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**TEACHER'S INTENTIONALITY AS BASIS FOR SELF-**  
**DISCLOSURE OF STUDENTS'S CAPABILITIES**

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***Abstract***

The article reveals the problem of the teacher's intentionality, as a competence related to the teacher's orientation, in accordance with the requirements of the FSES, at the student's ability and their competence increments. The role of the teacher's intentionality as the basis for the realization of the education goals is determined. The substantiation of the main categories of the research such as "self-disclosure of abilities", "pedagogical intentionality" is given. We highlighted the contribution of the teacher's activity to the result of education, which is interpreted not so much as competence, but as the degree of self-discovery of a student's abilities, finding their own professional path. The work is based on the ideas of a humanistic, existential approach, psychology of abilities. The empirical methods used: survey, content analysis, terminological analysis, intent analysis. The data obtained from a sample of more than 800 respondents from among teachers who took refresher courses for 14 years are shown. The results of the study reveal a new subject area of pedagogy and pedagogical psychology – pedagogical intentionality. A model of pedagogical intentionality as a teacher's professional competence, levels of development of the didactic component of pedagogical intentionality is presented. The practical significance of the research results presented in the article is determination one of the ways to achieve the results of the FSES for the teacher.

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**Keywords:** Pedagogical abilities, self-disclosure of capabilities, students, pedagogical activity, intentionality, activity.



## 1. Introduction

Education is a resource for the development of society and the state, the teacher is a significant figure in the formation of this resource. For a long time, pedagogical abilities have been a highly discussed phenomenon, regardless of the type of current educational system. However, due to identification with art, the prevalence of intuitive ideas about them, and, most importantly, the lack of measurability, today there is no uniform system for examining and researching pedagogical abilities. Ability to pedagogical activity can be found in how quickly vocational training is being acquired, how deeply and firmly the future teacher masters the techniques and methods of pedagogical activity.

In accordance with the Federal Law On Education in Russian Federation (2012), the result of the teacher's activity are the student's competences and abilities. The teacher's intentionality, as knowledge of the education goals, the idea about developing abilities and competencies as a subject of professional activity, focusing on creating conditions for developing abilities of a schoolchild, is rarely found among teachers, but is the basic foundation of pedagogical professionalism. It is pointed to the teacher's intentionality as a basic component of pedagogical giftedness (Aminov, 1995; Aminov & Chernyavskaya, 2016).

Self-discovery of abilities is closely related to professional self-determination, though often initially this is connected not with a profession, but with learning motivation, learning activities. Let us imagine the concept of self-discovery of student's abilities. The development of personality through internal dialogue is mediated by the creation of new meanings by the subject, the transformation of the semantic structure of the personality. In our opinion, such a fixation occurs when a person reveals oneself to oneself: such reflective communication has a great personality-developing potential for a teenager. High school students who are preparing for the choice of a future path reveal "themselves for themselves" as people currently living and as future adults, professionals. This process occurs with the indirect, but very significant, participation of teachers. The main teacher's strategy to create conditions for self-disclosure is to provide opportunities for the student's activity. Only by completing their own learning tasks, one can get their result and understand that they succeed in learning activities, they are capable of some kind of activity that can interest them during all life. In our opinion, the breadth of the use of the category "self-determination" does not allow to single out a component related to the discovery of one's own special abilities by a senior pupil, which, in turn, makes it impossible to explore this resource, its psychological and pedagogical predictors (Aminov, 1995; Aminov & Chernyavskaya, 2016).

Over the last fourteen years, we have been exploring the place of the student's individuality and activity in the teacher's perception about it – practice, in the direction of their activity. The study involved more than 800 teachers. The teacher's ability to implement the strategy of explicit, intentional learning should contribute to the development of the student's ability to characterize themselves, using certain lexical meanings, to understand individual strategies of self-disclosure. A special aspect of this interaction is the goal setting procedure. Goal setting reveals the diversity of the student's developmental directions, accepting the goal of learning activity as personally significant determines involvement in learning activity, forms the subject position of the student, providing them with an active life position and determining the whole style of individual life. A teacher with a pedagogical intentionality should have in mind a perspective image of a student, which is based not on any speculative constructions or "order of

society”, but on a detailed awareness of the student’s personal mission. Playing life according to a prescribed "score" is a neurotic traumatic exercise (Aleksandrov, 2009). This is essentially proved in the course of humanistic and phenomenological psychology (Frankl, 1985; Langle, 2001).

