

I am a student of pedagogical University, and I have something to say

School teachers have the power, about which Prime Ministers can only dream of, said Prime Minister of Great Britain Winston Churchill. It would seem that power is a sweet pill to strive for. What's really going on? Many dream of a career school teacher? Whether a school teacher has the status of the powerful, whether they are of an aura of prestige?

We could not resist and decided to talk with several students at a variety of pedagogical universities of our country. I asked them about teaching, about their own school experiences, about what their alma mater is teaching and what they think about Russian education.

The word to them

I am now in the fifth year (thank all the Gods that he is the last). I will look for another job where you will be able to apply the knowledge gained in these five years, at least, will work. For example, I love crafts.

In my opinion, teachers have now less rights than the student. Everything has the right to do the teacher is somehow motivate children to study.

But what if the child does not want to learn and parents to it gave up?

There is nothing will help to expel from a class or put a bad mark for bad behavior, nor to criticize. Children it and understand, pluck and spit in the eye. In private and elite schools this is not, and in the usual average — the chaos.

Federal state educational standard is a little crazy, practicing teachers themselves say that this system is just a utopia — good in theory, but its realization is extremely difficult. That means the GEF? The learner in the learning center. The teacher starts from the student. The student wants to move on. And where have you seen a dozen students with a burning zeal for learning? Only units. In this case, the teacher should create a favorable learning atmosphere, which ideally, children suddenly will appear the desire to learn.

But in practice it turns out that the instruments provided by the teacher for realization, forced to prepare for just one lesson at least a couple hours (even an experienced teacher). This system is not just not perfect, it is poorly working. Many teachers and professors are just waiting for the new changes in the education system, when will the new broom.

Why do we need universities

In teaching, I entered just because there were a lot of budget places and there was no rush. In 9-th class I decided that I was going to study Philology: I always liked to read and so I chose literature — where you can create, and, of course, I love Russian language, its history, the brevity and breadth. When I went and studied for a year, then proudly realized that our faculty is absolutely no corruption. Our teachers do not take bribes and are always asked not to bring flowers for the exam. I understand it as: first, they are writers and experts, and these people can't be spiritually ignorant. After all, bribery [math hw help](#) is low and disgusting. Second, many of them middle-aged and older, that is educated in the USSR, and then was raised the real conscientious, honest members of society.

On the 4th course came out to practice, she was at first passive, that is, listened, and then analyzed the lessons of teachers, and then was an active practice, which has tried himself in the role of teachers. First active practice was the practice at the Russian, she of all students is at the secondary level (grades 5-8), 5th year, at the beginning of the year was the practice in literature, senior (10-11). From practices was much excitement at all, well, it's natural.

Great feeling when you are spoken to by name and patronymic.

In fact I'm a vocal coach, artist, singer, performer of folk pieces, Russian romances, and works of authorship XIX-XX centuries, the head of the folk choir.

Interest in music I had in childhood. I am very well behaved in the school choir, so the music teacher advised my parents to send me to music school and I went to the class play on the piano. Honestly, I still can't imagine how it is possible to properly teach piano: you're either learning works or not, but the teacher only corrects your game.

In high school I never spent more than two or three hours. A couple of times a week, went to the specialty, which was still any good once on the chorus, where either military songs, or children, who, like me, already got all.

More on this topic:

"I wanted to be a teacher, and I became them"

I have nothing against the military or children's songs, moreover, some very much, but how boring to sing. Well, that's why the hundredth time to perform a "Darkie"? The repertoire is very narrow, usually not enough of something modern. In the end, from the choir I subsequently refused and went to do pop-jazz vocals. One more time a week, went to solfeggio and musical literature. Need I mention that they were taught not less than boring dry facts. I barely hatched in the classroom. And I'm not the only one. I assure you, absolutely no one was interested in listening to all this.

In General, the educational process brought incredible boredom, and soon it became unbearable. From that moment on, I always skipped classes and came up with some incredible stories about why they were missed: stuck in the Elevator, stayed in school, went to the moon, that we'd missed a lesson, Janna.

Remember that the school we sometimes went to competitions, even abroad. True, the pay is often had, but all is acceptable. Contests generally is a good thing for the development of future professional artist, but still do not like contests. It seems to me that creativity is not a sport and there is no need to be first. I prefer festivals.

Something modern to play was not allowed, this area is absolutely not develop, constantly shoved Bach and Mozart. I also liked to compose my music, and not to execute the hundredth time classic sketches.

"I can spare time to play, but not here," was the answer.

I only had to deal with that, but I never rebelled, no begging to let me play a something modern or original in the exam, just reluctantly did what he said, and at home composed a variation on the theme works.

In General, if to speak about a music school in Russia, I can handle some basic Troubleshooting.

