpretations of the term “continuous pedagogical education”. On the other hand, it is possible to distinguish a significant feature of a continuous, stable structure, including primary, secondary, higher vocational and postgraduate education. In addition, referring to the concept of “continuous social education”, it is important to indicate that the essence of this phenomenon is reduced to understanding the aggregate by an element (pre-university, university and postgraduate education, a labor market participant) of a single holistic system, which goal is training a specialist – a professional in the social sphere that faces the new challenges of our time.

4. Results

Recently, in the space of Russian education, active research work has been carried out in modernizing the system of continuous pedagogical education. An important place is occupied by tasks related to determining the range of topical issues concerning continuing education of socio-pedagogical personnel in the conditions of modern digital society.

Undoubtedly, the ongoing transformational processes in society have actualized the urgent need to provide the social sphere with highly qualified specialists who have a “new” culture of thinking characterized by a high level of innovative activity. In this context, the importance of mastering new knowledge, the key competence of professional training of specialists in the sphere of social area has become obvious. It determines the significance of this content in all learning profiles in mixed and flexible education in a modern university. Currently, the Department of Social Pedagogy of the Faculty of Psychology, Pedagogy and Defectology of Don State Technical University is actively engaged in creating a system of continuous education of social and pedagogical personnel taking into account the transformational processes in society. The leading goals of building the system of continuous education in social professional training are:

- integration of intellectual potential in solving crucial teacher training issues;
- training continuum of highly qualified socio-pedagogical personnel and promoting students’ motivation for the pedagogical profession;
- practice-oriented training of social and pedagogical personnel;
- integration of science and education, use of innovative social and pedagogical practice.

In the research course, the authors developed a model of continuous education of a specialist in the social sphere, taking into account the transformational processes in society.

The implementation of the model of continuous education of a specialist in the social sphere includes several stages: the first stage, career guidance for students in grades 9-11; organizing specialized groups in teacher training colleges; the second stage, bachelor and master university studies; stage three, PhD studies, doctoral studies and, finally, a research center or advanced training courses. At the same time, the training of specialists in the social sphere implies multistage education which is reflected in the implementation of three stages: pre-university; Bachelor and Master degrees; PhD research.

The model involves training teachers in the social sphere at the following levels: educator-practitioner; educator-mentor; innovative educator; educator-researcher (see [Figure 1](#)).

The basic principles of the model are: integrity, multi-stage training, flexibility and variability, continuity and advanced level of educational programs of pre-university training.

In this context, it is relevant to emphasize that an important aspect in the model of continuous education of specialists in the social sphere is network cooperation which allows to reach “Education 4.0” demanded by our time. In our opinion, “Education 4.0” puts the student at the center of the educational ecosystem and makes it possible to structure the educational trajectories taking into account the final result. Obviously, the specific features of the social and pedagogical personnel training are determined by the competencies (general cultural, professional) which act as a fundamental basis that ensures the successful professional activity of a specialist.

As part of the continuing education system, it is important to study the level of readiness of the future specialist in the social sphere, as a result of which a specialist monitoring scheme using the concept of skills is built. The aim of the study is to identify the level of the acquired skills.