Within the study of psychological and pedagogical predictors of performance and mechanisms for self-disclosure of high school students’ abilities, we have identified the problem of measuring the teacher’s readiness for this as a factor contributing to the self-disclosure of a student's abilities. We see that the solution of such a problem is connected with the development of a teacher's pedagogical intentionality.

## **2. Problem Statement**

Modern international procedures for the management of educational systems as a leading indicator consider the competence characteristics of the student. Such an approach forms an objective need for the ability of both the teacher and the student to consciously and intentionally develop the student’s actual competencies. The substantiation of pedagogical intentionality as a component of the general professional competence of a teacher, the choice of methods for its diagnostics allow analyzing the development of such an ability of a teacher as a whole, and also to consider it as a basis for self-disclosure of a student's abilities.

## **3. Research Questions**

1. On the basis of theoretical studies of the pedagogical intentionality of the teacher, to identify an indicator characterizing the teaching and pedagogical interaction in the field of the student’s intentional development, to describe the levels of its development.

2. Based on the empirical studies of the pedagogical intentionality of teachers of the Primorsky Krai, present the methodology and results of the analysis of the level of actual development for the identified indicator.

## **4. Purpose of the Study**

Propose approaches to the diagnosis of the pedagogical intentionality of the teacher in the field of self-disclosure of the student’s abilities, to identify the barriers to professional development, which must be overcome in the process of advanced training.

## **5. Research Methods**

### **5.1. Intentional learning**

In the publications by Aleksandrov (2009), Cholbi (2007), Levinson (2000) the term “intentional pedagogy” occurs, which is positioned as a new pedagogical paradigm. The study of normative materials in the field of education has shown that in English texts the term “intentional learning” is used to define the basic concepts of education – formal, non-formal, unofficial education. The European Commission (2001) Memorandum on Lifelong Learning indicates that formal and non-formal learning is intentional

from the learner's point of view ("intentional learning"), and informal (unofficial) learning is in most cases random and not perceived by the student as an extension of their knowledge and skills (Cholbi, 2007). In the Australian learning system, EYLF, "intention learning" is one of 8 basic pedagogical practices implemented in the early years, it is part of the vocational training program and a key component of the National Quality Framework.

The technology of intentional learning has a number of definitions. So, according to Epstein (2009), the essence of intentional learning lies in purposeful actions in relation to specific results, bearing in mind the children's development. In relation to teachers, this is a requirement to know the strategies by which different children learn and the content on which they can learn (Epstein, 2009). Subagdja, Sonenberg, and Rahwan (2009) consider learning intentional or purposeful if there are clear mental relationships that motivate and direct learning. Bereiter and Scardamalia (2008) use the term intentional learning, implying cognitive processes that treat learning as a goal, not a random result. Martinez (1999) believes that intentional learning is a dynamic purposeful approach to the learning process, when the knowledge gained is used to achieve cognitive goals, as well as personal development and self-improvement. The main question is how these goals are achieved by each individual student, what strategies are being used (Martinez, 1999). At the same time, the questions characterizing the teacher's professionalism in the field of deliberate achieving the educational goals are not studied enough.

## **5.2. Pedagogical intentionality**

Based on the phenomenological and activity approaches to the definition of intentionality, we assumed that the essence of pedagogical intentionality lies in the teacher's readiness to deliberately and openly build educational-pedagogical interaction in accordance with the current graduate image. We believe that pedagogical intentionality as a teacher's general professional competence performs a number of functions: coordinating, organizing, communicative, prognostic and axiological — helping to clarify the goals of education by all subjects of educational interaction and the coordinated work of mechanisms for their intentional achievement. In the competence format, pedagogical intentionality can be presented as a systematic manifestation of knowledge about the graduate's abilities and competences as goals and results of education, recognition of their decisive role in the organization of the educational process, as well as historical and national variability, skills to design and implement strategies to achieve them (including joint), the ability to their selectivity, taking into account the individual characteristics of the student and the specifics of the pedagogical conditions, the recognition of the importance of their role and the importance of professional development. The structural components of pedagogical intentionality are semantic-lexical, methodic, didactic and reflexive.

