М. И. Мухин

Учитель школы будущего

Актуальность. Образовательным учреждениям завтрашнего дня предстоит готовить молодую поросль к жизни в третьем тысячелетии, о которой мало или почти ничего не известно. Решение этой проблемы целиком и полностью ложится на плечи учителя/преподавателя, который должен видеть реальную жизнь и предвидеть, как она изменится ко времени повзросления его сегодняшних обучающихся. В этой связи нужен учитель/преподаватель новой формации.

Проблема исследования состоит в том, что учителю/преподавателю третьего тысячелетия придется осознать и принять, что все более обозначающий контуры своего развития новый исторический период требует изменения направленности всей образовательной политики в будущее время. В этой связи деятельность учителя/преподавателя должна будет направлена на формирование у граждан, и в первую очередь у детей и молодежи, чувства будущего.

Цель. Вычленить личностные и профессиональные качества учителя школы будущего, его умения и навыки; очертить контуры алгоритма его деятельности.

Методологическую основу исследования составили теория профессионального развития; концептуальные положения прогнозирования ближайшей и отдаленной перспектив образовательной сферы; проектный, личностный и конвергентный подходы; принципы целостности и системности; единства многообразия; взаимосвязи общего, особенного и единичного; объективности; сочетания ретроспективы с перспективой развития.

Результаты и обсуждение. На основе сопоставления двух типов педагогического процесса показывается разница в организации и содержательном наполнении школы, которая была «Вчера», и нарождающейся школы Будущего.

Акцентируется внимание на умениях и навыках, личностных и профессиональных качествах учителя школы третьего тысячелетия. Это особенно важно в связи с тем, что в школе Будущего будет работать учитель, осознающий, что воспитание в педагогическом процессе должно выполнять регентальную функцию.

Вывод. Вычленены особенности в организации и содержании двух типов школы: нынешней и в закладывающей основы школы Будущего. Определены личностные и профессиональные качества, умения и навыки, средства педагогического воздействия, условия, при которых состоится учитель новой формации.

Ключевые слова: учитель; личностные и профессиональные качества, умения и навыки учителя; средства педагогического воздействия; условия трансформации учителя

Ссылка для цитирования:

Мухин М. И. Учитель школы будущего // Перспективы науки и образования. 2021. № 1 (49). С. 10-23. doi: 10.32744/pse.2021.1.1

M. I. MUKHIN

A teacher of the future school

Relevance. The educational institutions of tomorrow will have to prepare young human “sprouts” for life in the third millennium, about which little or nothing is known. The solution to this problem entirely falls on the shoulders of the teacher, who must see real life and foresee how it will change by the time of the maturity of his/her today’s students. In this regard, the society needs a fundamentally new type of school and university teachers.

The research problem is the following: a teacher of the third millennium will have to realize and accept that a new historical period, which outlines its development with increasing clearness, requires shifting the vector of the entire educational policy to the future. In this regard, the school / university teacher’s activities will have to be aimed at endowing citizens, primarily children and youth, with a sense of the future.

The aim of the study is to define the personal and professional qualities intrinsic to the teacher of the Future School, his/her skills and abilities; to outline the algorithm of the contours of his/her activity.

The methodological basis of the research was formed by the professional development theory; the concept of forecasting the near and distant prospects of the educational sphere; project-based, personality-oriented and convergent approaches; the principles of integrity and consistency; united diversity; interrelation between the general, the particular and the singular; objectivity; combination of retrospection and development prospects.

Results and discussion. Comparing the two types of the pedagogical process, the author shows the difference in the organization and content of the “Yesterday” school and the emerging School of the Future.

The article reveals the conditions favouring the professional viability of the teacher who represents the school of the third millennium. Attention is focused on his/her skills and abilities, personal and professional qualities. This is especially important considering the fact that the Future School will employ a teacher who realizes that nurturing must fulfill a “regental” (leading) function in the pedagogical process.

The most heated debates were about the organization and content of training teachers for work in the Future School and the conditions underlying the formation and development of the teacher of the third millennium.

