

# Nataliia Terentieva

---

## Vectorial directions of the teaching activity in the period of Second Academical Revolution

---

Edukacja - Technika - Informatyka nr 1(15), 62-67

---

2016

Artykuł został opracowany do udostępnienia w internecie przez Muzeum Historii Polski w ramach prac podejmowanych na rzecz zapewnienia otwartego, powszechnego i trwałego dostępu do polskiego dorobku naukowego i kulturalnego. Artykuł jest umieszczony w kolekcji cyfrowej [bazhum.muzhp.pl](http://bazhum.muzhp.pl), gromadzącej zawartość polskich czasopism humanistycznych i społecznych.

Tekst jest udostępniony do wykorzystania w ramach dozwolonego użytku.



**NATALIIA TERENTIEVA**

## **Vectorial directions of the teaching activity in the period of Second Academical Revolution**

Ph.D. in education, Associate Professor, Taras Shevchenko Chernigiv National Pedagogical University of Kiyv, Ukraine

### **Abstract**

The paper presents the main trends associated with so-called human factor inherent in higher education during the Second Academic Revolution. Been defined and characterized the changing lecture role, the specific teaching of this period. Author presents the positive and negative aspects of teaching, including the diversification and specialization of activity due to changes in student population, reducing the quality of the learning and teaching activities, migration, increased responsibility and accountability of teachers, etc.

**Key words:** trends in higher education, the Second Academic Revolution, massification, diversification, segmentation, interdisciplinary thinking.

---

### **Introduction**

The second academic revolution (the period of the second part XX – the beginning XXI century), as a process in the higher education sphere, is so dimensioned, versatile and dynamic that needs the investigation and prognostication not only some separate phenomena and facts, but tendencies as integrated vectorial descriptions. Those vectorial descriptions are peculiar not only to an exact country or its educational section, but have continental and transcontinental extending and developing.

The second academic revolution is characterized by some tendencies, challenges, and problems of higher education development. We would like to note those problems, which connected with the human factor directly (we use definitions as they were given in the mentioned documents): the educational programs development and intensification of their direction on the labor-market; the explosive way of massivisation; the conflict between common and private good; students and curriculums, constructive activities of positive discrimination, quotas and city's backup programs; teaching and different student's contingent support; mobility management; educational institutions for definite students' categories – elite, half-elite institutions of higher education; faculty qualification

decrease; increase the number of teachers, who work part-time; bureaucratize of professorial stuff; the global academic market; the students' diversity; approaches to students' studying on the base of educational results; investigation and teacher profession; the model "studying – job"; managing stuff and professional development; the successes of studying: from entering to graduating etc. [Baidenko 2010].

Massivisation as a phenomenon and tendency is characterized by considerable social mobility of youth, new models of higher education financing, diversification of higher education, decrease of academic standards, competition for the ability to study in the prestigious institutions, more sophisticated procedure and criteria of entering the institution of higher education, changing the teaching and studying style, curriculums etc.

The changing during the second academic revolution is a subject of investigation such professionals as F.J. Altbach, B. Barber, L. Reisberg, L. Rumbley, A. Keller, R. Merton and others.

The aim of the article is to outline the changes in the role of university teacher in conditions of the second academic revolution.

### **The main part**

We have to say, that universities as principal institutions of higher education are rather susceptible in their activity to the world tendencies. The changing of academic culture value take place (R. Merton) : universalism form the convictions about the truth of statements concerning the objective reality independently of authorship transforms into the local problems solving; generality as accessibility to knowledge into multisubject; disinterestedness as personal benefits absence for scientist into combination of commercial, political and social interests; the responsibility for the work quality into organized skepticism and aspiration for competition; individualism in scientific activity into the team work. More two items were added (B. Barber): rationality and emotional neutrality.

The given items cardinaly change the university teacher role as far as the changing of society, academic values and educational priority influences his activity. The investigative, teaching, innovation, entrepreneurial components change the correlation, but unfortunately not to the increasing of teaching quality or making fundamental researches; applied researches become commercialized; innovation activity is adaptive.

