



DESIGNING EFFECTIVE LEARNING EXPERIENCES FOR RUSSIAN LEARNERS

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ABSTRACT

This paper delves into the design of effective learning experiences for Russian learners. We acknowledge that a one-size-fits-all approach is ineffective, and instead advocate for strategies that cater to the specific needs and interests of this student population. The research explores various pedagogical approaches that can foster active learning, engagement, and deeper understanding within the Russian language learning context. This might include incorporating technology-aided learning tools, promoting collaborative activities, and tailoring content to the cultural background of Russian learners. By analyzing these approaches and their effectiveness, the paper aims to contribute to a resource base for educators and curriculum developers seeking to create enriching and successful learning experiences for Russian learners.

KEYWORDS

Learning Experiences, Russian Language Learning, Pedagogical Approaches, Active Learning, Engagement, Learner Needs, Cultural Relevance, Technology-Aided Learning, Collaboration, Curriculum Development, Resource Base.

INTRODUCTION

Long haul necessities for the arrangement of a character, society, state, and inside laws of educational schooling improvement call for modernization of the academic training in Russia. The Government State Instructive Norms for higher expert preparation and

"Idea for help of academic training improvement" legitimately manage changes in higher expert educational schooling. The goal of modernization is to create the conditions necessary to "bring the system of professional-pedagogical training in compliance with



the latest achievements of pedagogical theory and practice, the formation of professional competence of teachers during the pedagogical education process," as stated in the "Concept for support of pedagogical education development." Another age of norms centers on fostering a staggered arrangement of higher expert schooling in Russia, including higher expert educational training too. The Russian system of higher professional education demonstrates the shift from a unified profession-based system of training specialists to a comprehensive fundamental and general cultural knowledge that is tailored to the abilities and needs of students and provides distinct social experiences. The competency-based education of students is the focus of the Federal State Educational Standards for higher professional education. These standards are based on the competence approach. Documents that are strategic make it clear that professional training needs to change. Training for pedagogical activity receives special attention in the Federal State Educational Standards for higher professional education in the field of "Pedagogical education."

The issues, goals, and strategic areas of change in professional pedagogical education in Russia are outlined in regulatory documents. However, it is impossible to identify and solve pedagogical education issues without analyzing the research component. There are two primary subject-object areas of pedagogical education research that have been the focus of some studies in Russian education over the past ten years, according to an analysis of the subject-object area. One of them is the training of future teachers, which the majority of studies view as subject teacher training. A student's aptitude for various activities (professional and pedagogical, innovative, diagnostic, social, and pedagogical) is primarily the training result. The future teacher's professional life is

another subject-object area of pedagogical education research. According to research analysis, both professional-pedagogical activity and student training are associated with resolving aptitude-related issues. The majority of the studies looks at training for pedagogical activity in a technocratic setting and does not link pedagogical activity to discoveries, senses, or relationships.

Problem statement

Assessments of public sentiment of Russian academic Colleges staff in urban communities of Russia like Biysk, Barnaul, Tomsk - Russia on understudy preparing for educational movement shows that its goals are expressed in administrative archives, however have the fractional execution. First, respondents link the training for the pedagogical activity to mastering the subject's theoretical foundations and teaching strategies. The educators are aware that subject-thematic training is primarily connected to student pedagogical activity training. As a result, a variety of contradictions in pedagogical student training for their pedagogical activity have been exacerbated by changes in Russia's contemporary higher professional education, particularly higher professional-pedagogical education:

- a) Between the previous approaches to the content and organization of the training and the new requirements for students;
- b) Between the requirement to focus on the formation of pedagogical activity as the content and organization of training and the existing ideas regarding training content as an aptitude for pedagogical activity;
- c) The absence of a scientifically supported concept of pedagogical activity formation and previous approaches to student training for pedagogical activity



Our goal is to outline the prerequisites and specifics of pedagogical activity formation in student training. In our view, the primary prerequisite for the formation of pedagogical activities during student training should be educational events. The study's objective is to investigate how educational events affect the formation of pedagogical activity during student training at the pedagogical university.