Conclusion. The article distinguishes the organizational and content peculiarities of two types of schools: the current one and the emerging School of the Future. It also determines the prerequisites for the effectiveness of a fundamentally new teacher: his/her personal and professional qualities, skills and abilities, means of pedagogical influence and other conditions.

Keywords: teacher, teacher’s personal and professional qualities, skills and abilities, means of pedagogical influence, conditions for the teacher’s transformation

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For Reference:

Mukhin, M. I. (2021). A teacher of the future school. *Perspektivy nauki i obrazovania – Perspectives of Science and Education*, 49 (1), 10–23. doi: 10.32744/pse.2021.1.1

Introduction

The school of the third millennium is a fundamentally new school. It is “inhabited” by teachers with an ability to navigate in a rapidly changing world, a formed need to broaden their knowledge and an urge to find non-standard solutions [12; 29; 30].

For centuries a true teacher has been able to adapt to changes, simultaneously changing people around him/her and the inanimate environment. This influence on the outside reality is the most important factor, especially at a new stage in the development of the present civilization, the pace of which have no analogues in the human history.

In our published works we emphasize that the development of education in the 21st century should be proactive in order to ensure high rates of the country’s social development. This will be possible with the teacher’s advanced self-improvement. The teacher of the Future School is an eternal student, who must be open to everything new and unusual – not only to correspond to the upcoming changes, but to lead them [14; 15; 31].

Self-improvement is a breath of air for a teacher, a source of his/her constantly enriching imagination, without which it is difficult to interest and captivate a rather heterogeneous young generation. Without self-improvement a teacher cannot become their leader. This is also impossible without certain organizational qualities.

Every day a teacher needs to prepare for the unknown – new students, new content, which should be professionally distributed through a lesson, various methods and means of providing the students with new information. At the same time, he/she has to obtain the planned result, which should be accepted by the students. This is unachievable if he/she is not able to use the most productive approaches, technologies and teaching methods. It is difficult for a non-creative person to nurture creativity in other people.

Materials and methods

When conducting the research, we relied on:

- the conceptual provisions of the works of famous domestic and foreign scientists who develop various aspects of the teacher’s training and activities (I.A. Zyazyun [6], V.A. Slastyonin [21], V.A. Sukhomlinsky [23], E. Villegas-Reimers [35], etc.);
- the sources included in the international citation systems Web of Science, Scopus, Russian Science Citation Index, etc.;
- the materials of the report “The Future of Education: a Global Agenda” prepared by the Agency for Strategic Initiatives, the Moscow School of Management “Skolkovo” and Skolkovo Institute of Science and Technology (Skoltech) as the part of the global education foresight until 2035*.
- the provisions of the National Doctrine of Education in the Russian Federation until 2025**;
- the provisions of the Incheon Declaration “Education 2030”***;

* The site of the project: <http://edu2035.org/>

** Rossiyskaya Gazeta. October 11, 2000.

*** This project is aimed at researching and predicting the potential future of the world education. <https://fioco.ru/Media/Default/Documents/E2030%20Position%20Paper%2027.05.2019.pdf>

- the proceedings of forums and conferences dedicated to the algorithm of the activity of a modern teacher and a teacher of a new type*

The following theoretical methods were used: analysis of the main trends in the teacher's training development; analysis of basic theories and approaches; hypothesizing, modelling, methods of generalization and extrapolation, comparison and assessment of the results.

Research results and discussion

What is the teacher of the Future School?

Unfortunately, an average person regards a teacher as a knowledge transmitter. However, the latter has a higher mission – “the creation of personality, the establishment of a human in a person” [20; 27; 31].

A teacher, as an irreplaceable creator of a maturing personality, teaches children to think, awakens their thirst for knowledge, penetrates their soul, making it responsive and receptive to the surrounding reality. At the same time, the teacher “creates time itself”.

