

## Consolidating Orientation of Pedagogic Functions of University Teachers in International Students Training

Bika B. Dzhamalova<sup>a</sup>, Andrey I. Timonin<sup>b</sup>, Vladimir I. Kolesov<sup>c</sup>,  
Vladimir V. Pavlov<sup>d</sup> and Anastasiia A. Evstegneeva<sup>b</sup>

<sup>a</sup>North-Caucasus Institute (branch) of All-Russian State University of Justice (RPA Russian Ministry of Justice) in Makhachkala, RUSSIA; <sup>b</sup>Kostroma State University Named After N. A. Nekrasov, RUSSIA; <sup>c</sup>Pushkin Leningrad State University, RUSSIA; <sup>d</sup>Kazan (Volga region) Federal University, RUSSIA

### ABSTRACT

This article is focused on the development of the structure and content of consolidating orientation of pedagogical functions of university teachers in international students' training. The leading method of research is the modeling method that allows producing of the established structure's and content's justification of consolidating orientation of teachers' pedagogical functions. The article deals with the structure and content of the concept "consolidating orientation of university teachers' pedagogical functions"; defines the content of educational process's updating in international students' training through the implementation of the consolidating orientation of teachers' pedagogical functions; substantiates the educational - methodical complex of educational process's updating of international students on the basis of the results of the study. The productivity of educational-methodical complex is proved using the criteria of formation of: cross-cultural interaction competence; ability to overcome barriers of cross-cultural communication; skills of objective evaluation of their own positions in the cross-cultural interaction with teachers, fellow students, in society; ability to plan cross-cultural interaction with others in the course of their professional activities; planning abilities of "settling" in the region, and others.

### KEYWORDS

Consolidation, cross-cultural interaction, pedagogical function, international students, university teacher

### ARTICLE HISTORY

Received 20 April 2016  
Revised 28 April 2016  
Accepted 9 May 2016

**CORRESPONDENCE** Bika B. Dzhamalova ✉ [skfrpa@yandex.ru](mailto:skfrpa@yandex.ru).

© 2016 Dzhamalova et al. Open Access terms of the Creative Commons Attribution 4.0 International License (<http://creativecommons.org/licenses/by/4.0/>) apply. The license permits unrestricted use, distribution, and reproduction in any medium, on the condition that users give exact credit to the original author(s) and the source, provide a link to the Creative Commons license, and indicate if they made any changes.



## Introduction

The educational activities of higher education institutions with international students in many respects is determined by the peculiarities of the processes of their adaptation to the training conditions, to their future professional activities, to communication and interaction in the educational environment and in society

This trend is also presented in the practical experience of teachers, teaching international students. Here it is manifested as a precondition for the success of current and future educational goals and objectives, the effectiveness of personal and professional development of students directly dependent on how long in time, and at what cost their adaptation process is happening (Drozhzhina, 2013; Ivanova, 2001; Grigoryeva et al., 2015). Therefore it is logical that the adaptation problems of international students to the educational process in the educational activities of the university teachers are in the first place. But the modern world view, being changed under the influence of the global problems of migration processes, from the new positions reveals the features of the process, requiring prompt, creative and efficient solutions on the part of all actors of educational activities. In this regard, an important aspect is a rethinking of pedagogical functions of teachers, teaching international students and their shift from educational - cognitive, informational bases on the methodology of consolidating direction of the educational process, the result of which is a partner communication of teachers and students, mutual understanding, mutual penetration and mutual enrichment of national cultures of all stakeholders are carried out. Results of the study show that in spite of its practical importance, these issues in the educational process of university are poorly developed. Moreover, because of - the lack of methodological bases of pedagogical functions' consolidating orientation of university teachers in international students' training, there is a traditional understanding of the content of the existing structure of educational - cognitive, communication, adaptation, motivation, professional-developmental functions (Ivanov, 2001; Masalimova, Porchesku & Liakhnovitch, 2016). Therefore, to talk about a holistic understanding of adaptation process of international students to the educational activities of the university is premature. Priority attention on the part of researchers belongs to the development of theoretical - methodical bases of pedagogical functions' consolidating orientation of university teachers in international students' training. The solution to this problem is the leading idea of the study.

