Е. Н. Кролевецкая, И. Ф. Исаев, Е. И. Ерошенкова, Е. А. Карабутова

Модель бакалавра педагогического образования: интеграция подходов

Введение. Актуальность исследования обусловлена противоречием между высокими требованиями к уровню профессиональной компетентности современного педагога и размытостью представлений педагогических вузов об обобщенных результатах профессиональной подготовки бакалавра педагогического образования. Рынок труда дает возможность современному педагогу найти и реализовать себя не только в качестве педагога-предметника или педагога-классного руководителя, но и в роли управленца, исследователя, предпринимателя в сфере образования. В процессе обучения в вузе будущий педагог должен осознать свои возможности, способности, личностные и профессиональные смыслы и выбрать ведущий трек своей профессиональной подготовки. Цель исследования заключалась в создании обобщенной теоретической модели выпускника педагогического вуза (бакалавра педагогического образования) на основе интеграции ведущих методологических подходов к исследованию проблемы образовательных результатов.

Материалы и методы. В работе комплексно использовались методы теоретического анализа, синтеза, обобщения, моделирования, изучение и анализ нормативных документов, метод экспертной оценки, мозговой штурм, опрос преподавателей и студентов Белгородского государственного национального исследовательского университета. Авторами сделана попытка использования интегративной методологии в обосновании теоретической модели бакалавра педагогического образования, в частности, идеи и положения компетентностного, полисубъектного, просоциального подходов.

Результаты исследования. В результате представлена модель бакалавра педагогического образования как научно обоснованный на основе интеграции компетентностного, полисубъектного, просоциального подходов, детально прописанный образ будущего педагога, который должен быть получен в результате профессиональной подготовки в вузе, выраженный целостным системным качеством – компетентностью, содержательно представленной сложным составом универсальных, общепрофессиональных, специальных компетенций и возможными образовательными треками с доминирующим набором компетенций.

Вывод. Разработанная теоретическая модель может послужить толчком для переосмысления вузами ведущих стратегий профессиональной подготовки будущих педагогов на основе индивидуальных образовательных траекторий и асинхронности процесса обучения.

Ключевые слова: бакалавр педагогического образования, интеграция подходов, компетентностный подход, просоциальный подход, полисубъектный подход, модель выпускника, образовательный трек

E. N. Krolevetskaya, I. F. Isaev, E. I. Eroshenkova, E. A. Karabutova

Bachelor of education model: integration of approaches

Introduction. The relevance of the research is due to the contradiction between the high demand of the society to the teacher professional competence level and unclear conceptualization of teacher training institutes concerning the summarized results of the professional training of Bachelor's Degree students. Modern labor market gives a chance to a teacher not only to teach a subject or to work as a form master but to become a specialist in business administration, a researcher, or an edupreneur. A future teacher, when being a university student, should realize his/her chances, abilities, personal and professional prospects and choose the main direction of the professional training program. The research is aimed to create a generalized Model of a university grad (Bachelor of Education) in accordance with integrated methodological approaches to learning outcomes problem analyses.

Materials and methods. The research is based on the method of theoretical analysis, synthesis, generalization, analytical modelling, review and literal analysis, method of expert assessment, brainstorm, Belgorod State University professors' and students' needs assessment survey. The authors made an attempt to establish theoretical Bachelor of Education Model through an integrated methodology, in particular, through the ideas and conceptions of the following approaches: competency-based, polysubjective, and prosocial.

Research results. The authors present the Bachelor of Education Model as a scientific-based image of a future teacher, expressed in terms of integrated systemic competency combining cross-functional, general professional and special competencies as well as appropriate educational programs promoting a set of dominant competences.

Conclusion. The Bachelor of Education Model, mentioned in the article, can stimulate higher education establishments to rethink the main strategies of future teacher professional training in accordance with individual educational program track and asynchronous educational process.

Keywords: Bachelor of Education, integration of approaches, competency-based approach, polysubjective approach, prosocial approach, a university grad model, educational program track

For Reference:

Introduction

Nowadays the social living standards reflect the efficiency of the state social policy.

