

## Booktrailer as a means for forming the design competence of future teachers

Booktrailer como medio para formar la competencia de diseño de futuros maestros

Booktrailer como um meio para formar a competência de design dos futuros professores

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### Abstract

Article is devoted to a problem of forming design competence of future teacher. Its relevance is connected with change of specifics of the pedagogical activity demanding continuous search of new training technologies, interaction forms, and pedagogical maintenance and according to causing special requirements to design competence of the teacher. In this regard the problem of search of the most effective remedies of forming design competence of future teacher at a grade level at the higher vocational school is staticized. According to authors, considerable potential in this plan the innovative forms of design based on broad use of information technologies have. In this regard authors of article concentrated the attention on identification of potential opportunities of such modern form of pedagogical design, the main on use of electronic educational resources as booktrailer.

In work the theoretical provisions concerning a concept design competence, a method of projects, design abilities are stated. Identification of potential of booktrailer for forming design competence of future teacher and also

### Resumen

El artículo está dedicado a un problema de formación de competencia de diseño del futuro maestro. Su relevancia está relacionada con el cambio de aspectos específicos de la actividad pedagógica que exige la búsqueda continua de nuevas tecnologías de capacitación, formas de interacción y mantenimiento pedagógico y, de acuerdo con los requisitos especiales para diseñar la competencia del maestro. En este sentido, el problema de la búsqueda de los remedios más efectivos para formar la competencia de diseño del futuro maestro a nivel de grado en la escuela vocacional superior está estático. Según los autores, existe un potencial considerable en este plan que tienen las formas innovadoras de diseño basadas en el uso generalizado de las tecnologías de la información. En este sentido, los autores del artículo concentraron la atención en la identificación de oportunidades potenciales de este tipo de diseño pedagógico moderno, principalmente en el uso de recursos educativos electrónicos como booktrailer.

En el trabajo se establecen las disposiciones teóricas relativas a una competencia de diseño de

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development of recommendations about the organization of design activities for creation of booktrailer in the course of studying of pedagogical discipline "History of pedagogics and education" was result of the conducted research.

Application of the obtained data will help with a solution of the problem of creating favorable conditions for professional and personal development and self-development of students at a stage of high school training.

**Keywords:** design competence, design activity, project method, design abilities, booktrailer.

conceptos, un método de proyectos, habilidades de diseño. El resultado de la investigación realizada fue la identificación del potencial de booktrailer para formar la competencia de diseño del futuro maestro y el desarrollo de recomendaciones sobre la organización de actividades de diseño para la creación de booktrailer en el curso del estudio de la disciplina pedagógica "Historia de la pedagogía y la educación".

La aplicación de los datos obtenidos ayudará a resolver el problema de crear condiciones favorables para el desarrollo profesional y personal y el desarrollo personal de los estudiantes en una etapa de capacitación de la escuela secundaria.

**Palabras clave:** competencia de diseño, actividad de diseño, método de proyecto, habilidades de diseño, booktrailer.

## Resumo

O artigo dedica-se a um problema de formar a competência de projeto do professor futuro. Sua relevância está ligada à mudança de especificidades da atividade pedagógica, exigindo a busca contínua de novas tecnologias de treinamento, formas de interação e manutenção pedagógica, e de acordo com a necessidade de requisitos especiais para projetar a competência do professor. Neste sentido o problema da pesquisa dos remédios mais eficazes da formação da competência de projeto do futuro professor a nível de grau na escola vocacional mais alta é estático. Segundo os autores, o potencial considerável neste plano as formas inovadoras de design com base no amplo uso de tecnologias da informação têm. Neste sentido os autores do artigo concentraram a atenção na identificação de oportunidades potenciais de tal forma moderna do desenho pedagógico, o principal no uso de recursos educativos eletrônicos como o booktrailer.

No trabalho as provisões teóricas acerca de uma competência de desenho de conceito, um método de projetos, habilidades de desenho afirmam-se. A identificação do potencial de booktrailer para formar a competência de projeto do futuro professor e também o desenvolvimento de recomendações sobre a organização de atividades de desenho da criação do booktrailer no decorrer do estudar da disciplina pedagógica "História de pedagogia e educação" resultou da pesquisa conduzida.

A aplicação dos dados obtidos ajudará na solução do problema de criar condições favoráveis para o desenvolvimento profissional e pessoal e para o autodesenvolvimento dos estudantes em uma etapa do ensino médio.

**Palavras-chave:** competência em design, atividade de design, método de projeto, habilidades de design, booktrailer.

## Introduction

The modern educational situation based on the idea "education through all life" and which is characterized by global character, openness, flexibility changes specifics of pedagogical activity and causes special requirements to design competence of the teacher. According to

forecasts, the modern teacher during professional career will face need to accept, and then and to refuse two-three educational paradigms, he should project educational process in the conditions of fast changes.