Despite the constant attention of researchers, the teacher's image requires continuous revision and enrichment, since it is practically impossible to create his/her integrated image once and for ever, to present a standard model of his/her personality. The transition from post-industrial economy to innovative one, informatization and digitalization of the social and economic spheres and other processes give birth to new activities within the teaching profession, lead to the emergence of new characteristics of a teacher.

Every time when education, including primary and secondary school, is faced with new requirements, a teacher's tasks change according to them.

A twenty-first century school teacher should focus on a problem that did not receive enough attention within previous decades. We are talking about the timely identification and comprehensive development of natural-genetic inclinations and manifested giftedness. In our opinion, this will be mostly favoured by the widespread introduction of specialized training, the humanization of knowledge, along with the use of new technologies and teaching methods.

Having received a school-leaving certificate, young people often find themselves in a difficult situation when they have to choose an institute, academy or university to continue their education. One of the evidences is the fact that disappointment in the profession is noticed in every third graduate of TVET schools and higher educational institutions.

The above fact indicates that schools and teachers do not always meet students' expectations in receiving proper help when answering the following questions:

Who am I? *What are my biological, psychological and other characteristics? What is my focus: am I a humanist or a “born techie”???*

What do I want? *What do I want to become, what profession to get?*

Can I do what I want? *Will I be able to realize myself in the profession I have received?*

It must be admitted that solutions proposed by the traditional school are half-measures. According to scientists and practitioners, the most acceptable form of training

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* The Forum of Russian Pedagogical Universities “New Teacher for a New School: Theory, Experience and Prospects of Modernizing Pedagogical Education in Russia”. November 21-22, 2011. Moscow: Moscow State Pedagogical University; Pedagogical Forum “A Teacher of the New School and Issues of Educating the Younger Generation”. March 27-28, 2014. Moscow: Moscow State University of Technology and Management named after K.G. Razumovsky; All-Russian Practical Conference “A Teacher of the Future: Innovative Activities in the Context of Implementing Educational and Professional standards”. September 25-26, 2019 (Centre for Continuing Professional Education “Extern”); The 16th International Scientific and Practical Conference “Priority Directions of Developing Science and Education”. November 12, 2020 (International Centre for Scientific Cooperation “Science and Education”), etc.

for achieving this goal is specialized training. Within this form of education young people are given the opportunity to answer the above questions, to broaden and extend their potential inclinations and abilities, to determine the trajectory of their further development. In addition, a correctly chosen field of study will contribute to choosing an adequate profession [5; 16].

Knowledge will become a student's inner world if the teacher knows how to "humanize" it, "pass it through" himself or herself. A lesson is productive if a student does not only learn and estimate the studied material, but also turns his/her inquisitive gaze into his/her personality, evaluating it through the core content of the voiced facts.

A teacher is the associate of the sources of education – the scientists who discovered the laws and substantiated the regularities and principles, the authors of textbooks and teaching aids, representatives of art and literature. Therefore, he/she is the one who should make science, literature and art "the animate and inalienable property of the emerging personality". A student perceives humanized knowledge in a completely different way. Instead of being regarded as something abstract and not always understandable, it acquires personal significance for a young individual. A student begins to understand that the entire objective world is created by humans. He/she is a member of humanity, which means that he/she should not only be a consumer, but also create, favour the development and enrichment of the society and the country.

Health-saving educational technologies owe their appearance to innovative teachers. These methods and tools radically change the essence of the educational process. When teaching a subject, it becomes important to use those technological resources that would allow "teaching everyone and doing it well" without any harm to students' health [13; 22; 23].

Project activity seems promising as one of the ways to achieve the goal through the detailed development of the problem. Its outcome is a real practical result. Project activity contributes to the formation of independent thinking; develops communication and research skills, the ability to work with information, formulate problems and find ways to solve them; stimulates critical thinking in students.

Let us focus on group learning technologies. It is also important to do this because the modern society is witnessing the consolidation of egoistic principles, the opposition of the individual and the community, the community and the individual. Meanwhile, it is worth understanding that only the harmony of the personal and the collective will give the desired result. A person benefits much from a team, but there is no team in the absence of multisided, spiritually rich world of people who form it. In other words, only stimulating the connections between the group members provides for successful development of the person and the community. And vice versa.