According to person-oriented state social policy direction it's necessary to train teachers, who are able to create the educational substructure for the country's innovative development.

A teacher, doing professional job, focuses on the further achievements, makes the professional activity subjective and prosocial, that allow providing good and boon to the definite persons and the whole society [13; 44]. It's very important for a teacher, implementing educational objectives, to consider the values of proactive training and to anticipate prospects [25; 40]. Representatives of all the teaching communities need to be adaptable to new situations and fast-moving educational environment, to become dynamical personalities of a high educational culture, professional competence and pedagogical excellence level, which allow solving the problems and overcoming barriers in the conditions of uncertainty, a fast-paced world and intensive technological development.

The ongoing changes cause a transition to an achievements-oriented integrative student-centered approach in teacher education, in which "learning outcomes play a major role in the educational process and become very important for a student in terms of knowledge, content understanding and abilities" [27]. In this regard, it's necessary to create the Bachelor of Education Model as a generalized image of a future teacher university professional training outcomes.

Integration of approaches: theoretical analyses

It is possible to discuss the Bachelor of Education Model in the light of the integrated pedagogical approaches to the study of the problem of educational outcomes. The integration involves deeper meaningful understanding of the phenomena, allows searching for common patterns, using universal methods and means for scientific research [24]. Integration is considered to be a new form of complex interdependencies, which is characterized by the close links of components, a new objectivity – a mono-object, a new structure, new functions; it is a means of pedagogical models creating, a holistic and comprehensive study of pedagogical phenomena and processes [2; 28].

In this regard, the integration of approaches is understood as creative and multidimensional synthesis of pedagogical concepts that define various aspects of human activity, in this particular case, the competences of Bachelor of Education as the outcomes of professional training within the theoretical, methodological and research aspects.

According to the student-centered methodology, the competency-based approach is defined as the modern conceptual teacher education framework. Its main idea is a competency-based education, aimed to create conditions to acquire content-specific knowledge and methods of practical activity, which allow a person realizing potential in various life spheres successfully (V.A. Bolotov, V.V. Serikov [5], E.V. Bondarevskaya, S.V. Kulnevich [6], etc.). The key factor of the implementation of the competency-based approach in the educational process is seen in the development of a person's system

of content-specific knowledge, skills, value-semantic orientations, adaptive capabilities, experience and methods, specific for transformative activity performance.

In the light of the competency-based approach two concepts: "competence" and "competency" are considered. According to the most generally accepted point of view, "competence" is a set of interrelated personal qualities (knowledge, skills, set of ways for performing the activities effectively and some experience in application of these components in educational situations) [16; 37]. The main "competency" features allow characterizing an individual as a competent personality, who is able and trained enough to implement value system while performing activities [9].

According to the point of view of the participants of the international project "Key Competencies and New Literacy" [33], a combination of various skills does not necessarily mean competency. Competency is formed only through learning activities.

Competency = knowledge + skills + value system → learning activities

The professional competency of a teacher is based on personal performance motivation, a set of systemic knowledge, skills and abilities, teaching/learning-by-doing approach, reflection, dialogic culture, resulting in the theoretical and practical capability of a specialist to solve educational goals effectively [30; 48].

Characterizing a competent teacher, it's important to highlight the following main competences (competencies):

- key cross-functional (meta-subject) competences (competencies): political and social competences, competences related to a multicultural society life, communication competences, thinking competences, information competences, competences related to the life-long learning ability formation, etc.;
- general professional competences (competencies): psychological and pedagogical, methodological, managerial, project, reflexive, research, innovative, ethical, etc.;
- specific, subject-oriented competences (competencies): subject-methodological, subject-methodical, profession-oriented, etc.;
- profession-centered personality qualities: individual professional and pedagogical orientation, pedagogical culture, tact, emotional stability, self-control, purposefulness, etc.

