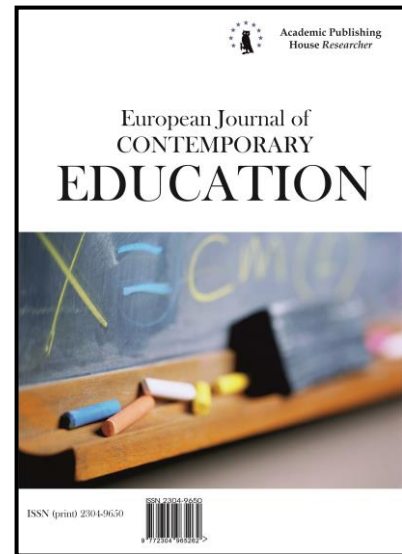




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Published in the Slovak Republic
European Journal of Contemporary Education
E-ISSN 2305-6746
2019, 8(2): 315-327
DOI: 10.13187/ejced.2019.2.315
www.ejournal1.com

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Model of the System of Raising the Social Status of the Teacher in the Region on the Basis of a Pedagogical University

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Abstract

The social attractiveness and prestige of the teaching profession over the past twenty years have reached an extremely low level, despite the fact that the teaching profession is declared by the state as one of the most respected, honorable and responsible professions. The presented contradiction determined the purpose of the research: to develop a model of systemic improvement of the teacher's social status in the region and experimentally prove the effectiveness of introducing its key component – an individually differentiated program to increase the motivation of students of a pedagogical university for the implementation of future professional activities in the training profile. In various types of experimental research participated (n = 1159) respondents: teachers (n = 23), part-time teachers (n = 48), students of the pedagogical institute (n = 1030), and graduates (n = 58). Experimental work was carried out from 2016 to 2018 based on the analysis of scientific literature, the collection of official information, sociological and comparative methods, questioning, interviews, modeling, analysis and formulation of relevant conclusions. Statistical processing of research results was carried out using chi-square at (p < 0.05), which was used for the quantitative analysis of experimental data. Based on the identification of economic, labor, professional-cultural and legal directions of raising the status of a teacher, an integrated model of a system of individual integrated solutions has been developed. The study substantiates the effectiveness of introducing its key component – an individually-differentiated program, including synergistic interaction of all departments of the university for the implementation of educational activities in five groups of students: “teacher-innovator”, “teacher-educator”, “teacher-manager”, “teacher-entrepreneur”,

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“teacher-scientist”. The authoring development and technological aspects of its implementation in order to systematically improve the social status of a teacher in the region will open a new direction for the development of research in pedagogical science and will allow an increase in the indicators of professional growth of teachers in the Federal Project “Teacher of the Future”.

Keywords: model, social status of the teacher, pedagogical university, individual-differentiated program, region, motivation.

1. Introduction

Today there is a paradoxical situation in the Russian society regarding the social prestige of various professions, in particular, the teacher. On the one hand, the teacher's profession is declared as one of the most respected, honorable and responsible professions. As the Federal Law on Education explains: “In the Russian Federation, the special status of teachers in society is recognized and conditions are created for them to carry out professional activities. Pedagogical workers in the Russian Federation are granted rights and freedoms, social support measures aimed at ensuring their high professional level, conditions for the effective fulfillment of professional tasks, increasing social significance, and the prestige of pedagogical work.” As well as in the report of the working group of the Council under the President of the Russian Federation on science, technology and education “School – 2020” it is noted that the school becomes a key element in the implementation of the Development Strategy of Russia until 2020 and an essential element in building a new society. In the recommendations of the council, one of the basic directions of the state-public strategy for the development of general education in the Russian Federation is the increase in the prestige and social status of the teacher's profession.

