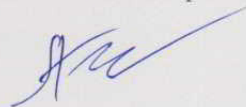


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PROFESSIONAL COMMUNITY "URBAN TEACHERS" IN THE CONTEXT OF
THE TRANSFORMATION OF THE GENERAL EDUCATION SYSTEM

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Social structure, social institutions and processes

Abstract

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The relevance of the research topic is due to the changes that have taken place in Russian education related to the transformation of all aspects of the life of Russians. Changes in the economy, politics, the legal sphere, and culture have radically affected the Russian school. In a traditional society, school education was the main, sometimes the only channel for the transfer of knowledge about the world, traditions and customs, rules of behavior – that is, all the information that a young person needs for a conflict-free, trouble-free, corresponding to a specific time of life among other people. In modern conditions, during the transition to a post-industrial society, school remains an important factor in the primary socialization of children, but by no means the only one.

Today, the role of mass media, the Internet, and the dissemination of various educational and leisure practices through them has significantly increased in the formation of a person.

The Russian society takes into account the ongoing changes and therefore for several decades the Russian school has been in a state of continuous reform.

Society puts up new and new requirements for education in connection with the ongoing scientific and technical changes. The main one is compliance with the prospects of social development, in which the educational system should play a leading role.

The central place in the implementation of these requirements, in the adaptation of the school to new conditions belongs to teaching as a social community.

It should be noted that modern teaching has faced a number of contradictions, without the resolution of which it becomes impossible to effectively perform professional functions. Chinese researchers (Qu, Shao, 2020) demonstrated the global nature of these contradictions, suggesting that "the living space and the space of choice of teachers as special professionals" are in the process of transition.

Among them, the following should be noted: the growing contradiction between the creative nature of work – and the increasing regulation of the teacher's actions; the need to improve the professionalism, the level of competence of teachers, especially in the field of new learning technologies, and the lack of time resources for this; the gap between declarations of the high vocation of teaching – and its low social status; the growing contradiction within a teaching community between a highly professional

community and those who only formally perform their duties. In addition, there are contradictions between the measures taken by the state and the possibilities of their implementation, as well as the readiness of the professional community to implement the decisions taken. A particularly acute contradiction is connected with the important primary role of teaching in socialization and the almost complete oblivion of the educational effect of schooling.

All these contradictions undoubtedly affect the prestige of the profession, the social well-being of teaching, which ultimately leads to a decrease in the effectiveness of pedagogical work. The ongoing reforms not only do not reduce the severity of the problems, but, on the contrary, sometimes only aggravate the situation.

In addition to the applied, practical significance of these issues, the role of theoretical generalization of social facts characterizing the community of teachers, showing the main trends of its development, is also important.

Among them, it is necessary to highlight the problems of studying the mechanisms of community functioning, the levels of professional identity, the peculiarities of teachers' activities in large cities. The factors (especially settlement, industry, regional) affecting the social well-being of teachers, their social status and prestige also require research.

The object of the dissertation research is the professional community "teaching".

The subject is the peculiarities of the functioning of the "teaching" community of a large city in the context of the transformation of education.

The purpose of the work is to study the socio-professional community "teaching" of a large city, as well as its characteristics such as social well-being, attitude to the transformation of secondary education, perception of the image of a teacher by various communities involved in the educational process.

The realization of this goal involves the implementation of **research tasks**:

1. Theoretical and methodological analysis of the concept of "social community".
2. The study of the features of the socio-professional community "teaching".
3. Study of the features of the social space of the functioning of the socio-professional community "teaching" in a large city.

4. Research of the level of professional identity and solidarity, social well-being of teachers in a large city.
5. Identification of important characteristics of the teacher's personality, social ideas about teaching among various actors of the educational process.
6. Analysis of the attitude of Yekaterinburg teachers, parents of students and school graduates to the reform of secondary education.

The theoretical and methodological basis of the study was a paradigmatic approach combining elements of a systematic approach, as well as an analysis of social facts from the standpoint of community, anthropological and spatial approaches.

The community approach served as the basis for the concept of studying teaching as a set (set) of subjects of professional activity, united by the identity of interests, working conditions, etc., i.e. the presence of similar objective and subjective characteristics of activity.

