



The development of goal setting and planning skills in comprehensive school teachers

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Abstract

The relevance of the study: The problem addressed is highly relevant since diagnostic and methodological tools for the assessment of professional skills (goal setting and planning) in comprehensive school teachers that they need to effectively organize and manage the development of students' personality are insufficiently developed. The aim of the study: The purpose of the article is to study the features of goal setting and planning actions as they develop in teachers of general education school within the framework of a competence-based approach to education. Methods: The questionnaire "Goal Setting and Life Planning"; author's questionnaire "Goal setting and planning in the educational process" were used as empirical research methods. Results: The article demonstrates the effectiveness of the system of formative activities aimed at optimizing the level of goal setting and planning skills in secondary school teachers. Practical significance: The study proves the need for a set of activities that are tailored for development of professional skills of goal setting and planning in teachers in the context of modern school.

Keywords: goal setting, planning, professional actions, a teacher of comprehensive school, competence-based approach

Zaitseva SA, Mayasova TV, Kolesova OV, Gutsu EG, Demeneva NN, Demareva VA (2020) The development of goal setting and planning skills in comprehensive school teachers. *Eurasia J Biosci* 14: 3855-3861.

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INTRODUCTION

A modern teacher's job is challenging, but at the same time interesting. Nowadays a lesson can be compared to an iceberg with execution as a visible part and preparation, organization, planning, goal setting and, finally, reflective activity left unseen. S.A. Amonashvili (1983) compared the lesson and its preparation to a musical score, a symphony, calling the teacher a conductor and a musician at the same time.

Modern researchers of didactics (its theory and practice) in primary, secondary and higher education argue that the main professional action fields of a teacher are goal setting and planning (Asmolov, Burmenskaya & Volodarskaya, 2013; Zhukova, 2015; Lyubenko & Gubin, 2017; Chernyavskaya, 2015; Nartova-Bochaver et al., 2018). They constitute the core of the teacher's professional activity.

Increasingly, the teacher's actions of goal setting and planning are viewed as a part of the management component of the teaching profession. (Alieva, Martazanov & Magomedov, 2020; Badeeva, 2012; Veraksa, Bukhalenkova & Kovyazina, 2018)). O.A. Kozyreva (2020) points out that modeling is the main

function of teaching and indicates the importance of defining both long- and short-term goals of teaching.

In addition to goal setting and planning skills that a modern teacher should possess, another process is taking place in the educational environment - the process of the forming these universal educational actions in students by the teacher. This is indicated not only in the Federal State Educational Standard of Primary General Education (FSES PGE, 2015), Secondary General Education (FSES SGE, 2017). This requirement is dictated by society since a successful person cannot function in different areas without a sound ability to set and define goals, and to analyze his/her activities in retrospect.

In our opinion, a teacher who does not have a well-developed skill of goal setting and planning will not be able to cultivate them in his/her students.

Importantly, teacher's personality also influences further professional self-determination of students. Professional communication transforms from social to

Received: August 2019

Accepted: March 2020

Printed: October 2020

psychological, in which teacher personality plays a huge role with its communicative tolerant attitudes aimed at another person, affecting the behavior and activities of the teacher itself (Fomina, Mayasova & Ungina, 2018). So, a teacher who clearly and consistently plans lessons and their communication with students, motivates them not only to study the subject, but also to pursue teaching profession in the future (Ilaltdinova & Oladyshkina, 2020). The so-called phenomenon of “pedagogical endowment”, mentioned by A.A. Fedorov, E.Yu. Ilaltdinova and S.V. Frolova (2019). allows higher education teachers to work with interested, motivated students from the very beginning. Their goal is not just to obtain a higher education degree, but to effectively transmit values, meanings and ways of acting to their students.

However, it follows from the literature review mechanisms of the development of goal setting and planning in teachers are poorer understood than the development of those skills in students

In this regard, the purpose of our research is to study how goal setting and planning actions develop in comprehensive school teachers.