On the other hand, the social attractiveness and prestige of the teaching profession over the past twenty years have reached an extremely low level. In this aspect, the words of the Chairman of the Board of the Russian Public Opinion Research Center (RPORC) K. Abramov should be noted: “In the past few years, against the background of the economic crisis, our society has changed its attitude to the teacher's profession. Prestige has dropped to the level of 2008, the material aspect of the existence of a teacher is the level of income, it does not allow our citizens to consider the teacher's work adequately paid, and the prestigious profession. The well-known academician of the Russian Academy of Education, L.A. Verbitskaya emphasizes the importance of solving the problem: “It is necessary to raise the material and social status of the teacher, to raise the prestige of the profession in society.” The studies conducted by RPORC in 2016 fully identify the identified problem: 37 % of respondents consider the teaching profession to be under-prestigious and 37 % are not too prestigious. Only 21 % of respondents make the profession of a prestigious teacher. In the following survey: 42 % – this profession today definitely does not allow living normally in a material sense and “I wouldn't want my child to become a schoolteacher over time” – 65 %, and only 16 % adhere to the opposite opinion.

In turn, the study of the Foundation Appraisal Opinion (FAO) proves that in the ranking of professions in terms of prestige, the teacher's profession ranks last (Vorobyeva, 2014). And from the point of view of prospects on the question “If you have (would have) growing children, grandchildren, what profession, occupation would you like for them, and what not?” Is only the penultimate one, below is just a cleric. According to a survey of young people, more than half of young people will prefer the profession that provides a decent income, even if they don't like it very much. However, for most it is important to achieve a high position at work. However, the older a person is, the more he is concerned about wages, rather than status in the team, while the very young are more concerned about the high position at work than the size of earnings. In a similar study conducted by the Levada Center in 2018: doctors are leading in the list of professions that Russians call desirable for their children – 20 % of respondents chose this option. Teaching activity turned out to be unpopular – only 3 % of respondents.

In unison with the presented sociological studies, many foreign scholars show the inconsistency of the current situation in teacher education (Kaplan, 2012). So (MacLeod, 2009) proved that students undergo negative changes in their motivation for future professional activities from first-year students to undergraduates. The system of “double no” in society is being implemented, when some applicants who cannot go anywhere, go to the pedagogical university, and when some graduates of these universities, who cannot get a job, go to educational organizations. Schools, for such graduates, are beginning to be perceived as useless as an obstacle

that must be overcome (Brisman, 2009). As emphasized (Iwakuni, 2017), the curriculum for teacher training should be built on the basis of the theory of teacher-student training, differentiation of future teacher career growth, focusing only on reflexive introductory and work experience. Increasing the age structure of teachers is one of the most important problems faced by education systems around the world, including in Europe and the USA (Reeves, Lowenhaupt, 2016). It is necessary to create a strong and diverse research base in the field of education to improve the quality of teacher training in motivational-orientational (Nagovitsyn et al., 2018a), cultural and value perspectives (Miles et al., 2016).

The presented contradiction determined the purpose of the research: to develop a model of systemic improvement of the teacher's social status in the region and experimentally prove the effectiveness of introducing its key component – an individually differentiated program to increase the motivation of students of a pedagogical university for the implementation of future professional activities in the training profile.

2. Materials and Methods

In various types of experimental research took part (n = 1159) respondents: teachers (n = 23), part-time teachers (n = 48), students (n = 1030) of the pedagogical university (focus-organization) on full-time, distance learning and evening departments as well as graduates who are not working in the pedagogical profile and expelled students from the institute (n = 58). In the experimental group (EG1), full-time students implementing vocational training for primary school teachers, basic life safety, physical education, biology, teachers of pre-school institutions and additional education (n = 407), in EG2 – students of the same distance learning and evening training profiles departments working on a training profile for more than three years (n = 205). In the control group (CG1) – only full-time students who implement vocational training for teachers of mathematics, computer science, physics, history, social studies, the national language and geography (n = 418). In the next control group (CG2) – graduates who are not working on the pedagogical profile or students who have been expelled from the institute (n = 58).

Experimental work was carried out from 2016 to 2018 based on the analysis of scientific literature, the collection of official information, sociological and comparative methods, questioning, interviews, modeling, analysis and formulation of relevant conclusions. Statistical processing of research results was carried out using special software. For the quantitative analysis of the data obtained during the study, chi-square was used at ($p < 0.05$), which was used to quantitatively analyze the experimental data. The choice of this criterion for mathematical-statistical processing is due to the following characteristics: allows you to compare the distribution of frequencies (number of manifestations), regardless of whether they are normally distributed or not, and not depending on the different number of respondents in focus groups; application of the criterion is possible when the results of focus groups on the state of the property being studied, the trait are divided into more than two categories (Nagovitsyn et al., 2018b), in our case into three or four categories.