The changing in the teaching process because of educational program transformation, particularly decrease (in percent correlation) the quality of basic subjects of standard cycle and professional programs increase of variant components. This changing gives students the possibility to form their own direction of studying and professional formation. But to the faculty this changing are not loyal because requires to work out the great number of curriculums (increasing

expenditure of time, mind and emotional resources) and don't guarantee those curriculums would be chosen by students. In Ukraine it is firstly regards the subjects of HSE (subjects at the students' opinion of the humanitarian and social-economical cycle), which are chosen by student form the general list of subjects. For example, in the Borys Hrinchenko Kyiv University the general list of subjects is more than 150, but the student can choose 6 items maximum. We have to note, that students choose the subjects in the second term, but they would be taught during the third – fifth terms. As such a practice testifies the priorities of students could transform and not always the first-year-student can imagine exactly the direction of his professional development.

The commission of experts testify that “the require of reorientation at the same time on the practice and teaching, provides the teaching methods reform. The employers as the main competence suggest the readiness of the graduating students to work in a team, their ability to communicate, to continue education and self work” [Baidenko 2010]. Exactly these competences have to be cultivated in students by modern teachers of the higher institution. Some difficulties might be in the international and multilingual groups, what requires from the teacher to cope with new pedagogic of tolerance and multicultural, cross-cultural projects etc.

The variety of students' contingent causes the necessity of working out and providing the new system of academic support and up-date approaches to the pedagogy. We have to pay attention that the university teaching directly influence the involving students into the educational (increase the quality of educational material mastering, practice studying, attending the subjects at the students' opinion etc.) and scientific activity (participating the students' scientific conferences of different levels as listeners, speaker, the presentation or project author, preparing the scientific works for further participating in All-Ukrainian competition of scientific works and All-Ukrainian competitions, preparing the scientific publications etc.)

To some all over the word demographic changes, the scientists affirm that the number of students in the higher education system will increase, the students' contingent will be various because of the students' number increasing, students of the third-age group, and those who study part time because of different forms of studying. The access to the higher education system extends because of the variety of the educational programs, the policy changing of giving and getting the inclusive education and education of so called vulnerable population [Baidenko 2010]. So, the profession of teacher becomes the international-oriented and mobile. It requires not only the professional training, but speaking the foreign languages and mastering the skills of special subjects teaching in foreign language. These changing cause the diversification of teaching activity and extend its specialization.

The mobility of the faculty takes place in such directions – transnational and physical, structural and individual, migration for the exact period and wishes to come back to the native land. If there is an implementation of any faculty mobile direction, the English part will increase as a base of scientific communication. Some observers even make the parallel between the Latin usage as a language of scientific communication in the medieval Europe and the English usage as a language of international communication in educational and scientific sphere at the beginning XXI century. Informational and communication technologies gave the possibility to create the all-purpose means of communication for increasing the effectiveness of scientific communications. To use the information base you need to speak the language so the linguistic competence becomes the base not only for students and young professionals, but for the all generations of faculty. Mastering the foreign languages becomes the important problem for teachers, as far as the XX century doesn't suppose the foreign language speaking for mass. The same problem (what about mastering and reasonable usage in the educational process of the higher education institution) is ICT (informational-communicational technologies. The absence of fluent mastering of these both aspects considerably decrease the possibility of the faculty mobility even on condition their high professional competence and pedagogical skills.

So, to realize this kind of activity it is necessary to have a reasonable professional and psychology-pedagogical training including that teacher has a great professional and psychological load. It would be better to increase the efforts, directed to the qualified professionals training – teaches of the higher education institutions. The results of the statistics researches prove that increase of students' contingent – massivisation (what is observed in the conditions of academic revolution) in general has the negative influence on quality features of the faculty as far as the forming high-skill teacher of higher education institution requires more time, efforts and finance comparing with student training.

