

SOCIAL DEMAND AND REQUIREMENTS FOR A MODERN TEACHER

^aSVETLANA V. MASLOVA, ^bNATALIA V. KUZNETSOVA,
^cOLGA I. CHIRANOVA, ^dNATALIA V. VERSHININA,
^eTAMARA A. IVANOVA

^{a,b,c,d,e}Mordovian State Pedagogical University named after
 M. E. Evseviev, Studencheskaya str., 11 A, Saransk, Russia,
 430007

email: ^amaslovasv@mail.ru, ^bkuz_nv75@mail.ru,
^cchiranovao@yandex.ru, ^dversok3@mail.ru,
^eivanova41ta@yandex.ru

Acknowledgements: The research was carried out within the framework of a grant to conduct research on priority areas of scientific activity of partner universities in networking (South Ural State Humanitarian Pedagogical University and Mordovian State Pedagogical University named after M. E. Evseviev) on the topic "The impact of social demand on the content of methodological training of future primary school teachers".

Abstract: The article raises the issue of the social demand for teaching, identifies the subjects included in it. The analysis of the terms "state orders" and "social demand" is carried out, the requirements imposed by external and internal social customers in relation to education are considered. The article compares the requests of the two mains, from the point of view of the authors, social customers - parents and students. The main requirement that forms the core of the social demand is highlighted. Taking into account the essence of the social demand, the mechanism of its formation and implementation in education is substantiated, the requirements of social customers for education are analyzed and generalized, main directions of the teacher's work are highlighted in accordance with the requirements.

Keywords: social demand, state orders, quality of education, "knowledge" component, educational component, teacher, parents, students, requirements for a teacher.

1 Introduction

Modern educational policy is focused on the quality of education, which is its compliance with the needs, interests, goals of the individual, society, and the state.

The increasing role of education entails the transformation of the next new version of its functioning. The professional pedagogical community is inevitably involved in this process, whose task is to assess the social situation and determine development prospects. However, teachers will not be able to take into account the full range of needs of society, objective tasks of education and form a social demand on their own, since this process requires the consolidation of certain resources, the interaction of all subjects of society who are interested in the education system and are interested in the positive results of the educational institution.

A systematic approach to the analysis of the qualitative parameters of the results of educational activity enables us to state the presence of objective and subjective sides of the social demand. This is due to the fact that each subject of the social demand for education forms a certain component in it (cultural-historical, socio-situational, personal-individual), taking into account his needs, ideas and preferences. At the same time, the state acts as a coordinator of the values of various communities affecting the educational sphere. As the main subject of the social demand, the state solves the main problems of education and presents the social demand in the form of regulatory documents.

In this regard, the issue of the role and place of the social demand in the implementation of educational activities becomes relevant, and what structures act as subjects of the social demand and ensure the heterogeneity of its content.

2 Literature Review

The main content components of the conceptual field "social demand" are considered in the studies of I. G. Akperov (1998), L. G. Borisova (1999), M. Weber (1990), M. A. Gurevich, N. F. Pavlova (1998), N. N. Nikitina (2002), M. H. Khaibulaev, G. M. Gadzhikurbanova (2017). Thus, M. H. Khaibulaev, G. M. Hajikurbanova (2017) analyzes not only the fundamental concept itself, but also the patterns and mechanisms that

determine the dynamic properties of the system of relationships in the educational space at each stage of the historical period. The researchers pay special attention to the cultural-historical, socio-situational and personal-individual structural components of the social demand of the objects of society (Khaibulaev & Gadzhikurbanova, 2017).

A separate niche in the social planning processes is occupied by the educational component, and, in particular, the personality of the teacher, accumulating a charge of broadcasting co-creation. With all the variety of factors that determine the portrait of a sought-after and trending teacher by customers, the basic cognitive guidelines and various skills and abilities that accrue to his person, "skills" that meet the challenges of the time remain unchanged (Shukshina et al., 2018; Zhukova et al., 2019; Safonova et al., 2020; Kudashkina et al., 2018). The modern representative of the pedagogical community is considered as a constantly developing personality moving along the trajectory of pedagogical growth.

