

## RESULTS OF A PILOT STUDY ON DIDACTIC DIFFICULTIES OF A MODERN TEACHER

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Abstract: The article deals with the main didactic difficulties of the teacher, identified as a result of the analysis of psychological and pedagogical literature and experimental studies. The author identifies general and special didactic difficulties, changes in the teacher's didactic difficulties that arise at different stages of the development of Russian education, compares the didactic difficulties of a modern teacher with the first large-scale studies that were conducted in the 70-90 years of the XX century. The reasons of didactic difficulties experienced by young teachers in their pedagogical activity are determined. Taking into account the obtained results, the ways of further research of the didactic difficulties of the modern teacher are outlined.

Keywords: didactic difficulties, educational and training activity, learning process, teacher, research.

### 1 Introduction

The dynamic changes taking place in modern society dictate new serious conditions for the organization of educational and training activities and for the system of Russian higher education as a whole, while the teacher needs to respond quickly to emerging changes and successfully search for ways to solve the didactic problems that arise before him. The main didactic problem that a teacher faces today is a competently organized and qualitatively designed learning process (Kasko & Shukshina, 2019; Tryapitsyna, 2013).

In addition, the scientific community faces the problem of identifying the teacher's didactic difficulties in organizing and implementing educational and training activities at school. The above-mentioned problem is currently multidimensional, it is inextricably linked with the complexity and complicity of the construction of the learning process, within which there is an interaction of at least three of its participants: the student, the teacher and didactic material.

Due to the influence of various socio-cultural factors, this problem is becoming increasingly complex, since a number of didactic difficulties arise in the activity of a modern teacher, requiring their immediate solution (Shukshina et al., 2018; Kuzmina & Rean, 1993; Yorke, 2003). But, at the same time, this phenomenon has been present in pedagogical science for quite a long time.

The relevance of this study is an attempt to identify and further comparison of a set of didactic difficulties of a modern young teacher in the studies of the 70s of the XX century. The obtained data can help in assessing the current state of didactic science and are a reference point for the organization of didactic training of a teacher who needs to be able to identify emerging didactic difficulties, as well as find optimal ways to overcome them in his educational and training activities.

### 2 Literature Review

It should be noted that this problem has attracted researchers in different periods of the development of pedagogical science. V. Clifford, B. Nicholas, & M. Lousberg (2001), Yu. K. Babansky (1977), S. V. Bakulin, T. I. Shukshina, E. A. Bakulina, V. I. Laptun (2019), V. E. Deryuga, S. N. Gorshenina, Yu. A. Evseeva, V. I. Laptun (2020), M. V. Antonova, V. V. Akamov & E. E. Afonina (2020),

V. G. Onushkin, Yu. N. Kulyutkin, S. G. Vershlovskii (1987), A. G. Moroz (1990) and other researchers.

The issues related to the didactic difficulties of the teacher are considered in many modern studies devoted to the study of the professional pedagogical activity of the teacher. The study by R. Mayer (2017, p. 6082) notes that "a significant share of didactic difficulties of a teacher, regardless of his age, is associated with an insufficient level of formation of the organizational-knowledge and organizational-educational element of educational and training activities." In the study of A. P. Vinogradova (2016) conducted a detailed analysis of the essence of the concept of "didactic difficulty" and presented the author's classification of didactic difficulties of an educational institution teacher.

To understand the essence and features of the teacher's didactic difficulties, much attention is drawn to the research of B. Schneuwly (Schneuwly & Vollmer, 2018). The scientist examines the personal and professional value orientations of the teacher, his attitude to educational and training activities, as well as the didactic difficulties that arise that a modern teacher experiences when organizing educational and training activities, and various other issues of pedagogical activity. So, on the basis of the conducted sociological research B. Schneuwly and H. Vollmer (2018) point out that 14.0% of teachers cannot disclose the necessity of the taught subject; 7.2% identify didactic difficulties associated with attracting students' motivation to study the taught subject by the teacher; 8.3% of teachers note that they have difficulties in the ratio of the content of didactic material to life; 12.6% of teachers experience difficulties in organizing practical work in the learning process.

