

# Training a polyfunctional teacher within the dialogue of culture and sport in modern learning community

Leila Munirova<sup>1</sup>, Anita Gvozdeva<sup>2</sup>

1. Department of Education, UNESCO centre, M.Akmullah Bashkir State Pedagogical University,

Russian Federation, Bashkortostan, Ufa, Oktyabrskoy rev.street 3a, E-mail:leilambpsu@yandex.ru

2. UNESCO centre, M.Akmullah Bashkir State Pedagogical University, Russian Federation, Bashkortostan, Ufa, Oktyabrskoy rev.street 3a, E-mail:anita.unesco@gmail.com

**Abstract - The realization of a multifunctional approach in the system of professional physical teacher training necessitates the inclusion in educational programmes of different profiles the development of individual trajectories. In order to form professional competencies in modern learning community it is necessary to implement educational programmes in a number of different academic activities for student choice. Training a polyfunctional teacher in the dialogue of culture and sport provides didactic models and key typology of such competences, cross-cultural management associated with building a learning society, learning cities of culture and sport.**

Keywords –learning community, training a polyfunctional teacher, a multifunctional approach, comparative didactics, professional competences, international culture and sport, social mobility, dialogue of cultures in sport education, UNESCO programmes.

## I. Introduction

The pedagogical university provides regionalization of professional teacher development for modern schools determined by state, administrative, legal, socioeconomic, sociocultural, and socio-pedagogical factors. Training a polyfunctional teacher in the dialogue of culture and sport provides a didactic model for polyfunctional physical education and socialization of future teachers. The theoretical basis of study are anthropological, cultural, systematic, comparative approaches to professional education. Comparative pedagogy reveals the positive and negative aspects of international teaching experience, methods and forms of mutual enrichment of national cultures in teaching innovative educational activities. The methodological basis for comparative studies are the specific historical, cultural, ethno-psychological, civilizational approaches to comparative education and educational theory and practice in various countries and regions (D. Badarch, N.V. Bondarevskaya, B. L. Wulfson, A.N. Dzhurinsky, V.P. Lapchinskaya, Z.A. Malkova, N.D. Nikandrov; "Yearbook of Education" (Columbia University), "International Yearbook Training and Education, International Journal of Teachers" (Germany), "Comparative Education", "The world of education" ("Le Monde Education"), "Review of Comparative Education"). The comparative approach promotes students' understanding of the laws of formation

and development of global educational thought, research, strategies and trends of teacher education in the modern world as well as key professional competences and main characteristics of future teachers' personality.

## II. Page Setup

The concept of 'polyfunctionality' is a necessary part of teachers' professional training or considering that the activity of a modern teacher is multifunctional by necessity to perform different functions and professional tasks. Multifunctionality as the professional activity is at top level of research and practice development demanded by modern educational system in Russia and abroad [1, pp. 234-237].

The expansion of the areas of multifunctional activity (the implementation of elective courses, organization of research projects for students, psychological and pedagogical support of individual educational outcomes), new roles for teachers (tutor, technology coordinator, supervisor, facilitator) supposes the training a polyfunctional teacher in the dialogue of culture and sport [2, pp.63-67].

The main issues of teachers' training in the context of international UNESCO development are the following "Perspectives and trends in UNESCO movement of the world", "Multicultural education in the world of culture and sport", "Human Rights in Sport Education", "UNESCO and world education in different universities", "Modern learning community and modern learning cities of sport and culture".

The Bashkir State Pedagogical University UNESCO centre "Social mobility of students within the dialogue of cultures in global education" coordinates the process of training a polyfunctional teacher in universities and schools of Bashkortostan, including best practice of UNESCO in sport and cultural activities relevant to the challenges of UNESCO National Education. The centre organizes teachers' training courses "UNESCO movement and training future teachers in modern learning community" and coordinates the participation in international sport and cultural programmes.

Sport and culture community creates new opportunities of electronic textbooks, educational portals and websites for exchange of the best practice of social pedagogy, publication of monographs in methodology of sport and culture in integration of mass-media education, learning communities and technologies in media industry, SMART schools, transcultural education;

The centre cooperates with leading universities in St.Petersburg, Moscow, Kaliningrad, Kazan, Yekaterinburg, implementing innovative projects of UNESCO in the networking of universities and UNESCO Chairs in the context of culture and sport, provide innovative high school renovation and improvement of cultural and sport policy (Creation the modern system of training a multifunctional teacher in the dialogue of culture and sport. Integration of new didactic methods for using innovative technology in modern rural schools) [3, pp. 51-57].