An analysis of the scientific literature made it possible to identify the main “institutions” that affect young people, such as the family, the media, the educational environment, and various authoritative personalities. A detailed study of research on the problem of raising the status of a teacher identified a system of key problems that hinder the solution of the goal set in the study:

- economic block: low wages, lack of material benefits; non-transparent incentive fund distribution system (Ilyin et al., 2012, Reeves, Lowenhaupt, 2016; Shafranov-Kutsev, 2016; Smirnova, 2016);
- professional-cultural bloc: insignificant career growth; the formation of a negative image of the teacher and the concept of “teacher’s vocation” in the mass media; the unpretentiousness of the majority of pedagogical universities in comparison with other types of universities; low self-affirmation of most teachers (Sychev et al., 2008; Margolis, 2015; McMahan et al., 2013; Zagvyazinsky, 2016);
- labor bloc: administrative-bureaucratic system of school management, increased accountability, lack of power of a teacher in front of the direct management of the school, complexity of relations in teaching staff and with the administration; deviant behavior of students (Vorobyeva, 2014; Efimova, Semenov, 2015; Aydarova, 2016; Khusnutdinova, 2017);
- legal block: turning a teacher into attendants for children, parents and the administration; lack of teacher's rights to freedom of speech and action (Abashina, 2012; Miles et al., 2016; Maslinsky, Ivanyushina, 2016).

Research organization. At the first stage of the study, an analysis of conceptual scientific literature to increase the prestige of the teaching profession (Bolotov, 2014; Margolis, 2015; Fedorov, Sedykh, 2015; Rijswijk et al., 2016; Shafranov-Kutsev, 2016; Zagvyazinsky, 2016; Chistyakova et al., 2017; Bressman et al., 2018), on the problem of the Russian educational system in the context of international indicators in the aspect of the problem under study (Kasprzhak, 2013; Sidorkin, 2013) outlined the main vector of theoretical and practical solutions.

At the second stage of scientific work to identify the system of the main problems of raising the status of a teacher, author's sociological research was conducted on the prestige of a teacher based on interviews and questionnaires:

- among foreign students of Tajikistan, Turkmenistan and Kazakhstan (n = 121) studying at the pedagogical institute (focus-organization), on the basis of which higher professional and cultural reference points of students from neighboring countries on further employment in the education system were identified, compared to Russian students, which allows you to apply this foreign experience in the process of developing motivational and value orientations of future teachers;

- among villager (n = 576) and urban students (n = 231) studying at the pedagogical institute (focus-organization), with the help of which it was proved that villager students, compared to urban students, make a significantly smaller emphasis on the economic and labor component a teacher's life activity, but more than a professional-cultural aspect, which ultimately determines the vector of development and solution of the problem of raising the status of a teacher according to an individually differentiated strategy in the region;

- among the main earners in the family and not, in the families of teachers (n = 23) and part-time teachers (n = 48), who work in a focus-organization, on the basis of which the conclusions that teachers who have non-basic family income from educational activities is more focused on professional and cultural development, less on improving power characteristics, as compared to another focus group, which reveals the need to improve early vocational guidance of schoolchildren to the teaching profession in the aspect of the right balance of economic and professional-cultural space of a teacher and a teacher.

