Corporativity as a Condition for Developing Teaching Staff

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Abstract

The relevance of this article is due to the fact that the solution to any problem is more effective in partnership, as a whole is always greater than the sum of its parts, and one should not ignore alternative ways of different perception of the surrounding reality, since what is unachievable for each member separately, can be achieved by all members of the whole team. Therefore, this article aims at disclosing the essence of corporativity in developing teaching staff. The article deals with the role of corporativity in developing a teaching team, the viability conditions of the pedagogical team have been detected, the individual trajectories for developing each member of the teaching staff are presented. The article submissions are valuable both in theory and in practical terms, for representatives of professional training institutions in order to achieve their corporate competitiveness as a teaching team.

Keywords: corporativity, corporate goals, pedagogical team, corporate culture

1. Introduction

The category "corporation" comes from the Latin word "corporation", which means a union, association or community (Ozhegov & Shvedova, 1994). The most important feature of corporativity is in the stability of the group, the external manifestation of which is a time index (Astapov, 2000; Bitulina, 2005). The second important feature of corporativity is the positive attitude to participate in any joint activity. Next, not a small feature lies in the mobilization base (interest, a strong personality, functional complementarity). And the last common feature will be the organizational constraints, consisting in the regulations and conditions of the applicable regulations (Parsons, 2000; Vasilenko, 2009; Grudzinski, 2003; Ivanov et al., 2015).

Modern corporativity is a combination of rational principles of interaction between individuals, describing their organization from the standpoint of the effectiveness of their mutual complementarity and complementarity alone, leading these individuals to a feeling of comfort, security, and expanding opportunities (Zherikhov, 2004; Daragan, 2004).

Corporativity covers all groups of people who are in constant, stable and efficient cooperation. Ranging from self-sufficiency of "me", production groups, local government, when it becomes a prerequisite for direct interaction in the group, ending with broader entities, where the interaction has a mediated character of consolidating interests of the authorities with the regional community (Kuzichev, 2004).

With the rise of the corporativity level, more transparent and optimal should also be laws within the corporation itself, what is, as a matter of fact, the education system as well. Corporativity effectively promotes effective networking, establishing and maintaining relations if it concentrates on preserving an initial experience in its inner sphere and uses external relations (Kuznetsova, 2000). Anyway, this experience tends to improve, strengthen corporativity or its equivalents, such as the atmosphere of discipline, orderliness, traditions, rituals, and etc.

2. Methodological Framework

The word "team" in the educational environment is perceived very positively and is used very often, although not always according to its intended purpose. Under the category of "pedagogical team" a group of teachers is meant, coordinated, according to their personal characteristics, to work together to achieve common goals and share responsibility for the subsequently acquired work results (Tikhonov & Abrameshin, 1998; Vachkov, 2002).

Development of corporate educational team is only possible in case of mutual self-fulfillment of creative abilities. And here it is very important that this happens only in good mutual understanding and empathy towards each other's personal growth (Lebedev, 2004). In this regard, the dialogic principle appears to be relevant, involving reflexive teachers' dialogue to effectively interchange the existing potential to predict and solve the strategic problems for the institute of professional education. The value-orientation unity of the college team plays an important role here, which is aimed at useful joint activities to improve the competitiveness, the effectiveness of which can only be achieved in reflexive and dialogical interaction of its subjects.

3. Results and Discussions

3.1 Terms of Viability of a Pedagogical Team

Of course, any corporativity is not without drawbacks, its mistakes can be seen most clearly: and it is, basically, important in itself, as both the conditions for the control and for the reduction of the negative consequences of such corporativity are developed.

3.1.1 Development of Pedagogical Team Members' Creative Ideas

The first condition for survival of a pedagogical team is the development of its members' creative ideas (Tikhonov, 1970), which becomes more effective if to ensure collision of various ideas all the time. "I am satisfied with the team meeting, as it has somehow enriched me..." This phrase after the end of one of the meetings quite clearly illustrates the reality. Or on the contrary, what happens most often evokes a feeling of frustration when nothing happens. In this regard, it is quite significant to take as much time as possible on the exchange of ideas. The collision of ideas is a true asset of a team. Any ideas will be understood and brought to life, if given more opportunities for them to be freely expressed by members of the team. Illustration of ideas to colleagues contributes to their approval or implementation, and at the same time safeguards against errors and the most obvious difficulties in further steps.