Constructing the Bachelor of Education Model in accordance with the principles of the competency-based approach it's important to choose the optimal complementary competences/competencies depending on the actual learners' needs, to select the most effective set of competences/competencies for future teacher's professional self-determination and development.

In the student-centered educational process the emphasis shifts from subject teaching to the active educational activity, to the process of teacher-to-teacher interaction, which provides development, self-improvement, self-realization of all the participants of educational (pedagogical) interaction. Students design and implement an individual educational trajectory, get involved in the process of life prospects and professional growth determination, and have a chance to increase the professional competency through a variety of professional roles performance in the educational process [18]. Thus, *the polysubjective approach* is the key one for training a Bachelor of Education.

In the light of the polysubjective approach the potential of each person is seen from the position of the subjectivity of one's activities and relationships [3; 12; 21; 26]. A personality is considered to be a system of specific relations, needed to interact in a social community. A personality is the product resulted not only by close

relationships status and communication experience with other people, but also by "self-communication" [17; 34].

Interacting with the professors, the curator either in the university cultural and educational environment or in the student group environment, as well as with other people in the social communities, and with the Self-image, a future teacher takes several subjective roles: "cultural Self", "social Self", "professional Self", "interpersonal Self", "intrapersonal Self". Such interaction provides the development of an individual polysubjectivity [22]. In the process of professional training future teachers take new social roles, assign values and goals, which are associated, on the one hand, with the conscious, active and responsible development of personal and professional competencies, and on the other hand, with the active search for the "Self" in the professional sphere and in the real life.

In this regard, the polysubjective approach considers the teacher competencies related to the interaction process with other social subjects: the ability to cooperate and interact, to establish, develop and maintain diverse social ties, to act as a leader and an ordinary participant of interaction process, to take responsibility and to share it with the other people, to coordinate group and collaborative activities; the ability to persuade other people, to argue the personal point of view, to respect the interests of others, to consider and accept social and cultural diversity, to resolve conflicts; as well as the ability to intrapersonal communication: self-control, self-regulation, emotional awareness and regulation, self-organization.

The prosocial approach in the student-centered Bachelor of Education professional training is associated with the understanding of modern world educational dominants aimed to benefit the other ones, promoting harmonious and humane relations with other people [41; 45].

The productive use of prosocial (value-oriented, beneficial) technologies, the positive conditions of multi-environment higher education institutions causes prosocial (helping, supporting) qualities and competences for an individual and for the society [13]. The main ideas of this approach allow considering the individual's propensity for empathy, altruism, positiveness, and helpfulness as a genetical feature; or a private attitude as a result of social interaction, the formation of human capital; as well as competences, formed within the university professional training process [14].

The implementation of the prosocial approach in the professional training of future teachers contributes to the formation of students' prosocial competency based on kindness, non-confrontation, supporting technologies, and to the transfer of prosocial technologies not only in the professional sphere, but also in everyday life [47]. Such approach leads to the reduction of social conflicts, the adoption of prosocial practices and behaviors as a catalyst in the reconstructing and strengthening of creative, charitable communities located inside and outside educational organizations [41]. According to P.A. Kislyakov, E.A. Shmeleva, O. Govin "the urgent pedagogical objective is the raise of a prosocial personality as a subject, whose activities are focused on gratuitous service to the society and characterized by altruistic motives" [19]. In this regard, it is important to implement the prosocial methodology and the term system of prosociality, prosocial behavior, prosocial subjectivity, and prosocial orientation of a personality in the process of the university educational and professional interaction [42; 46].

Materials and methods

The purposeful development of the Bachelor of Education Model was held in accordance with the principles of the integrative methodology within the framework of the strategic session of the Belgorod State National Research University (2020), dedicated to the problem of determination of the priorities and prospects for the development of the university up to 2024 and 2030. The assessment of competences that should be included in the model of a graduate–Bachelor of Education was carried out by the community of the experts using the method of expert assessments, surveys, brainstorming, analysis and generalization. About 90 leading scientists of the National Research University "BelSU", invited experts from the Ministry of Science and Higher Education of the Russian Federation, the Ural Federal University named after the first President of Russia B.N. Yeltsin were enrolled into the discussion of the model. The experts tended to fill the Model of the Bachelor of Education not only with the optimal set of competences, but also to make the model variable and flexible, suggesting several possible ways of a future teacher training.