MATERIALS AND METHODS

Methods

Questionnaire “Goal setting and life planning” by V.R. Manukyan (2018); Author’s questionnaire “Goal setting and planning in the educational process.”

Sample

120 teachers from two schools took part in the study. The distribution by gender and age was not considered. 40 teachers (20 in each school) were primary school teachers, 80 teachers (40 in each school) were secondary and high school teachers. The entire sample was divided into a control group (20 primary school teachers, 40 secondary and high school teachers from one organization) and an experimental group (20 primary school teachers, 40 secondary and high school teachers from another organization).

The Stages of an Experiment

The research was carried out in three stages. At the first stage, the literature was analyzed that addresses the development of goal setting and planning skills in secondary school teachers as well as theoretical and practical approaches to goal setting and planning. Also, the aim and objectives of the research were defined, the diagnostic material selected, the plan of the pedagogical intervention experiment designed.

At the second stage, diagnostic tools were applied to study the development level goal-setting and planning skills in teachers, an action plan aimed at optimizing this level was compiled and tested, and a comparative analysis of the data obtained at the baseline and control stages was carried out.

At the third stage, theoretical and practical conclusions were specified, and the results of experimental activities were generalized and systematized.

RESULTS

The Baseline Stage

To study goal setting and planning as central skills that reflect the awareness of a personal life path, we used the author’s questionnaire by V.R. Manukyan (2018) “Goal Setting and Life Planning”. This additional technique was indicative of understanding how teachers define goals that are personally tinged, and not necessarily related to professional activities. The results of the questionnaire are presented in **Table 1**. The comparative analysis with the use of a multifunctional Fisher test, which assesses the reliability of differences between sample proportions did not reveal significant differences between the groups.

The results obtained allowed us to identify some trends in teachers’ response patterns.

1) When formulating the answer to the first question (Idea about their future), the teachers of both groups formulated real goals, at the same time, the number of life expectations and dreams turned out to be significantly smaller.

2) Most teachers designate their goals as short-term, and a large percentage of goals were identified by respondents as non-term goals. The goals that teachers plan to achieve in 3-5 years turned out to be the least.

3) The overwhelming number of participants in the experiment formulate their goals clearly, in detail, and a large number of goals are attributed to self-development. The goals that contradicted each other turned out to be the least.

4) Approximately the same number of the teachers define their goals as interrelated, related to solving problems, as well as the goals aimed at preserving what is available.

These results are consistent with the results of the study by V.R. Manukyan (2018). Within the research by V.R. Manukyan (2018) the sample was gender balanced. In addition, the author considered the respondents’ age when analyzing teachers’ responses. Professional activity in the study by V.R. Manukyan (2018) was not considered. The indicators for features 2, 4 correlate with our results, but the results for features 1 and 3 differ from her data. In our opinion, this is due to the teachers’ professional activities, with the constant goal setting not only in life, but also in their profession.

To construct our own diagnostic tool of the author’s questionnaire “Goal setting and planning for education”, the purpose of which was to identify the level of the development of goal-setting and planning skills in teacher’s profession, we relied on the theory of the stage-by-stage formation of mental actions by P.Ya.

Table 1. The features of the goals distribution in teachers of the two schools (N, %)

Indicators of goal setting and life planning	Control group	Experimental group
Feature 1. Goals/expectations/dreams ratio		
Goals number	67%	70%
Expectations number	15%	14%
Dreams number	18%	16%
Yearly goals ratio		
Number of long-term goals (> 5 years)	18%	21%
Number of mid-term goals (3–5 years)	4%	2%
Number of short-term goals (1–2 years)	44%	49%
Number of non-term goals	34%	28%
Feature 2. Specificity of formulating goals		
The number of goals for which the ways of achieving are thought out	96%	98%
The number of goals from own aspirations, desires	89%	92%
The number of goals from admiration, imitation	4%	3%
Goals set as needed	10%	11%
Goals by advice	7%	3%
Feature 3. Number of goals		
Number of clear, detailed goals	95%	93%
Number of unclear, undefined goals	24%	29%
Number of conflicting goals	5%	3%
Number of goals driven by the desire for development	83%	77%
Feature 4. Goals type		
Preservation goals	25%	28%
Goals for solving existing problems	23%	19%
Number of highly significant goals	11%	9%
Number of moderately significant goals	9%	12%
Number of little significant goals	8%	6%
Number of interconnected goals	24%	26%