It should be said that many researchers note the fact that a number of teachers with different experience and education in different fields of knowledge do not have the necessary level of didactic competence formation. Most of them have an objective need for a serious update of their own didactic knowledge. A serious problem for teachers of an educational organization arises when performing self-analysis of their educational and training activities and analyzing the activities of colleagues.

### 3 Research Methodological Framework

The purpose of the article is to compare the spectrum of didactic difficulties experienced by modern teachers with didactic difficulties that were identified as the main ones in studies in the 70s of the XX century.

In accordance with this goal, the following research tasks were defined: to conduct a survey of modern young teachers according to the methodology of Yu. K. Babansky (1977) to determine the existing didactic difficulties in this category of teaching staff; to compare the results obtained earlier with the latest results on the study of emerging didactic difficulties in young teachers, as well as to identify new, not previously encountered, didactic difficulties of young teachers in the educational process of the school.

It should be noted that the research materials of Yu. K. Babansky (1977) were taken to identify and compare the set of didactic difficulties of young teachers of the 70s of the XX century, and the didactic difficulties of modern teachers. In 1977, he identified and analyzed the most common didactic difficulties of teachers with no more than 2-3 years of teaching experience (young teachers) concerning the implementation of educational and training activities (Babansky, 1977).

The experiment was conducted during the years 2020-2021. The experimental study was carried out on the basis of the Mordovian State Pedagogical University named after M. E. Evseviev. 244 young teachers of educational organizations of the Republic of Mordovia took part in the experiment (Municipal Educational Institution "Lyceum No. 26, Municipal Educational Institution " Secondary general education school

with in-depth study of individual subjects No. 24", Municipal Educational Institution "Gymnasium No. 20" of Saransk, Municipal Budgetary Educational Institution "Krasnopolskaya middle school" of Torbeevsky district, Municipal Budgetary Educational Institution "Akselskaya secondary general school" of Temnikovskiy district, etc.), including:

- 95 young teachers of the Russian language and literature;
- 87 young primary school teachers;
- 40 young teachers of fine arts;
- 33 young music teachers.

It should be noted that the young teachers taking part in the survey have no more than 2 years of teaching experience.

The research was carried out using theoretical (analysis of psychological and pedagogical literature, synthesis, generalization, systematization of material on the problem of training a future teacher, forecasting, comparison, design) and empirical (pedagogical experiment) research methods

#### 4 Results and Discussion

To solve the set research tasks, we analyzed the results of the survey obtained in 1977 and in 2021, which enables us to talk about the presence of constant didactic difficulties, such as the formation of motivation for learning, the implementation of educational and training activities based on an individual approach, as well as the creative solution of the set didactic tasks. The article describes the experience of the Department of Pedagogy of the Mordovian State Pedagogical University named after M. E. Evseev in studying the didactic difficulties of a modern teacher.

Solving the first task of the study, we conducted a survey of modern young teachers using the same methodology. We have adapted the questionnaire developed by Yu. K. Babansky (1977) for modern young teachers, removing only the question concerning the organization of assistance to activists in pioneer and Komsomol work. Using this questionnaire, we wanted to differentiate common features and various didactic difficulties in the complex of modern young teachers and young teachers of that time. It should be noted that our study does not pretend to be a panel, since we study the same category of teaching staff, but at different historical stages, which contradicts the essence of this method of pedagogical research. However, a comparison of the results of studies aimed at identifying the didactic difficulties of the teacher, which were conducted in different historical periods, makes it possible to say that there are two large types of difficulties – the first type of difficulties depends on constant changes in the development of Russian education, and the second type is associated with the design and competent implementation of educational and training activities, in accordance with the constantly updated content of modern Russian education. The second type of identified difficulties is deeper and contributes to the understanding of the socio-cultural conditionality of changes in the educational and training activities of a modern teacher.

At the same time, the episodes of didactic activity concerning the use of best practices of colleagues and generalization of their own experience cause the greatest difficulty and anxiety among modern young teachers (Lijnse, 2004; DeMilo, 2011; Ligozat & Almqvist, 2018) (62%). This difficulty may be associated with the introduction in 2010 of an updated form of the teacher certification procedure, as well as with new criteria for teacher remuneration, which was also changed in 2012. The latter causes the greatest problems, since the educational and training activity of the teacher has lost its dominant role, adding it to secondary, no less important for modern pedagogical science, activities: speaking at conferences, participating in seminars and webinars, publishing scientific articles, introducing innovations, etc. Most of the subjects are confident in the correctness of their skills to design educational and training activities in accordance with the modern requirements of the Federal State Educational Standard (2020), they believe that many means of developing the cognitive interest of students are used at a high level.