The first stage of the Model development was devoted to the analyses of the normative documents of teacher training: professional standards "Teacher (of preschool, primary general, basic general, secondary general education) (educator, teacher)", "Teacher-psychologist (Education Psychologist)", "Teacher of additional education for children and adults", "Education Specialist", "Specialist, arranging activities for the children's team (counselor)», The Federal State Educational Standards of higher education for "Teacher Education" (FSES 3++) concerning the definite competences. The generalized professional standards job functions were determined in accordance with the types of the Federal State Educational Standards 3++ in terms of professional activities for a graduate – future teacher, and a set of the competencies was also created.

The second stage referred to the experts' determination of the universal competences groups, general professional and special competences, characterizing modern teacher skills. Students, pursuing Bachelor's Degree in "Teacher Education", and young scientists of the National Research University "BelSU" were also involved in the process of the competencies determination and evaluation at this stage. The survey and brainstorming were resulted by a set of the most important competences for a Bachelor of Education.

At the third stage of the Model development the main educational tracks for training a future teacher as well as the learning outcomes were determined for a graduate – teacher by the set of the dominant competencies and personal directions.

The created Bachelor of Education Model allows, on the one hand, shifting the emphasis from the purely methodological and disciplinary future teacher training to the development of one's humanitarian competencies (critical thinking, self-organization, communication, cooperation), practical skills, professional reflection [33], and on the other hand, it caters to the needs of the state concerning a competent teacher training problem.

Research results

The Bachelor of Education Model is understood as a future teacher fully canvass image, theoretically grounded in terms of integration of competency-based, poly-subjective, prosocial approaches, which should be constructed as a result of a university professional

training, and expressed by an integral systemic quality – competency (associated with poly-subjectivity and prosociality of an individual), meaningfully represented by a complex system of universal, general professional, special competencies and various educational tracks supplied with a set of dominant competencies (Figure 1).
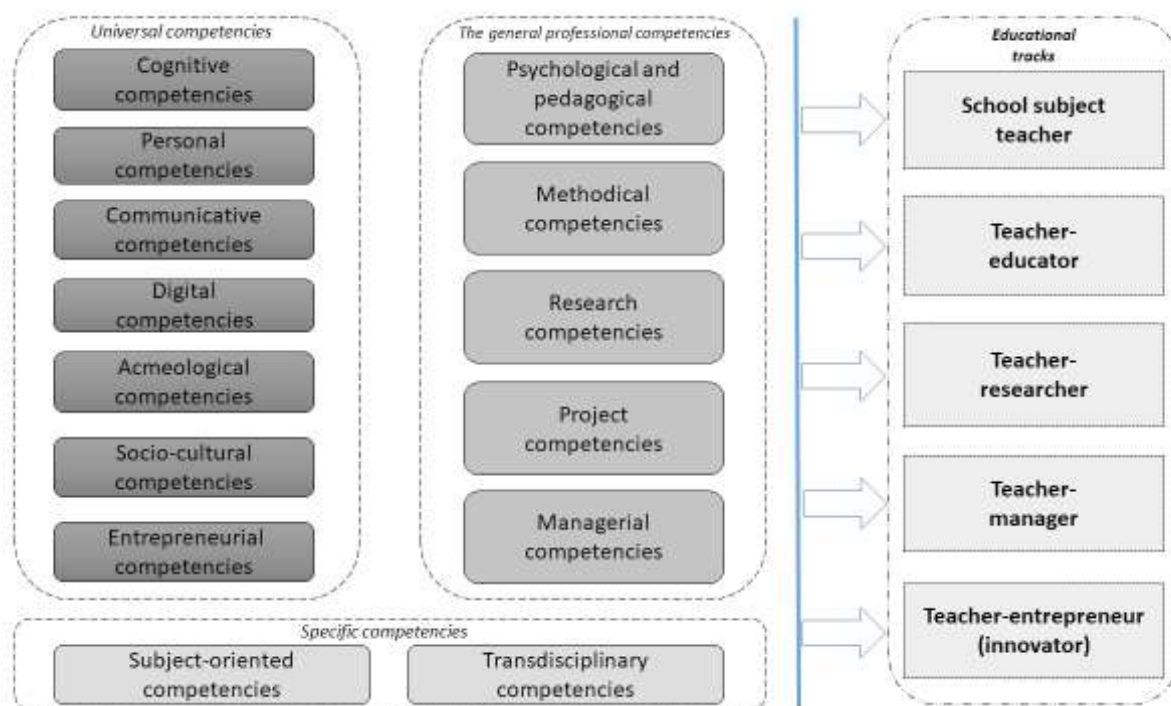

