

IFTE 2016 : 2<sup>nd</sup> International Forum on Teacher Education

## A New Model of Pedagogical Magistracy in the Direction of "Linguistic Education" at Kazan Federal University

Nailya N Fattakhova<sup>a</sup>, Zulfiya F. Yusupova<sup>b</sup>, Naila I Fedorova<sup>c\*</sup>\* Corresponding author: Naila I. Fedorova, [Nelya7@mail.ru](mailto:Nelya7@mail.ru)<sup>a</sup>Kazan (Volga region) Federal University, Kremlyovskaya St., 18, Kazan, Russia, [n-fattakhova@mail.ru](mailto:n-fattakhova@mail.ru)<sup>b</sup>Kazan (Volga region) Federal University, Kremlyovskaya St., 18, Kazan, Russia, [Usupova.Z.F@mail.ru](mailto:Usupova.Z.F@mail.ru)<sup>c</sup>Kazan (Volga region) Federal University, Kremlyovskaya St., 18, Kazan, Russia, [Nelya7@mail.ru](mailto:Nelya7@mail.ru)

### Abstract

<http://dx.doi.org/10.15405/epsbs.2016.07.5>

This article is devoted to problems and prospects of pedagogical educational development in Kazan Federal University in the framework of the Strategic academic unit (SAU) "Teacher of the XXI century". The authors consider the implementation of a new model of pedagogical Master's degree programme "Philology of education in conditions of modern higher education". Teachers' training is an important component of the educational policy of any state and has a high degree of flexibility and availability. The basis of finding effective ways to improve the preparation of teachers is based on the idea that high-quality professional preparation of teachers is a most valuable contribution to the future of any country. The educational reforms that are carried out periodically in countries like Europe, Asia, and also in Russia serve to prove this fact. The aim of the article is to analyze the new direction of the Master's degree programme on philological education in Kazan Federal University from the onset of modern requirements to the preparation of future teachers of Russian language and literature. Analysis, description, and synthesis are the main methods of this study. The authors made the following conclusions: the modernization of Russian pedagogical education focuses on the organic unity of the new curriculum, the new forms of organization of educational processes, the new learning technologies and forms of education quality assessment. The new model of pedagogical Master's degree programme on philological education consists of the following blocks: "Psychology and pedagogics", "Russian language", and "Literature", which will be studied jointly. This will help to prepare competency-based ability to think creatively, and to solve actual problems of modern school education in the field of Russian language and literature. The implementation of the new Master's program will help to solve the problem of training modern teachers of Russian language and literature, it will aid in finding solutions to psycho-pedagogical problems in educational, and the substantive issues arising in the practice of Philological forms of education.

© 2016 Published by Future Academy [www.FutureAcademy.org.uk](http://www.FutureAcademy.org.uk)**Keywords:** Education, master degree programme, Russian language, competence.

### 1. Introduction

Modernization of Russian pedagogical education is based solely on new curriculums, new forms of organization of educational processes, new learning technologies and new forms of education quality



assessment. According to researchers, "the main trends of preparation for professional pedagogical activities can include the following: orientation to higher education as a necessary condition for the acquisition of teaching professions, strengthening the psycho-pedagogical aspect of teacher preparations, diversity of specializations in modern training programs, improving the system of teachers training, and improving the status of teachers in society - making it more attractive" (Petrova, 2000). In the modern world, teacher training is an important component of the educational policy of any state and has a high degree of flexibility and availability. The means of finding effective ways to improve the preparation of teacher is based on the idea that high-quality professional preparation of teachers is the most valuable contribution to the future of any country. The reforms in education carried out periodically in the countries of Europe, Asia and in Russia prove this fact. "Education 2030: the concept of development of pedagogical education" – the so-called programming document, under which the reforms of the Russian pedagogical education is carried out" (Education, 2016). In addition, we can also point out the introduction of new Federal state educational standards, both in higher and in secondary school (Federal, 2003). The problems of modern teacher's training has been explored by many researchers (Korneyeva, 2004), (Agee, 2009), (Biktagirova & Valeeva, 2014), (Zhumasheva, Zhumabaeva, & Sakenov, Ismagulova, & Sametova, Bazarbaeva, 2016), (Grossman, Hammerness & McDonald, 2016), (Yusupova, Shakurova, Saygushev, Vedeneeva, Kashina, 2016), (Gabdulchakov, & Kusainov & Kalimullin, 2016), (Bushkanets, 2016), (IFTE, 2016) and etc.