In higher education the innovative paradigm of creation and granting content, emphasis on team approach and collaboration, new models of training, a tendency on independent development of training materials and means of communication by students demand continuous search of new training technologies, interaction forms and pedagogical escort of trainees.

This situation changes the content and level of design competence of teachers.

More and more attention at all stages of education is paid directly to a method of projects and design training per se. For educational practice of senior secondary education it is obligatory in connection with introduction of Federal state educational standards where the educational project is one of key indicators of assimilation of subject knowledge and skills.

Training at a basis of projects is an innovative approach to training which teaches a set of the strategy which is crucial for success in the 21st century (Bell, 2010). It creates possibilities for development of critical thinking, mastering skills of cooperation. The teacher, playing at the same time a role of the facilitator, develops not only knowledge, but also social skills. However, despite a long story of application, the balance between the academic knowledge and pragmatical skills when using a method of projects remains a controversial issue. In this regard, training of future teachers in higher education institution to the leadership in design activity of students is considered in modern researches as an obligatory component of professional pedagogical education (Kapranova et al, 2016).

The designated tendencies in development of modern education place great demands on design competence of teachers and cause search of innovative means of pedagogical design and forms of representation of its results. Certainly, first of all it is about the means assuming wide use of information technologies. As result - emergence of such modern forms of design as web quests, video cases, booktrailer, etc. In our opinion, work of students - future teachers over creation of these electronic products gives considerable opportunities for improvement of level of their design competence.

The purpose of the real research is to reveal the potential of booktrailer as modern form of

design for forming design competence of future teachers.

## Methods

The methodological basis of a research was made: competence-based, personal and activity and problem approaches in education; the concept of problem-oriented, cross-disciplinary project work on Roskilde model (Andersen & Kjeldsen, 2015); the researches concerning influence of a design method with use of information technologies on learning efficiency of students - future teachers (Lukyanova & Khusainova, 2016; Gülbahar & Tinmaz, 2006), and also, the motivations of trainees devoted to studying in the course of design activity (Blumenfeld et al, 1991); the works devoted to various aspects of forming professional competences of students humanists (Rezida et al, 2015; Zulfuya et al, 2017). and the organizations of design activity in interaction of school and higher education institution (Abdrifikova et al, 2014).

Methods of a research were: theoretical analysis of scientific literature and program and methodical documentation, systematization, classification, generalization.

## Results and Discussion

The concept of design competence is considered by various researchers as:

- the integrative, creative and professional quality reflecting a complex of abilities, scientific search (an intuition, creativity);
- unity of theoretical and practical readiness of the teacher to design as to a type of professional activity;
- as set of knowledge, abilities and qualities of the personality necessary for preparation and introduction in educational process of the pedagogical projects increasing quality of education of students, etc.

In our research the design competence was defined as the system of the professional design abilities which are based on theoretical and practical knowledge of essence and design procedures of educational process (Muravyeva, 2005). It was considered by us in close interrelation with a concept design activity as activity becomes a development tool and self-development of both specific design abilities, and the persons in general (Kolesnikova, 2005). And the following kinds of activity act as ways of projective training of students: the organization

of research activity, sociocultural design within teaching and educational process of higher education institution, a method of projects (Dudnikova et al, 2016).

In this context in our work we focused on two aspects of process of forming design competence - it is use of a method of projects when training students - future teachers and development of booktrailer by them as modern form of design, the main on use of electronic educational resources.

Booktrailer (English booktrailer) represents the short advertising video devoted to any book. It is created for the purpose of drawing attention to the book on the basis of application of various audiovisual means. Booktrailer can represent retelling of a plot of the book, but in ideal option it has to be constructed on the intrigue which is not disclosing content. In the author's statements, fragments of the work, an edition illustration can make a basis.

It is proved that from the point of view of preservation and reproduction of information in memory a visual row is the most effective, than oral and text statement. Besides, according to scientists the new type of thinking called "clip" which feature consists in preference of not text, figurative information and high speed of its processing gains distribution in modern society more and more. As a result at the modern person the ability to perception of large volumes of information and its effective use in the activity is formed (Toffler, 2002). Thus, the format of booktrailer is capable to consider features of perception of information by modern student's youth.

Creation of booktrailer as a type of design activity, in our opinion, has the considerable potential for development of design competence of future teachers. This form of design was approved by us in the course of studying of discipline "History of pedagogics and education" by the first-year students studying in the

Pedagogical education direction (bachelor degree). Development of this subject assumes active work of students with historical and pedagogical material (works of the famous teachers and scientists, archival documents, etc.), and the literary and art works based on real events and devoted to pedagogical subject.

Activity of students was organized within a method of the group project. Projects in the form of booktrailer were developed with use of modern electronic educational resources.

At the first stage of our work future teachers were acquainted with the following theoretical questions:

- stages of pedagogical design;
- intrinsic characteristics of booktrailer;
- types (genres) of booktrailer.