## Literature Review

### *The essence of the concept “consolidating orientation of pedagogical functions”*

In the course of the study, this concept is seen as a multi-level process: 1) strengthening of cross-cultural interaction of international students with teachers, fellow students, representatives of the educational environment and society; 2) national cultures' mutual enrichment of the participants of the pedagogical process; 3) enriching of the traditional structure and content of teachers' pedagogical functions with new knowledge on the consolidation of the elements of cross-cultural interaction of teachers and students; 4) the transformation of the educational process in accordance with the consolidating characteristics of teachers' pedagogical functions. The provided directions'

solution to rethink teachers' pedagogical functions in international students' training in the modern processes of the general transformation of higher education is theoretically and practically expedient and necessary condition to improve the ranking of universities in the global education market.

### ***Alternative approaches to the study of research problems***

An important contribution to the development of theoretical - methodical bases of the problem of the study is works of F. Galton (1989), J. Piaget (1994), K. Young (1995). The works of these authors are devoted to the study of intelligence of personality and are created in another era, which is qualitatively different from modern civilization. But the idea of personal development of intellectual abilities does not lost its relevance today. In the first place is the idea of the dependence of student's intelligence on the learning environment and training functions' orientation. Confidence and Equality in cooperation of subject - object relations of the trained and the trainee, according to these authors is the main function of the intelligence's development of personality. Hereditary factor (except pathological conditions) is not a stumbling block in the development of the student's intelligence. It is not difficult to overcome in the process of awareness and acceptance by the individual of attitudes and values of the educational environment and the orientation of training functions. These ideas of F. Galton (1989), J. Piaget (1994) and K. Young (1995) were used in the course of study in a comparative analysis of the results of acculturation (Wimmer, 2008) and the implementation of conceptual ideas of consolidating orientation of pedagogical functions on the humanistic component of cross-cultural interaction and mutual enrichment and interpenetration of national cultures (Ivanova, 2001). Ideas of consolidating orientation proved to be effective in educational activities of teachers with international students on the theoretical and practical levels (Gladush, Trofimova & Filippov, 2008).

In the works of modern researchers topical issues of international students' training are reasoned by the problems' solution of adaptation to the educational process of the university. Many researchers (Dorozhkin & Mazitova, 2007; Dementieva, 2008; Annamuradova, 2013; Ivanova, 2001; Kalimullin & Masalimova, 2016) on the basis of the results allocate specifics of various groups of international students with possible features' defining of pedagogical work with them. Another group of researchers highlights problems of cross-cultural interaction of international students in the educational environment of university in a number of special ones, identifying the environment with socio-cultural environment of society (Ivanova, 2001). In these conditions, special significance belongs to the results of studies, due to reconsideration of the didactic process and the implementation of advanced technology of project, network nature (Vadutova, Kabanova & Shkatova, 2010). The structure and content of the study reflect the theoretical-methodical directions of the projecting and implementation of didactic content of pedagogical functions of university teachers in international students' training on the basis of consolidating ideas of cross-cultural interaction of educational process's entities. The results obtained can be used as a structural - functional basis for the projecting of a didactic model of educational process in the university in international students' training and the creation of educational - methodical complex for its updating.



## Results

### *Typology of teachers' educational activities in international students' training*

The study of teaching experience at universities work with international students shows that a teacher working with this group of students is both a performer of teacher's functions, organizer, educator and assistant. These functions are interrelated and integrated by problems' solving – to adapt the students more efficiently and quickly to the educational environment of the university; help them to overcome internal and external barriers to engage them in the active educational and social life of the university; arrange their professional formation process; develop a positive attitude towards the profession and others. Results of the study show that in the practice of higher education institutions on the international students' training positively proven specific types of educational activities of teachers exist, having a special structure of innovative features: 1) training - subject type, 2) coaching, 3) tutoring.

#### *Training - subject type of activities*

This activities is characterized by the orientation of pedagogical functions for the purposes of educational activities: 1) the achievement of the objectives of each educational curriculum; 2) each type of educational institution separately, in which every social order is transformed into concepts and categories of the educational subject; 3) pedagogical goals that are realized every day, at every training session. Implementation of the functions of pedagogical activities of the teacher is carried out during the pedagogical process. Teaching process is conditioned in turn by the educational objectives and the interaction of its main components: 1) educational content; 2) teaching, that is, the activities of the teacher; 3) learning - the activities of students; 4) means of control. Integrating element of the main components is consolidating orientation of pedagogical functions of teachers to positive cross-cultural interaction with students.