Figure 1 Bachelor of Education Model

1. Universal competencies (meta-competencies) are fundamental for the development of all professional competencies of a teacher. Meta-competencies are characterized as super subjective, super systemic ones and are considered to be the competencies of the highest (creative) level. They belong to the group of so-called "soft" skills which allow a teacher increasing professional activity efficiency by means of abilities to interact interpersonally, to cooperate, to make non-standard decisions in specific situations, etc. [43]. Consequently, a teacher possessing universal meta-competencies can be characterized as an active subject who is capable to actualize self-creativeness, professional and personal growth in the conditions of "difficulty, uncertainty and diversity challenges" [1].

The Model is the combination of the following meta-competencies:

1.1. Cognitive competencies facilitate "someone's aptitude to life-long learning, to self-realization driving, to new knowledge and skills acquiring, to self-growth enhancing" [15]. The experts consider systemic thinking, logical thinking, learning ability, critical thinking, and creative thinking to be cognitive skills specific for Bachelor of Education.

1.2. Personal (autopsychological) competencies (self-management and self-interaction competencies), reflecting the features of an individual, ensuring successful solution of the individual and professional development goals, and productive life activity of a person. These competencies manifest in the processes of self-exploration, self-regulation, self-control, and reflection. They enable a teacher to analyze individual resources and risks more deeply, to choose optimal strategies for self-regulation and to master self-control in difficult professional situations [31]. The experts believe that the most important self-management skills of a graduate – teacher are as the followings: *emotional intelligence, self-organization, health management, responsibility, time management skills, reflection,*

self-control, reliability (maintaining standards of honesty and integrity), self-confidence, adaptability, altruism.

1.3. Communicative competencies involve the skills and abilities of interpersonal communication, social perception, and interpersonal interaction. A teacher should have the following capacities: *to organize and maintain a pedagogical dialogue, to conduct a discussion, to convince others, to justify the personal position, to listen to a student, to behave in the communicative situation of pedagogical interaction, to understand the emotional state of a student, to prevent and resolve conflicts, to regulate conflict situations, to fill empathy.*

1.4. Digital competencies refer to the individual's ability to apply information and communication technologies confidently, effectively, critically and safely in various spheres of life. A teacher is capable to implement modern models of the educational process, taking into consideration the requirements and realities of the digital society, and to interact with a school student in the information environment. The experts attribute the following most important digital skills of Bachelor of Education: *data processing and analysis skills, technological literacy skills, distance-teaching skills, digital learning environment (pedagogical design) scheming skills, cybersecurity ensuring skills, and media literacy skills.*

1.5. Acmeological competencies refer to teacher's ability and willingness to develop personal and professional growth, "to complicate goals and increase the level of achievements that allow effectuating psychological resources" [8]. While training at the university, students–future teachers gain the basic knowledge of pedagogical acmeology, form the needs and motives for professional and personal development, master the basic components of the profession of a teacher and actualize creative activities related to the professional status. The experts highlight the most important acmeological skills: *acmeological thinking, personal and professional development managing, personal acmeological project developing and redesigning, pros and cons of professional and pedagogical activity reflecting, the objectives pursuing, and sophistication adapting.*