The content of the semantic-lexical component is the knowledge of the student's psychological and pedagogical characteristics and the reflection of their meanings: abilities, skills, universal learning activities, competency, competence, etc. The component's function is to introduce certainty into the educational intentions of the subjects and the educational process through the teacher's willingness to express psychological and pedagogical characteristics in a verbal and conceptual form, while dysfunctions are associated with the complexity of such verbalization.

The content of the methodic component is constituted by the actions of setting goals, setting educational objectives corresponding to the educational goals and designating the corresponding results and products of educational activities. The function of the component is to keep the determination and coherence of the educational process to educational goals. Dysfunctions are associated with the “scattering” of pedagogical activity into a set of actions to translate the content of the subject.

The content of the didactic component are the teacher’s actions to incorporate the educational goals into the content of the educational process through dialogue and problematization using the procedures of joint goal setting, selection of strategies in solving educational tasks taking into account individual preferences, aptitudes and pleasure, analyzing the criteria and quality of learning tasks and projects, reflection achievements oriented to the student's understanding of their competence-based development and its mechanisms. The function of the didactic component is the creation of learning motivation and the development of student learning independence. Dysfunction appears in the implementation of the educational process through a system of manipulation and moralism.

The content of the reflexive component is knowledge of the regulatory requirements for teacher’s professionalism in the design and implementation of educational goals and actions on self-analysis, recognition of oneself as a subject of pedagogical activity and the significance of one's role in achieving educational goals. The function of the component is the strengthening and development of competence, keeping it up to date. Dysfunction manifests itself in the inability to overcome the destructive barriers of self-disclosure.

As a result of theoretical and experimental research, we developed a system of indicators characterizing the developmental level of the teacher’s pedagogical intentionality (Table 1).

**Table 01.** Criteria and indicators of the development of the teacher’s pedagogical intentionality

Criteria	Indicators
Semantic-lexical	1-SL selectivity in relation to the abilities and competencies of the student reflects the systemic knowledge of typologies and their sources; 2-SL recognition of the variability of educational goals, both national and historical; 3-SL sensitivity to social demand;
Methodical	4-M readiness to consider the student’s abilities and competencies as the goal of the learning situation; 5-M ability to design learning tasks in accordance with the purpose of the learning situation; 6-M ability to review the results of the learning situation in accordance with the goal;
Didactic	7-D readiness for the inclusion of planned tumors in the student’s development in the content of the learning situation;
Reflexive	8-AR recognition of oneself as a subject of educational goal setting and the importance of one's role, knowledge of the requirements for professionalism; 9-AR practical interest in updating knowledge in the field of setting educational goals, interethnic standards and procedures, readiness for analysis and self-analysis, constructive work on mistakes.

We have characterized the developmental levels of pedagogical intentionality by means of 7-D indicator. Developmental levels of the didactic component of pedagogical intentionality (Table 2).

**Table 02.** Developmental levels of the didactic component of pedagogical intentionality

Level	Description
Sensual-intuitive	The student's abilities and qualities are not the content of the learning situation, are not included in the dialogue with the students or the parents, are not mentioned as goals or objectives of the lesson, the didactic material aimed at understanding that the increments in student's development is missing. The teacher speaks about the student's characteristics outside of learning tasks, without analyzing their development strategies, which can rather be attributed to moralizing, for example: "smart children do not do that".
Cognitive	More often, the methodically shaped orientation of the learning situation for educational purposes is left out of the learning process. At the same time, the purpose of the lesson is periodically communicated to the student, and the conditions for its acceptance are created.
Interpretative	The ability to initiate a dialogue about planned formations in the student's development in difficult conditions of unformulated educational request by social partners. It creates situations of semantic interpretation of developed competences, strategies for their development and practical application, provides a choice of forms and methods for their achievement, detection of personal significance in the educational content from the point of view of the desired ability. Knowledge and use of facilitation techniques when setting individual educational goals in situations of goal-setting, final and situational reflection, design of an individual student portfolio based on non-evaluative acceptance and empathy (you dream of being an astronaut, but you do not know how to write correctly!). It teaches to request, perceive and respect the position of other subjects, to argue their point of view, to engage in interaction with interested subjects.