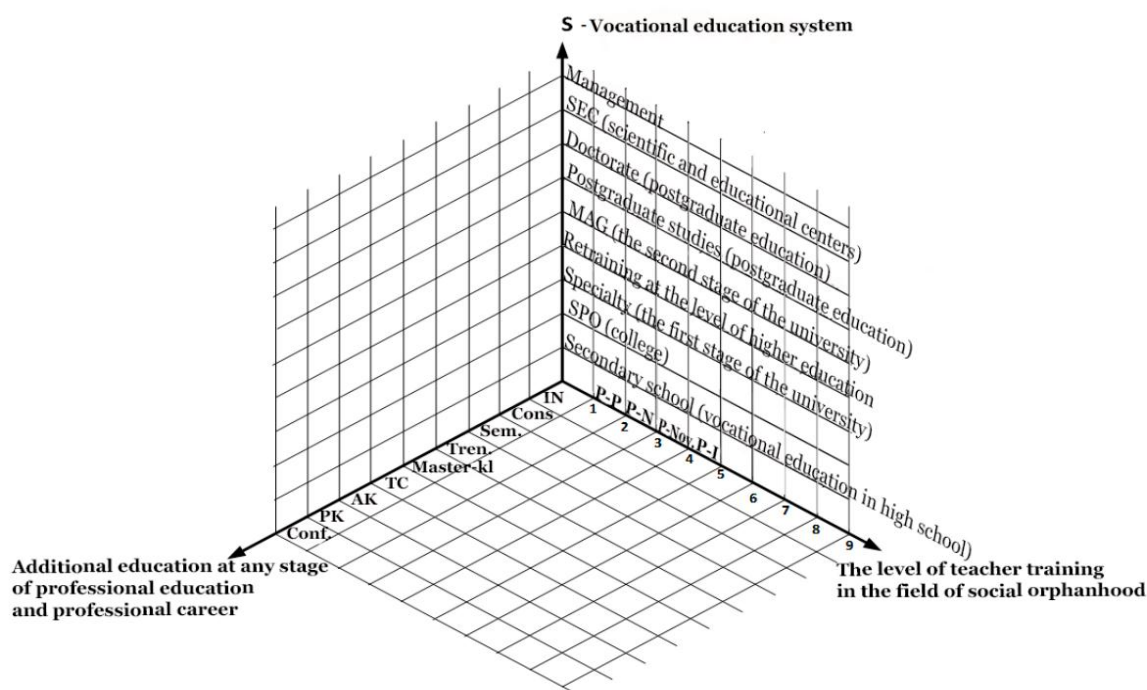


Fig. 1. Model of continuous education of professionals in social sphere

Note that we focus on three levels of skills: 1 – hard skills (professional skills); 2 – soft skills (social / conative skills); 3 – meta-skills (interdisciplinary skills). However, we are convinced that in order to successfully carry out the professional activities of social specialists, possessing only hard skills is not enough, it is necessary to form soft skills and meta-skills. Soft skills – social skills – the concept of 4 “C” (communication, creativity, critical thinking, and crew work). Meta-skills are unique competencies of professionals – they provide an opportunity to see everything in a wide context, see their specific activities, including the related learning profiles (for example, health practices, etc.). In view of all the above, a competence-based model of a modern social educator was developed (see [Figure 2](#)).

Undoubtedly, today, to achieve the highest level or skill in professional activities, it is not enough for a social educator to have these three skills groups. One also needs the understanding of the mission and the value of their activities, and striving for continuing education). The central line in our new system of continuous education of specialists is formed by transcendental/existential competencies.

So, today, upgrading the education system in Russia requires applying efforts in improving the quality of social specialists training, increasing the professionalism level to meet the challenges of modern society in the context of innovative behavior competencies.

The use of media education technologies with a student audience will allow us to find possible solutions to many problems.

In particular, the analysis of audiovisual media texts in different university subjects includes the use of various types of media education technologies.

It should be noted that in most cases former Soviet media education technologies are universal; they can be easily transformed in accordance with age characteristics; goals and objectives of a specific lesson and the entire cycle of media education as a whole; peculiarities of the particular educational institution; the type of the lesson, etc.