- **First, it is the lack of an adequate theory of teaching children music and (or) people who may interested to present their material.** I think it would be right to give the children more of the contemporary music (even popular), then go to the classics, to the more complicated stuff. In my music school nobody wants to keep you interested. Teachers dryly convey information and waiting for a response, which is simply nowhere to take, it is difficult to perceive knowledge that is convey to you means, "I told you, if not interesting, even without any hint of creative activity, your job is to learn".
- **Secondly, the total absence of musical taste from the teachers, and therefore the absence of its students.** Don't be surprised if you see a man who can brilliantly play the piano, but to listen to second-rate, mediocre music. This is not a joke. This happens even in the institutions, schools and colleges. It's everywhere. And this is the worst that these people — the musicians — have simply terrible taste in music and absolutely not to be able properly to analyze the music. It seems to me that the music school should be a pioneer in the education of children a good musical taste, but if not, even the teachers, then just nuff said (sic).
- **Thirdly, a huge shortage of contemporary music in the programmes of classical music schools.** And it also comes from the lack of musical taste and knowledge of contemporary music. People have a very narrow range of knowledge, speaking about modern art music. It is difficult to perceive something new, the musicians of many conservatives. It is easier to take Bach in the library than to download the sheet music of any contemporary composer (Yes, they have no idea about these composers). What to do with it? I do not know. All musical taste and the habit to analyze the music not inculcate.

The University I chose because it is close to home, and profile because I didn't want to only linguistic education. I think with employment will be more difficult, but jointly with the teaching — what we need, without work will not stay. Those who know English and can teach in the next thirty years without a crust of bread will not stay.

I now do tutoring, but this was a practice experience in primary school. Experience there was positive, all in elementary school are docile and cute, except that it was a lot of paperwork: reports, scripts, lessons, portfolio... that I was tired. When I went to practice, thinking to rest from studying, but the opposite happened — when it was over, breathed a sigh of relief.

Yesterday I tried to explain to a younger brother, a fourth-grade topic in the English language, which they now are. Something reached him, and he is a student. It turns out, once he has learned this material, and most in the class too. Now, many parents resort to services of private Tutors because the school on the English lessons of their children do not understand and do not have time.

Maybe I'm wrong, but I see education in our country today: in our schools incorrectly teach English. Can't a teacher teach a child to be fluent in the language for 2 hours a week. Even if it is very talented, smart and loving children teacher and a capable student. The result is logical: the average graduate of a secondary school may not use the language after 9-10 years of education!

For this reason, before to make English a compulsory subject — the majority of students it will fill up, and the poor teachers just go crazy.

As far as I know, single methodology of teaching English, which, for example, was in the Soviet Union, now in Russia. As an educator, I believe learning English is not a purely personal matter, and it is a natural part of modern education. It is obviously better to study language in the language environment, where it is faster. Plus we must not forget that everything in human life depends on him. Many people compensate for lack of natural aptitude with diligence. They should not sverhodarennym, but hard work sometimes helps them achieve even greater results. So I think that we should not shift responsibility to others, if you have something does not work.

Educational programs we have to change. Universities are not yet able to prepare a professional, as they give students only educational competencies, not professional, and the diploma is the level of educational qualification without reference to professional activities. It is necessary to adjust programmes and the requirements of a specific labor market.

Or, for example, in the process of development of an educational program, the student should study the required courses and select elective courses according to their desire with the required number of credits (the term used in modern Western education systems and represents the assessment of knowledge). The question is, why can't I study more than the sum of the credits?

Also it would be great to bring to the workshops people who have done well in the profession and achieved success, so that they share their experience. Basic knowledge, of course, necessary, but life is changing and students need a modern vision of its future activities. In practice, this is difficult to do because employees have no obvious benefit and time to devote to students in the work of.

I have introduced more oriented electives, such as paying taxes how to make the inheritance and so on. Etiquette required. I would like to give the students an extra specialty, which would help them to succeed in life, in case they will not be able to work in the major field.

And students can't work full time, so the food and tools of the office could be free. Guide to self: find a teacher

Soviet education was considered the best in the world, I don't know whether it was necessary to lower its level to the European. Take, for example, the Bologna system, which our country joined in 2003. On the one hand, it helped to create a unified educational space for us and Europe, and now graduates of our country can study abroad. On the other – to modernize our system of higher education were spent huge funds, in my opinion, did not meet expectations. And we must not forget that the Bologna system puts very stringent requirements on the process and content of education, resulting in decreased motivation in students for learning and teachers have put in rigid frames.

Due to the Bologna system, our employers still do not understand the compliance degree, for their bachelor degree is incomplete higher education.

At the time it was a lot of talk about equating the degree to a special medium, although proponents of this system claim that the levels of education (bachelor, master, doctorate) fully market-oriented. But employers are not well informed about levels of training.

The primary duty of any teacher is to create a comfortable atmosphere in the classroom, otherwise clear to convey information will not work. But does this knowledge the student is his own business. If a student has high claims to oneself and learning, usually with threes in the diploma and I think in this case, the teacher not responsible. In school here the situation is slightly different. Teachers have responsibility for the children more as it's still compulsory education. Universities come people for more knowledge, which decide how and in what form they will receive.

In my opinion, of course important if one wants to continue studying abroad. For example, Germany has a very high passing scores on the diploma received in Russia, and the highest score there is generally one. That is, people whose diploma of bachelor or master with threes, will not be able to study abroad. In Russia everything is different, our employers do not pay much attention to grades, they look for experience, knowledge, language, computer skills, manner of communication.