However, it is also correct to stop a too "ideological" colleague in time, who may lead the team away from the true path, and that will simply lead to additional meetings and a waste of time. Socially affective cooperation is inseparable from the main tasks and attention should be distributed simultaneously in two dimensions.

Many of the ideas follow one another, like an avalanche process. Sometimes there may be expectation of a whole series of different ideas and proposals, although perhaps at the moment they are very far from the main issue of discussion. And despite the fact that they have not yet led to the correct solution, it is necessary to wait in order not to disturb the spontaneity in free expression of team members (Kuzmina, 1973).

Discussions can go in different directions, but there are times when there is the presence of a leading invisible thread, which imparts a general logical direction into the discussion, which gives meaning to all discussions, provided that the purpose for the discussion was specifically and clearly set, heard and reflected upon by all members of the team. Consistent and coherent speech evaluations move the idea in all aspects and positions of opinions and instantiations if time permits.

The fairly well-known method of "brainstorming" is to seek various possible ideas on a given topic, with the acceptance of any and all ideas (Fayzullina & Saglam, 2014). All of them are fixed without any "censorship" and one can offer the most unexpected ideas, doing it freely, with deepest shared satisfaction. With all the freedom of imagination, there comes a time when you need to discuss one idea after another, and to determine their significance and value in relation to the main purpose, their reality for fulfillment. Therefore, classification of the ideas is necessary as for their importance and value. At the end you can go to a common scoring of all the ideas for building logic of the entire volume of the issues raised by the group on the topic of discussion.

Each team is able to plan in advance the main topic and the time for the "brainstorming", which can be accessed whenever it is necessary, when it is required by time and problems. It is very important for any team to systematically apply the creative approach and offer their ideas for finding joint solutions to problems. Otherwise, the atmosphere would be just heavier, and all the meetings would turn into burdening boredom (Alekseeva, 1997).

3.1.2 Formation of a Common Culture and Shared Values of the Teaching Staff Members

The second condition of survival skills of the pedagogical team is to create common culture and shared values of

the team. The category of "culture" as applied to organizations means bringing up a team or group into the history of these organizations and introducing its members to the shared values of the organization.

Any history is compiled day by day from different events and solutions enabling the entire team to work, while a group history emerges from shared experiences acquiring special importance and giving great value of the experienced life activities for a closer connection with the present. From different moments of the shared life experience a team is assembled and its unity is strengthened (Galperin, 1966; Sukhodolskiy, 1976).

The team members are able to act in full coordination only when they can understand among themselves in a team, what exactly requires close attention, what may justify their actions, but what's worth the common efforts of the whole team. These values will be veiled vectors of the team activities requiring prior clarification and agreement which will bring all members of the team together and will serve as a common denominator in the team.

Team life in a group develops successfully, subject to determination of free communication between its members. It would be better to avoid the "silent" participation favored by some of the colleagues, as among the rest of the team this may cause lack of willingness to take the lead to be the first to speak. At that rate, colleagues should be helped to express themselves, being encouraged to do so. After a while, all with a genuine desire will get adapted to certain conventionalities and join. Some members of the team will decisively lead the group to pursue a goal; someone will introduce ironic or skeptical view of things, but such lively diversity will be the undoubted value which the team recognizes and uses in its operations. Formation of interactions system – is a "correct placement of musicians and music scores, going to play a symphony harmoniously" (Alekseeva, 1997).

3.1.3 Understanding Team Goals

The third condition of the viability is to understand team (Makarenko, 1985).

During the meeting, anyone can express an opinion on the fact that he does not understand what everyone is doing. This need for explanations informs of the feeling of inadequate relation between the promises which were given before that, and the present notion of goals. In this case, we meet with a very important problem, if it is assumed that not all members of the team participated in the development of the project. Arriving "newcomers" in the course of the project interpreted the goals according to their view and in accordance with their personal experiences. During the presentation of the project the "veterans" did not bother to illustrate the main activity vectors, and "newcomers", in their turn, due to their modesty did not ask them clarification questions.

In this regard, we need to make sure that each team member attaches the same importance to the same ideas and words, but also it is necessary to check whether there is coordination between the objectives and their implementation in the debate on each project objective. Deviation of conflicts over ideas - is not the best way to preserve unity of a team.