1.6. Socio-cultural competencies involve the combination of social skills and adequate intercultural communication skills in interpersonal and professional communication in a manner of interethnic understanding and tolerance, respectful attitude towards the own and the other people's culture [32]. *Among the important socio-cultural skills of Bachelor of Education, experts attribute the ability to cooperate and interact within a variety of social opportunities, roles and cultures, to establish, develop and maintain social ties, focusing on social and cultural diversity, cross-cultural foreign language communication skills; to be able to organize student self-government bodies, to support children's initiative and independence.*

1.7. Entrepreneurial competencies reflect an individual position and way of life in the economic relations conditions and characterize a person as an active creator and a master of the situation, resources and products of the activities, professional development and self-realization [36]. Modern economic conditions pose new challenges for a teacher, in which one has to act as a social entrepreneur, implementing own projects and innovations, and desiring to manage life sufficiently. A teacher should understand prosocial values of entrepreneurship, which affect not only personal, but also public interests. According to the experts, the entrepreneurial competencies necessary for a graduate – teacher are as the followings: *business planning and designing skills, financial modeling, education market dynamics understanding, educational products and services creating and promoting, brand*

and reputation, as well as services provision managing: capacity to predict the availability, to recognize and meet the needs of stakeholders.

2. The general professional competencies specific for Bachelor of Education are identified in accordance with the analysis of the academic achievements of the teaching profile graduates, mentioned in the Federal State Standards of Higher Education, "Pedagogical Education" program, and the occupational profile "Teacher". They are specific for the teaching profession and determine the invariant composition of the professional functions and objectives of a teacher.

The Model contains the following general professional competencies:

2.1. Psychological and pedagogical competencies involve the capacity to solve pedagogical problems specific for real-life educational situations and to implement definite psychological and pedagogical knowledge, life experience, values and personal qualities of a teacher. Psychological and pedagogical competencies are aimed to design and arrange the education process, to support the process of a student's personality development; competencies related to the study and consideration of age, gender and psychological characteristics of students, the mechanisms providing their motivation; competencies related to the implementation of pedagogical diagnostics; competencies specific for pedagogical communication and communicative problems solving; competencies which allow establishing appropriate relationships and ethicality between all the participants of the educational process.

2.2. Methodical competencies involve the teacher's knowledge of didactic methods and techniques, the capacity to apply psychological mechanisms in the educational process [23]. The methodical competencies specific for Bachelor of Education, according to the experts, are the *competencies related to the capacity to use and improve the teaching methods, techniques, technologies in education process, to create and choose the tools helping assess students' learning outcomes; to monitor and correct students' behavior and the way of doing the tasks; to improve the educational and methodological support in the educational process (including digital technologies); to use various training forms and means, allowing to actualize students' performance and to develop learners' interests.*

2.3. Research competencies refer to a teacher's capacity to apply research and experimental methods of organizing the educational process in practice [38]. Research competencies are as the followings: *to keep options open, to master pedagogical innovations effectively, to be good at the research program technology and various methods of psychological and pedagogical research; to analyze research results and to use methods allowing to form and present the research results and the perspectives of the study; to use technologies helping create scientific texts and present them at conferences, seminars, contests and submit grant application forms in accordance with the research results.*

2.4. Project competencies refer to the ability of a facilitator to develop and implement projects, to be responsible for the result of the project-based activity. Project competencies stimulate holistic thinking, help develop problem-solving skills in related areas of human activity, and solve "open-type" problems (several solutions are possible) [35]. Among the important project skills of Bachelor of Education, the experts attribute *the ability to determine the goals of the project and choose the ways to achieve them, coordinating the perspective and presumption procedures; to initiate practical activities while implementing projects and innovations; the ability to work in a team of colleagues*

and organize teamwork, to take and share responsibility; to develop project-oriented thinking; to cooperate in a group, achieving team goals.