#### *Coaching*

When translated from the Latin coach means "guardian." Such a discourse is consistent with the basic goals, objectives and functions of the coacher's activities in the training group: the development of personal and professional qualities of international students and their successful adaptation to the educational process, to socialization in the university and socio-cultural environment; implementation of effective professional development, awareness of the role and importance of norms and values of social and cultural environment to identify themselves with others; reducing of the anxiety and predisposition to conflict situations; overcoming of barriers of acclimatization, etc. In dealing with all these problems, the leading role belongs to the group coach, basing in the diverse activities at consolidating orientation of pedagogical functions. As in the interpreter's activities the translation's content should contribute to the understanding between the parties so in the work of the coach there is a single goal: to create the conditions for productive learning process based on the interaction, mutual understanding and respect of students and teachers.

#### *Tutoring*

It is determined by reorientation of the rates of students' key competences formation in the European countries from the start to the finish ones, which led, in turn, to the development of more flexible and advanced technologies for the production of knowledge (Gladush, Trofimova & Filippov, 2008). In this regard, in universities, training international students, there is a new type of teacher - it's not a lecturer but a tutor, basing on modern technology and rational organization of the educational process. The tutor (or academic advisor) - organizes the training process of the student, helps to get the most out of training, following the progress of the student's studies, advises and supports interest in learning throughout the course. To assist students in choosing and implementing of their educational trajectories the service of academic consultants (tutors) is organized at faculties. Tutors work with the faculty dean's office. One tutor carries out the work, as a rule, within no more than one or two directions (specialties) and supervises students from the first to the final year. Pedagogical functions of the tutor:

1) preparation for students of the necessary information materials on the organization of educational process, organization of their presentations on departments, on the stands, and the web page of the Faculty (Department);

2) carrying out or arranging of the group and individual counseling for students in order to make more rationally individual and working curricula for the year;

3) monitoring's organization of students' individual plans' development for specified period and participation in the preparation of work plans on (specialty) for the academic year;

4) assisting for students during the changes in their individual learning plans;

5) monitoring of the timely preparation by the teachers, departments of all teaching materials needed for Training in a particular field (specialty);

6) monitoring of the performance by students, teachers, departments of midterm and current control's rules on all disciplines, participation in the calculation of the students' academic rating, as well as working for the commissions at examinations;

7) representing of students' academic interests in university;

8) taking part in the work of the commissions of the dean's office, devoted to issues of students' performance and academic status;

9) being members of the teaching faculty committees.

The results of the study and the study of universities' experience with international students show that the pedagogical functions of the established types of teachers' educational activities are closely related, overlapping in many respects and require a certain correction as at the organizational - structural, so on the theoretical - methodical and meaningful levels.

### ***Classification of teachers' pedagogical functions, providing educational process of international students at the university***

Despite the existing distinction in the implementation of the professional duties of subject teachers, coaches and tutors, pedagogical functions are the same for all three types of activities. In the course of the study in the logic of the identified laws the effectiveness of pedagogical functions' classification was



experimentally proved effectively used in the practice of teachers and positively impacting on the consolidation of cross-cultural interrelation of international students in all areas of their life activities: learning, communication with teachers and fellow students, in society, in place of residence, in their professional activities:

- methodological - expresses a general strategic orientation of international students' training on the basis of cross-cultural interaction between all participants in the educational process and involves the implementation of consolidation direction of functions in the educational practice of subject teachers, coaches' educational work and tutors' organizational - methodical work;

- cognitive - is focused on the transformation of students' knowledge about the world, education, labor, the world of modern professions, on the reproduction of new knowledge, critical thinking;

- cross-cultural interaction - is aimed at consolidating interaction of educational process's entities, representing different ethno-cultural communities based on mutual understanding, mutual trust, harmony and cooperation;

- activities - is focused on the needs of the individual student to increase their knowledge, intellectual skills required for particular professional activities and personal development;

- personality - developing - determines motivation, critical thinking, values, self-organization, self-transformation, reflection;