Literature review

A writing survey shows that there are different meanings of the occasion. When examining the nature of the event, contemporary Russian philosophers specify some of its characteristics: relevant subjectivity organization and sense formation (Gryakalov, 2004); (Kiyashchenko & Tishchenko, 1999); sense, meaning Space-time, subjects' interactions, action-activity, subject and value change of being, and influence on culture are all discussed (Muza, 2002; 2002, Schitsova). As per the rationalist M. Bakhtin the occasion attributes are co-being, sense as the occasion, productivity, and augmentation in being, development, support dynamic experience, and exchanges. Barabanshikov (2002), a Russian psychologist who studied the issue of perception and event ratio, identifies the following event characteristics: formation, growth, transformation, discontinuity, and sense connections and relationships change. The nature of the event is given special consideration in the psychology of development (Slobodchikov & Isayev, 2002): coexistence, values, senses, subjectivity, growth, and the completeness of relationships and connections; The El'konin, 1994: the formation of a subject, the experience, the event, and the action According to Yenikejev (2003), Russian sociologists studying the event's social nature describe its formation, interaction, and virtual unity of current and potential. The event is examined in relation to the text and within a broader context in linguistics. Shabes

(1989), indicates its attributes: agent-action and change-transition, meeting, communication (Genisaretsky, 2007), a personal sense of significance, and a new opportunity for professional movement (Goryunova, 2006).

There are currently no studies on the issue of educational eventuality in student training for pedagogical activity in Russian pedagogy. The goal of our humanitarian-based research is to provide a comprehensive and in-depth analysis of the issue of pedagogical activity formation in training in Russian education.

METHODS

To investigate the educational event for the formation of pedagogical activity, we take into consideration the methodology and methods of humanitarian research. The humanitarian approach serves as the research's methodological foundation, emphasizing personal involvement and a person's presence in education, identifying personal aspirations and a desire to participate in their education, and taking into account the practice's empirical reality (G. Prozumentova). In order to investigate the empirical reality of educational innovations, we made use of Prozumentova (2009)'s humanitarian research methods as follows:

- a) A phenomenological method for describing educational innovations;
- b) The method for reconstructing novel experiences;
- c) The method for classifying the innovative educational reality.

The purpose of the method of a phenomenological description of educational innovations is to investigate students' position and personal involvement in their education, innovations as an individual action, act, and educational initiative that the researchers "experience" and deem significant.



The initial objective of the research was a phenomenological description of the organization known as the "Humanitarian School," which was held at the Philological Department of the V.M. Shukshin-dedicated Biysk Pedagogical State University in Biysk, Russia. In addition to examining the students' position, personal involvement in their education, and the current state of student education at the Humanitarian School, the objective was to investigate. Therefore, "generating self-description texts is the key aspect of the method of a phenomenological description of educational innovations" (Prozumentova, 2009). Self-depiction texts were produced utilizing contextual investigation innovation (Fedorinova, 2013, 2015).

The phenomenological description method makes it possible to identify the areas of change influenced by educational innovations and to determine the educational effects—gaining an understanding of pedagogical activity and a new interest in it—caused by the personal action of a pedagogical student in education. The genesis of points where students are involved in their professional-pedagogical education, the modernization of the sense-making process in professional-pedagogical activity, and the introduction of pedagogical university students as participants in education are examples of areas of education change. The phenomenological description method made it possible to develop the object and subject of the research as well as update the research theme. Method for creatively reconstructing an experience. The goal of the strategy for imaginative experience reproduction is "to determine the instructive substance and capability of an individual's support in schooling in the exploration" (Prozumentova, 2009). Therefore, the "construction" of educational content and the educational potential of innovations are the goals of the methods used for innovative experience

reconstruction. The following are the stages of experience reconstruction:

- a) Identifying the focus of educational innovation research;
- b) A description of the setting in which the new experience was created and the goal of the experience research;
- c) Self-depiction of a "biographic" circumstance and an individual activity plot (phenomenological portrayal);
- d) Analytical observation: declaration of one's own understanding of the innovative nature and significance of the researcher's actions;
- e) Analytical extension: a description and assertion of the empirical characteristics of personal action, demonstrating its educational potential.