The spatial approach contributed to the study of social teaching practices within the boundaries of a certain territory – a large city. At the same time, the city is considered not only as a social space in which the community operates, but also as an environment that provides a meaningful nature of activity.

The system approach characterizes the community as a kind of system consisting of a number of subsystems, and at the same time being an element of another, larger system. At the same time, it allows us to describe the community as an integral unity of all its characteristics.

The anthropological approach makes it possible to put the personality of the teacher, the peculiarities of his worldview, the system of relations with social reality at the center of the study.

Thus, the paradigmatic approach makes it possible to more deeply and comprehensively consider the specifics of the socio-professional community "urban teaching" at the macro and micro levels.

The work uses general scientific methods (generalization, comparison, systematization, induction and deduction), as well as methods of sociological research –

questionnaire survey and semi-formal interview. The information received was processed using the SPSS and Vortex programs.

The empirical base of the study was made up of materials of sociological research conducted by the research group of the UrFU and the UIU RANEPa, in which the author participated - in the development of tools and sampling, conducting surveys, interviews and mathematical processing of survey results, in the analysis of statistical data.

Among the sociological studies should be called:

2016 – questionnaire survey of Yekaterinburg teachers dedicated to their social well-being, as well as attitude to education reforms (n=529 people, quota sample, taking into account the administrative and territorial structure of the city, types of schools and levels of education, subjects read, as well as the main socio-demographic characteristics of teachers);

2017 – questionnaire survey of parents of students (quota sample, coinciding in basic parameters with the study of teaching (n= 1520 people). The survey was also devoted to identifying the attitude of parents to the reform of the school, to the figure of the teacher, the established interactions of the school and parents, as well as parents and children;

2018-2019 – online survey of school graduates enrolled in Yekaterinburg universities (UrFU, RGPPU, UEU, Ural Institute of Management – branch of RANEPa). The survey was conducted to study the positions on the reform of education, the image of the teacher that has developed in the minds of schoolchildren, the systems of teacher–parent–student relationships. 1085 people were interviewed, including those who graduated from Yekaterinburg schools (425 people).

2021-2022 – an online survey of teachers of the cities of Nizhny Tagil (N=566) and Novouralsk (N=412) was conducted using a questionnaire used in 2016 to survey teachers in Yekaterinburg. A total of 1,509 teachers were interviewed in three cities.

All questionnaires included questions identical to the questions of the 1989 questionnaire developed at the Institute of Philosophy and Law of the Ural Branch of the Russian Academy of Sciences, which allowed a comparative analysis and identification

of opinions and assessments of various communities, their attitude to the personality of the teacher and the socio-professional community "teaching" in different periods of time.

A secondary analysis of the results of sociological studies on school, education reforms, the role of teachers and parents was also carried out. Special mention should be made of studies on the role of the teacher in the Sverdlovsk region (the 90s of the twentieth century – S.G. Panova, I.M. Model, L.Ya. Rubin), Moscow, Moscow and Vologda regions, as well as in other regions of Russia.

The paper uses the results of a secondary analysis of monitoring data of VTSIOM, FOM, as well as research by the Federal Research Center of the Russian Academy of Sciences, sociologists of RANEPa, HSE.

The scientific novelty of the work consists in the study of the peculiarities of functioning in a large city of the socio-professional community "teaching" in the conditions of transformation of the general education system.

1. The concept of social community is clarified as an integral association of individuals connected as a subject by a number of objective conditions and having common objective and subjective characteristics, with the defining role of identity and solidarity. Subjectivity makes it possible to emphasize the active nature of the interaction of the community with other associations of people, to analyze various states of the community from a historical perspective. These states are also characterized by intentionality, the orientation of the consciousness of community to the objects surrounding the subject.

In the professional community, the dominant features are professional identity and professional solidarity, and also of particular importance is such a feature as social intentionality, which characterizes the ideas about the role of this profession in society, its prestige. Intentionality is a characteristic of the consciousness of the community, which allows interpreting ideas about the surrounding reality, serves as the basis for the formation of social attitudes, to one degree or another, reflects the active attitude of the subject to the surrounding reality, the structure of his needs, interests, values at a particular time, in a certain situation.

The professional community is united by both external and internal relationships, professional traditions, norms, and values.

