

The Development of Social and Educational Mobility of Students using Effective Functioning of the Educational Units

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Abstract: The mobility in education is nothing but the cross border studies which is applied on teachers and students as well as educational training institutions and different programs. There are number reasons of using educational mobility in different countries. The educational units or an institution plays very significant roles in development of social and educational mobility of students. The migrants should able to understand the educational functions, activities and other activities of migrated country, therefore, the educational intuitions conducts the frequent trainings with migrant. The effective training is mainly depends on different social problems, hence, it is required to have program to solve such social problems effectively. This can be possible only through the effective functioning of educational units. In this study, study is presented on Russian educational units in which the professional training is required to develop the social and educational motility of migrants.

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INTRODUCTION

For all types of education, Russia has continued for long time tradition in high-quality education. In fact, Russian is one of the superior systems of mss education in all over the world as it delivering the 98% of literacy rate which is best in all western European countries. The Russian education is conducted into mandatory basic education and ongoing higher education. This leads to large number of students migrations for education in Russian high schools. This is called as international mobility. The professional training of teachers in Russian high schools depends on the state of the social problems which requires professional education of a high quality that would enable its graduates to solve social problems

without any difficulties. A lot of reforms and directions of policy are focusing on the solution of such a problem^[1]. According to this, building of conditions in a pedagogical institute which can motivate the students to participate in social and educational activities is very important. In the aspect of the problem, the training of future teachers needs to get new technologies of sharing knowledge as well as to enhance the accent of getting new social and pedagogical techniques. The experience of various social activities, self-management, living in the system of democratic relations is provided by student associations. Student's pedagogical teams are having a special place in this system^[2, 3]. The history of pedagogical teams in Russia began in the second half of the 60-s of 20th century. The popularity and mass

character of this social movement were determined by specific features of the Russian pedagogical culture, which is associated with the strengthening of the role of social education and humanization in pedagogical processes.

Pedagogical teams: The pedagogical team of students is freeware, self-governing, non-profit professional group of students from different educational institutions. Pedagogical team formed on the basis of interest in educational activities in order to carry out social and educational initiatives among children and teenagers and then improve their professional pedagogical level. There may be the number of associations of pedagogical teams. The pedagogical teams can be form based on different reasons such as:

Presence of formal registration

Officially registered:

- Unregistered but operating on the basis and with the support of the official state structures
- Informal, usually freewill associations of volunteers, where teaching activity is a hobby in their free time

According to degree of autonomy:

- Educational units created based on the initiative of the students themselves and governed by them
- Created because of the initiative of teachers and other professionals acting for their participation and leadership

According to staff:

- Consisting of students, studying pedagogics
- Consisting of students, mastering non-pedagogical specialties

According to the time of existence: Created for a short period of time to fulfill individual projects or to work in a children's camp during a session or the whole season^[4]. This group may include groups of students at teaching practice and who carry out their activities on the pedagogical team model.

Existing for a long time which has a lot of years of activity behind which has developed different traditions of social and pedagogical creativity. There is a special group of pedagogical teams lasting throughout the whole year in some children's centers. For example, there is "Artek", "Orlenok" and "Ocean". In this case, the pedagogical team is a working group where boys and girls act as teachers and organizers of temporary groups of children. The age of the teaching staff is a reason to assign counselors as a part of a pedagogical team. Their second feature is the high importance of informal relationships and specific corporate culture.

According to the content of activity:

- Realizing a concrete direction, for example, relating to ecology, tourism, journalism
- Carrying out a comprehensive program of activities

In spite of that with all these reasons, pedagogical teams are united in their purpose. They must carry out an organizational and pedagogical activity in children's groups. In any children's society the efforts of any members from a pedagogical team should provide physical and psychological well-being of the children, to fulfill various programs, from simple entertainment and ease up to the serious trainings.

Pedagogical teams and social ethics: The students from pedagogical institutes as their first year are involved in social activity, they present and develop their own interests, work with social initiatives; get professional skills, personal and social significance of specialists in student's pedagogical teams^[5]. As we can see in practice, pedagogical teams which use cooperating principles, provide high quality of realizing the educational programs, develop and test them actively, deploying new technologies, looking for unusual ways of solving actual problems of education, creating an educational experience which from our point of view, needs to be thought over^[6]. In Penza State University, there are four permanent pedagogical teams which are different in their structure and organization, duration of existence and experience along the volunteering groups. Now, it is time to observe the factors of success in social and pedagogical spheres, taking "Plamenniy" as an example which has been founded in 1982. This group is officially registered and works all the year. It brings together students from different educational organizations of the city with teaching as well as non-teaching professions. Moreover, it includes young people who have graduated but continue their activities in the team which provides them with an opportunity for self-actualization in the field of social and pedagogical activities.

For >24 years of history of the pedagogical team, there were some thousands of young people in its membership. This fact clearly indicates that for a long period of time the pedagogical team is a unique association which remains to be interesting for the youth, first of all, due to the variety of activities. The idea of creating a "Plamenniy" was mostly due to romanticizing the paramilitary unit whose members were assigned to serve the Motherland and also due to the high discipline in the performance of tasks as the most important aim. As a tribute to the historical past, the head of the pedagogical team is called "the commander" and the person who's responsible for the moral condition of its members is called "the commissioner". This practice is close to the tradition of outstanding Soviet teacher and innovator, A. S. Makarenko who proposed to use games in the

organization of social action where the game is considered as a factor, provides self-actualization of young teachers. There is another symbolic name which is the “leader”, a member of the pedagogical team group where the “leader” is associated with a guide indicating the road.