The method enabled the Humanitarian School's innovative experience to be reconstructed and its educational content and potential to be defined.

Method for classifying innovations' educational significance. The method's most important aspects are determining the educational reality of innovations and the identification of empirical signs, characteristics, and dependencies. The technique for arrangement infers the accompanying:

- a) Defining the educational innovations research context and goals;
- b) A phenomenological account of "extreme" cases;
- c) The reenactment of an innovative experience;
- d) An analytical comment on the empirical characteristics of the educational reality of innovations;



e) Determining the empirical characteristics and long-term characteristics of innovations' educational reality (analytical generalization);

f) The identification of significant relationships and dependencies, as well as the actual and potential empirical conditions of the subject of the investigation;

g) Conceptualization of educational innovation's content and definition, as well as its educational reality.

We used the classification method for the empirical analysis of the innovative experience reality of the Humanitarian School. It made it possible to identify the Humanitarian School's empirical features, characteristics, and ties to other educational events. The stages of the research organization were as follows:

1) Phenomenological description and experience reconstruction research into the humanitarian school as an educational experience

2) Classification of the Humanitarian School's empirical characteristics as an educational event (experience reconstruction, classification, and content analysis);

3) Problem solving (through an essay, questionnaire, and interview);

4) Conceptualization (characterizing the expression "instructive occasion," strategic groundwork of instructive occasions effects on educational action arrangement in understudy preparing);

5) The content-analysis is used to process descriptive research results (cases, essays, and discursive writing).

We set up a "Humanitarian School" at the Philological Department of the V.M. Shukshin-named Biysk Pedagogical State University. Our goal was to investigate the Humanitarian School's educational effects and potential for preparing students for pedagogical activity. Using phenomenological

description and experience reconstruction, we first investigated the Humanitarian School as an educational event. The Humanitarian School's event potential was demonstrated by the identified educational effects.

Based on the experience reconstruction of students and schoolchildren who participated in the Humanitarian School (method of experience reconstruction, method of classification, and content-analysis), we empirically determined the specifics of the Humanitarian School as an educational event at the second stage. The educational event was characterized by the following general characteristics:

a) Identifying one's personality and "self," as well as one's approach to work and education;

b) Children and adults alike discovering their "self" through participation in a group activity and the resources provided by that activity;

c) The development of a personal attitude toward collaborative work, the significance of participation and interaction, and the students' own attitudes toward pedagogical work;

d) Expansion and enrichment, personal development of adults' and children's attitudes toward one another, personal experience, and educational experience (Volkova, 2014).

The typical features and characteristics of educational events were established as a result of empirical research. We found that getting knowledge into academic action, arousing interest in the instructive calling in educational college understudies requires conditions, connected with instructive occasions. We were successful in empirically determining the characteristics of an educational event: participation in the creation of the new through discovery, generation, and discovery. Educational effects can be thought of as



characteristics of an educational event that emerge as a result of eventuality or as a result of the process of eventuality. The study made it possible to ascertain the relationship between educational outcome and specific aspects of the Humanitarian School organization. The level of participation of various participants in the Humanitarian School's organization and work is one of the primary factors that allow it to be classified as an educational event. a chance to put your own efforts into action during the Humanitarian School; establishing a space for educational experiments; and the influence of participants on its upkeep and organizational structures.

RESULTS AND DISCUSSIONS

The term "educational event" was defined based on empirical research findings.

First, we think of an educational event as participating in a structured collaborative activity, discovering a child, finding one's "self" in the profession, planning actions to shape students' attitudes toward pedagogical activity, experiencing intense emotions, and participating in the creation of something new.

Second, we came to the conclusion that the educational event sheds light on pedagogical activity and profession. During an instructive occasion, we select the subjects of the educational movement and see the place of academic action and academic calling.