As a result, a model was developed to systematically improve the social status of the teacher in the region (Figure 1):

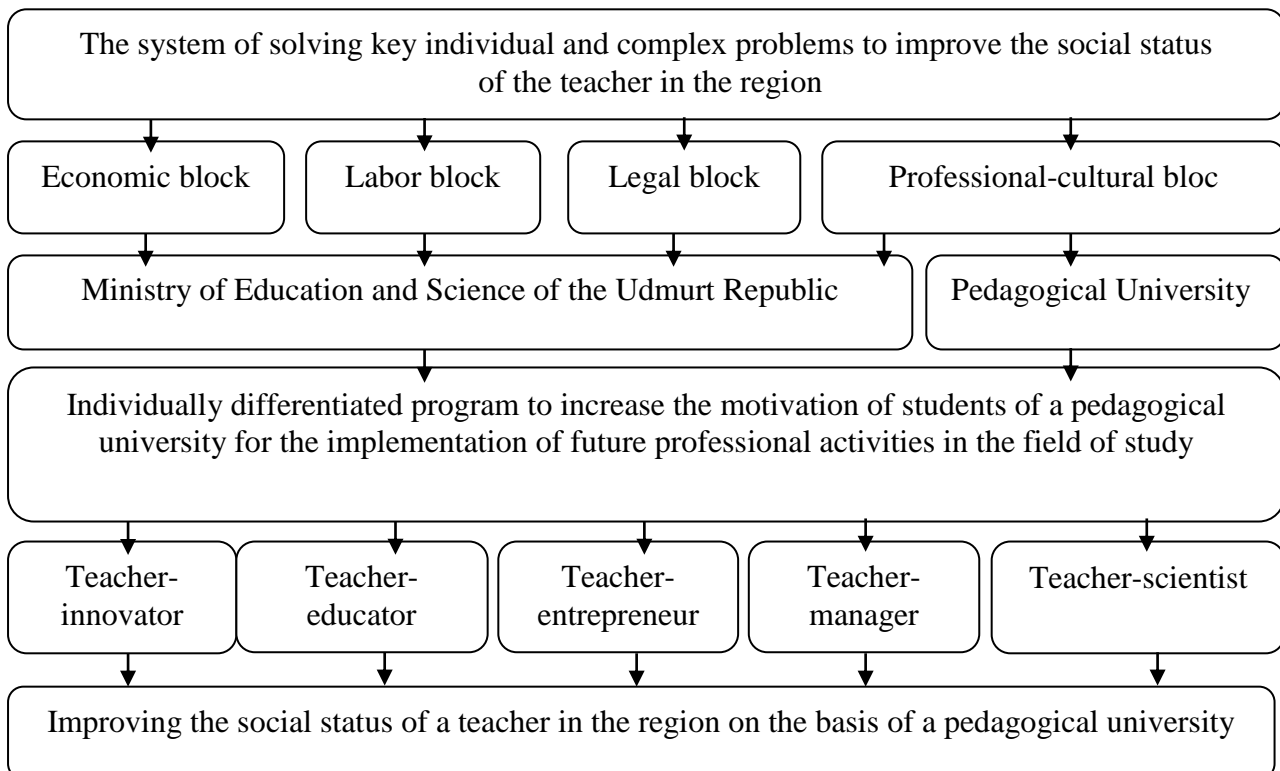


Fig. 1. Model of systemic improvement of the social status of a teacher in the region

The author's model is developed on the basis of identifying key areas for improving the social status of the teacher through a system of individual and integrated solutions for the following blocks:

- economic: raising the salaries of teachers by increasing the rate from 18 to 25 hours per week; an increase in the salaries of the highest "teacher categories" by increasing the number of children in classes; increasing the salaries of teachers due to the centralization of additional educational and preparatory services at schools; the creation of a unified system of criteria and indicators for obtaining incentive surcharges at the municipal, regional or federal levels;

- labor: improving the system of interaction of the teacher on the one hand and the parents of students and stakeholders on the other hand; the possibility of obtaining a higher "teacher category" for graduates of pedagogical universities; creation of a unified electronic document management system; development of a regional and municipal system "Social Nannies"; the director and head of the training department – elective positions under a fixed-term labor contract; the creation of a single federal base for the distribution of employment for graduates of pedagogical universities and teaching staff for "teacher categories"; the introduction of career development in the context of the introduction of categories of teachers;