Group learning creates the feeling that you are not just studying in the same class, but that you are the part of the same team. The effectiveness of group training is manifested not only in increasing the productivity of students' educational achievements and their intellectual improvement, but also (Nota bene!) in the formation of their spiritual and moral core. Practice shows that group learning is much more effective and interesting to students.

These are the characteristics which make a successful teacher of the Future School:

- an ability to orient himself or herself in a rapidly changing world;
- a formed need of new knowledge, new information about the world;
- continuous improvement of the intellectual, emotional-aesthetic and spiritual-moral principles;
- motivation and readiness for innovative activities;

- development of critical thinking and creative initiative;
- striving to find non-standard solutions, etc. [17; 26; 28].

The system-activity approach is the most appropriate for the implementation of the indicated conditions, since it enables teachers and administrators to introduce various project and research activities into the broad pedagogical practice.

It is not difficult to see how the function of transmitting knowledge is gradually giving way to the projecting function, which consists in following a student's thought, creating his/her educational environment and teaching him/her to acquire knowledge without assistance. A teacher's activity is becoming more diverse, combining a wide range of forms, methods, techniques and methods. This encourages the educator to constantly improve his/her analytical, diagnostic and projecting skills, which allow him to build a more effective educational process, promptly correcting the development of students.

It is generally known that the word is the main tool in the arsenal of a teacher's pedagogical influence. There are also many other means: glance, gesture, facial expressions, posture, etc. An indifferent "motionless" face is proved to expunge 10-15% of the information [17].

In this regard, it is important for the teacher of the Future School to learn to control his/her voice, face, pause, posture, facial expressions and gestures. "I became a real master," wrote A.S. Makarenko, "only when I learned to say "come here" with 15–20 inflections, when I learned to give 20 nuances in staging my face, figure, voice" [10, p. 453-454].

Among multiple methods used by a teacher, giving an example is the most effective one. It is "teaching without preaching", when a child becomes a member of society looking at us, adult people (especially at his/her parents and teachers).

For example, V.A. Sukhomlinsky, the author of hundreds of fairy tales, created them together with children. Let us note that in the Pavlysh school, which was headed by Vasily Alexandrovich for more than three decades, all the children composed fairy tales that could become the pearls of any adult anthology. Only those who know how to do something can teach this something to other people. That is why the headmaster was the first to acquire the skills of creating fairy tales. The teachers did it after him [23].

A teacher's personal and professional qualities should correlate with the main postulates of his/her psychological and pedagogical activity:

- Respecting a student as a Person, a Personality;
- Providing for creative atmosphere in the classroom, school, etc.;
- Using such forms, technologies, techniques and means that would stimulate a student to want and be able to assimilate the proposed knowledge, along with readiness to use them in various situations, including self-education;
- Constant search for new opportunities of children's self-development;
- Favouring the situations of success;
- Creating conditions for the realization of the idea of joyful knowledge [29; 30; 33].

Love and respect have always occupied the first lines in the list of a teacher's personal qualities. A person is born to live this life happily. A teacher who has the indicated qualities perceives the child as he/she is, and loves an ideal one. A child deprived of love and respect will never feel happy. A true professional can compel and coerce, but he/she does it subtly, without losing respect for the child, and the latter shows gratitude in return [8; 23].

Achieving the desired result is impossible without understanding those whom you teach. An educator who does not know and understand the soul of every child is like a blind person, which proves that understanding is an important personal quality of the teacher of the Future School. Such educator is able to read a child by the slightest movements of his/

her eyes and soul. V.A. Sukhomlinsky equated the Understanding of a Child and His/Her Upbringing both in the general context and within the educational process [23].

The classics of pedagogy proved with numerous examples that a child's "giftlessness" is an illusion, a stereotype. A teacher who believes in his/her children does everything possible to help each student to "find and reveal themselves", understands a child's abilities and disabilities, knowledge and ignorance.

