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FROM TEACHING TO LEARNING: METHODS and TECHNOLOGIES

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OUTLINE

1. **FROM TEACHING TO LEARNING: SOCIO-CULTURAL PRECONDITIONS AND THE RESPONSE OF THE EDUCATIONAL SYSTEM**
2. **FROM TEACHING TO LEARNING: IN HIGHER EDUCATION**
3. **FROM TEACHING TO LEARNING: ANALYSIS OF THE RESULTS**
4. **VERY FIRST (!) CONCLUSIONS**

SOCIO-CULTURAL PRECONDITIONS AND THE RESPONSE OF THE EDUCATIONAL SYSTEM

- self-dependence,
- responsibility for his life,
- the ability to make constant choices,
- to live and act in situation of uncertainty,
- constantly update his knowledge and skills,
- change his profession frequently or change himself constantly within the framework of one profession

• Rejection of subject-object pedagogy

◊ Transition to the competence approach to training

Lifelong Learning

HIGHER EDUCATION



Renewal of the content of educational standards

Strengthening the practical orientation of learning

Introduction in the educational process of forms and methods to support independent educational efforts of students

Development of relevant teaching and methodological support

ANALYSIS OF THE RESULTS

The respondents'
answers analyzed

5 443 students

3 140 teachers

The importance of the
competence approach
for educational process
participants (teachers
and students)



Application degree of
the competence
approach in the
practice of training
specialists

ANALYSIS OF THE RESULTS

To what extent is self-realization and personal care taken into account by respondents as the main goal of training

To what extent is the orientation of learning aimed at mastering professional competencies important for respondents and to what extent is it presented in a real process

ANALYSIS OF THE RESULTS

Name of competences	Graduates		Teachers	
	The level of competency performance required in the current work	How much training contributed to the development of this competence	The need for competencies that a graduate must possess	Contribution of the study programs of the university to develop this competence
Analytical thinking	4,11	3,67	4,55	3,93
Ability to rapidly acquire new knowledge	4,22	3,86	4,70	4,14
Ability to negotiate effectively	4,02	3,31	4,18	3,53
Ability to communicate in a foreign language	3,28	3,14	4,30	3,62

ANALYSIS OF THE RESULTS

Name of competences	Graduates		Teachers	
	The level of competency performance required in the current work	How much training contributed to the development of this competence	The need for competencies that a graduate must possess	Contribution of the study programs of the university to develop this competence
Mastering in own area of knowledge and professional activity	4,15	3,65	4,74	4,23
Ability to plan, organize and coordinate activities	4,12	3,51	4,37	3,75
Ability to use time effectively	4,09	3,43	4,37	3,64
Ability to work productively in a team	4,01	3,59	4,27	3,85

ANALYSIS OF THE RESULTS

To what extent do respondents rate education as the main resource of productive professional activity in an indeterminate future

Name of competences	Graduates		Teachers	
	The level of competency performance required in the current work	How much training contributed to the development of this competence	The need for competencies that a graduate must possess	Contribution of the study programs of the university to develop this competency?
Ability to comprehend complex problems as a whole	4,16	3,62	4,43	3,84
Ability to take decisive action in case of uncertainty	4,08	3,4	4,18	3,53
Alertness to new opportunities	4,06	3,49	4,42	3,83
Ability to find new ways and areas to apply existing knowledge	3,88	3,47	4,27	3,76
Ability to come up with new ideas and solutions	3,92	3,47	4,28	3,73