Unfortunately, these characteristics of the teacher's educational and training activity are not evaluated in the certification procedure.

Let's present the results obtained more specifically. So, when designing the learning process in a modern educational organization, teachers at the present stage do not have serious difficulties (18%), but still there is a difficulty in carrying out activities to develop interest in the discipline being taught (32%), as well as forming students' awareness of the knowledge they receive (31%). 25% of respondents see a serious problem in the implementation of actions to determine and diagnose the causes of student failure, and 23% of modern teachers are not able to carry out corrective measures to solve this problem. In addition, modern young teachers see an important obstacle to the implementation of their educational and training activities in maintaining the intensive working capacity of each student throughout the entire lesson (45%). A serious problem was caused by the work on the implementation of an individual approach to students (51%), as well as the use of interdisciplinary connections in educational and training activities (19%).

As part of the solution of the second task of the study, we can say that the results obtained on the study of didactic difficulties obtained at the present stage and in 1977 are of particular value. The survey and analysis of conversations showed that modern young teachers have serious didactic difficulties in the implementation of educational and training activities, which were identified by scientists in the XX century, but still tend to eliminate them.

In descending order and degree of significance, let's compare the didactic difficulties of teachers of the XX century with modern young teachers of the XXI century. Based on the results obtained in 1977, it is worth saying that serious didactic difficulties of teachers concerned the design of the learning process in individual lessons (it was - 48%, it became - 18%). In a modern educational organization, the importance of such didactic difficulties of teachers remains, such as the implementation of activities to develop interest in discipline and teaching (it was - 38%, it became - 32%), as well as the need for knowledge (it was - 41%, it became - 31%). Great difficulties for modern teachers are caused by the implementation of operations to identify and diagnose the causes of students' failure (it was - 32%, it became - 25%), as well as carrying out corrective work to eliminate them, solving emerging didactic tasks of developing learning (development of thinking, memory, etc.) (it was - 36%, it became - 23%) due to ignorance of ways and methods of their elimination. We see positive dynamics in such important didactic difficulties of modern teachers as the preservation of the active working capacity of each student at all stages of the lesson (it was 45%, and it became 26%) and in the implementation of an individual approach to each student of the class (it was 51%, and it became 27%). Intersubject connections in their educational and training activities are used by 37% of modern young teachers, when in the primary study there were 19% of them.

Solving the third task of the study, it is worth noting that the results obtained also allow us to detect new didactic difficulties that arose with the introduction of the latest generation of the Federal State Educational Standard (2020) (for example, 60% of the subjects experience difficulties in designing educational and training activities). The basis of this difficulty is the activity of selecting didactic material aimed at achieving the goals of designing the current educational situation. A certain difficulty for the teacher is represented by a diverse range of didactic material on specific disciplines, which significantly complicates his choice due to the reason for not always correct knowledge of the selection criteria for this material for a lesson.

In addition, a modern young teacher has difficulties in determining the structure of educational and training activities, which are closely dependent on the specifics of the student's educational activity. Such problem is seriously faced by the teacher when choosing effective methods and forms of teaching,

as well as when diagnosing the level of formation of methods of educational activity of students.

Didactic difficulties clarifying the logic of the learning process are also experienced by a certain number of young teachers. It is worth noting that the lack of logic in the design of the algorithm of actions is most likely justified by a low level of knowledge of the structure of the learning process. It is also quite difficult for some young teachers to analyze the individual capabilities of students in the learning process. This difficulty is associated with an incorrect understanding of the boundaries of the teacher between the zones of immediate and actual development, which is necessary to create a situation of success (Benjamin, 2012; Prediger, 2010; Mayer, 2016; Moira, 2007; Biggs & Tang, 2011). The work on comparing and evaluating the features of the structure of effective educational activities of students is also problematic. A young teacher faces problems in an effective way of designing a student's educational activity due to the low level of formation of skills and abilities of this activity.