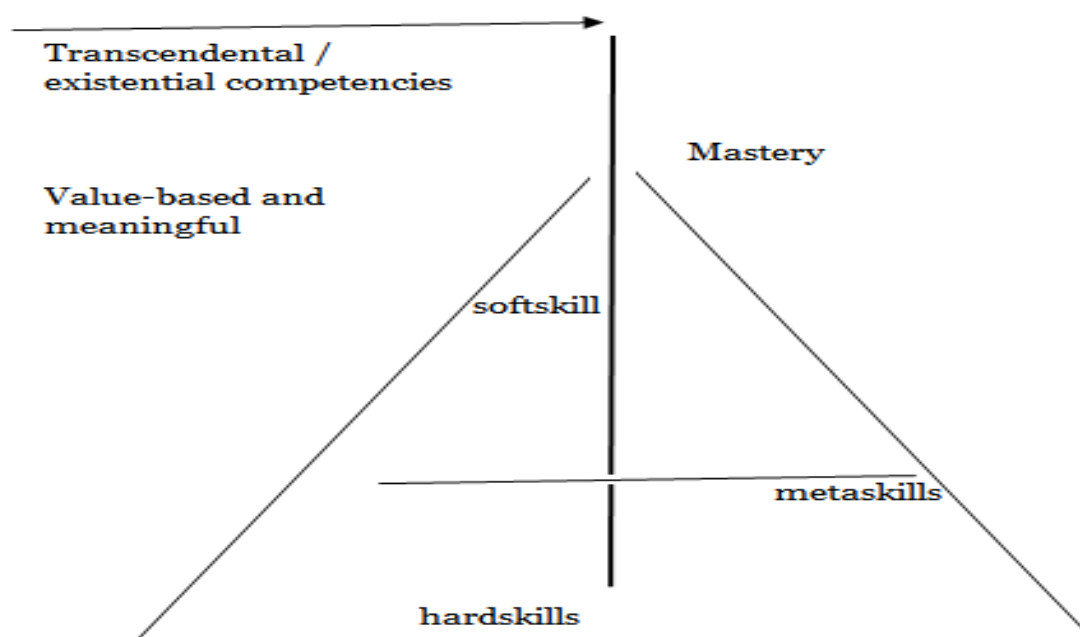


Fig. 2. Competence-based model of a modern social educator

It is very effective to use the following media education technologies in the practical segment: viewing and analyzing media texts, in particular, the method of working with documentaries and feature films can be used. It involves the definition of genre, artistic specifics of the media text; discussion of its advantages and disadvantages; a review of the media text. The analysis of audiovisual media production is closely related to modern media texts specific features.

During the analysis of media stereotypes of the media text under study, it is relevant to study of the following concepts: the storyline, the context in which the main events of the media text take place, stereotypical character traits, values, and language (including facial expressions, gestures, clothing, etc.).

Completing the task leads the audience to the conclusion that the basic structure of the media text is conditioned by the genre. The main conflict of the plot is caused by a significant event in the life of the character that pushes him or her to look for a solution in order to return to their normal life again.

At the same time, the media education technology of reviewing the media text can be harmoniously integrated into the educational process of the student audience.

To identify the genre specifics of media texts, we can offer the following media education technology – a media text review which is aimed at identifying the typical features of a certain genre / type of a media text. Among such features, it is necessary to focus on the key characteristics of the genre/type manifested in the composition, the means of expression used, etc.

No less significant is the following media education technology – the analysis of the media text character in the given conditions. Students are asked to complete the task – to describe/demonstrate the characteristics (actions, motives, relationships) of the same character in media texts of various genres. During the discussion, students identify the proposed topics and the relationships between the leading characters in the events of different genres.

In addition, after the student audience gets acquainted with media texts with a diverse genre transformation, a comparative analysis can be carried out. The task allows the audience to develop analytical skills, to conduct a content analysis of the images representation by teachers and students at each specific stage of historical development.

To date, a huge amount of negative media content actualizes teaching both schoolchildren and university students the ability to perceive, evaluate and analyze media texts, as well as the ability to deal with modern mass media production, to identify fake information and manipulation techniques, including negative effects on the subconscious. The authors of the research fully agree with the view point of A. Fedorov, Fedorov et al., A. Levitskaya, E. Kutsenko and others, who states that the ideal media education is a system built from primary school to graduation, and this will

entail a change in teacher training, thus actively involving them in media literacy (Fedorov et al., 2016; Fedorov et al., 2020; Fedorov, Levitskaya, 2015; Fedorov, Levitskaya, 2018; Kutsenko, 2011).

To recapitulate, we are absolutely convinced that the above-mentioned media education technologies in training intending social educators is one of the effective tools that ensures productive functioning of continuing pedagogical education.

5. Conclusion

So, in the center of our research interest was continuous pedagogical education in the context of social educators professional training based on integrated media education technologies as a basic tool determining the effective organization of continuing education system at the present stage.

The findings of our analysis suggest that continuous education has become a global trend, a fundamental determinant of social and economic development and an important condition for improving the quality of professional competence of an educator at all stages of their professional activities. Undoubtedly, in the era of the information revolution, continuous education is considered as one of the new mechanisms of educational activity of all segments of contemporary Russian educational environment. Today the educational ecosystem cannot do without the use of information and media technologies, including network technologies, as well as computer networks and telecommunications – the Internet, e-mail, Wi-Fi, IP-telephony, etc. The time for “digits” has come, thus determining new requirements for a professional specialist. In this context, the importance of mastering new knowledge and the key competences of professional specialists in the social sphere has become obvious. This makes this media content significant for all learning profiles in blended and flexible modern university education. During the study, the authors developed a model of continuous education of social sphere specialists. The basic principles of the model are: integrity, multi-stage training, flexibility and variability, continuity and advanced educational programs for pre-university training.

The key determinants of continuous education of social sphere professionals are the following skills at three levels: 1 – hard skills (professional skills), 2 – soft skills (social/conative skills), 3 – meta-skills (interdisciplinary skills).

We are convinced that the model of continuous education can solve the key tasks of professional training of social and pedagogical personnel – training creative competitive personalities. Today, the university and the employer urgently need specialists in the “talent development scheme” who can work with personal tracks of open educational digital environment for students in order to strengthen social protection of children within the scheme: a modern specialist in the field of social orphanhood + monitoring the quality of professional personal skills + talent development with the ability to track self-education competencies using self-assessment tools in self-development.

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