No: 23
Title: Strategies Of Continuing Psycho-Pedagogical Education
Pages 189-196
Author(s): Gabdulkhakov Valerian Faritovich, Bashinova Svetlana Nikolaevna, Yashina Olga Vladimirovna*

Open Access
Full Text 23

Abstract
The research demonstrates that both in Russia and foreign countries, higher education professors use traditional (about 35%), distance (about 30%), interactive (15%), none (20%) strategy. When polling professors of several Kazan universities about the strategy used in their academic activity (traditional, distance, interactive, none) we discovered that 43% chose distance strategy, 39% - none, 10% - traditional, 8% - interactive one. Most of the professors chose either distance strategy or teaching without any strategy. These are only the poll results. Teachers’ work observation shows that most of them prefer working not distantly, but traditionally and they note that the increasing requirements and reports on digital (computer) education tasks don’t let them specify the strategic meaning of their T&E activity. In the experiment carried out at Kazan federal university in 2014-2016, four levels of educational results were determined according to scoring-and-rating system: the first is high level; the second is middle; the third is low level; the fourth is unacceptable. The experiment verified three strategies: traditional, distance and interactive. These strategies predominate in professors’ activity. The undertaken research proved that only interactive strategy has positive effect on educational results. Still curriculum should include real communication between students and teachers, it should propose using information resources in the mode of algorithmic distance tasks, supporting a student by coaching, that is professional (psychological and pedagogical) situations simulation, coordinated problems solving; a student should become a subject of interaction, take an active part in the course of studying, follow his/her individual route.
http://dx.doi.org/10.15405/epsbs.2017.08.02.23