Remark: When processing the results for features 2 and 3, each category of responses was calculated separately.

Galperin (2005). We have outlined 3 stages of the formation of goal setting and planning actions in teachers. Stage 1 - the designation of the standard of the goal and plan. This stage is the initial, i.e., reproductive one. The goal and plan are just beginning to take their shape. Stage 2 - application according to the sample. At the second stage, the teacher can process the goals and planning that are given in the sample (methodical manual, reference lesson outline, etc.). Stage 3 - creative use. The teacher can himself formulate goals and a plan in accordance with the circumstances (the type of lesson, the developmental characteristics of students, etc.).

Accordingly, we formulated one diagnostic task for each stage. We identified the following criteria for evaluating the answers: independence and personal significance of the task.

Task 1 (reproductive stage of goal setting and planning). What, in your opinion, is the main difference between a traditional lesson and a lesson designed according to the Federal State Educational Standard?

According to the criteria, we designated the levels of formation of goal setting and planning actions at the reproductive stage. Level 1: the teacher took information from the Internet, approached the task formally. Level 2: the teacher revised the information found on the Internet, demonstrated some interest in the task. Level 3: the teacher independently formulated the answer to the task, showed personal interest in the task.

Task 2 (application of knowledge according to the model). You teach a lesson on a topic (a non-existent topic is given, for example, "Curious raccoons"). State the goals and outline for this lesson.

Let us designate the levels of formation of goal setting and planning actions at the stage of applying knowledge according to the model. Level 1: the teacher took information from the Internet, changing only the topic of the lesson, approached the task formally. Level 2: the teacher revised the information found on the Internet, demonstrated some interest in the task. Level 3: the teacher independently formulated goals and a plan for the proposed lesson topic, demonstrated personal interest in the task.

Task 3 (creative use). Outline the goal setting and planning techniques that you would suggest to students within a knowledge systematization lesson.

Let us describe the levels of formation of goal setting and planning actions at the stage of creative use. Level 1: the teacher used ready-made methods, approached the task formally. Level 2: the teacher revised the information found on the Internet, demonstrated some interest in the task. Level 3: the teacher outlined his own methods of work, demonstrated personal interest in the task.

The results of the study of the level of formation of goal setting and planning actions in teachers at the ascertaining stage are presented in **Table 2**.

Thus, as we assumed, the number of teachers in both groups who are at the first (the lowest) level of formation of goal setting and planning actions increases at each next stage.

The differences in the percentage ratio between the levels are insignificant; a comparative analysis using the multifunctional Fisher test did not reveal significant differences between the groups in terms of these indicators. Let us note only the difference between the

Table 2. The results of the study of the formation level of goal setting and planning actions in teachers of the two schools at the ascertaining stage (N, %)

Stages and formation levels of goal setting and planning actions		Control group	Experimental group
Stage 1. Reproductive	level 1	56%	60%
	level 2	18%	15%
	level 3	26%	25%
Stage 2. Application according to the model	level 1	67%	64%
	level 2	16%	14%
	level 3	17%	22%
Stage 3. Creative	level 1	88%	79%
	level 2	9%	8%
	level 3	3%	13%

Table 3. The results of the study of the formation level of goal setting and planning actions among the teachers of the two schools at the ascertaining and control stages (the comparative table) (N, %)