Simulation of social mobility within the training a polyfunctional teacher in the dialogue of culture and sport provides the following activities:

1. Education - promotion learning and creative community in Bashkortostan within the dialogue of cultures, inter-university cooperation of "UNESCO Chair" (UNESCO UNITWIN), UNESCO's Associated Schools Network, achieving the Millennium Development Goals (MDGs), the United Nations Development Programme (UNDP), "Education for All".

2. Science - participation in scientific comparative programmes, grants, projects, conferences, webinars and forums in the development of sport and cultural mobility in the universe of learning cities for integration social and educational activities.

3. Culture - future teachers' socialization in regional educational environment, creating individual trajectories of social adaptation, the problems of ethnic culture and intercultural communication, youth subculture, ethn-socialization of future teachers in Bashkortostan.

4. Sport and tourism - individual socialization in sports and tourism environment, Olympic education, inclusive education, museum and ethnographic tourism, mountain, water, skiing to urism, sport and cultural festivals. Understanding the university as an international sport, cultural and educational centre, development the common strategy of cooperation within the public authorities of sport and cultural territories of the XXVII World Summer Student Games 2013 in Kazan, the XXII Olympic Winter Games and the XI Paralympics Winter Games 2014 in Sochi.

5. Information and communication - integration of media-communicative education, creation of electronic textbooks, educational portals and web-sites in the context of sustainable development, publication of books, teaching aids, series of articles in the dialogue of cultures and civilizations of East and West [4, pp.135-138].

The concept for the development of a polyfunctional model of physical culture teacher focuses on methodology, theory and technology of cross-cultural management in education, sport and intercultural dialogue and strengthening of ethnic and cultural unity of the peoples of Bashkortostan. [5]

There were held "round tables", conferences, forums and festivals in cooperation with leading universities in St. Petersburg, Moscow, Kaliningrad, Kazan, Yekaterinburg, Yakutsk, Ukraine, Belarus, Poland, Baltic countries, Macedonia, Switzerland, Germany, China, Turkey, Kazakhstan.

To provide innovative high school renovation and improvement of educational policy there are implemented innovative projects of UNESCO in the networking of universities and UNESCO Chairs, such as "Modern University - Dialogue of Cultures and Education", "Ethno-socialization of physical culture teachers", "Professional competence of future teachers in modern learning community", "Comparative Education in the dialogue of cultures and sport", "Social portrait of modern Turkic physical education teachers", "Intercultural Tolerance of Turkic-speaking students in

sport of modern university", "Creating inclusive learning environment at modern sport schools".

## Conclusion

The focus of this paper is on creating a polyfunctional model of physical culture teacher. This challenges the following professional activities as pedagogical, cultural, educational, scientific, psychological and social. To create the innovative didactic models in integration of cultural diversity and sport we should take into account the existing characteristics of modern system in regionally oriented professional training: multifunctionality, modularity, variability, flexibility and dynamic international platform in the process of teachers' training. The world of culture and sport transforms learning skills and competences throughout lifelong education, promotes creativity and innovation of training a modern polyfunctional teacher.

## References

- [1] L. Munirova. "Academic Student Mobility within the Dialogue of Cultures and Sport Education in Bashkortostan", in Proceedings of the 2nd international higher education congress: YOK-2011, Istanbul, 2011.
- [2] L. Munirova, A. Rainis. "Academic mobility of students in the dialogue of culture and sport", in Proceedings of the international scientific conference "Academic Mobility: Challenges and Prospects": May 19- 21, 2011, St. Petersburg, 2011.
- [3] L. Munirova, A. Rainis. "Ethnic tolerance of Turkic students in sports and educational environment of the university", in Proceedings of the 2nd International Forum "Strategy for the interaction of educational institutions and employers" Parliamentary Assembly of the States - members of the Commonwealth of Independent States: November 25-27, Saint-Petersburg State University of Service and the economy. Sheffield Hallam University (UK), 2011.
- [4] L. Munirova, A. Rainis. Social Portrait of physical culture teachers in modern rural school, in Proceedings of the 2nd International Congress "Modern problems of physical training education": October, 27-29, 2011, Immanuel Kant Baltic Federal University, Kaliningrad, 2011.
- [5] Overcoming Inequality: Why Governance Matters, EFA Global Monitoring Report. Oxford University Press: UNESCO Publishing, France, 2012.
- [6] S. Sabaliauskas, S. P oteliūniē. Going in for sports motivation peculiarities in sportsmen at different levels of excellence, in Proceedings of the 3rd Baltic Sport Science Conference "Physical Activity and Sport in Changing Society: Research, Theory, Practice and Management": April, 29- 30, 2010, Latvian Academy of Sport Education, Riga, 2010. pp.13-18.