- legal: the introduction of the federal program "First-year student", based on the fact that a first or second year student can be dismissed from the university by the administration only on a special commission; improvement of the charters of educational organizations in the aspect of strengthening the rights of teachers in relation to students and their parents; social benefits for children of teachers to obtain places in kindergarten and targeted detailed directions for training in pedagogical universities; reservation of individual medical days for teachers and their children in specialized electronic systems; improvement of the procedure for exclusion from school of students violating academic discipline or with deviant behavior in specialized classes or schools;

- professional-cultural: the development and implementation of additional education programs "Young Teacher", getting graduation diplomas – will ensure applicants receive detailed directions; with the increase in the category of teachers, they receive a budget target direction in the master's or postgraduate and formalization of clothing teachers with honors in categories; creation of a centralized system of informational impact on society on changing stereotypes about a teacher; making adjustments to the provisions of the "Teacher of the Year", certification requirements and top ratings based on indicators of employment in the teaching profession; an increase in intangible awards of thank-you letters of various levels, as well as enrollment of teachers on the Honor Board and their number in various authorities; introduction of an individually differentiated program to increase the motivation of students of a pedagogical university for the implementation of future professional activities in the field of study.

One of the key decisions in the development of an integrated model proposed an individually-differentiated program to increase the motivation of students of a pedagogical university for the implementation of future professional activities in the training profile. Its content includes the synergistic interaction of all departments of the university:

- deans: an annual survey of first-year and second-year students for their motivation for future professional educational activities; the definition of five target groups: teacher-innovator, teacher-educator, teacher-manager, teacher-entrepreneur, teacher-scientist;

- departments: the development of electives or elective disciplines, including a basic module aimed at solving key problems and creating a system of solutions to improve the social status of a teacher in a region, and a variant module aimed at training students in various types of professional activity and research activity; teacher-manager: pedagogical and organizational-managerial activity; teacher-innovator: pedagogical and project activity; teacher-p Illuminator: pedagogical, cultural and educational and methodical activity; teacher-entrepreneur: business activity – development and implementation of business plans in education, etc.);

- management of educational and social work: organizes out-of-class time in groups interactive meetings and master classes with leading high school graduates; carries out student visits in groups of the center for student initiatives, psychological services and a center for leisure and creativity;

- the department of pedagogical practice provides individual content and practical training for the target groups: teacher-scientist: carry out the practice in the departments of the university secondary vocational education and implement research activities at the departments; teacher-

manager: they implement the “Day of Self-Government” school under the guidance of the head of the school or the deputy principal; innovative teacher: create a project team at school and jointly apply for a social grant or a project competition; teacher-educator: make and implement a cultural and educational program at school under the guidance of a leading methodologist of the school; teacher-entrepreneur: undergo practical training in leading organizations of additional education and high-rated non-commercial centers of educational services;

- the commission on employment and postgraduate support of graduates creates an individually-differentiated map of pedagogical vacancies in the region by target groups: teacher-scientist: master's programs in the field of "Vocational Education" and postgraduate programs in the field of "Pedagogical Sciences". (vacancies: laboratory assistant, secondary vocational teacher, curator, specialist of the dean's office); teacher-manager: master's programs “Leader of educational organization” and “Management of educational work” (vacancies: head of the educational part of the school, deputy director for educational work or educational work); innovative teacher: educational "top" organizations in the field of project and grant activities, such as the «Presidential Grants Foundation», «Rosmolodezh», «Rybakov Foundation», etc. (vacancies: teacher, deputy director for research and innovation); teacher-educator: educational "top" organizations by subject ratings (vacancies: teacher-methodologist, teacher-organizer); teacher-entrepreneur: centers of additional education, preparatory courses and health and fitness services, international linguistic centers (vacancies: heads of educational centers, founders of autonomous non-profit organizations);

- the commission on graduation support of graduates: implements the interaction and feedback with graduates; promotes the employment of graduates; monitors the employment of graduates by target groups; collects information about the features of the professional activities of graduates.