Traditionally the knowledge producing until the second part of the XX century had the discipline peculiarities and was made by certain explorer-scientists, or by the group, headed by the scientist-explorer. The up-date knowledge has compound, integrative interdisciplined feature and is originated by the active social activity, which requires the collaboration of different branch institutions and creating the interdisciplined scientific laboratories, which are not separated from the society. It is occurred the forming interdisciplined thinking. "Interdisciplined thinking quickly becomes the peculiarity of the scientific researches as a result of four powerful items action: inner difficulty of nature and society; desire to investigate the problems which don't belong to one subject; the need to solve the problems of society; new technologies appearance" [Baidenko 2010].

All over the world there is observed the practice of so called part-time employment (by-worker) what is connected with not enough for qualitative life

salary for training work; migration qualified teachers-explorers to the countries, where the teacher status and salary is much higher. Exactly such phenomena decrease the general quality indicator of faculty work in the country, what has the negative influence on all activity components: research work, teaching activity, innovative activity, undertaking, making a great impact on the students' training quality. We can observe an exclusive circle of training quality decrease, decrease of teaching and activity in general in all institutions of our country. As far as the professionals training for different spheres is in the higher education institutions, so we can say about decrease of activity including the university educational process.

Intensification of activity, limited budgetary funds, heightened responsibility and accountability made adverse conditions for teacher profession. It develops a certain contradiction: the university isn't able to provide necessary conditions for the effective efficient activity of teachers and at the same time the university can't be effective and prestigious as a training institution without experienced, devoted teacher. The teacher can't be substituted for technique and technologies whatever expensive, effective and innovative they could be. The excellent repair won't indemnify the consequences of minimally-skilled teacher.

It is observed the tendency to aging of skilled faculty, which is professional. Meanwhile the youth aspires to be employed in the higher education institutions, but immediately to be taught at postgraduate course or to have a position, that doesn't correspond to their competence. The great numbers of skilled teachers, who are not able to be implemented in the higher education institutions, try to fulfill themselves in other spheres.

## **Conclusions**

So, we confirm the problem of insufficient number of skilled teachers. May be we should increase the number of students who master the professional pedagogical education through the studying according the different curriculums of different forms with new technologies and approaches providing. It would give the possibility to the university graduates to teach others in high-level way. Although the increasing of students' contingent won't guarantee their employment according the received specialization and won't guarantee the implementation of their professional functions. It is necessary to provide the professional guidance, explanatory and motivation work among the students' contingent. The governmental policy has to support the academic initiative, not decrease the academic freedom.

The teaching activity becomes differentiated and metamerized according to chief activity, level of institution where the teacher works, possibility of making a career, realization of scientific researches and methodological work, quantitative characteristic of studying and other kinds of workload, extra assignments,

getting some awards, prizes, circumstances of work etc. We don't set as an object to compare the teaching differentiation and metamerization in different higher institutions, but have to define the most important problems of up-to-date condition of the teacher profession such as: the qualification decrease; not enough stimulation (moral and finance); bureaucratic professorate, connected with autonomy lose and increase of administrative arrangement subordination; global academic market; decrease the status of profession.

Though exactly the profession of teacher is the basic component of higher education success, training the skilled students, increase of institutions prestige, and exchange of value forming into universal; increase of life level.

The renewing the teacher profession prestige will contribute the involving skilled scientists and teachers to the higher education system, training own personnel with possibility to make a career. The new magister programs will contribute this idea (for instance, "The Higher School Pedagogy", which gives qualification 231 "the teacher of universities and other higher education institutions") with appropriate skills, and involving them into all kinds of teacher activity during studying, explanations the perspectives of the career and scientific management etc. The changing in attitude towards profession it is necessary to start form definite people, only in such a way the new idea and new vision of teacher profession could be formed.

The perspectives of the further investigations we see the working out outlined in the article tendencies of university education development transformations in the context of the second academic revolution.

## **Literature**

Baidenko V.Y. (2010), *Major trends in higher education: global and Bologna measure*, Moscow.