2. It is shown that the socio-professional community "teaching" can be considered as a set of levels of professional identity formation and the regulatory impact of the social bond "solidarity", as well as as a set of social attitudes based on one or another intentionality. It is the basis for the emergence of various subcommunities within the community – virtual associations based on coinciding views, interpretations of certain meanings, symbols, actions, as well as on the similarity of emotional attitudes.

3. It is shown that the professional community "teaching" always functions in a specific social space: a megapolis, a large or medium-sized, small town, rural settlement.

The peculiarities of the city leave their imprint on the interaction within the professional community "teaching" in the social space: increased mobility, weakening of social control, the superficial nature of communication, the special role of administrative and managerial and other communities. A specific mentality is being formed, due to both natural conditions and historical, cultural traditions, as well as the peculiarities of socio-economic development. On the one hand, this generates a desire for greater identification of the community with the place of residence, on the other hand, it is characterized by rationalism, pragmatism, pronounced features of thinking and social behavior.

4. For the first time, an analysis of the influence of a number of factors on the well-being of the urban socio-professional community "teaching" was carried out, including a comparison on a number of indicators (status, well-being, prestige of the profession), the state of the community "teaching" at the end of the twentieth century and in the twenties of the XXI century.

5. The dependence of the status and prestige of the profession on the formation of professional identity, solidarity and orientation of consciousness in the situation of choice, as well as on the formation of ideas about the professional community "teaching" is revealed.

The prestige of the profession will be high if society perceives teaching as a community of highly qualified professionals. On the other hand, it is important that an

individual who is part of a professional community be in solidarity, identical with its values and norms.

The professional community of "teaching" was studied through the study of social representations, which were expressed through metaphors and associations, through the assessment of the profession, attitude to it, to its place in the social structure, status and prestige in society.

The attitude towards teaching is influenced by the processes of transformation of the education system, changes taking place in the social structure of society, as well as a number of demographic and social factors (age, gender, teacher behavior strategies).

6. Various sets of intentionality in the consciousness of the socio-professional community "teaching" are identified, associated with changes in the educational process and influencing the strategies of teaching behavior.

Intentionality (orientation of consciousness) manifests itself at various levels: professional community as an active subject of cognition and action determines its attitude to certain aspects of reality, based on a system of professional values and norms, thereby showing solidarity and identity. And in the same way, an individual teacher, being in a specific situation of choice, determines his assessment and his actions based on his attitude to the professional community and, accordingly, subjective experience.

The situation of the questionnaire survey made it possible to identify the positions of the teacher, the orientation of his consciousness on certain issues related to professional activity.

Theoretical significance of the study. The dissertation work made it possible to supplement the ideas about the essence of the concept of "community", the classification of its types, and the main characteristics. In addition, the features of the functioning of the socio-professional community "teaching" in a large city, as well as in the situation of constant reform of the education system, its transformation, its structure (real and virtual) are revealed.

Virtual communities of teachers are formed according to coinciding ideas, assessments, opinions about the processes taking place in the secondary education system.

These subcommunities are characterized by a reflexive form of interaction and communication, which implies a high degree of autonomy, pragmatism, rationalism. On the other hand, they are more influenced by reference groups, react more emotionally and are not always critical of the information they receive.

The substantiation of the influence of various factors on the activities of teachers, their social well-being and professional identity, the perception of the image of the teacher by parents of students and school graduates is presented. The role of internal and external factors in the formation of social attitudes and values of educational communities and their impact on professional teaching practices is shown.

Practical significance of the work. The results of the dissertation research can be used in sociological studies on the problems of teaching, parents, school students; when planning specific activities with teachers by various educational authorities in order to increase the effectiveness of reform, because the empirical data and analysis of documents revealed a discrepancy between the results achieved and the goals of national projects and programs in this area.

The obtained theoretical, methodological and empirical data can be used in the development of educational and methodological materials on disciplines related to the problems of studying the social structure of modern society, as well as when reading special courses on the sociology of professions, youth, family, education and culture, as well as image studies.

The results of the dissertation work can also be used to improve the qualifications of teachers and employees of educational authorities in the framework of vocational training and retraining.

The research topic **corresponds** to the passport of the specialty 22.00.04 – "Social structure, social institutions and processes".