We note a number of requirements for a teacher, which are dictated by the social demand of various social subjects: possession of value-semantic competence, professional-value orientations and the presence of professional self-awareness (Shukshina & Akamov, 2015; Savinova et al., 2020), possession of socio-cultural competence (Tatyana & Vlasov, 2015; Kudashkina et al., 2018), possession of practice-oriented competencies (Vardanyan et al., 2018), information culture and information technology competence (Babushkina & Safonov, 2015; Kuznetsova, 2018; Tsareva et al., 2018; Vershinina et al., 2020; Kuznetsova et al., 2020; Beloglazova et al., 2020) with managerial competencies (Kurkina et al., 2020), etc.

Currently, special attention in social policy is paid to the integration of persons with disabilities into the educational process, accordingly, requirements are imposed on the qualification of a teacher in this aspect (Slepukhina et al., 2020).

3 Research Methodological Framework

The purpose of the study: to study the requirements imposed on the teacher, which constitute a social demand for education. Research objectives: to analyze the requirements of social customers for education; to identify the main directions of the teacher's work in accordance with the requirements.

During the research, theoretical methods were used – analysis of scientific literature, systematization of material on the research problem, empirical methods - questionnaires using Google forms.

The questionnaires (separately for parents and students) were aimed at collecting information about the requirements and expectations of respondents from the educational process and contained 10 questions each. The questionnaire questions were aimed at identifying the purpose of school education (from the point of view of parents and children), the content of extracurricular activities, expected expectations (from learning) / requirements (for learning).

Processing of the data obtained during the questionnaire was carried out by calculating the percentages between different answer options and grouping them in general directions.

The experiment was conducted in the 2020-2021 academic year. 470 parents and 625 students of municipal educational organizations of the city of Saransk (Republic of Mordovia, Russia): Municipal Educational Institution "Lyceum No. 26", Municipal Educational Institution "Gymnasium No. 23", Municipal Educational Institution Municipal Educational Institution "Lyceum No. 43" took part in it.

4 Results and Discussion

Defining the role and place of the social demand in the implementation of educational activities, we should try to determine the meaning of the terms "state orders" and "social demand", since we constantly encounter these two positions when referring to education as a whole. It is possible to consider state orders as orders of the state for the provision of certain, in particular, educational services, addressed to educational organizations of various levels - from general education to higher educational institutions. In this case, the social demand is presented as a request from parents and employers. Mainly parents determine the trajectory of the development of general education, employers - higher educational organizations. Another point of view is also possible, following which it is impractical to separate state and social orders. In this case, the state orders act as part of the social demand. Let us dwell on this position in order not to limit the scope of the phenomenon under consideration.

Under the social demand for education, we will understand the expression of the interests of those parties whose needs are met in the course of the activities of an educational organization.

Let's determine who actually forms the social demand. All customers can be divided into two large groups – external and internal in relation to the education system.

We will refer the following to external social customers.

The first is the state as a social customer. This customer determines the global goals and directions of strategic development of the education system as a whole. The state embodies all its claims to the educational system in federal documents. The state needs highly educated, morally stable, initiative young people who are able to respond competently to the challenges of our time, predicting their possible consequences, mobile, dynamic, constructive, responsible.

The second is employers. The main requirement put forward by this social customer for education is the ability and desire for constant self-improvement, which should arise among representatives of the pedagogical community. Society needs people who can learn independently.

The third is public organizations. This customer is more interested in the personal qualities of a citizen of society, such as energy, independence, commitment, and not specific educational results.

Thus, the content of the social demand on the part of subjects external to the education system largely coincides. This applies equally to general education and vocational schools at all levels.

We will refer the following to internal social customers.

The first is the educational system. This social customer forms its vision of the result based on the regulatory documentation "imposed from above" by the state, spreading higher requirements by levels of education and diluting them with a mandatory "knowledge" component. As a result, another set of regulatory documents is obtained.

The second is the parents. Parents of students want their children to have solid knowledge, to be independent, responsible, conscientious and inquisitive.

The third is teachers. Unfortunately, there are not enough teachers-psychologists, teachers-educators, teachers-assistants in a modern school. But we have a whole army of specialized subject teachers who focus only on their discipline. For this reason, the "knowledge" component comes to the fore.