### 5.3. Research methods of pedagogical intentionality in region

The experimental base of the study was the Primorsky Regional Institute for the Development of Education. Over the years, about 1000 teachers of various specialties, students of advanced training programs participated in the study. In order to identify the dynamics of indicators, we made a sample of approximately equal volume with an interval of about 5 years. The long-term study period allows us not only to consider the educational deficiencies, but also to analyze their dynamics (Table 3).

**Table 03.** The time periods and the number of teachers who participated in the study

Years	2005	2010	2014	2019
Number of people	80	73	81	25

We have developed a questionnaire that consists of open questions. It is important when the answer is formulated independently, visible accents are placed by the teacher themselves, what is important for them. The structure of the questionnaire included an explanation of anonymity, motivation, instruction, written answers, acknowledgement. The 2005–2010 survey was held in person, when a group of teachers wrote the answers to questions in the audience at the same time. Since 2011, teachers have answered questions using Google Forms. The structure of the question included a broad question with explanations, a brief question.

1. Education is a process of particular value. It is regulated and financed by the state; teachers receive special education, undergo refresher courses and work with maximum efficiency; during the course of 11 years children give a great deal of strength to the learning; parents, realizing the value of education, participate in this process as much as they can.

a. What do you think is the meaning (what is the purpose) of education in general and of studying your subject in particular?

2. Anyone can express their opinion on what should be the goal of education, but whether this goal will be realized. Who, in your opinion, does not just reason, but decides and determines what the educational goals will be?

a. What do you think, who or what determines the educational goals in general and considering your subject in particular?

## 6. Findings

### 6.1. Question 1– Student for the educational goals in general and on the subject

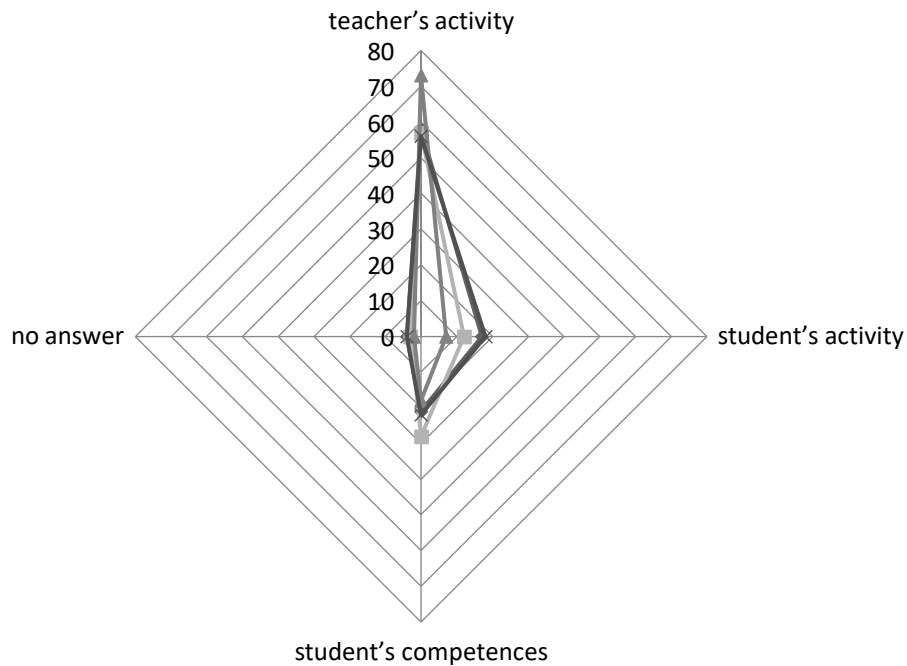
The study of answers to a question about educational goals reflects the student's presence in educational intentions, how to identify the student's role in the teacher's intentions. Systematization of answers to open questions revealed 4 types of wording of the educational goal: the learning actions that the teacher realizes, the learning actions implemented by the student, the student's competence, the absence of response (Table 4).