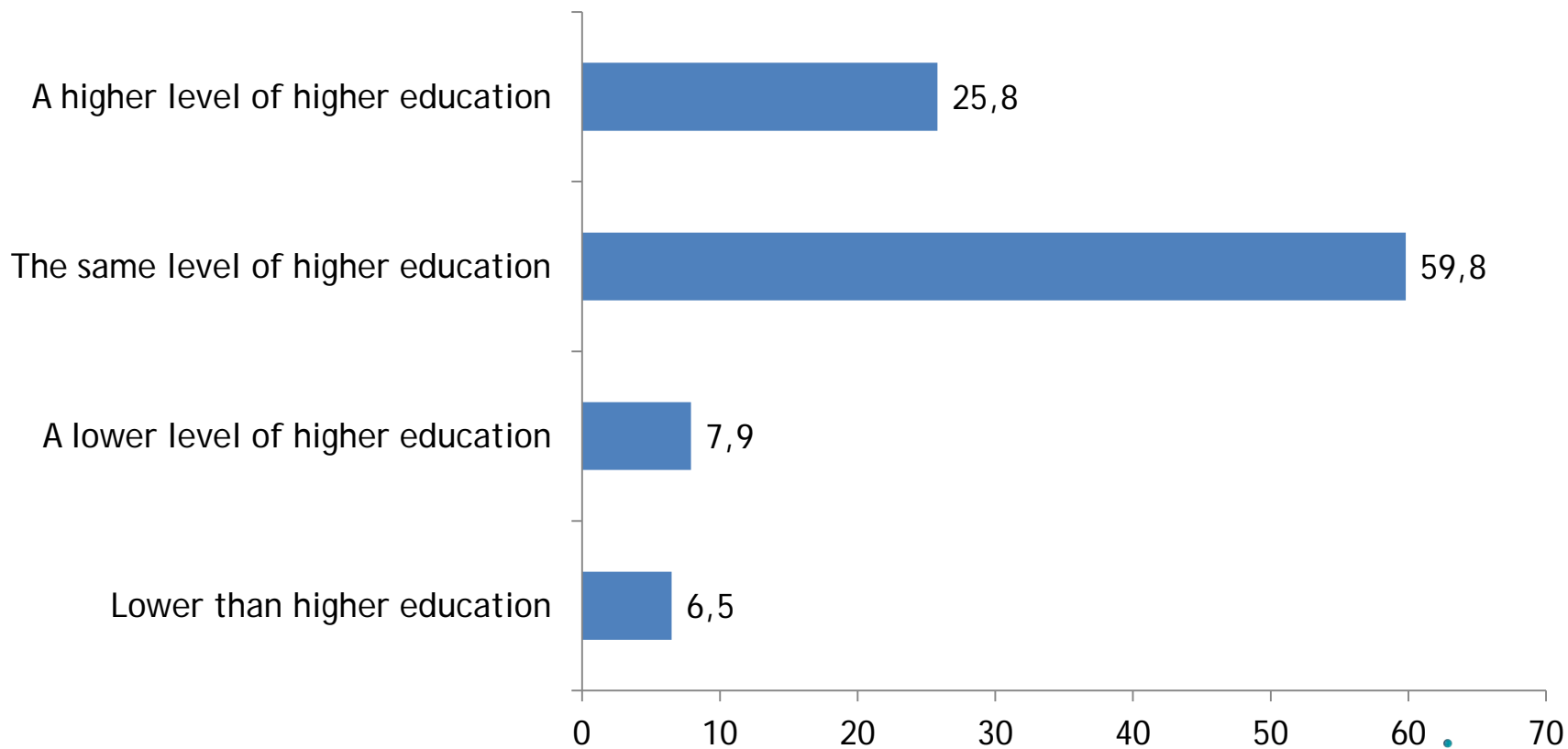
ANALYSIS OF THE RESULTS

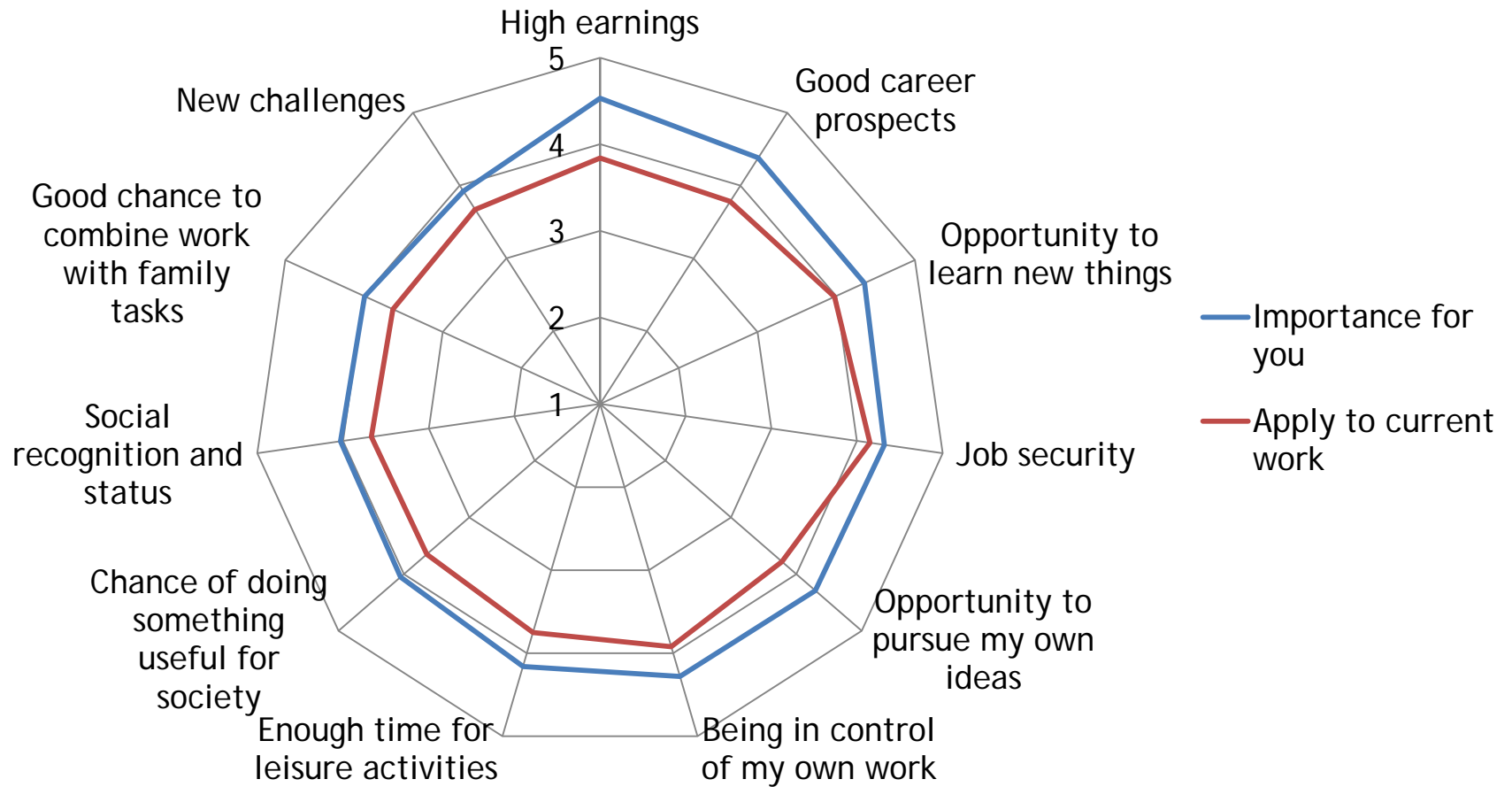
To what extent are the practical-oriented and innovative methods of teaching presented in the educational process