The fourth is students. Not such a large percentage of students, which we would like to see, come to school for knowledge. Children come for communication, help, out of curiosity, for company, they come because "it's necessary, we need to learn." They are more interested in the psychological component of the

educational process. However, over time, having a psychological background, students come to realize the need to have a certain amount of knowledge behind them.

It can be said that the content of the social demand from the internal subjects in relation to the education system also coincides.

From whatever side, external or internal to the education system, a social demand is formed, all vectors are directed at the teacher – his personality, his competence, his professionalism. A huge part of the requirements for education falls on the one who organizes the educational process from the inside. The requirements are not for the one who provides a material and technical base, manages the process of education at various levels, forms the content of each individual subject, but for the one who teaches. That is, all claims that may arise are carefully delegated to the teacher.

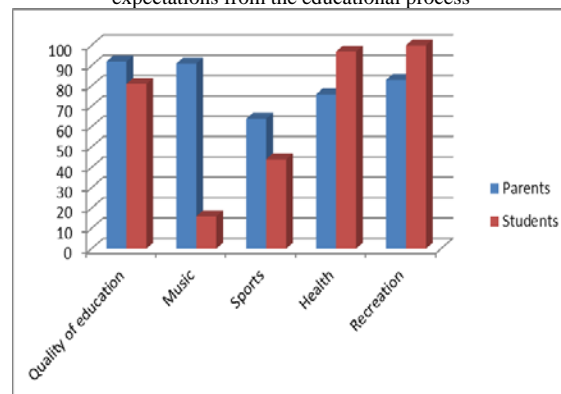
At the same time, a modern teacher should be not only a specialized subject teacher, but at least an educator (no one has canceled the educational component of the educational process) and a tutor (this direction has become especially relevant due to the introduction of distance learning).

Let's consider the educational requirements imposed by the main, in our opinion, social customers - parents and students.

A questionnaire using the Google Forms tool was conducted among 470 parents and 625 students of educational institutions of the city of Saransk of the Republic of Mordovia (Municipal Educational Institution "Lyceum No. 26", Municipal Educational Institution "Gymnasium No. 23", Municipal Educational Institution "Lyceum No. 43"). The purpose of the survey is to determine the requirements and expectations of respondents in relation to the educational process. Among the questions of the questionnaire for parents were the following: "Why is your child studying at school?", "What, besides studying, would you like your child to do?", "What worries you when you accompany your child to school?" Among the questions of the questionnaire for students, it is possible to distinguish those that were paralleled with the questions of the questionnaire for parents: "Why do you study at school?", "What, besides studying, do you want to do? What is the purpose?" "What do you expect from the school?"

The analysis of the questionnaires revealed several main areas accumulating the presented information (see Figure 1).

Figure 1 Main directions of respondents' requirements and expectations from the educational process



Source: compiled by the authors

Firstly, it is the quality of education. The following comments of parents were attributed to this point: "to be able to study at a prestigious university", "to have enough knowledge for a high-paying job", "to get high scores on the Unified State Exams", "to be defined in a life"; and comments of students: "to know a lot", "to win Olympiads", "to be not more stupid than others", "to get a higher education".

Secondly, music lessons. All variants related to musical culture were attributed to this item – from the ability to play musical instruments (guitar, saxophone and drums are especially popular among modern youth) to the ability to conduct a competent analysis of modern (less often classical) music.

Thirdly, sports. Parents, indicating sports in the questionnaire (it was clear from the context that they most likely meant physical education classes), advocated for the health of their children. The students also wanted to achieve certain results in this direction (especially in football, volleyball, swimming and wrestling) or, alternatively, "to have an attractive appearance."

Fourthly, the preservation and promotion of health. Some explanations are necessary on this point. Parents want to see their children healthy, and this is natural. But the care of school-age children about their somatic health is rather the exception than the rule. At the same time, the phrases "a respectful attitude", "I want to be treated well" and even "a comfortable psychological environment" took place in the questionnaires. Therefore, it was decided to attribute the physical and psychological state of the students to one issue.

Fifthly, the organization of recreation. As in the previous point, we will make some explanations. Parents, along with their children's studies, are also concerned about the organization of their rest: regime, nutrition, safety. Students are also interested in spending time with friends.