**Table 04.** Ideas about the activity focus in the educational process in the context of the educational goals in the relevant educational field (% of the studied sample of teachers)

Intention of the answer	Sample answer	2005	2010	2014	2019	Average
Teacher's activity	formation of a scientific worldview, to give a general picture of the world, to cultivate a sense of beauty, to teach thinking, to show the world around us	58	57	73	56	61

Student's activity	to learn the basics, knowledge of the world, gaining knowledge	17	12	7	18	14
Student's competences	elementary mathematical skill, speech literacy, terminology skills	21	28	18	22	22
No answer		4	3	2	4	3

It should be noted that all educational goals imply the development of the student, at the same time, the findings suggest that the intention through certainty is expressed insufficiently (Figure 1).



**Figure 01.** Distribution of teacher responses according to activity types

## 6.2. Question 2 - Student as a subject of educational goals

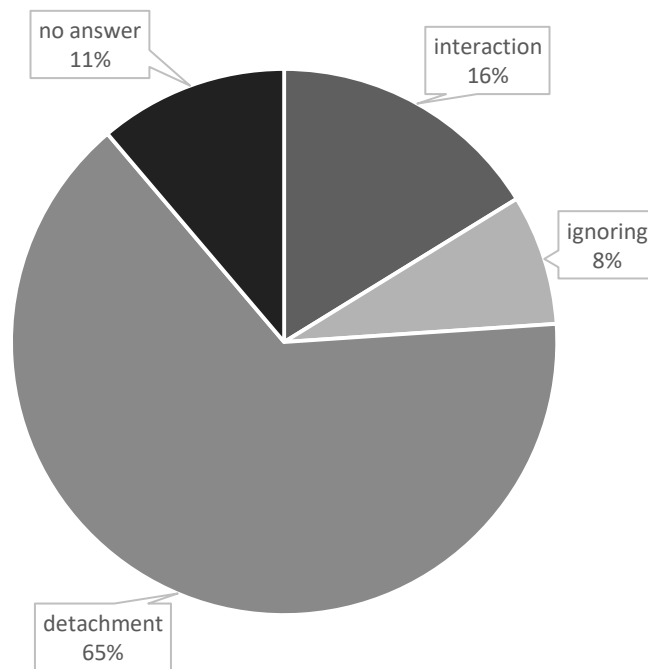
To describe the teacher's readiness to build relationships in the process of goal-setting, we used the types of relationships by Mukhina (1999). The answers were divided into 4 groups (Table 5):