Classification of Yu. Shcherbinina according to which booktrailer it is possible to divide was taken as a basis:

1) on a way of the visual embodiment of the text - game (the mini-movie on the book); not game (a set of slides with quotes, illustrations, etc.); animation (the animated film according to the book);

2) according to contents - narrative (presenting a work plot basis); atmospheric (the transferring main moods of the book and the expected reader's emotions); conceptual (the broadcasting key ideas and the general semantic orientation of the text)) (Shcherbinina, 2012).

Further, according to stages of design activity (modeling, actually design and designing), students as a part of microgroups consistently enabled the realization of the set projects. Indicators of design competence were the formed design abilities.

In table I given below. design stages of booktrailer and the formed design abilities are presented (according to Tigrov's classification C.B. (Tigrov, 2004)).

Table 1. Design stages of booktrailer and the formed design abilities

NoNe	Design stages of the booktrailer	Design skills
1	Modeling: the choice of the historical and pedagogical source (works)	to put forward ideas, to justify the choice of ideas; to formulate the problem and purpose of the activity; to plan stages, to formulate tasks, expected results, deadlines, executors.
2	Design: a) script development (definition of the genre of the booktrailer, thought-out of the plot and writing of the text). It is important to orient students to the need to create intrigue in a story that motivates a potential reader to read this book  b) collection of material (sound, video, illustrations, quotes)	to develop and plan their own activities in accordance with the objectives of the project assignment; to analyze, select and justify the most rational ways to solve a project task.  to search and select information related to the topic of the task-project; to evaluate the reliability and reliability of information; to structure information, highlight the main to analyze and select the most rational ways to solve a project task;
3	Construction: a choice of software for creating a booktrailer (Windows Movie Maker, etc.), video editing.	to transcode information and presenting it in a new form using ICT; to create and implement their own options for action to create projects.
4	Reflective estimation: project protection	to realize: presentation; evaluation of the created projects; self-evaluation of their actions.

Assessment of projects was carried out on the basis of the following criteria: completeness of disclosure of a subject, completeness of work; compliance of book contents to a genre of booktrailer; existence of an intrigue in a plot; level of technical complexity of work; original, creative representation of the idea; registration esthetics; harmonious combination video, soundtrack and contents of the primary source; emotional influence; observance of regulations (3 min.); activity of each participant of the project; ability to work in team.

As a result of a research we developed recommendations about studying of historical and pedagogical sources on the basis of design activities for creation of booktrailer. In table 2. we give a fragment of this work.

Table 2. Recommendations about studying of historical and pedagogical sources on the basis of creation of booktrailer

NoNe	Subject, questions of the discipline "History of pedagogy and education"	Historical and pedagogical source	Kind, genre of the booktrailer (visual representation, content)
1	The concept of free upbringing education J. J. Rousseau	J. J. Rousseau «Emile, or On education»	non-game; conceptual
2	Pedagogics of "nonviolence" L.N. Tolstoy.	L.N. Tolstoy "Yasnaya Polyana school for November and December months"	game; atmospheric, conceptual
3	The pedagogical concept of A. Neill	A. Neill "Summerhill School - Freedom Education"	game; narrative, atmospheric
4	The educational system of Y. Korczak	Y. Korczak "How to love a child"	animated, non-game; conceptual
5	Education of a harmonious humane personality in pedagogy of V.A. Sukhomlinsky	V.A. Sukhomlinsky "I give my heart to the children"	non-game; conceptual, atmospheric
6	Personally oriented pedagogy of K. Rogers	K. Rogers, H. Freiberg "Freedom to learn"	animated, conceptual
7	The innovative nature of A. Makarenko's pedagogy	A.S. Makarenko "The Pedagogical Poem" "Flags on the Towers"	game; narrative, atmospheric

## Summary

Booktrailer as the design form based on electronic educational resources allows to organize successfully group design activity of students and to develop design abilities. It is confirmed by researches which showed that the technology of design training with use of IT gives the chance of the organization of educational process with respect for reasonable balance between the theory and practice; it is successfully integrated into educational process; provides successful assimilation of a training material, informative competence of pupils; develops independence, skills of cooperation and communicative competence of pupils; allows to master the pupil various modalities of action in the conditions of availability of information resources (Lukyanova & Khusainova, 2018). The efficiency of a method of projects for all education levels does not raise doubts now. It can promote formation not only design, but also a number of other competence, for example: language, regional, cultural, computer and administrative (Klyoster et al, 2018).

## Conclusions

As show results of the done work, implementation of projects on creation of booktrailer is an effective remedy for development of design competence of future teachers and maintenance of their interest in studying of primary sources and literary and art works of pedagogical contents. Experience of realization of a similar form of design within discipline "Pedagogics history" can be used by teachers of higher education institutions when forming professional competences of students - future teachers.

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