Analyzing the data obtained in the questionnaire, it can be stated that no matter how far the views of parents and students on education are, they practically coincide in the main thing – both of them need its high quality, which is the main and immutable requirement.

One of the components of their successful satisfaction is how much the teacher is able to maintain his competitiveness, the most important conditions of which are initiative, the ability to think creatively, to find non-standard solutions. It is necessary to have teachers who possess psychological and pedagogical knowledge, who are aware of the peculiarities of the development of schoolchildren at a certain age. The teacher should help the children to become independent and self-confident people.

Based on the data obtained, the following main directions of the teacher's work were identified: 1. To monitor regularly the quality of the educational process (82% of parents / 74% of students). 2. To activate and diversify extracurricular activities of children (76% of parents / 68% of students). 3. To monitor tirelessly the health of students (this direction is especially relevant in today's turbulent times) (85% of parents / 62% of students). 4. To pay constant attention to the psychological atmosphere in educational groups (74% of parents / 81% of students). 5. To organize a collective rest for children (66% of parents / 63% of students).

5 Conclusion

Thus, in the process of analyzing the scientific literature, systematizing the material on the issue of the requirements imposed on the teacher within the framework of the social demand, and processing the data obtained experimentally, the following conclusions can be drawn.

The transformation of the new version of the functioning of education presupposes the existence of a basis - a social demand, the mechanism of formation of which involves taking into account the needs of external and internal subjects in relation to the education system. In this regard, the social demand for education has an objective and subjective side.

Despite the heterogeneity of the content of the requirements for the activities of an educational organization and expectations of learning outcomes, people interested in the stable development of education and a decent future are aware of the range of initial tasks of education, as evidenced by the results of the survey:

quality education, music and sports, preservation and strengthening of physical and psychological health, recreation. The main directions of the teacher's work, according to respondents, should be: the organization of students' activities for the assimilation of knowledge, the formation of skills within the framework of regular and extracurricular activities; the creation of pedagogical conditions for intellectual, moral and physical improvement, health promotion, organization of free time.

Literature:

1. Akperov, I. G.: *Forecasting the Need for Specialists and Management of the Regional Education System*. Moscow: Higher School, 1998. 306 p.
2. Babushkina, L. E., Safonov, V. I.: *ICT as a Means of Forming the Socio-Cultural Competence of Pedagogical University Students in Teaching a Foreign Language*. International electronic journal "Educational Technologies and Society (Educational Technology & Society)", 18(1), 2015. 447-463 pp. Available from http://ifets.ieee.org/russian/depositary/v18_i1/pdf/8.pdf
3. Beloglazova, E. V., Procenko, S. I., Safonova, L. A., Vasenina, S. A.: *Teacher Training for the Development and Application of Electronic Educational Resources in the Professional Activity*. International Journal of Applied Exercise Physiology, 9(2), 2020. 149-156 pp. Available from <http://www.ijaep.com/index.php/IJAE/article/view/832>
4. Borisova, L. G.: *Economic Behavior of School Graduates in the Conditions of the Formation of Market Relations*. Novosibirsk: IEOPP, 1999. 145 p.
5. Gurevich, M. A., Pavlova, N. F.: *Social Aspects of Adaptation of the Population of the Industrial Region to Market Relations*. Yekaterinburg: Institute of Economics of the Ural Branch of the Russian Academy of Sciences, 1998. 345 p.
6. Khaibulaev, M. Kh., Gadzhikurbanova, G. M.: *Social Demand and Requirements for a Teacher of Vocational Training*. Bulletin of the Socio-Pedagogical Institute, 1(21), 2017. 91-98 pp.
7. Kudashkina, O. V., Savinova, T. V., Vdovina, N. A.: *Psychological Model of Development of Professional Axiological Orientations in Prospective Teachers at the Stage of Higher Education*. International Journal of Engineering and Technology (UAE), 7(4), 2018. 296-299 pp.
8. Kurkina, N. R., Starodubtseva, L. V., Suldina, O. V., Semenova, O. A.: *Pedagogical Conditions for the Formation of Managerial Competencies of Future Teachers Through Practice-Oriented Educational*. Revista Inclusiones, 7, 2020. Available from <http://revistainclusiones.org/gallery/4%20VOL%207%20NUM%20Trabajo%20en%20Equipo%20Rev%20Inc.pdf>
9. Kuznetsova, N. V.: *Future Elementary School Teachers in Lesson Designing Based on Web Technology «Teaching Puzzles Electronic Design Wizard»*. Perspektivy Nauki i Obrazovania, 4(34), 2018. 123-127 pp.
10. Kuznetsova, N. V., Maslova, S. V., Chiranova, O. I., Yankina, L. A.: *Extracurricular Activities in Primary School: Digital Challenges*. Ad Alta: Journal of Interdisciplinary Research, 10/2, XIV, 2020. 10-13 pp.
11. Nikitina, N. N.: *Fundamentals of Professional and Pedagogical Activity*. Moscow: Mastery, 2002. 281 p.
12. Safonova, L. A., Voinova, I. V., Procenko, S. I.: *The Use of Competence – Based Approach in Future Teacher Training for Educational Content Development in Mathematics and Computer Science Subject Field*. International Journal of Applied Exercise Physiology, 9(2), 2020. 63-72 pp. Available from <http://www.ijaep.com/index.php/IJAE/article/view/831>
13. Savinova, T. V., Vardanyan, Y. V., Vdovina, N. A., Kechina, M. A., Fadeeva, O. V.: *The Impact of Psychological Training on Professional Motivation Development by Pedagogical University Students*. Ad Alta: Journal of Interdisciplinary Research, 10/02-XIV, 2020. 94-96 pp. Available from http://www.magnanimitas.cz/ADALTA/100214/papers/A_23.pdf
14. Shukshina, T. I., Akamov, V. V.: *Pedagogical Conditions for the Formation of the Value Foundations of Professional Self-Awareness of Students of the Faculty of Physical Culture*. Theory and Practice of Physical Culture, 8, 2015. 17-19 pp.

