

Event-based approach in a teacher's work: an open educational technology “Event-resource mapping”

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Abstract. The article deals with the problem of socialization and design of personal and professional development of students in their first year at university. As a solution, an open educational technology “Event-resource mapping” will be proposed. The scientific direction on which the technology is based are described, namely in narratology; Postmodern and poststructuralist approach to the socio-cultural sphere; technological approach to education; as well as the stages of the technology, which are indicated and described.

1 Introduction

Issues of “eventfulness” in education are considered in works of both Russian and foreign researchers (Cheredilina, 2013; Kolokolnikova, 2014; Demakova, 2016; Schmid, 2003; Hühn, 2009; Richards, 2014; Hydén, 2017; Keen, 2015 [1-9]). The process of mapping in education has also attracted the attention of established researchers in Russia and abroad (McMahon, 2016; Kovalev, 2014; Minaeva, 2014; Polivanova, 2015; Terov, Gracheva, 2016; Burns, Freeman, Edwards, 2016; Huynh, Appell, Stetkiewicz, 2014 [11-16]). The open educational technology “Event-resource mapping” allows one to see the phenomenon called an “event” and the mapping process within the framework of one of the academic disciplines in the interrelation of the example of a pedagogical university.

One of the main tasks of the elementary stage of higher education (1st year) is “advanced socialization,” and then – professional competencies [17]. Thus, in the first year of study at a university, the formation of students’ skills and the development of skills for the practical application of knowledge about the laws of the development of the personality in the course of the professional formation and realization of life plans are very actual. One of the pedagogical tools allowing to solve the problem of designing the personal-professional formation and socialization of students is the open educational technology “Event-resource mapping” (SRK).

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2 Theory

The technology operates with data on objective facts of biography and subjective experiences of the individual in different sociocultural circumstances and environments. As a result of a specially organized pedagogical work, the participant of the class organized on the basis of this technology, reinterprets life experience, its meaning; reveals, fixes, expands the bank of personal resources. This all creates the preconditions for the conscious building of an individual development program.

This technology is based on the following scientific directions: narratology; postmodern and poststructuralist approach in the socio-cultural sphere; technological approach in education that will allow to reveal each phenomenon in the name of the open educational technology “Event-resource mapping.”

3 Research

Let’s consider each concept of the educational technology “Event-resource mapping” sequentially:

1) *Narratology* is “the study of ways by which we organize our memory, intentions, life stories, the ideas of our ‘self’ or personal identicalness” [18]. This area is considered as an “interdisciplinary project” (according to David Herman) of general humanitarian knowledge aimed at the culture-forming representation (formation-storage and transmission) of the experience of life as the presence of man in the world [19].

Narratology provides presentations: about the “Event” in the context of personal experience; on the importance of creating written and oral “stories” in human culture [10]; about narrative practice (and working with communities) as a special “humane” position and a culture of working with questions.

In the concept of “Event,” specialists in narratology distinguish the following characteristics: singularity, fractality, and intentionality. Singularity (uniqueness, single-time) stands for some brightness, excretion from a string of repeated facts, life episodes, from “natural inevitability” or “social regularity.” Fractality or “delimitation” is seen as having a fairly well-defined beginning and end. From the inside, the “event” can be divided into fragments and also “fit” into something more extended in time by itself in order to be a part of something more and in the value-semantic plane. However, “the property of fractality is the most important constructive feature of the narrative text, which attests to the significance and insolubility of what is narrated in the flow of universal being.” Intentionality is treated as an inseparability of an event from the consciousness of a person who makes sense of it [20].

So, in the context of narratology, eventuality is a special verbally worded, namely, the “narrative” attitude of human consciousness to being, to the surrounding world, to what is happening around.

Slobodchikov describes the colossal significance of a “co-existential community” for the development of the human person. In his opinion, this is a special co-existent space in which specific human abilities are born and develop. It is this “co-being” space, which is the situation of a living community of people, where there are the intertwining and interconnection of lives. Here, “there is an inseparability and inconspicuity of two independent forms of being.” This understanding of “co-being” is also connected with understanding the interaction of the two processes - socialization and individualization in the process of the formation of the human “self” (subjectivity) [21].

It is correct to say that an event can be characterized in value categories: first of all, in the “personal effects” that it produces, that is, influences on a person, significance for life in general, for assessing subsequent changes and changes.