Flexibility in the strategy of the sequence of actions in relation to the educational activities of students also depends on their transition to a higher level of training (Brockbank & McGill, 2007; Abdusamiev & Abdurahmonov, 2020). A serious reason for these didactic difficulties is the insufficient level of knowledge and practical skills in improving the actions of educational and training activities, as well as in assessing the readiness of students to move to a higher level.

Difficulties in choosing didactic teaching tools necessary in organizing the process of teaching schoolchildren (Aschepkov, 1998; Zimnaya, 1999). These difficulties may arise for two objective reasons. Firstly, due to the lack of visual or demonstration material, audio or video equipment due to time-consuming and laborious work, on the one hand, and due to the financial impossibility of acquiring a new one for an educational organization due to the obsolescence of the previous one, on the other; secondly, due to the variety of didactic teaching tools.

Difficulties of balancing time intervals at all stages of the lesson, the distribution of subjects of the learning process in the educational space (Clanche, 2006; Kurenaya, 2012; Polyakova, 1983). Difficulties for a young teacher may arise due to the lack of skills for the uniform distribution of time, the allocation of a specific period of time for each stage of the lesson and the resulting spatial limitations.

It is important to emphasize that this didactic difficulty was noted by young practicing teachers who have no more than 2 years of experience in school. Why is the percentage of this didactic difficulty so high? The elimination of these difficulties can be achieved by analyzing the entire work by the teacher. For example, in order to solve the problem with the development of work programs on the subject, it should be noted that if earlier it was enough for a teacher to have thematic and hourly planning, today, in addition to defining the goals and objectives of training, the characteristics of the lesson content, it is necessary to specify the type and form of each lesson, specify three groups of planned learning outcomes (first of all, the level of mastering subject knowledge and universal educational skills), think over the types and forms of control, and it is desirable to specify homework assignments on the subject for a year ahead. The teacher has never done such work before, he does not always understand why it is necessary; the vagueness of determining the universal learning skills of the student, given as the expected result, also causes great difficulties. Therefore, it is not surprising that more than half of the teachers surveyed named this group of didactic difficulties.

57% of the surveyed teachers experience didactic difficulties resulting from the lack of didactic knowledge, experience of creative activity and emotional and value attitude, which become one of the main characteristics of the modern learning process at the primary and secondary school levels.

The analysis of the survey results obtained in 1977 and in 2021 suggests that there are constant didactic difficulties, such as the

formation of motivation for learning, the implementation of educational and training activities based on an individual approach, as well as the creative solution of the set didactic tasks.

A more serious study of the causes of didactic difficulties experienced by young teachers requires consideration of the value aspects of educational and training activities, an explanation of the essence of modern trends in the development of Russian general education, an analysis of working programs of disciplines included in the main professional educational programs in the areas of pedagogical education and Psychological and pedagogical education, including didactic training of young teachers, as well as programs, which relate to additional educational services, which will ensure the development of ways to overcome the teacher's didactic difficulties that arise.

## 5 Conclusion

The conducted research allows us to draw the following conclusions:

In different historical periods of the school's development, the teacher's didactic difficulties are focused on the subject-centered construction of the didactic process, which actualizes the problem of the teacher's didactic training. The identified didactic difficulties are experienced by various subject teachers who participate in the experiment and have up to 2 years of work experience in an educational organization or do not have it at all.

Based on the results obtained from the survey of modern young teachers, it is worth saying that serious didactic difficulties of teachers concerned the design of the learning process in individual lessons, the implementation of activities to develop interest in the discipline and teaching, as well as the need for knowledge, etc. The survey and analysis of conversations with teachers showed that modern young teachers have serious didactic difficulties in the implementation of educational and training activities, which were identified in the XX century and at the present stage.

The obtained results enable us to detect new didactic difficulties that have arisen with the introduction of the latest generation of the Federal State Educational Standard (difficulties in designing educational and training activities, presenting a diverse range of didactic material in specific disciplines), which significantly complicates the effectiveness of the implementation of educational and training activities of a young teacher.

It should be noted that the subjects as the reasons for the emerging of these difficulties in their educational and training activities call the absence of these issues at the stage of their training at a pedagogical university, while some young teachers are not going to change the established style of carrying out educational and training activities, motivation is low.

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