Stages and formation levels of goal setting and planning actions	Control group		Experimental group		Values of significance of differences according to Fisher's test	
	Ascertaining stage	Control stage	Ascertaining stage	Control stage	Level of statistical significance	
Stage 1. Reproductive	level 1	56%	50%	60%	12%	0,01
	level 2	18%	21%	15%	22%	0,34
	level 3	26%	29%	25%	66%	0,032
Stage 2. Application according to the model	level 1	67%	63%	64%	19%	0,044
	level 2	16%	19%	14%	35%	0,047
	level 3	17%	18%	22%	46%	0,05
Stage 3. Creative	level 1	88%	84%	79%	30%	0,043
	level 2	9%	11%	8%	46%	0,012
	level 3	3%	5%	13%	24%	0,33

results of the experimental and control groups at the 3rd level of the creative stage of goal setting and planning actions formation ($p \leq 0.5$). This is due to the style of school leadership, the informal attitude of the headmaster to the educational process and the personal development of each participant in the educational organization. The school encourages related to professional growth teachers' personal initiatives, and special conditions are created for this.

Formative Stage

At the training stage, we developed an action plan, which was organized in the following way.

1. Lesson shadowing and analysis from the point of view of the application of goal setting and planning actions. It was shown that only a small part of teachers uses goal setting and planning techniques in their work, not only during the lesson, but even during the preparation for it. We singled out a special category of teachers - young specialists, whose teaching experience was from 0 to 4 years. It was they and the teachers of the older generation who experienced difficulties in organizing goal setting and planning. Each young specialist was assigned a mentor teacher who helped in the case of difficulties.

2. Conducting a series of methodological seminars, the purpose of which was to generalize the knowledge of teachers on the problem of goal setting and planning in the context of applying the competence-based and activity-based approach. At each seminar, a practical part was provided, where teachers solved cases, exchanged their methodological findings.

3. Conducting mini-master classes by teachers. The teachers, whose experience in goal setting and planning proved to be the most interesting, introduced various

methods of setting goals and organizing planning through 15-minute master classes to their colleagues.

4. Formation of a video collection of teachers' lessons. For a systematic view of how goal setting and planning activities fit into the overall lesson system, 28 teachers' lessons were filmed. The video material was included in the training course on the GoogleClassroom platform.

5. Revisiting lessons and analyzing them. Particular attention was paid to the introspection from the point of view of the use of various methods of goal setting and planning both during the lesson and during the process of its preparation.

Control Stage

At the control stage of the research, we applied the author's questionnaire "Goal setting and planning in the educational process", slightly changing the wording of the questions. The results of the study of the formation level of goal setting and planning actions in teachers at the control stage are shown in **Table 3**.

The analysis of the results showed a slight change in the indicators of the formation of goal setting and planning actions among teachers in the control group, which can be explained by the natural development of the respondents. A comparative analysis using the multifunctional Fisher test did not reveal significant differences in these indicators within the control group.

The results obtained in the experimental group differ significantly from the initial results. We note a significant increase in the percentage of the teachers who showed the third (the highest) level of the formation of goal setting and planning actions at each of the stages, and, accordingly, a decrease in the number of teachers at the first, initial level. We consider the change in the

professional activity of young specialists to be positive results. It became more meaningful, reflexive, and young teachers strove to use the best examples of activity, methods of goal setting and planning, and tried to creatively rethink some of them.

Unfortunately, we have not been able to fully implement the activity on the goal setting and planning formation in teachers with a long work experience. Let us note only a few cases of understanding the innovative processes taking place in the modern educational process, the ability not just to formulate ready-made goals and lesson plan on paper, but to creatively recycle the existing teaching practice. The main difficulty of teachers with great experience was the one of forming goal setting and planning in students.