2) *The postmodern and poststructuralist approach in the socio-cultural sphere.*

Education, as one of the leading channels for the transmission of culture, as well as tools for socialization, is largely determined by the samples (or models) of this culture. The modern cultural situation predetermines significant changes in the education system, forcing us to search for new ideas both in the theory of education and in practical pedagogy. Postnonclassical science discovers and explores the space of unstable objects and situations, the predictability and controllability of which is extremely limited. Postmodernists consider it an urgent need to take into account the diversity of existing points of view, and in fact, they advocate for the development and saturation of the educational space, increasing its variability and prospects [22]. A requirement is put forward in order to involve the greatest number of variative and even alternative points of view in discussions of any social question. Thanks to this, the teacher and students begin to see their own point of view only as one of the possible in a large set of different views. In modern conditions, education that ensures the reproduction of the “man of culture” becomes the most powerful “environmental” means of preserving the social one [23].

Education in the context of postmodernism is understood, first of all, as a promising sphere of the practice of freedom: first, in the discussion and analysis of actual life situations for students, then in real meaningful action; the critical thinking of the learner comes to the fore, and, consequently, the goal of all pedagogical strategies is the life world of the student; the correct means of achieving this goal is a dialogue (polylogue) as the leading pedagogical principle.

We reveal the content features, specifics, and components of event-resource mapping in organizing the training of university students, considering the characteristics of the cultural context in a situation of postmodernism in a broad sense.

The choice of a method or tool that allows to give a “form” of dynamic reality, to help the perception of a complex social and cultural environment is essential. Such a tool is “mapping,” which is understood as “a term that does not carry any mandatory requirements for mapping the map” [12]. At the same time, the map implies certain connotations of processuality that are “closer to the characteristics of mental research activity, rather than to formal operations of processing initial data.” According to I. Minaeva, “The transition from a geographical map to a conceptual one and mapping can be perceived as a kind of marker in changing the perception of the world. In this transition one can catch one of the “symptoms” of the paradigm shift: when the paradigm of modernism is replaced by the paradigm of postmodernism” [12].

In addition, it is the metaphor of the map, in the opinion of M. White's narrative practice, that “allows us to find a way to the final points that could not have been initially specified accurately, along trajectories that cannot be accurately planned in advance. They help to understand the diversity of roads that can lead to the desired goals: they can be placed on the map, and then they will become familiar and understandable.” The card in this sense serves as a “specially designed means of orientation,” which one can refer to, for example, about own educational movement [24]. In modern didactics, the application of maps is described by T. M. Kovalev, highlighting the following characteristics: (1) a topic is the presence of various spatial objects with the corresponding metric; (2) a directivity or a vector stand for the concentration of the ‘symbolic’ and symbolic symbols with the possibility of a clear orientation; (3) a scale is an indication of the commensurability of the objects depicted for a given degree of generalization [25].

The next direction, in the context of which the “Event-resource mapping” is described is a technological approach in education. Under the educational technology, we follow the V. V. Guzeev who understands it as a complex consisting of a presentation of planned results of the training period, means of “diagnosing” the current state of the trainees, a set of tools,

training techniques, criteria for selecting the optimal model for these specific conditions [26].

The main stages of the open educational technology “Event-resource mapping”: an autobiographical digression, inventory of resources, and the author’s design (see Table 2).

Table 2. Stages of open educational technology “Event-resource mapping”.

I. Autobiographical Digression	II. Inventory of resources	III. Author’s design
Description of members’ actions		
Retrospective reflection: 1. Identification of facts / episodes of autobiography with a given focus (depending on the purpose of the technology, for example - educational aspect, communicative, family, etc.) 2. Saturation of an autobiographical “landscape”: the manifestation of the significance / value of facts and associated personal effects. Working with questions that enrich the perception. 3. Creating event architectonics. 4. Posting personal stories.	1. Analysis of recorded personal effects through the prism of the typology of resources: anthropological, cultural-objective, social (according to T. M. Kovaleva). 2. Mutual resource: work with questions in pairs, triplets on the manifestation of alternative, previously unnoticed types of resources. 3. Conditional identification of the prevailing type of resources.	Prospective reflection: 1. The indication on the tape of time of the expected facts / episodes / intentions (depending on the purpose of the application of the technology, for example – educational aspect, communicative, family, etc.) 2. Saturation of an autobiographical “landscape”: the manifestation of the significance / value of facts and the associated personal effects. Working with questions that enrich the perception. 3. The designation / detailing of the “requirements” that the author's intentions in the context of the author's values, vision of the future. 4. The mutual resource: working with questions in pairs, triplets on the manifestation of alternative, previously unnoticed types of resources. 5. Select the most preferred event. Creating / writing a personal story.

4 Conclusion

In summary, the technology of event-resource mapping makes it possible to carry out an educational “reconnaissance,” orientating itself to from the curriculum’s variable material, will prove to be the most relevant for this type of trainees. This will increase the educational motivation of students and with greater productivity form and implement alternative educational disciplines of educational programs.

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