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APPROACHES TO MEANING-MAKING AND PRACTICAL IMPLEMENTATION OF PEDAGOGICAL INITIATIVES BY PROSPECTIVE TEACHERS

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Abstract. *Background.* The value of a teacher's initiative is determined by the fact that it enables future and current teachers to actively contribute to the innovative updating of educational content to promote the self-realization of themselves and their students. The development of initiative in future teachers plays an essential role in developing their professionalism and their capacity for self-development. First of all, the teacher must be active and proactive when it comes to finding new teaching methods, introducing innovations into the educational process, and finding solutions to various educational problems. A proactive teacher can better adapt to society's changing demands and teach students more effectively.

This study aims to examine different approaches to training proactivity in future teachers and consider effective methods for the practical implementation of pedagogical initiatives in the educational process. The article aims to determine the importance of pedagogical initiative in the process of professional training of teachers and to identify their ability and readiness for creative activity and self-development.

Materials and methods. A systematic analysis of existing publications on the research topic was conducted to determine the importance of the concepts of pedagogical initiative in the context of the development process of a future teacher. Methods were applied to collect and analyze data from news feeds on university websites to determine the types of initiatives maintained by the university. The data obtained was analyzed, systematized, and interpreted.

Results. In the theoretical part of the study, three approaches are examined to construct the meaning of a future teacher's pedagogical initiative.

In the first case, an approach is highlighted in which the meaning of the concept of initiative emerges as a psychological characteristic of an individual in the conditions of self-motivation, reaction to external stimuli, and self-actualization.

In the second case, the concept reveals the characteristics of students' independent, proactive engagement indicated for different levels of education.

In the third case, an approach in which initiative is considered intrinsic and integral competence of a certified teacher is emphasized.

In the practical part of the study, a comparative analysis of the work of teaching and non-teaching universities on the issue of forming initiative in future teachers was carried out.

Keywords: *initiative, universities, future teachers, classification, education*

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Introduction

Society expects the Russian higher education system to be able to respond quickly to resource shortages under the conditions of external containment and to train personnel as quickly and efficiently as possible to meet the needs of the economy.

The domestic education system needs to ensure personnel and technological sovereignty. The period from 2022 to 2031 has been declared the Decade of Science and Technology. In this context, it is a priority task to ensure a new quality of personnel training, including attracting talented young people to science [1]. To ensure technological sovereignty and establish the conditions for cultivating qualified personnel, a reimagined approach to the development and preparation of teachers is essential.

Justifications that a teacher should move from patterned behavior to proactive behavior can be found in a number of papers [2, p. 25; 3, pp. 14–16; 4, p. 66]. Such a process entails adhering to the established requirements and standards of the educational process and fostering the expression of individual initiative within the scope of professional pedagogical activity. The significance of cultivating a teacher's initiative is evident in its capacity to empower prospective and practicing teachers to actively engage in the innovative renewal of the educational field, enhance the quality of educational processes, and facilitate their personal and professional self-realization. The active manifestation of teacher initiative alone creates a condition in the educational process under which students of schools, vocational schools, and universities show a strong interest in future professions.

You can find a definition of the term initiative that contains various semantic charges. Thus, L. Dashevskaya considers social initiatives as a form of realization of the professional needs of future specialists [5, p. 8]. I. Golovinova understands initiative as a personality trait in which the future teacher shows activity and independence in setting goals and objectives and in their direct implementation [6, p. 7]. Initiative as a way of realizing professional needs is considered in his work by I. Tsvelyukh [7, p. 8]. Researcher I. Popova defines the concept of initiative as the self-directed activity of a novice teacher, which is not driven by external stimulation and enables them to implement and realize new ideas independently [8, p. 7]. According to Dean Abdelaziz, educational initiatives are a series of practical actions and activities that prospective teachers implement based on their mentors' guidance [9, p. 3].

Thus, in the above concepts, different semantic accents are found in the description of the psychological process of the emergence of initiative and its action implementation in the manifestation of diverse connections with other psychological concepts, such as activity [10, p. 131], independence [11], subjectivity and agency [12]. Considering the importance of the aforementioned concepts, the manifestation of a pedagogical initiative by prospective teachers is, on the one hand, an inner creative impulse of the student and, on the other hand, an external act of experimental professional activity that extends beyond the scope of their formal educational tasks. In this context, the challenge of practically implementing these initiatives within the framework of a pedagogical university emerges.