2.5. Managerial competencies reflect the ability and willingness "to perform managerial functions professionally, to master new and modern realities quickly, to express a value attitude to professional activity, to find adequate problems-solving ways and to make reasonable management decisions in a constantly changing environment" [7]. Managerial competencies refer *to the ability to manage the educational process, the team work, and the educational institution staff; to manage the education quality; to plan and motivate; to be good at management technologies; to manage project-based activities, to initiate or manage changes; the ability to organize a creative and thoughtful community.*

3. Specific competencies can be considered as the implementation of universal and general professional competencies in the field of an academic subject, a specific area of professional activity. Such competencies are connected with a certain type of professional activity and form a variable part of professional competencies. Specific competencies show "the peculiar professional profile of a graduate, identifying his professional activity in a particular subject area at the appropriate qualification level" [39].

The Model contains the following specific competencies:

3.1. Subject-oriented competencies refer to the specific skills which are necessary to perform effectively specific actions in a specific subject area and include specialized knowledge, subject-oriented skills, and ways of thinking. Subject-oriented competencies relate to *subject-orientated modern research, didactic knowledge allowing teaching the subject, specific-content training framing skills, specific-subject elective courses implementing skills; competencies of reasoning (generalization, reduction, and luminous exposition), individual consultations conducting, and non-directive assistance in students' errors locating.*

3.2. Transdisciplinary competencies involve teacher's skills to act in the borderland between the sciences – fundamental, natural, technical and socio-humanitarian – and the everyday life situations. Transdisciplinary competencies contribute to establishing "a balance between university education and the changes and innovations specific for real-life technology, science, and society" [20]. The experts attribute the following transdisciplinary competencies of Bachelor of Education: *the ability to establish interdisciplinary relationships; the ability to act from the perspective of various areas of human culture, in the borderland between the sciences and the real life, profession and transfession; system thinking skills; cross-functionality.*

4. Educational tracks

It is possible to achieve high level learning outcomes through high motivation, independent choice, goal-setting and one's professional development planning. At the level of general professional competencies a future teacher should determine the main educational training track independently, according to the educational route that corresponds to one's capabilities, abilities and interests, personal and professional potential.

The Model comprises the following main tracks of professional training and learning outcomes, expressed in the set of dominant competencies (competency-based profile).

School subject teacher:
- Priority psychological, pedagogical and methodological competencies;
- High level development of subject-oriented competencies;
- Priority practice for real-life activity;
- Basic level versatile skills development.

Teacher-educator:

- Priority psychological, pedagogical and socio-cultural competencies;
- Supporting technologies possession;
- Kindliness, empathy, non-conflict, ethics and altruism in pedagogical communication development;
- Creative, caring communities participating and organizing experience.

Teacher-researcher:

- Priority research competencies;
- Enhanced cognitive and scientific research skills;
- Information technology possession;
- Transdisciplinary competencies;
- Scientific community member, researcher, author of the articles.

Teacher-manager:

- Priority managerial competencies;
- Project competencies;
- Developed cognitive skills and personal competencies;
- Self-government system experience (at different levels).

Teacher-entrepreneur (innovator):

- Priority entrepreneurial competencies;
- High level business and project skills development;
- Advanced digital competencies;
- Real-life business projects experience.

It's important for a future teacher to choose the definite educational track that allows a university grad becoming a competent person in the specific profile and a highly employable specialist in the labor market.

Discussion and conclusion

The research results are largely consistent with previously published articles [4; 10; 29], in which the models of a teacher and a future teacher are presented, primarily the competency-based models. The main dominant features of the Bachelor of Education Model developed by the authors are relevant to the ideas concerning the development of universal competencies of a teacher of the XXI century, revealed within the framework of the modern projects "Key competencies and new literacy" (SRU "Higher School of Economics") [33], "New Didactics" (Yaroslavl State Pedagogical University named after K.D. Ushinsky) [11], "Teacher for Russia" (Sberbank Investment Fund "Contribution to the Future") [33] , etc. At the same time, when constructing the Model in accordance with the principles of the competency-based approach, the authors attempted to integrate this approach with the polysubjective and prosocial approaches. As a result, the Bachelor of Education Model is a fairly multidimensional system of competencies that are dynamically and flexibly integrated into the individual educational tracks of the future teacher training programs.