The future is awaiting a teacher who takes care of a child's nature, his/her spiritual world, and feels responsible for the development of the young person's self-esteem. Realizing that it is morally inadmissible to break the child's nature, this teacher constantly endows the child with energy and self-confidence.

The teacher of the Future School also needs such qualities as genuine humanity, sensitivity and objectivity, integrity and self-criticism.

We are sure that a special place among the personal qualities of the teacher of the Future School will be occupied by such quality as reasonable exactingness. The reality is that some today's children and young people are not deterred with any restraints. All members of the human community need to base on "taboos" to do socially approved things, along with realizing constant self-development and intelligible self-control. Reasonable exactingness on the part of the educator teaches students to limit their desires under certain circumstances. Self-regulation requires a robust nervous system, which, as we all know, should always be in working order, like a musician's instrument.

As for the professional qualities of the teacher of the Future School, it is necessary to note some features of the time to come.

The first. The rapid obsolescence of knowledge, on the one hand, and an increase in the life expectancy of an average human being, on the other hand, leads to the fact that the knowledge acquired at school and higher educational institution is not always relevant when the person is middle-aged or elderly. According to the famous American psychologist Herbert Gerjuoy, the new education should teach an individual to classify and reclassify information, to engage in self-education [24, p. 308].

The further... The world is changing rapidly. In this regard, special hopes are pinned on the school and its key figures – teachers, since they are the only people who can really help citizens to adapt in the new home called "The Third Millennium".

Transforming the world and preserving civilization requires not only quality education, but also – which is maybe even more important – a developed sense of civic responsibility for one's own destiny, the destiny of the country and that of the entire planet.

The purpose of a school teacher is not only to transmit knowledge. His/her key mission is to contribute to the formation and development of the spiritual and moral core of a maturing personality, the establishment of a human in a person. Speaking about a teacher's role in the near future, a famous scientist N.N. Moiseev noted that in the coming epoch the central figure would not be a politician, a general or even a scientist. It will be a teacher [11].

The humanity is experiencing the dynamic changes that were especially noticeable in the 20th century and in the early 21st century. This circumstance dictates frequent social transformations and the need for constant updating of an educator's professional qualities. It is a teacher who has to prepare our young growth for life in the third millennium.

According to the famous artist N.K. Roerich, a teacher "can do more than ... heads of state". In his words, "teachers can create a new imagination and release the hidden forces of humanity" [19].

Based on the foregoing, we should emphasize, first of all, such professional qualities of the teacher of the Future School as high civic responsibility and social activity, creativity, an innovative style of thinking, creative ingenuity, the ability to build connections within the expanding and intensifying use of information technologies, including digital ones, and the skills of communicating in virtual space.

A teacher and his/her students form a single creative sphere based on understanding, trust and mutual responsibility for the results of their work. This contributes to further involvement of such professional qualities as care for the students' comprehensive and harmonious development, co-creation and emotional perception of the training and nurturing results, partnership solidarity in all educational matters, artistry and aspiration to act in the vector of continuous self-improvement.

In conclusion, let us focus on the skills and abilities of the teacher of the Future School. Nowadays, the emphasis is shifting more and more towards mastering the ability to think critically and find non-standard solutions to global problems and immediate concerns.

It seems to us that the skills and abilities of the teacher of the Future School will transform more and more. In particular demand will be the skills necessary to work in the media space, allowing a teacher to think unconventionally, flexibly, in a project-oriented way. They will also enable him/her to see the connections between disciplines, ideas and cultures, work with increasing amount of new information, quickly isolate and assimilate important data from the incoming facts, evaluate their reliability, differentiate approaches to thinking (historical, scientific, aesthetic, etc.)

In the modern world, as never before, everything is interconnected and "interinfluenced". In this regard, the solution of any problem must be approached comprehensively. To solve the problems of the future, a person will need the skills and abilities that will allow him/her to simultaneously show the necessary flexibility, broad knowledge and effective work in a team, to build relationships within digitalization of education and active application of information technologies [1; 18; 34].