Thirdly, the research demonstrated that only educational events can assist in comprehending the flaw of professional education, which is the lack of "immersion" into the pedagogical activity. Students begin to reflect on and critically evaluate their professional training only during an educational event. Students gain insight into a pedagogical career and the drawbacks of traditional systematic training by comparing their event experiences. They mistook themselves for teachers and misunderstood their role

in the pedagogical profession, as well as their limited involvement in collaborative activities with students and professors. Immersion in an educational event facilitates self-reflection on students' education and evaluation of their training in this area, provides insight into pedagogical topics, and Interviews, questionnaires, and essays were used to investigate the issue in the third stage. The issue lies in the way student training is structured as a pedagogical activity, with educational events serving as the primary condition.

The conceptualization of educational events that influence the formation of pedagogical activity in student training is the focus of the fourth stage of research. We discovered the characteristics of the pedagogical activity that were influenced by the educational event by investigating how educational events influence the formation of pedagogical activities in student training. The study found those students' perspectives on the topic of pedagogical activity shift as a result of an educational event. An educational event's collaborative nature aids in gaining insight into pedagogical activity, altering students' attitudes toward its subjects, and developing a particular "self" attitude toward their activity.

The dialogue-like nature of collaborative activity influences the axiological relationships of educational event participants. It is demonstrated that an educational event appeals to students' emotions through self-reflection and explains to students the essence of pedagogical activity through inner experience. Students can gain a personal action experience by participating in an educational event, according to the study. Students' participation in the educational event's collaborative activity planning is a prerequisite. In addition, the study found that learning about an educational event encourages self-reflection over pedagogical activity.



At the second stage of conceptualization, the empirical data served as the basis for the definition of educational eventuality. Our research demonstrates that, in order for student pedagogical activity formation to be successful, training must be based on the organization of pedagogical activity formation, which includes student-centered educational events. We approached the possibility of education from various perspectives:

First, the rising power of educational event characteristics in the context of pedagogical activity formation defines the educational eventuality.

Second, the educational outcome is characterized by the unraveling of pedagogical activity characteristics and influences the formation of pedagogical activity during training.

We discovered and supported the conditions for the formation of pedagogical activities in student training during the third step of conceptualization. We referred to the description of examples of pedagogical activity formation for teachers in our use of the method of experience reconstruction for this purpose (Prozumentova, 2005). Remaking of inventive practices experience permitted distinguishing the circumstances for instructive action arrangement for educators: participation in the planning process, the initiation of actions by the instructor, the selection of a participation position for the activity, and self-reflection regarding pedagogical activity. During student training for pedagogical activity, the aforementioned conditions were put to the test.

The experience of creating conditions for the formation of pedagogical activity in students' training demonstrated that educational outcomes include changing student ideas about the topic of the pedagogical activity, changing student attitudes toward pedagogical activity, gaining personal action

experience, learning about pedagogical activity, and understanding pedagogical activity.

Thus, the research validated the following presumptions:

- a) Participation in an organized collaborative activity, the discovery of a person, the collaborative activity, the "self" in the profession, and the generation of actions to shape students' attitudes toward pedagogical activity constitute educational events. strong feelings, such as taking part in the creation of something new.
- b) Educational events enhance student preparation for pedagogical activity.
- c) Pedagogical activity formation in student training is influenced by educational events:
 - 1) Change how students think about the pedagogical activity;
 - 2) Describe for students the essence of pedagogical activity as a distinct attitude of "self" toward activity;
 - 3) Provide students with the opportunity to gain hands-on experience;
 - 4) Make it easier for oneself to reflect on the educational activity.

CONCLUSION

To summarize, preparing for the educational movement should be founded on the standard of the association of academic action arrangement. The educational scenario influences the quality of such a pedagogical activity organization. Future teachers must meet the following requirements before they can develop student pedagogical activity: participation in planning; initiation of activities by instructors and selection of participation positions in activities; self-reflection regarding educational activities.



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