Aim of this study:

1. Describe the main approaches to the meaning-making of the concept of professional initiatives, i.e., initiatives directly related to the teacher's educational profile.

2. Examine the approaches and models for attracting students in the practice of formation and implementation of initiatives that exist in the activities of universities.

Materials and methods

The material for this study is scientific and pedagogical literature on the topic of research, as well as news feeds on the websites of 34 pedagogical and 10 non-pedagogical universities in Russia, which are directly involved in training future teachers. The following methods were used in this research: Analysis of scientific and pedagogical literature, analysis of news feeds of the websites of pedagogical and non-pedagogical universities.

Results and discussions

In the first step of analyzing the meaning of pedagogical initiative, it should be noted that the essence of the definition can be found mainly in works of pedagogical psychology. V. Anisimova, revealing the essence of student initiative, defines the concept of initiative from two different points of view: On the one hand, the initiative is nothing more than an externally generated internal motivation of a student for new forms of educational activity and at the same time the ability to independent, proactive activity [2, p. 25]. In the work of S. Rubinstein, initiative is seen as an expression of a higher degree of independence. The author understands initiative as a specific ability to take on any task thanks to one's initiative, without waiting for impulses from outside [13, p. 204]. K. Albukhanova-Slavskaya defines initiative as the free activity of a subject, expressed in his own initiatives, motives, and undertakings [14, p. 58]. M. Govorov considers initiative as a personality trait that serves not only as an internal condition for the organization of the subject's activity but also as a regulator of the main moral values of a person [15].

At the next stage of analyzing the formation of the meaning of pedagogical initiative, one should take into account a not insignificant part of the research, in which the initiative is revealed at different (from the initial to the completed

professional) stages of development of the future teacher, taking into account the ontogenesis of his personality. Thus, I. Novikova and G. Shurukhina studied the individual typical features of the initiative of high school and university students [16, pp. 259–261]. O. Bronzova, in her work, proposes to consider the development process of initiative in vocational school students from two points of view: organizational-pedagogical and psychological. Based on the proposed aspects, criteria for the development of student initiative and the stages of the initiative in vocational school students are given [17, p. 32]. A. Polichka examines the creative initiative among undergraduate students. The author understands it as the independent manifestation of creative activity, expressed in the execution of work that deviates from a given template [18, p. 438].

At the final stage of analyzing the aspects of meaning formation of the concept of pedagogical initiative, we will highlight another approach, which can also be found in a number of works by teachers and researchers in the field of practical education. In this approach, pedagogical initiative is considered an integral property of a person, as a graduate specialist's complex professional quality (competence) after completing the corresponding stage of pedagogical training. In particular, V. Pakhalyan considers initiative as one of the components of professionally important qualities or professional competencies [4, p. 66]. A. Makhinin, in his work, combines motivational and cognitive aspects and describes initiative as a human quality that manifests itself outside a specific situation [19, p. 25]. Special attention is paid to initiative as a creative phenomenon. In her research, K. Shapovalova proposes to consider initiative as a personality trait that goes beyond external stimuli when performing an innovative activity [20, p. 2].

An approach based on the development of competencies in the field of higher vocational education aims to shape the personality of the future teacher by combining his theoretical knowledge, practical training, skills, and high motivation for the successful performance of different types of professional and social activities. Competence is understood here as a personal quality that includes various aspects: motivational, cognitive, behavioral, value-semantic, and emotional-volitional regulation in the context of professional work [21, p. 50]. Training the general professional competencies of a future teacher requires an integrated approach. These competencies are developed through the active participation of students in the educational process, which should combine interactive teaching methods and extracurricular work to develop professional skills. A teacher must be more than just a provider of knowledge – their personality and values play an important role in developing student's competencies. They should help each student find their own learning path and get them interested in the subject and specific areas of academic and professional activity. Social activities among students are also important as they stimulate activity and socially valuable communication. To be successful in the professional field, future teachers must prepare themselves for lifelong learning, possess the ability to quickly analyze information, make creative decisions, and demonstrate strong communication skills. These qualities,

together with the knowledge and skills resulting from higher education outcomes, constitute both professional and general cultural competencies.