Upon condition of teambuilding for methodological development of certain topics of the course, it becomes clearer how and which interdisciplinary relations can be carried out, what literature is needed to be applied for preparing its content. The development itself can include theses of the presented material, all kinds of questions to enhance cognitive actions of students, a set of visual aids and technical training aids used in the classroom, methods for their use. In any methodological development ways to control knowledge must necessarily be provided, as well as independent and creative work, filling of the content, and methodology for conducting practical classes, homework. Developing a methodology for studying the topic, the teacher must provide a variety of training session options, differentiation of students training in full-time, evening, or correspondence courses groups; provide a combination of the studied topic with the work practice.

Selection of certain topics is dependent on the educational experience of a teacher and an experienced teacher in a team is capable of analyzing and summarizing both his/her own work and the work of colleagues, a teacher can independently and creatively develop new teaching methods. Not of small interest are guidance papers describing the results of the experience study of individual masters.

A novice teacher who is in the team, should better be recommended the development of a guidance paper on specific topics of the course, as the enhanced work on one and the same topic will give them the opportunity to more thoroughly examine the filling of the course content, to consider different options for holding training sessions on the topic, consider various forms of assignments (Mrathuzina, et al, 2015).

In any school the planning of methodological work is usually under the responsibility of Director of Studies, who forms his own team. The Director of Studies' tasks include the identification of the main areas of work according to the analysis of the state of modern educational process and objectives of a particular educational institution for a semester, academic year, and etc. When planning their methodical work, the Director of Studies provokes the team to a thoughtful solution to one or more problems, specifying the subjects while taking into account the specificity

of the taught disciplines or of their training cycles, the experience of the teachers, their ability and willingness to engage in research and methodological work, the distribution over topics between them, determination of the types and forms of accountability: developing best practices for conducting tutorials, a report, an open class, working out a visual aid accompanied by procedural guidelines and others.

Far not of the least importance in the presentation of research and methodology work results is holding of open classes. A peculiarity of such classes is that teachers bring to the discussion their own systems of views and their technologies for constructive critical analysis of selected forms, tools, methods and techniques for working. Prior to the submission of such a training session, it is desirable to present not only approaches, goals and objectives, as well as ways to implement ideas, but also the doubts that arise in general in the process of the research and methodology work. This discussion is intended to contribute to the self-affirmation of the teachers in their views or to help get recommendations how to more efficiently solve the accumulated problems.

If other teachers working in the same area are engaged with interest in the discussions, this positive experience immediately becomes a value for all participants in the experimental work.

Filling the Methods Office of the university with guidance papers promotes an easier mastering by young and novice teachers of the institution experience, awakens their interest in finding new ways to improve the educational process of the educational institution. It is quite important that the material is available and there is information about the stored materials that would come through special alphabetical catalogues; through demonstration exhibitions of research and methodology works; through newsletters, notifying the Office users of the arrival of the new teaching materials with recommendations, for whom they are developed specifically. Particularly important for the efficient operation of the Methods Office are the systematic directories that allow you to see the work from different angles: a research and methodology problem being solved; the content of the training material, which discloses the problem; methods, techniques, tools developed at its solution (Yunusova, 2007).

Research and methodology work of an educational institution should be connected with teaching services at the federal, regional and departmental levels, as research and methodology work of teachers is essentially a contribution to the development of teaching methods for specialized disciplines in a higher professional school as a whole. And perhaps it is obvious that, how much more reasonable the activities could be planned, if the efforts of several educational institutions in the development of methods of teaching specific disciplines were combined together. Of course it would indeed reduce the time and efforts spent by each teacher, and what is most valuable, would much enhance the effectiveness of the educational process of the institution. Combining professional interests, systematic interchange of professional experience, a joint performance of methodological work will serve as an important incentive to improve the educational process of all of the institution and here a particular importance is acquired by corporate competition, aimed at a positive direction.

4. Conclusion

Corporativity gains efficiency for the system that is able to integrate separate elements into a coherent whole. The effect of the educational team corporativity is that their joint efforts are aimed at the superiority over their results, which in a single unit and their independent expression cannot provide an adequate level of solving research, organizational, pedagogical and methodological problems. The presented in the article the role of corporativity in developing a teaching team, the identified conditions for viability of a teaching team, the proposed individual trajectories for the development of each member of the teaching staff can be valuable in practical terms for the professional training institutions in order to achieve their competitiveness.

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