At the third stage of the research, from the 2nd quarter of 2016 to the present, the developed model of the system for improving the social status of the teacher is introduced into the process of teacher training in the Udmurt Republic. On the basis of the pedagogical university "Glazov State Pedagogical Institute" was implemented an experimental study to determine the impact of the introduction of its key component, individually-differentiated program to increase the motivation of students of the pedagogical university to the implementation of future professional activities in the profile of training. In turn, which is determined by the following main indicators:

1. Analysis of the results of a survey of target groups on the prestige of the teaching profession on the questionnaire developed by RPORC, according to which respondents are ranked in three groups, the first believe that the teaching profession is prestigious, the second is not prestigious, and the third is found difficult to answer.

2. Assessment of the general professional competence of respondents – 1 (Willingness to recognize the social significance of their profession, possessing motivation to carry out professional activities) according to special case assignments.

3. Comprehensive assessment for summer pedagogical practice in the second or third year of study (interaction with children and teaching staff, performance of pedagogical tasks by a methodologist, public analysis, documentation reporting, activity in the activities of pedagogical and volunteer groups, recommendation letters, portfolio).

It should be noted that a preliminary diagnostic study on the presented indicators before the introduction of the author's program, between groups EG1 and CG1, showed a not significantly significant difference in chi-square at ($p > 0.05$).

3. Results

The following focus groups participated in the control section in 2nd quarter 2018: EG1, EG2, CG1, CG2. The results of the study on the above indicators are reflected in the [Tables 1-3](#):

Table 1. Analysis of the results of the survey of target groups on the prestige of the teaching profession

Groups / criteria	Difficult to answer	Not prestigious	Prestige	Mathematical-statistical processing by chi-square		
EG2 (%)	12	25	63	chi-square=18.58 chi-square(critical)=9.21, p<0.01	chi-square=2.923 chi-square(critical)=5.991, p>0.05	chi-square=5.56 chi-square(critical)=5.991, p>0.05
EG1 (%)	8	23	69			
CG1 (%)	24	36	40			
CG2 (%)	39	32	29			

Table 2. Analysis of the results of the formation of the respondents general professional competence – 1 (Willingness to recognize the social importance of their profession, possessing motivation to carry out professional activities)

Groups / grade	"5"	"4"	"3"	Mathematical-statistical processing by chi-square		
EG2 (%)	50	37	13	chi-square=25.348 chi-square(critical)=9.21, p<0.01	chi-square=2.923 chi-square(critical)=5.991, p>0.05	
EG1 (%)	62	28	10			
CG1 (%)	34	27	39			

Table 3. Comprehensive assessment for the summer teaching practice in the second or third year

Groups / grade	"5"	"4"	"3"	Mathematical-statistical processing by chi-square		
EG2 (%)	75	18	7	chi-square=26.086 chi-square(critical)=9.21, p<0.01	chi-square=3.164 chi-square(critical)=5.991, p>0.05	
EG1 (%)	71	26	3			
CG1 (%)	47	24	29			

For a more systematic analysis of the impact of the introduction of an individually differentiated program to increase the motivation of students of a pedagogical university for the implementation of future professional activities, the research profile developed the author's system of evaluating the respondents' choice of key stimulating factors for choosing future professional pedagogical activities: economic. Respondents were offered to select and explain in detail the key problems facing the young teacher in professional pedagogical activity, presented above in the author's model: legal, professional-cultural, labor and economic. Respondents themselves exhibited interest. The results of the study are reflected in the [Table 4](#):

Table 4. Analysis of the results of a survey of target groups on the choice of key problems facing the young teacher

Groups / criteria	Legal	Labor	Professional-cultural	Economic	Mathematical-statistical processing by chi-square		
EG2 (%)	18	32	22	28	chi-square=8.382 chi-square(critical) = 7.815, p<0.05	chi-square=1.316 chi-square(critical) = 7.815, p>0.05	
EG1 (%)	20	25	26	29			
CG1 (%)	14	13	28	45			chi-square=1.410 chi-square(critical) = 7.815, p>0.05
CG2 (%)	11	9	31	49			

The obtained values after statistical processing of research results using chi-square prove: a significant difference in all four indicators after the introduction of the author's program between EG1 and CG1 ($p < 0.01$ and $p < 0.05$); not significant difference in all four indicators after the introduction of the author's program between EG1 and EG2 ($p > 0.05$); no significant difference in the questionnaire developed by RPORC and the author's system of evaluating the choice of key incentives after the introduction of the experiment between CG1 and CG2 ($p > 0.05$).