In his work, A. Polichka considers initiative a holistic readiness for work [18, p. 439]. Such readiness of the future teacher appears in the context of his professional training precisely in the role of competence. According to E. Berezneva, the ability to act independently is a crucial personal quality that is reflected in the capacity to set specific goals, persistently strive to achieve them through one's own efforts, take responsibility for one's actions, and demonstrate initiative and awareness not only in familiar situations but also in new contexts that require unconventional decisions [22, p. 12]. A. Solovyova considers what competencies a teacher should have to be able to take the initiative. As a result, the following set of competencies is identified:

- Research and information competencies;
- reflective competence;
- organizational, diagnostic, and prognostic competence [23, p. 827].

The training of future teachers primarily occurs at universities, encompassing both pedagogical and non-pedagogical disciplines. In practice, various approaches and experiences exist to foster the development of a future teacher's initiative. The existing approaches and models based on the initiative of future teachers found at universities are particularly intriguing. Identifying universities that actively develop and implement models for fostering the initiative of future teachers is essential. Examining these models will enable us to compare effective strategies for the proactive development of teachers.

Initially, the activities of pedagogical universities were examined. In 2023, an analysis was conducted of the news feeds and structural organization of the websites of 34 pedagogical universities in Russia, resulting in the compilation of their ratings in numerous instances [24, p. 64]. The professional initiatives of future teachers were examined in the context of their pedagogical activities, additional education, leisure pursuits, pedagogical start-ups, and extracurricular involvement (Table 1).

Table 1

Types of initiatives and their representation

Types of initiatives	Number of initiatives presented
Extracurricular	100
Leisure	37
Start-ups	11
Additional education	10
Lessons	7

As the table above shows, universities most frequently develop extracurricular initiatives that allow students to realize their projects outside of formal academic commitments. In second place are initiatives related to leisure activities, which often have a social focus. Educational start-ups and initiatives in additional education for children are represented in roughly equal numbers. The fewest initiatives were found in connection with teaching activities conducted during lessons.

In addition, the identified presence of various initiatives among students (related to teaching activities, additional education, and pedagogical start-ups) turned out to be insufficient, which indicates that these initiatives are not used in pedagogical universities to prepare students for professional activities. The modern characteristics of this activity, such as initiative and innovation, require the development of appropriate models and educational technologies in the field of higher education [18, p. 67].

Subsequently, an analysis of the websites of ten non-pedagogical universities in Russia was conducted. (Search for effective and reflective models).

Two out of ten universities in Russia are federal, while eight out of ten are flagship universities. All of these universities have faculties or institutes dedicated to teacher training. A flagship university in Russia is a higher education institution established in a region by merging existing universities. Its main purpose is to support the development of the region by supplying the local labor market with highly qualified professionals, addressing the current challenges of the regional economy, and carrying out educational and innovation projects in cooperation with regional authorities and businesses [11].

As in the case of the pedagogical universities, the newsfeed and the structural departments were examined. An analysis of the newsfeed revealed that four out of ten universities offer events to develop student initiatives. These events take place annually and extend over the entire academic year. Not only students but also teachers can propose initiatives. Many of these initiatives are social in nature and aim to develop the university and the region as a whole. Initiative banks are formed on the basis of the accepted applications. Each initiative is then selected, and a decision is made on its implementation and funding. In this case, such a model can be described as competitive. Students from the pedagogical disciplines are also involved in this model.

At one of the ten non-pedagogical universities that participated in the study, a structural unit is set up to formulate initiatives. At the university, a community hub (Tocka Kipeniya) will be organized - a free space for collective work in different regions of Russia, which gathers and forms active communities, teams of technology start-ups, and scientific projects that bring together business, government, and youth. Such centers are supported and promoted by the Agency for Strategic Initiatives. Under this project, all students can advance their education and science projects to meet the labor market's demands. This model can be described as a design model. Under this model, future teachers can propose and implement their initiatives equally with all others.

In the remaining five non-pedagogical universities, the future teachers' initiatives are presented through conferences, forums, and various non-systematic events. An analysis of the newsfeed revealed no events specifically for students of pedagogical disciplines. However, student teachers are included in a specially structured educational system at the university that applies to all fields of study and departments and is geared towards promoting and developing student initiatives. Therefore, the initiatives of future teachers can also be presented within such a system.

To determine the extent to which our study aligns with other research, it is essential to conduct a detailed analysis and comparison of the results and conclusions. Several authors highlight the importance of prospective teachers' own initiative and its significance for their future professional activities, a perspective with which we fully concur. However, initiative is often portrayed in various ways in their works, such as the expression of creativity or the development of social and business projects. In our study, the focus is specifically on the formation of professional (pedagogical) initiative, which is directly tied to the qualifications outlined in the graduate's diploma.