## **2. Materials and methods**

The research is oriented to analyze the problems and prospects of modern Russian pedagogical school and school educational developments, and brief characteristics of the new model of pedagogical preparation - "Philological education". The main research methods used were analysis, observation, description, generalization, classification, which contributed to the achievement of goal. The materials involved; regulatory documentation (standards, curricula, graduate programs), the concept of teacher education, research on topical issues of pedagogical and philological education, and the training of teachers of Russian language and Literature.

## **3. Results**

Modern education faces new tasks and requirements. The transition of higher professional education to the standards of the third generation involves changing the entire structure of the educational process with the introduction of active and interactive teaching methods. Therefore, Kazan Federal University is one of the leading universities in the Russian Federation. Teacher training is considered to be one of the acute directions of the University. Preparing teachers for a changing world is one of the most acute problems of the modern society. It should be noted that the preparation of teachers in the Imperial University of Kazan, a historical citadel of knowledge, which has become a Federal University, began in 1812 in connection with the discovery of the structure of the Pedagogical Institute. Kazan Federal University became the third in Russia's educational institution of similar

profiles and has had a significant impact on the educational and cultural development of the East of the country.

Training teachers of Russian language and literature in XXI century has to be appropriate to the realities of the modern society. In this regard, in Kazan Federal University reviewed teacher training at the undergraduate level and graduate programmes.

In 2016, a new Master degree programmer in Pedagogics with Philological orientation will be opened in KFU. It is considered that the philological education is the Foundation of intellectual development and self-development. Philological education is a holistic system of learning objects, implementing a common approach and internal links between subjects.

Many researcher focus on the specifics of teacher training in a Master degree programme considering various aspects of this issue (Bushkanets, 2015); (Gabdulkhakov, 2016) etc, while others pay attention to the applied aspect of the linguistic development, linguo-cultural aspect (Fedorova & Fattakhova, 2015); (Yusupova, 2015); (Rahimova, 2015) and others. A new model of Master's degree programme in Philology was developed in the framework of the Kazan Federal direction for Strategic academic units (SAU) "Teacher of the XXI century". The Master's programme in the direction of preparation of "Pedagogical education" is aimed to form and develop in the students, a deep specialized knowledge of innovative characters, complex competences, practical experiences necessary for the design and implementation of the educational process at a higher professional level in the context of modern trends of modernization of education, implementing professional self-education and personal growth, and building professional careers. The purpose of the afore mentioned Master's programme is to prepare highly competent teachers, prepared at a high professional level to carry out teaching activities in the context of modern tendencies of education modernization. These activities include being able to set up relevant and promising educational goals, to determine the content of training in accordance with GEF, to use modern technologies, active and interactive forms and methods of training and education, to carry out research work on actual problems of educational practice, to design flexible programmes, to implement reflection and to take responsibility for the results of pedagogical activity.

A new program of pedagogical preparation: "Philological education" focuses on contemporary content, forms, and technologies of new types of teacher preparation. The specificity of the program is that it enhances the psycho-pedagogical, methodological, and practice-oriented trainings of graduates, it enlightens the orientation of the scientific-pedagogical career, continuing pedagogical practice, and implements information and traditional technologies. Students after this programme are considered to be more motivated to continue working as a teacher of Russian language and Literature. According to the requirements of the education standard, a graduate who received a master's degree in literary education, must be prepared to address the educational and research tasks on research work in the subject area of knowledge and education, he must be prepared to use modern technologies of acquisition, processing and interpreting experimental data; must be ready to master modern methods of research that are used in the field of philological education; to design, implement and analyze the results of the process of learning philological disciplines in different types of schools, including specialized secondary schools, vocational schools and secondary specialized and higher educational

institutions; to design and implement in the practice of teaching new teaching content subjects; to diagnose the level of learning of students, difficulties arising in the process of learning, and linguistic abilities; to determine the strategy of individual correction or development of students in the process; and to implement corrective or developmental activities in the process of working with individual students or groups of students during the study of the linguistic contents etc.