The ideal Model (image-result) for the Bachelor of Education professional training will certainly lead to the qualitative changes in the university educational process. In general, the ability of students to master professional competencies in accordance with their personal and professional needs implies:

- to implement the individual educational tracks and the educational process asynchrony in the future teacher professional training program;
- to arrange the continuous teaching practice of a future teacher within the frame of the five-year Bachelor's Degree academic course, to transfer part of the Pedagogy, Psychology and subject-specific teaching techniques classes to the school environment;
- to involve students in the research activity of scientific schools and departments, in educational authorities research projects;
- to enroll students in interdisciplinary projects which are necessary for real-life practice;
- to involve the Bachelor's Degree students in research practice, managerial practice, and entrepreneurial activity specific for education sphere in terms of the chosen educational tracks.

The modeled image of the graduate – future teacher is a dynamic structure and is not exhaustive. The result of theoretical modeling will probably be refined and corrected in the course of scientific discussions.

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Информация об авторах
Кролевецкая Елена Николаевна
(Россия, г. Белгород)
Доцент, кандидат педагогических наук, доцент
кафедры педагогики
Белгородский государственный национальный
исследовательский университет
E-mail: krolevetskaya@bsu.edu.ru
ORCID ID: 0000-0002-1312-3638
Scopus ID: 57190879019

Исаев Илья Федорович
(Россия, г. Белгород)
Профессор, доктор педагогических наук
Профессор кафедры педагогики
Белгородский государственный национальный
исследовательский университет
E-mail: isaev@bsu.edu.ru.
ORCID ID: 0000-0003-3520-9552
Scopus ID: 57190879550

Ерошенкова Елена Ивановна
(Россия, г. Белгород)
Доцент, кандидат педагогических наук
Доцент кафедры педагогики
Белгородский государственный национальный
исследовательский университет
E-mail: eroshenkova@bsu.edu.ru
ORCID ID: 0000-0002-5828-4902
Scopus ID: 57193996793
Researcher ID O-5052-2018

Карабутова Елена Александровна
(Россия, г. Белгород)
Доцент, кандидат педагогических наук
Доцент кафедры иностранных языков и
профессиональной коммуникации
Белгородский государственный национальный
исследовательский университет
E-mail: karabutova@bsu.edu.ru
ORCID ID: 0000-0003-2014-3570
Scopus ID: 56922117900

Information about the authors
Elena N. Krolevetskaya
(Russia, Belgorod)
Assistant professor,
PhD in Pedagogical Sciences
Associate Professor of the Department of Pedagogy
Belgorod State National Research University
E-mail: krolevetskaya@bsu.edu.ru
ORCID ID: 0000-0002-1312-3638
Scopus ID: 57190879019

Ilya F. Isaev
(Russia, Belgorod)
Professor,
Doctor of Pedagogical Sciences
Professor of the Department of Pedagogy
Belgorod State National Research University
E-mail: isaev@bsu.edu.ru
ORCID ID: 0000-0003-3520-9552
Scopus ID: 57190879550

Elena I. Eroshenkova
(Russia, Belgorod)
Assistant professor,
PhD in Pedagogical Sciences
Associate Professor of the Department of Pedagogy
Belgorod State National Research University
E-mail: eroshenkova@bsu.edu.ru
ORCID ID: 0000-0002-5828-4902
Scopus ID: 57193996793
Researcher ID O-5052-2018

Elena Karabutova
(Russia, Belgorod)
Assistant professor
PhD in Pedagogical Sciences
Associate Professor at the Department of Foreign
Languages and Professional Communication
Belgorod State National Research University
E-mail: karabutova@bsu.edu.ru
ORCID ID: 0000-0003-2014-3570
Scopus ID: 56922117900