Scheme 1 presents a list of personal and professional qualities of the teacher of the Future School, his/her skills and abilities.

We believe that the Future School will receive the teacher who is able to ensure its proactive development. We also suppose that he/she will be focused on making the regental (leading) function the essence of the pedagogical upbringing. Within a globalizing, rapidly changing world, a school will need a teacher-humanist whose advantages include not only good pedagogical skills, but also fundamental education and a solid moral pivot [2; 9; 25].

In this regard, the main requirement for the teacher of the Future School is concern for a child's development, for the exhaustive realization of his/her inherent potentialities. In other words, the indicated requirements should be aimed at creating conditions for the flourishing of the student's creative potential, his/her inclinations, talents, gifts, on the development of the spiritual and moral core of the maturing personality.

The educational process in the Future School will provide a student with an opportunity to express himself or herself:

- as a person;
- as a citizen;
- as a worker;
- as a person (which is a top priority).

Scheme 1 Personal and professional qualities of a 21st century teacher, his/her skills and abilities

One of the most important principles of humane pedagogy (which, as we believe, will be the key ones in the Future School) is **the principle of cooperation**. Its heart is the interaction of two worlds – the world of a teacher and the world of a student. They may not match. However, if I am a teacher, I am not a knowledge transmitter, but an organizer of my student's development process – the person who contributes to the disclosure of his/her inclinations and the development of his/her abilities. The meaning of my pedagogical activity is building the student's success, his/her comprehensive self-realization.

I know that studying is difficult. However, as a teacher, I must encourage students to learn the fundamentals of the sciences and the values developed by humanity. This is my work. Like a doctor who not only relieves pain, but tries to cure a person, I create conditions, gradually and patiently guiding my student up the staircase that leads to the pinnacle of his/her development.

To achieve this, I:

- *try to make difficult things surmountable for my students;*
- *focus all my pedagogical activity on organizing the children's success;*
- *do everything to enable my students to present their "ego" (discover themselves in themselves) [7].*

In the school of tomorrow, the acquired knowledge, skills and abilities will be aimed not so much at building a way of life "as a system of knowledge and methods of activity", but at creating an image of the world regardless of external influence, developing creativity and generating new ideas. Therefore, the "school of memory", which it was in the knowledge-centered paradigm, will be replaced by the school of culture.

The above should cause a re-emphasis of pedagogical attention from "norm" to "attitude", from "obligation" to "free choice", from "submission" to "self-regulation".

The new conditions provide for the fundamental change in the professional pedagogical position, which is unique for every teacher. Among its characteristics (distance, level-based, kinesthetic, social), the kinesthetic one seems to play the key role. Thus, we will regard it as the "regental" (leading) characteristic, which makes it possible to determine the position of subjects in their advancement towards a given goal: "ahead", "behind", "together". In the Future School, the "together" position will become a priority, allowing the subjects of the pedagogical process (a teacher and a student) to jointly develop a strategy of actions to achieve a common goal.

In this regard, there is a need to modernize the teacher training system as quickly as possible. A teacher's professional education should base not only on the chosen speciality, but also on the essential aspect that considers the cultural context of the activity.

Professional training of future teachers will give particular attention to the fundamental questions of three key principles – intellectual, emotional-aesthetic and moral-spiritual – in their harmonious unity. These principles determine professional, socio-ethical and cultural aspirations of educators.

A teacher of the Future School is inventive, always ready to resolve any situations without assistance. Endurance and self-control are his/her typical qualities. He/she is an optimist. In our case, we are talking not about philanthropic optimism, but about active one, when the teacher penetrates into the student's inner world and searches for acceptable technologies to support the child's ascension "to the holistic image of a human being, to the image of the human world, to the human microcosm" [6].

To become "the sun of the whole educational space" (Sh. A. Amonashvili), a teacher must focus on the central question of pedagogy: "**How?**" The answer largely depends on

pedagogical thinking, pedagogical skills and the art of nurturing. These three components will determine the success of educational activities in the Future School [2; 32].