Methods of teaching	Graduates	Teachers
	How much of the following methods of teaching were used in the process of your education?	What importance do you assign to the following ways of teaching and learning
Lectures	4,34	4,11
Seminars	4,06	4,28
Group assignments	3,46	3,91
Internships	2,31	4,10
Practice	3,37	4,52
Applying actual knowledge to solve problems	3,37	4,47
The use of theories, concepts and paradigms	3,27	3,66
The teacher as the main source of information	3,67	3,20
Project / problem-oriented training	3,11	4,03
Written assignments	3,73	3,59
Oral presentations	3,73	3,74
Debates and discussions	3,25	4,19

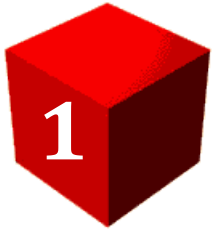
LIFELONG EDUCATION

Most appropriate level of education of your work, in comparison to your own level of education





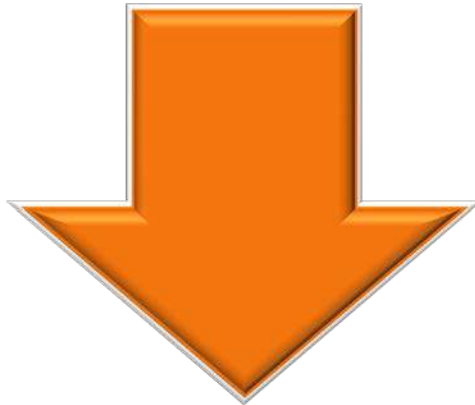
CONCLUSIONS



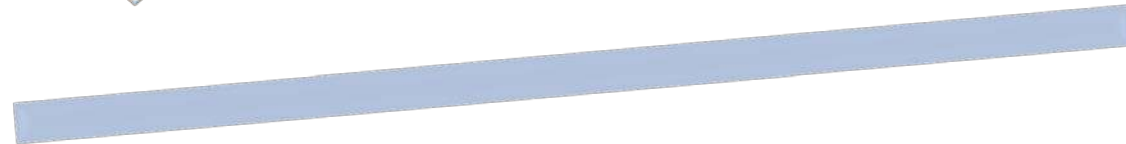
Teachers as subjects performing the educational process have the precise representation on the specifics of the competence approach

The predominance of conservative (reproductive, transferring) methods and forms makes it difficult to develop the required competences

CONCLUSIONS



It is necessary to
find the balance



between traditional lecture
forms of work, practical and
seminar activities, individual
and group work



CONCLUSIONS



Development of lifelong learning competence, creation in the educational process of the university conditions for the acquisition by students of the relevant skills of constant self-education and development



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СПАСИБО ЗА ВНИМАНИЕ

THANKS FOR ATTENTION





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ОТ ОБУЧЕНИЯ К УЧЕНИЮ: МЕТОДЫ И ТЕХНОЛОГИИ



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