The obtained statistical data on identifying the reliability of differences between the group of students where the experiment was carried out and where it was absent, prove the effectiveness of introducing an individually differentiated program to increase the motivation of students of a pedagogical university for the implementation of future professional activities in a pedagogical profile.

The revealed statistical data on the uncertainty of the differences between the experimental groups of full-time students and the group of students in the correspondence and evening departments working in the training profile for more than three years prove the formation of the necessary motivation and competencies under the influence of the experiment in full-time students not yet working in pedagogical profiles. In our opinion, the obtained data on the level and characteristics of motivation of students in the correspondence and evening departments who are already engaged in professional activities should be reference values or taken as a basis for students who are preparing to realize themselves in the teaching profession.

Statistically recorded data on the uncertainty of the differences between the data of the control group of full-time students and the group of respondents, which includes graduates who are not working on the pedagogical profile or students who have been expelled from the institute, show that not the right motivation among students in the control group. The found motivational and value orientations of this focus group on the implementation of pedagogical activity create a certain risk of further increasing the number of non-employed graduates in the pedagogical profile. What, in the end, may be one of the key conditions for lowering the quality indicators of vocational training and generally not the effectiveness of the system of training future teachers.

4. Discussion

The obtained research results complement the data of a study on the prestige of educational activities in professional self-determination (Ilyin et al., 2012). The study focuses on the economic and social aspects of enhancing prestige as a sociocultural phenomenon, as well as on developing a career guidance program through influencing various social institutions that affect the young person.

Certain aspects of the system model developed in the study update the scientific reference points for the key research problem, in particular, the scientific viewpoint in the work (Sichev et al., 2008). It examines the social status of the teacher through the balance of power between agents

and institutions, that teachers, despite dissatisfaction with wages, are primarily interested in the results of work, as well as self-education and creative self-realization as the key to successful professional activity. The contradictions found in the study in the system of social status of the teacher are connected, according to the authors, with the discrepancy between the high social mission of the teacher (social and cultural capital accumulated by the profession) and real institutional means (primarily economic capital and state support) that he has.

Continuing the discussion, the following study (Khusnutdinova, 2017) should be noted, in which similar results were obtained. The research model proposed by the author for the social status of the teacher includes an analysis of the three leading components: prestige, respect and satisfaction with the professional process. The main reasons, according to the researcher, which should be emphasized in the implementation of practical programs, lack of "free time" and the lack of "social recognition of the teaching profession in society as a whole." To solve the problem raised in the study, it is necessary to provide teachers with freedom from patterns in their professional activities and favorable conditions for creative self-realization, individuality and creativity (Iwakuni, 2017). In this aspect, it should also be noted that a study (Efimova, Semenov, 2015) describes a comprehensive program that helps teachers spend their time rationally, learning their time management, which they can spend on improving the quality of work with students during lessons and during extracurricular activities. Focuses on self-education, organizing and conducting various activities with schoolchildren or workshops to share experiences with colleagues and supervise the work of young teachers (Nagovitsyn et al., 2017).

In turn, our results reveal the depth to a holistic and systemic understanding of the improvement of the educational process of the pedagogical institute in the aspect of the professional orientation of students. Only with synergistic and systemic interaction of all departments of the university (deans, departments, department of educational and social work, department of pedagogical practice, commission of the institute for employment, and department of postgraduate support for graduates) is it possible to implement the program to increase the motivation of students of the pedagogical university to implement future professional activity profile training. Thus, in the study (Merenkov, Sushchenko, 2016), similarly to our study, measures were proposed to develop the system of additional education in order to intensify activities to create students' need for constant improvement of their competitiveness, more complete self-realization in the professional sphere. The following scientific work is devoted to improving the training of future teachers in terms of enhancing prestige in society through improving the quality of education according to the formula "The quality of the education system cannot be higher than the quality of teachers working in it" (Borisenkov, 2015). The author proposes a complex method of differentiation of future teachers from among those suitable for this profession and a systematic professional orientation to a teacher's career through the identification of aptitudes and abilities for educational work. Interesting are the results obtained in the article (Aydarova, 2016), in which students are offered attractive career incentives to work based on the use of an adequate system for evaluating their activities or approximating the content of initial teacher training to practical needs. Under these conditions, in order to make meaningful changes in the field of education, it is necessary to reconstruct school spaces and organize a public discussion of the role that education should play in society (Bressman et al., 2018).