The algorithm for organizing and implementing the pedagogical process is changing:

- “Yesterday” the pedagogical process focused **on the teacher’s activities, his/her work methods**. Therefore, the purpose of the organized work was formulated through the verb forms – “show”, “tell”, “explain”, “check, evaluate”.
- “Yesterday” the teacher’s main function was providing a student with knowledge: **the former transmitted new knowledge to the latter**.
- “Yesterday” **the pedagogical influence on children was imperative**: the teacher gave orders, coerced, said what must be done.
- “Today” there is a focus on the child’s ways of activity. The student is **the subject of his/her own activity**.
- “Today” the teacher’s actions are aimed at **teaching a student to acquire knowledge independently**: to set a goal, to define tasks and to find ways to solve them. The core of the lesson is reflections, doubts and search.
- “Today” the teacher has an opportunity **to combine the prescribed socio-cultural norms of life and behavior with the student’s choice and freedom**.

The analysis of the two types of the pedagogical process highlights the significant difference in their organization and content. A student transforms from a passive performer into a central figure, he/she is a subject of activity with the freedom to manifest his/her “ego”.

This does not mean that a teacher’s role is becoming less important. It is just changing. The teacher controls the pedagogical process in a gradual, non-obtrusive way making necessary adjustments.

A teacher of the school of the third millennium must help children find themselves in the near and distant future, become independent, creative and self-confident people. Responsive and open-minded educators, attentive to the interests of schoolchildren, are the key feature of the Future School.

And one more. The changes taking place in the Future School cause multiple problems that a teacher of the third millennium will have to solve. For example, the computerization and digitalization of the educational process is already affecting the quality of schoolchildren’s writing skills and speech abilities. It is especially harmful for students’ eyesight.

Conclusion

The Future School welcomes teachers who are open to everything new, who understand children’s psychology and the peculiarities of their development. These teachers must help students to find themselves in the future.

A teacher of the school of the third millennium cannot be limited to transmitting knowledge. His/her role is seen much wider. Fulfilling the teacher’s mission requires not only a high level of professionalism, but also fundamental education, a subtle art of accompanying a child’s ascension to the pinnacle of his/her development.

In the school of tomorrow the acquired knowledge, skills and abilities will be aimed not so much at building a way of life “as a system of knowledge and methods of activity”, but at

creating an image of the world regardless of external influence, developing creativity and generating new ideas. Therefore, the “school of memory”, which it was in the knowledge-centered paradigm, will be replaced by the school of culture. The above should cause a re-emphasis of pedagogical attention from “norm” to “attitude”, from “obligation” to “free choice”, from “submission” to “self-regulation”.

The key task of the teacher of the new school is to prepare the younger generations for life in the third millennium through a variety of approaches to organizing and implementing the pedagogical process using the most productive forms, technologies, methods and means. In this regard, the main requirement for the teacher of the Future School is concern for a child’s development, for the exhaustive realization of his/her inherent potentialities. In other words, the indicated requirements should be aimed at creating conditions for the flourishing of the student’s creative potential, his/her inclinations, talents and gifts, on the development of the spiritual and moral core of the maturing personality.

The Third Millennium School is an institution that must correspond to the goals of proactive development. Such education may become a reality if the teacher leads this process, developing an individual approach to every student and achieving good results on a regular basis.

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Информация об авторе

Мухин Михаил Иванович

(Россия, Москва)

Профессор, доктор педагогических наук, профессор

Российский университет дружбы народов

Ведущий научный сотрудник

Научно-исследовательский институт

Федеральной службы исполнения наказаний России

E-mail: m.i.mukhin@gmail.com

ORCID ID: 0000-0003-4740-729X

Information about the author

Mikhail I. Mukhin

(Russian Federation, Moscow)

Professor, Doctor of Pedagogical Sciences

RUDN University

Leading Researcher

Research Institute of the Federal Penitentiary Service of
the Russian Federation

E-mail: m.i.mukhin@gmail.com

ORCID ID: 0000-0003-4740-729X