Conclusion

The manifestation of the initiative is examined in the works of educators and psychologists from three perspectives of its meaning formation: the psychological aspect, aligned with the stages of pedagogical education, and from the viewpoint of the graduate's complex quality (integrated competence). These perspectives serve as crucial criteria for developing initiative in future teachers. Together, they form the approaches that have emerged in university educational practice to foster initiative, emphasizing the importance of future teachers demonstrating pedagogical initiative that extends beyond their formal educational tasks and is geared towards broadening their professional activities.

Analyzing the approaches to the meaning-making of an initiative helps identify key aspects that must be considered when developing, supporting, and implementing student initiatives within the pedagogical environment.

The identified level of representation of various student initiatives – such as participation in and the generation of activities in leisure, additional education, and educational start-ups – remains relatively limited. This suggests a scarcity of educational technologies specifically designed to foster these initiatives in pedagogical universities, reflecting an implicit rather than explicit support and encouragement of student activity in forming their professional, subject-oriented qualities. Modern requirements for preparing students should include ensuring active and creative participation in professional projects, fostering independent decision-making, and emphasizing innovative activities. These elements promote student initiative and necessitate the development of suitable educational technologies for higher education.

About half of the non-pedagogical higher education institutions have developed or are currently employing models and technologies for fostering initiative among students across all disciplines. Additionally, the conceptual foundations of these university activities are examined, with initiatives in these models typically having a social orientation. Student teachers actively engage in developing these initiatives. Reviewing the newsfeeds of pedagogical university websites can provide valuable insights into innovative approaches to student initiatives that can support the development of future teachers. Analyzing non-pedagogical university websites' newsfeeds and academic sections has also revealed effective models for cultivating future teachers' initiatives.

All these aspects underscore the importance of developing initiative in future teachers as a critical direction in education. Consequently, studying models for fostering initiative and their successful adaptation in teacher education is vital for preparing qualified professionals in the field of education.

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ПОДХОДЫ К СМЫСЛООБРАЗОВАНИЮ И ПРАКТИЧЕСКОЙ РЕАЛИЗАЦИИ ПЕДАГОГИЧЕСКОЙ ИНИЦИАТИВЫ У БУДУЩИХ УЧИТЕЛЕЙ

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Аннотация. *Обоснование.* Ценность инициативы педагога определяется тем, что она позволяет будущим и действующим учителям активно содействовать инновационному обновлению содержания образования, содействовать самореализации себя и обучающихся. Формирование инициативы у будущих учителей играет важную роль в развитии их профессионализма и способности к саморазвитию. Первоначально, учитель должен быть активным и инициативным в поиске новых методов преподавания, внедрении инноваций в образовательный процесс, а также в поиске решений для различных образовательных задач. Учитель-инициатор способен лучше адаптироваться к изменяющимся требованиям общества и обучать учеников более эффективно.

Цель данного исследования заключается в исследовании различных подходов к формированию инициативы у будущих учителей, а также в рассмотрении эффективных методов практической реализации педагогических инициатив в образовательном процессе. Статья направлена на выявление значимости смыслообразования педагогической инициативности в контексте профессиональной подготовки учителей и установления их способности и готовности к творческой деятельности и саморазвитию.

Материалы и методы. Проводился систематический анализ существующих публикаций на тему исследования для выявления смыслообразования понятий педагогическая инициатива применительно к процессу развития будущего учителя. Применялись методы сбора и анализа данных новостных лент сайтов университета для определения видов инициатив, культивируемых в университетских практиках. Полученные данные подвергались анализу, систематизации и интерпретации.

Результаты. В теоретической части исследования рассмотрены три подхода к построению смысла педагогической инициативы будущего учителя.

В первом случае, выделяется подход, в котором смысл термина инициатива рождается как психологическая характеристика личности, в условиях ее самомотивации, ответа на внешние стимулы и самореализации.

Во втором случае, в термине проявляются характеристики самостоятельной активной деятельности студентов, приводимые для разных уровней обучения.

В третьем случае, выделен подход, в котором инициатива рассматривается как имманентная и интегральная компетентностная характеристика дипломированного учителя.

В практической части исследования проведен сравнительный анализ работы педагогических и непедагогических вузов в вопросе формирования инициатив будущих педагогов.

Ключевые слова: *инициатива, вузы, будущие педагоги, классификация, образование*

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