1. Ignoring - only teacher
2. Detachment - except the teacher
3. Interaction - teacher among other subjects
4. No answer



**Table 05.** Examples of teacher’s typical statements in relation to the communicative styles 2005-2019

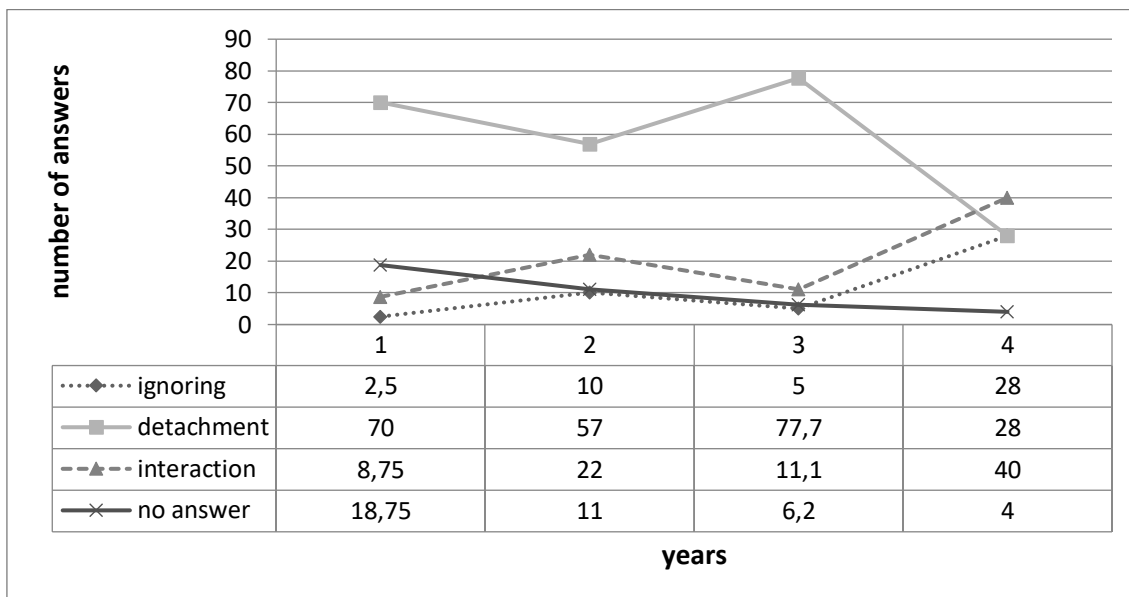
Communicative style	Sample answer	Average values
Ignoring	Myself, teacher	5
Detachment	Documents from the collection of regulatory documents; officials who do not understand this; program and textbooks; standards	42
Interaction	Myself, the program, life; Ministry of Education, region, school, parents, me; the Ministry of Education of the Russian Federation, and the teacher informs the children; I am part of a federal standard; academics who are able to generalize the knowledge and experience of teachers	11
No answer	No answer, no one, someone is, this is an incorrect question	7



**Figure 02.** Distribution of communicative styles

Analysis of the data obtained shows that the dominant type of relationship is detachment, in 65% of cases the teacher does not call themselves among the subjects defining educational goals, thus assigning a part of a translator. The share of empty answers is 11%. Despite the fact that the wording “I myself” is often found in the answers, in most cases it is used along with the enumeration of other subjects and the proportion of the communicative style “ignoring” turned out to be 8%. The type of relations “interaction” was chosen by 16% of teachers (Figure 2).

The dynamics of change over the years shows that the proportion of detachment remains unjustifiably high, as the growth of interaction coincided with an increase in ignoring students’ competences (Figure 3).



**Figure 03.** Dynamics of changes in the teacher’s communicative styles according to the results of the longitudinal study 2005-2019

According to a survey of 2019, out of 26 answers to a question about the subjects of goal-setting, the student is mentioned only in 4. In these answers, the teacher notes:

- the initiative of students and their desire to express themselves and, of course, to see a much greater result are of great importance. And the teacher’s goal in this case is to reveal their own desire for this;
- positive learning motivation.

Also, in 2017-18, during the pedagogical designing, teachers were asked the following question: at what stage of the lesson, in what situation do you discuss the planned competence increments with the students, which for the most part remained unanswered.

## 7. Conclusion

The problem of the teacher's intentionality as a competence related to the teacher's orientation in accordance with the requirements of the Federal state educational standard is revealed. It is shown that self-disclosure of the student's abilities is a projection of their activity in the classroom. We established the necessity of teacher’s orientation in the context of the law thesaurus, the concept of the system-activity approach and goal setting.

The results of the study were indicative for the study of the teacher’s pedagogical intentionality. The developmental level of the teacher’s pedagogical intentionality can be characterized as low.

Semantic analysis of statements reflects the teacher's desire to have an effective impact on the student’s development, awareness of the value of their profession and the recognition of the student’s value. If teachers consider the process of goal setting as mandatory, then the student’s acquaintance with the goals causes some disagreement.

The technology of joint goal setting is almost unknown to teachers, because the purpose of the lesson is formulated in the lesson plan and can only be brought to the attention.

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