Differentiation of activities by five target groups (teacher-innovator, teacher-educator, teacher-manager, teacher-entrepreneur, teacher-scientist) are close to practical results (McMahon et al., 2013) on the use of non-traditional approaches to teacher training and continuous professional development which confirm the findings of the study to rethink the preparation of bachelors of teacher education (Rijswijk et al., 2016). And also, the requirements of the new innovative thinking to individually-differentiated pedagogy (Hildenbrand, Schultz, 2015). The expanding elective course proposed in our study is similar to the study (Pinskaya et al., 2016). The authors proposed a practical course "Introduction to the profession" to expand opportunities for professional development, to adapt to the requirements of school realities, especially in classes with a problem contingent, through maintaining their basic motivation in the system of continuing education. Attention is drawn to the fact that differentiated teacher training in some cases is shifted toward implementation towards independent non-profit organizations (Lincove et al., 2015). The implementation of such innovative programs is proved to be effective both in raising the competence of graduates and in employer feedback. However, some types of programs are not

available for all schools, and thus, not significant differences between types of programs do not justify focusing reforms in this direction.

In general, the results presented in the study prove the need for studying and adjusting the main directions of the modernization of teacher education in the aspect of the motivational and value direction of training the future teacher (Nagovitsyn et al., 2018c). The key problems of raising the social status of a teacher are particularly evident in various scientific and methodological studies in Russia and around the world. Comprehensive programs for the systematic solution of economic, power, labor, status, cultural and other key problems facing modern education find a response in the implementation of continuous pedagogical education in the regions. The development of theoretical concepts, modeling and carrying out the practical component of the experimental work proved the effectiveness of the systemic impact on the above key areas of improving the social status of a teacher in the region on the basis of a pedagogical university.

5. Conclusion

Thus, the study presents the author's vision of a systematized activity to improve the social status of the teacher. The results of the study, focused on the formation of the social significance of the teaching profession, have shown that the level of schoolchildren's motivation to choose and train the teaching profession and, in general, the quality of education cannot be higher than the motivation of teachers working in it and, in general, their quality characteristics. The obtained statistical data in the study prove the effectiveness of the implementation of an individually differentiated program to increase the motivational and value attitude of students of pedagogical areas of study to the implementation of future professional activities. In particular, the existence of the necessary motivation and competences in the field of further education and upbringing of the younger generation under the influence of the experiment with full-time students who are not yet working in pedagogical profiles. Statistically recorded data on the reliability of differences between the data of a group of students of the experimental group and a group of respondents, which includes graduates who do not work on the pedagogical profile and students who have been expelled from the institute, show that the correct orientation to the social essence of the pedagogical profession in the Russian Federation.

In the work, a fundamentally new result was obtained in the strategy of planning for improving the indicators of student employment in the education system and education of the region and the country as a whole through the implementation of the author's program. New scientific data on the processes of raising the social status of a teacher and the laws existing in the studied pedagogical science on this subject are revealed. What ultimately may be one of the key conditions for improving the indicators of the quality of vocational training and, in general, the effectiveness of the system of training future teachers. The model developed in the study and the technological aspects of its implementation in terms of systematically increasing the social status of a teacher in the region will open a new direction of research development in pedagogical science and will allow an increase in the indicators of professional growth of teachers in the Federal Project "Teacher of the Future".

In the practical aspect, further implementation of the whole authoring development in the educational activities of all its model areas in the region will be significantly more effective. Namely, without an increase in budget financing and material social investments, it is statistically reliable to reduce the lack of "quality" teaching staff in educational, additional, preschool, physical education, sports, and creative areas of the region and reducing the number of young teachers leaving the profession during the first 3-5 years.

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