#### 4. Conclusion

A new model of Master degree programme "Philological education" will include a new approach in promoting psychological, pedagogical, methodological and linguistic preparation of the students who receive the degree of Master of philological education in Russian language and literature. We believe that this direction is of great practical importance for the development and improvement of teacher education, including linguistic education in the Republic of Tatarstan.

#### Acknowledgements

This work was performed according to the Russian Government Program of Competitive Growth of Kazan Federal University.

#### References

- Education 2030: a concept for the development of teacher training [Electronic resource]. Mode of access: [http://akvobr.ru/obrazovanie\\_2030.html](http://akvobr.ru/obrazovanie_2030.html) (accessed 15.05.2016).
- Petrova, V. I. (2015). Comparative analysis of systems of teacher training in the modern world educational space // *Modern problems of science and education. No. 1-1*. URL: <http://www.science-education.ru/ru/article/view?id=17209> (accessed: 15.05.2016).
- Fedorova, N. & Fattakhova, N. (2015). Superstition and society. *Social Sciences*, 10-4, 476-480.
- Yusupova, Z. & Shakurova, M. & Saygushev, N. & Vedeneeva, O. & Kashina, S. (2016). *Managerial tools of academic knowledge formation process. International Review of Management and Marketing*, 6-2, 403-409.
- Yusupova, Z. (2015). Literary Text as a Unit of Culture in the Classes of Russian as a Second Language. *Asian Social Science*, 11(6), 171-175.
- Biktagirova, G.F., Valeeva, R.A. (2014). Development of the teachers' pedagogical reflection. *Life Science Journal* 11(9s), 60-63.
- Zhumasheva, A. & Zhumabaeva, Z. & Sakenov, J. & Ismagulova, B. & Sametova, F. & Bazarbaeva, A. (2016). Philological disciplines as means of preparation of students to professional activity. *Frontiers of Mechanical Engineering*, 11 (1), 33-43.
- Grossman, P. & Hammerness, K. & McDonald, M. (2009). Redefining teaching, re-imagining teacher education. *Teachers and Teaching: Theory and Practice*, 15 (2), 273-289.
- Agee, J. (2009). Developing qualitative research questions: A reflective process. *International Journal of Qualitative Studies in Education*, 22 (4), 431-447.
- Korneyeva, L. I. (2004). The Making of Professional Learning and Career Enhancement in Germany: A Logical-Historical Analysis. *Obrazovaniyei Nauka*, 3, 53-60.
- Gabdulchakov, V. & Kusainov, A. & Kalimullin, A. (2016). Education Reform at the Science University and the New Strategy for Training Science Teachers. *International Journal of Environmental and Science Education*, 11 (3), 163-172.
- Federal state educational standard of basic General education (5th-9th CL.) (2013). URL: <http://www.минобрнауки.рф> (accessed 15.05.2016 g/)
- Bushkanets, L. E., Sidorova, M. M., Nasrutdinova, L. H., Machinima, N. G. (2015). The formation of a higher philological education in the University of Kazan in the XIX – XXI centuries. *Philology and culture*, № 4 (42), 266-273.
- Rahimova, D. & Yusupova, Z. (2015). Semantics and pragmatics of demonstrative pronouns in Russian and Turkic languages. *Journal of Language and Literature*, Volume 6, Issue 2, 113-116.
- IFTE: II International Forum on Teacher Education (19-21 May 2016). KFU, 2016, 444.