- adaptation – is focused on the development of socio - professional mobility, the ability to self-education and self-organization, to project alternative scenarios of socio - professional life activities, development of individual style of activities;

- diagnostic - determines the social - professional direction (motivation, attitudes, interests) and identifies the levels of expression of the intellectual - important qualities and abilities for adaptation;

- correctional - makes changes in the structure and content of the university's educational system, in the trajectories of educational and professional work of teachers and students, in overcoming of socio - professional deformations and crises, in the harmonization of intellectual and socio - psychological profile of a person;

- predictive (advanced) - is aimed at the disclosure of the creative potential of the individual, on the formation of the attitude to professional self-development, career growth, the willingness to self-transformation through innovation;

- is focused to improve the competence to see themselves and their behavior from "outside", to give a critical assessment, to make responsible decisions for their statements, to correct their mistakes;

- qualimetric - is focused on the development of intellectual competence to adequately assess the quality of training (knowledge, formation of professional - important qualities, competencies, level of socio - professional adaptation;

- professional and personal orientation of pedagogical functions on their adaptability to the subjective characteristics of the students, their typological and individual qualities affecting the educational activities;

- information support of the educational process - is focused on the effective application of consolidating orientation of pedagogic functions in the implementation of information and computer technologies.

Specifics of manifestations of consolidating orientation of subject teachers', coaches' and tutors' pedagogical functions' established classification in international students' training is in the reduced forms of educational activities as the regulations of the creative self-organizational work to achieve planned strategic (long-term), tactical (actual) or operational (daily) training - professional purposes. Table 1 shows the results of the study on the establishment of the place and role of pedagogical functions in the educational activities of subject teachers, coaches and tutors.

**Table 1.** The consolidating orientation of university teachers' pedagogical functions in international students' training

Classification of pedagogical functions of teachers	Typology of the educational activities of teachers			Indicators of consolidating orientation of teachers' pedagogical functions
	Subject teacher	Coach	Tutor	
Methodological	5	0	2	- willingness to follow the rules of cross-cultural communication given by the educational environment of university (5 points); - ability to produce new norms of behavior, ideas, attitudes, to overcome their own attitudes (5 points); - the ability for a positive understanding of reality (5 points); - the ability to form a training target in the study area of knowledge or professional activities; create educational or business plan, carry it out using all available resources; make a self-assessment of the activities (5 points); - methods of mental activities, possession of heuristic methods and ways of activities, forecasting methods, methods of formulation of hypotheses, construction of regularities, theories, using of intuition, insight, ability to find a variety of problem-solving strategies (5 points); - individual features of education, characterized by depth, openness, goodwill, interaction, humanity (5 points).
Cognitive	5	4	5	
Activities	5	3	5	
Personality-developing	5	4	5	
Adaptive	4	4	5	
Diagnostic	0	3	5	
Cross-cultural interaction	5	5	5	
Correctional	5	5	4	
Professional and personal orientation	5	3	4	
Predictive	5	3	5	
Reflective	5	4	4	
Qualimetric	5	5	5	
Information support	5	4	5	

Quantitative indicators of the types of activities differ significantly. Indicators of consolidating orientation of pedagogical functions for all types of educational



activities manifest themselves as a basic nucleus, the presence of which in the structure and content of any function of the pilot's rating is assessed as a permanent feature. The reliability of the data obtained is confirmed by the criteria of the average values at the highest rating of 5 points.

### ***Educational - methodical complex of pedagogical functions of university teachers in international students' training***

It is represented as a set of teaching, organizational - methodical and technological constructs of pedagogical functions of university teachers in international students' training.

#### ***Didactic construct***

The results of the study obtained make it possible to determine the consolidating direction of pedagogical functions of teachers, based on a single training cycle (target - content - methods and tools for solving of educational problems) focused on the projecting:

- purposes of training in terms educational activities' kinds - of subject teachers, coaches and tutors, their motivation and qualitative characteristics;
- preparation of assignments for the identification, maintenance and correction of the initial level of students' knowledge;
  - logical - didactic structure (the actual content) of the course of the topics;
  - the optimal sequence in studying of the course and conducting of training;
  - schemes of orienting basis of actions (algorithms - prescriptions) to carry out teachers' targeted activities;
  - tasks' system to teach students cognitive activities' and cross-cultural interaction's target species;
  - a phased plan for the educational activities of the student;
  - optimal organizational forms of lectures, seminars, practical study and self-study;
  - control tasks, tests to determine and correct the level of knowledge - abilities, the development and application of exam tests;
  - innovative curricula, textbooks, educational - methodical manuals in electronic or printed versions, taking into account the specifics of the educational activities of subject teachers, coaches and tutors.