DISCUSSION AND CONCLUSION

The study of psychological and pedagogical literature allows us to state the fact of an insufficient number of special works devoted to the formation of goal setting and planning skills in teachers of general education schools. Within such studies, we note the work by L.N. Gumerova (2008), who draws attention to the contradiction between traditional teaching in pedagogical universities and innovative processes taking place in school education, the work by N.V. Mezentseva (2012), indicating the influence of the individual characteristics of the teacher's personality on the process of goal setting, the work by L.G. Luchko and E.M. Taslitskaya (2013), pointing to the techniques of goal setting and planning teacher's preparing for a lesson.

Many researchers in psychology wrote about goals and planning as tactics and strategic structure of the life of an individual (Lomov, 1984; Leontiev, 1983; Peisakhov & Shvetsov, 1991, etc.).

Most modern research is devoted to the formation of goal setting and planning as universal educational actions in preschoolers and schoolchildren of different ages. D.R. Ilyina and O.I. Baranova (2017) show the way the formation of goal setting and planning in younger schoolchildren is possible within the framework of patriotic education. A.A. Kolesnikov (2019) describes the system of work on the formation of goal setting and planning within foreign language lessons. A number of works propose a system of working on the formation of goal setting and planning in younger students at any lesson (Zaitseva & Kuzmina, 2018; Zimnyakova, 2015; Medvedeva, 2014). A.S. Kurbatova, A.G. Pukhova and T.K. Belyaeva (2019) show the techniques of goal setting and planning in the classroom when forming self-esteem of a primary school student. The main problematic of foreign research is to study the age aspect of the formation of goal setting and planning. Most of the researchers' attention is focused on studying the process of goal setting and planning in early

adolescence (Malin, Liauw & Damon, 2017), adolescence (Damon, Menon & Bronk, 2003) and in early and middle adulthood (Hill et al., 2009).

The results of our research demonstrate a significant change in the development of goal setting and planning skills within the levels in the teachers of the experimental group. The percentage of teachers who are at a high level of formation of goal setting and planning actions at the reproductive stage has significantly increased (from 25% to 66%, $p \leq 0.05$). Accordingly, the percentage of the teachers being at a low level of formation of goal setting and planning actions has changed downward (from 60% to 12%, $p \leq 0.05$). This indicates the conscious and creative teachers' attitude to understanding the problems of goal setting and planning.

Let us note the positive dynamics in changes of the levels of goal setting and planning actions formation at the second stage - the application of knowledge by the model. The percentage of the teachers being at a low level decreased from 64% to 19% ($p \leq 0.05$), the percentage of the teachers being at a high level increased from 22% to 46% ($p \leq 0.05$). These results mean that most teachers can independently formulate goals and draw up a lesson plan, only a small percentage of teachers use ready-made schemes from methodical manuals.

30% of teachers (79% - the indicator of the ascertaining experiment) are at a low level of the goal setting and planning actions formation at the creative stage after carrying out the formative work, on the average - 46% (8% is the indicator of the ascertaining stage). We associate such results with many activities aimed at creative processing of goal setting and planning techniques (solving pedagogical cases, viewing and analyzing master classes, and recording video lessons). However, the percentage of the teachers with a high level of goal setting and planning actions formation at the creative stage has changed insignificantly (from 13% to 24%). We explain this by the complexity of the teacher's work in constructing lessons using competence-based and activity-based approaches, the lack of flexibility in interaction with students, the complexity of the transition from a traditional, teacher-friendly learning model to a modern, student-friendly one (Mayasova et al., 2019). Thus, the analysis of theoretical research and educational practice showed that teachers do not pay much attention to the problem of shaping the actions of goal setting and planning. Meanwhile, the results of our study prove that with a specially organized system of work, the formation of goal setting and planning actions in teachers is carried out optimally.

RECOMMENDATIONS

The content of this article will be useful for school principals and their deputies to switch from a traditional

model to a personality-oriented education model, competence-based model where all the participants of the educational process interact in the educational environment

The research gives rise to further questions that need to be solved. In particular, it is necessary to continue the development of a system of interaction with young professionals and teachers with extensive work experience.

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