15. Shukshina, T. I., Buyanova, I. B., Neyasova, I. A.: *Substantive-Processual Aspects of Professionally-Oriented Training Organization of Students of Pedagogical University*. Astra Salvensis, VI, 2018. 665-673 pp.
16. Slepukhina, G. V., Mametyeva, O. S., Stepanova, O. P.: *Inclusive Education as a Basis for the Prevention of Segregation of Persons with Health Limitations*. Perspektivy Nauki i Obrazovania, 46(4), 2020. 360-370 pp.
17. Tatyana, T. V., Vlasov, A. I.: *Diagnostics of the Level of Value-Semantic Competence of the Bachelor of Pedagogical Education Profile "Physical Culture"*. Theory and Practice of Physical Culture, 9, 2015. 20-22 pp.
18. Tsareva, E., Shutenko, E., Shutenko, A., Sergeev, A., Ryzhkova, I., Talysheva, I.: *The Use of Modern ICT to Provide Students' Self-Realization in Russian Higher School*. Espacios, 39(43), 2018. Available from <http://www.revistaespacios.com/a18v39n43/18394315.html>
19. Vardanyan, Y. V., Vardanyan, L. V., Vdovina, N. A., Kondratyeva, N. P., Sergunina, S. V., Fadeeva, O. V.: *Characteristics of Monitoring of Practice-Oriented Competences of Future Educational Psychologist in Russian University*. International Journal of Engineering and Technology (UAE), 7(4.38), 2018. Available from <https://www.sciencepubco.com/index.php/ijet/issue/view/431>
20. Vershinina, N., Babina, S., Beloglazova, E., Serikova, L.: *Fostering Information Culture of Future Primary School Teachers*. Ad Alta: Journal of Interdisciplinary Research, 10/02, XIV, 2020. 125-128 pp.
21. Weber, M.: *Basic Sociological Concepts. Selected Works*. Moscow: Progress, 1990. 805 p.
22. Zhukova, N. V., Lyapina, O. A., Pankina, V. V.: *Partnership Pedagogical High School and School as a Means of Improving the Process of Preparing Future Teachers of Chemistry*. Perspektivy Nauki i Obrazovania, 40(4), 2019. 141-154 pp.

Primary Paper Section: A

Secondary Paper Section: AM, AO