#### ***Organizational-methodical construct***

It is visually presented in projects of introductory courses for teachers, coaches and tutors. In practical experience of the majority of universities that train international students, these courses deserve well reputation, because they are one of the many existing manuals providing effective assistance to teachers in their work. In the course of the study the testing of the introductory course "It is good to know" was carried out.

Course's goal: To increase the level of cross-cultural interaction of teachers and students, to carry out the necessary theoretical knowledge, generate basic knowledge and practical skills to work with international students, allowing competently and promptly to assist international students to be adapted to life and study in another country.

Course's objectives: To expand the conceptual discourse of cross-cultural interaction of students due to the content of the consolidating orientation of pedagogical functions of subject teachers, coaches and tutors; disclose opportunities of the established structure of the teachers' functions in students' adaptation processes; raise the level of teachers' pedagogical competence in international students' training.

Innovation policy of the course:

– by the content – is based on the latest scientific research in the cross-cultural interaction, communication and tolerance, as well as the practical experience of work with international students;

– by the teaching methods - contains necessary methodical developments in the field of international students' training;

by literary provision - provides an extensive bibliography, a list of educational - methodical manuals and recommendations of leading universities;

– by the organization of the educational process - the educational process is organized with using of the latest information technology, which allows use it not only in person but also in the form of online learning.

Basic knowledge, abilities, skills:

- knowledge of the basic concepts of consolidating orientations of teachers' pedagogical functions, cross-cultural interaction, communication, adaptation of international students;

- understanding of the main social and cultural difficulties which arise in international students' adaptation period in the educational environment of university;

- the ability to organize the vital activities of international students in accordance with the adaptation requirements;

- teachers' skills to use the knowledge gained in the implementation of activities with international students.

Organizational and methodical construction of the course:

The total duration of the course is 32 hours. The course consists of lectures (14 h.), seminars (4 h.), practical training (4 hours.) and independent work (10 hr.). Lectures are held with demonstration of presentations, extensive illustrative materials (albums, booklets, postcards, etc.).

### ***Technological construct***

It is conditioned by the established consolidating orientations of pedagogical functions in international students' training. In the course of the study the efficiency of innovative technologies is proved of projective, interactive and electronic nature. The advantage of these types of innovative technologies is an emotional and intellectual richness of lessons, initiating the restructuring of the consciousness of the educational process's entities and the correction of cross-cultural interaction.

### **Discussion**

The results of this study confirm the hypothesis put forward that the problem of theoretical - methodical bases of university teachers' pedagogical functions'



consolidating orientation in the international students' training is one of the most urgent educational problems of higher education. This trend is explained by the influence of the modern picture of the world, changed under the influence of the global problems of migration and from the view point of new positions reflecting peculiarities of the process, requiring prompt, creative and efficient solutions on the part of all actors of the educational activities. In this regard, an important aspect is the rethinking of teachers' pedagogical functions, teaching international students and their shift from educational - cognitive, informational bases on the methodology of consolidating orientation of the educational process, the result of which becomes a partner communication of teachers and students, mutual understanding, mutual penetration and mutual enrichment of national cultures of all stakeholders is carried out.

Priority attention on the part of researchers belongs to the development of theoretical - methodical bases of consolidating orientation of university teachers' pedagogical functions in international students' training and educational - methodical complex of renovation of the educational process by means of consolidating orientation of pedagogical functions of the university teachers.

In the process of the study the efficiency of the complex identified is proved using the criteria for formation of: cross-cultural competence ("before" experiment - 5%, "after" experiment - 35%); ability to overcome barriers of cross-cultural interaction ("before" experiment - 3%, "after" experiment - 15%); skills to objectively evaluate students' positions in cross-cultural interaction with teachers, fellow students, in society ("before" experiment - 5%, "after" experiment - 10%); ability to plan cross-cultural interaction with others in the course of professional activities ("before" experiment - 3%, "after" experiment - 25%); motivation for planning of "settling" in the region ("before" experiment - 1%, "after" experiment - 15%).