The intensity itself of social and pedagogical activities of the association’s members requires almost military precision and dedication, so, the feeling of working in a team helps to make stress and restriction of freedom decreased intensively. On the other hand, counselors are inspired by pedagogical activities which motivate them towards achieving personal professional growth as they receive the strongest emotional impressions caused by the positive reactions of children to their actions. The result of the pedagogical team members are not delayed by time. On the contrary, it is shown in every situation of communication with children and with each other. It also naturally stimulates their creativity. The lack of teaching experience is compensated by the relationship between the counselors and children when a small age difference between them helps to create an image of their leader as the most favorable image of “the first among equals” and that fact becomes a reason of having a desire to build a relationship based on trust. The organizational structure of the pedagogical team is rather complicated. It is built on a democratic basis, recognizing the supreme authority of the general convention of all members. The governing body is the council elected at the general assembly. At the time of various events there are some groups that can be instantly created based on the need which make the structure flexible according to the type of activity and complexity of the set tasks, so, the governing body is changing regularly, also a distinctive feature of the organizational structure which is the presence of “newcomers”, just joined the team and “oldies” which are experienced members of the team. The maintaining of the team’s organizational nucleus provides continuity and unity of generations. It is a good condition for its development and transformation to countless number of members in this association which as it’s known has a great potential in the self-reproduction, similar but smaller.

The organizational structure reflects the complicated synthesis of the various relationships in the team. First of all, business relations of equal partners who have rights and duties, assignments and powers and interaction aimed at concerted actions and steps.

Secondly, it is a personal relationship of sympathy and affection which are very important for young people. This kind of relations contributes to psychological intimacy and often develops into friendship.

Thirdly, it is a corporate relation system of the basic facilities, norms and traditions that form the sense of

belonging to the team. These values allow everyone to define what behavior is acceptable in the team and what is not.

As for the absolute values of the pedagogical group “Plamenniy”, there are the following ones:

- The desire to bring joy to people
- Cooperation in activities and dialogues
- Creativity as a rule of life
- Tendency to self-improvement

It should be mentioned that during >30 years values underwent some changes, being determined by social and political events in the country. But they have always been a tool for the strategic development of the team. For young people not only substantive content of spiritual values has a great importance but also their external forms play a role here:

- Verbal: name, slogan, parables, legends, anecdotes
- Objective: uniform, a flag. The flag accompanies the team at all important events and raises the patriotic spirit of the members
- Graphic: emblem, logo, drawings
- Musical: melodies, signals, songs that not only performed but also invented
- Manner: the rituals and traditions as elements of social and cultural behavior, passed from generation to generation (Cortege of the flag, initiation inside the counselors, celebrating of anniversaries, the day of the pedagogical team, traditional surprises, gifts, etc.)

The popularity of corporate symbols, rituals and attributes is defined by adequacy of counselor’s expectations, colorful design, emotional impact, the universalism of their presentation at various events. Of course, the corporate culture of pedagogical group is mostly built by the director and his leaders but it is important to note that some already known precepts have never been introduced to the life of the team. All of them were born only in the cases of common experience of the participants. The corporate culture of the pedagogical team is always connected to the work, play, improvisation, dramatization and art because these forms of activities are the best to satisfy the needs of young people in self-realization and public self-presentation. In such situations the inspiration comes, a new experience appears and the people become ready and motivated to create. A high level of consolidation of the pedagogical team and their values, goals and the ways of activity causes its transformation into a specific social organism and assures its achievement of excellent results in the social and pedagogical spheres.

Pedagogical team activity: The variety of relations and corporate culture is being fulfilled by the practice of the

cooperative activity of “Plamenniy” members which is realized in some directions. Firstly, these are social and pedagogical projects. There is no need to say that project skills are very important for a future specialist and it is impossible to analyze some data and concretize goals, organize productive cooperation and work out new technologies. The pedagogical team is a laboratory for studying and developing different project skills. There are some projects in “Plamenniy” which were intended to help handicapped children. This direction is a very popular one if we pay attention to the fact that according to the official information and announcement, there are about 5% of children in the country who have some problems with health and most of them are problems of their development connected with the difficulties in the sphere of studying and learning^[1].

Another project of “Plamenniy” which has been realized through 6 years is addressed to a small group of teenagers but this category of children deserves this special attention, these children who have committed serious offenses or even crimes and who are in correctional educational colonies. The key practice of joint activity in the pedagogical team is the program of summer holiday in children’s camps. As a rule, they are of three types:

- Complex: a program of camp activities including the various holiday entertainments
- Profiled (specialized): with one of the program’s leading activity, focused mostly on a particular category and a contingent of children
- Theme session program: dedicated to an event, a memorable date and a phenomenon

“Plamenniy” activity enriched with the appearance of the international (Foreign) students in Penza who don’t have to study only but also need to adapt the new cultural, social and ethnographic surroundings. The language barrier and the routine problems lead to lock the Foreign students within their ethnic group.

CONCLUSION

The study conducted in this study claims that building of combined social and pedagogical system to present developed team which is having the potential of creating socio-cultural mechanism of education and

bringing up different children and teenagers, motivate the young people in order to work on themselves and society as per the priorities of social growing, forming the personality of a socially active teacher for the mobility of students.

RECOMMENDATION

The scope of this study is limited, however, in our future, we will work in below directions:

- Conducting the study on social development models in student’s pedagogical teams
- Designing the novel organizational and pedagogical conditions in the promotion of student’s pedagogical teams
- Systematic pedagogical teams activity execution strategies
- Legal groundwork for student’s activity through integration of learning and extra-curricular activity
- Legal groundwork for pedagogical team’s activity
- International cooperation and experience exchange between the pedagogical teams

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