## Conclusion

The study confirms the theoretical and practical significance of the problem of research as a promising innovative direction in international students' training, focused on cross-cultural interactions with university teachers, fellow students and members of society. Based on the established structure and content of types of subject teachers', coaches' and tutors' educational activities in the course of the study the classification of teachers' functions was studied in detail, the structure and content of consolidating orientation of subject teachers', coaches' and tutors' pedagogical functions was defined, the content of educational - methodical complex was determined of educational process's updating with the help of university teachers' pedagogical functions' consolidating orientation.

The efficiency of educational - methodical complex is proved. This problem as a research direction is not exhausted by the solution of the studied aspects. In its potential there are resources available, useful for improving of the process of international students' training.

## Disclosure statement

No potential conflict of interest was reported by the authors.

## Notes on contributors

**Bika B. Dzhamalova** is PhD, Professor of North-Caucasus Institute (branch) of All-Russian State University of Justice (RPA Russian Ministry of Justice) in Makhachkala, Makhachkala, Russia.

**Andrey I. Timonin** is PhD, Associate Professor of Kostroma State University Named After N. A. Nekrasov, Kostroma, Russia.

**Vladimir I. Kolesov** is PhD, Professor of Pushkin Leningrad State University, Saint Petersburg, Russia.

**Vladimir V. Pavlov** is PhD, Professor of Kazan (Volga region) Federal University, Kazan, Russia.

**Anastasiia A. Evstegneeva** is PhD, Associate Professor of Kostroma State University Named After N. A. Nekrasov, Kostroma, Russia.

## References

- Annamuradova, A. A. (2013). Adaptation problems and their solutions in SHPSU. *Proceedings of the V International student's e-Science Conference. "Student scientific forum"*. Direct access: <http://www.scienceforum.ru/2013/pdf/6241.pdf>.
- Dementieva, S. V. (2008). Universities of Russia as migrant adaptation mechanism. *Proceedings of Tomsk Polytechnic University 6 (313)*, 158-164.
- Dorozhkin, J. N. & Mazitova L. T. (2007). Social adaptation problems of international students. *Sociological studies, 3*, 73-77.
- Drozhdzina, Y. A. (2013). Study of adaptation of international students. *Empirical studies, 3(1)*, 33 - 47.
- Galton, F. (1996). Heredity of talent, its laws and consequences. Moscow: Idea, 269 p.
- Gladush, A. G., Trofimova, T. N. & Filippov, V.M. (2008). Social - cultural adaptation of foreigners to the conditions of studying and living in Russia. Moscow: People's Friendship University, 146 p.
- Grigoryeva, E. V., Leyfa, I. I., Yatsevich, L. P., Demyanenko, M. A., Makovey, N. V., Pavlushkina, T. V. & Masalimova, A. R. (2015). Designing technology of English language teaching content based on international component. *Review of European Studies, 7(1)*, 123-129.
- Ivanova, M. I. (2001). *Socio-psychological adaptation of international students to higher education in Russia*: PhD Thesis. Saint Petersburg: SPbSTU. 353 p.
- Young K. (1995). Psychological Types. Moscow: Progress-Univers, 716 p.
- Kalimullin, A. M. & Masalimova, A. R. (2016). Editorial: Actual Issues of National Education. *International Electronic Journal of Mathematics Education 11(1)*, 1-2.
- Masalimova, A. R., Porchesku, G. V. & Liakhnovitch, T. L. (2016). Linguistic Foundation of Foreign Language Listening Comprehension. *International Electronic Journal of Mathematics Education, 11(1)*, 123-131.
- Piaget, J. (1994). Selected psychological works. Moscow: International Pedagogical Academy, 680 p.
- Vadutova, F. A., Kabanova, L. I. & Shkatova, G. I. (2010). Evaluation and prediction of the adaptation of international students to training conditions in Russian universities. *Bulletin of Tomsk State Pedagogical University, 12*, 123-126.
- Wimmer, M. (2008). The question of "cross-cultural dialogue" in the European educational systems. Cross-cultural and cross-faith dialogue problems in higher education in Europe. Moscow: Thought, 224 p.