Zlatoeli Ducheva
PhD of Pedagogical Sciences,
Assistant Professor, Department Electrical Engineering, Electronics and Automation
Trakia University of Stara Zagora, Faculty of Technics and Technology, Yambol, Bulgaria
ORCID ID 0000-0002-1809-467X
zlatoeli.ducheva@trakia-uni.bg

LECTURER'S ROLES WHEN CREATING SUPPORTIVE ENVIRONMENT IN E-LEARNING

Abstract. Every new global era demands a rethinking of the roles of the lecturer, especially with the widespread introduction of mixed and e-learning in high schools/universities. From a historical point of view, the new socio-economic conditions of life alter the requirements imposed on the roles, which leads to the emergence of new ones and their modification, and this process is observed especially well in the professional roles of the socio-occupation professions, such as the profession of the teacher. The conceptual framework of the research outlines the roles of the teacher to create a supportive environment in the e-learning environment.

The professional role requires mastering and maintenance in a sustainable state of special professional knowledge, skills, and competencies. This implies various mutable rights and obligations, which once again leads to the conclusion that the new roles of teachers are necessary to create a supportive environment in e-learning.

The **aim** of the research is to define the leading roles of the lecturers (according to the opinion and the preferences of the student) when creating the appropriate environment for the students in the era of e-learning.

The study was carried out among the bachelor's degree students of the Faculty of Technics and Technology – Yambol.

In conclusion, in e-learning, lecturers have many leading roles, sometimes overlapping. Some leadership roles have officially defined responsibilities, others are more informal when they interact with their partners. Role variation ensures that teachers can find the appropriate behavior and initiative that matches their talents and interests, and the needs and requirements of the learners. In order to build a supportive environment in e-learning, the lecturer should play the role of the distant tutor, Moderator and Facilitator, that creates a Positive Atmosphere, Distance Learning Curator, Diagnostic – prognostic, formulating the learning objectives and tasks giving contemporary feedback, precise and clear guidelines for the course objectives, organizing and coordinating the activity.

Keywords: supportive environment; tutor; distance tutor; facilitator; distance learning curator.

1. INTRODUCTION

Problem Statement. The socio-economic transformations, the integration with the European and global educational systems, all of the spheres of the ever-increasing digitization of the public life and educational practices call for a competent lecturer with a clear vision of the future, who will create a culture of success. These changes are so dynamic that in practice the balance between them and the professional role of the teacher, which is a complex phenomenon in itself, is extremely difficult to maintain.

The analytical overview of the professional and personal characteristics of the teacher's profession at the university level has defined essentially for the concept of the study landmarks. Firstly, the unanimous recognition of the teacher's profession as a socionomic/social profession. This leads to the derivation of the basic structural and functional characteristics of the profession, which are focused on its interactivity, as the profession involves the work on many but different levels of interaction. They are structured vertically and horizontally while retaining the structure-defining coordinate of the interaction between the subject-subject type. This, in its turn, is determined by the humanistic-democratic

context of the profession, which, although reformed in terms of content, remains inherently immanent in the profession. The professional and personal characteristics of the lecturer are mutually determined to the extent of their inseparable unity. However, the core is assigned to the professional variables, while keeping in mind that the personal ones are being particularly relevant in terms of self-determination of the role, career guidance, and adaptation to the profession. The interpretations of the professional model, regardless of the different approaches, allow the derivation of a reference structural model, consisting of three main parts: workplace model, model of the activity and model of preparation, developing in the subsequent education and improvement of the teachers throughout their professional career.

Analysis of recent research and publications. Every new global era implies a rethinking of the roles of the teacher, especially with the wider introduction of blended and e-learning in the higher schools/universities. Historically, sociologists and psychologists note that the new socio-economic conditions of life alter the requirements placed on the roles, due to the fact that the interaction between the older roles may cease and conflict might arise between them. All of this leads to their modification and the emergence of new ones, and this process is observed especially in the professional roles of the socionomic professions, an example of which is the profession of the teacher. The very dynamics of the social processes put their marks on educational institutions, which are simultaneously the reflection and the engine of the change. The changes in the society and in the teaching process are so vast and engaging that the problem with the new roles is not only up-to-date but also significantly promising to develop.

The specifics and the functional aspect of the teacher's profession are the diverse professional roles that he/she performs and are related to the changes in the society, the requirements, and the undergraduate and graduate education. The problem of the teachers' professional roles is intensively developed. It is necessary to clarify that the professional role requires the mastering and maintenance in a sustainable state of special professional knowledge, skills, and competencies. It is also important to note that the professional role implies various mutable rights and obligations, which once again leads to the conclusion that the new roles of teachers are necessary to create a supportive environment in e-learning. However the professional role of the educator of the future is defined, it is necessary for it to include the humanistic focus of the artist, the high level of competence and multiple intelligence, and all of this to be oriented towards the development of the teacher's personality and to maintaining a steady state of its own identity to the same degree.

In terms of pedeutology, the professional role is an amalgam of functions which the person performs in order to enter a particular job position. This, in turn, sets requirements and norms and implies specific behavior. The different researchers have different professional roles - in some cases, they can have more than 40. The enrichment and the dynamics of the roles update the personal and professional profile and reflect the changes in the educational situation. Undoubtedly, in practice, the professional roles of the lecturer work in the system. They can be either single roles in his/her repertoire or functional parts of other roles or they also can be differentiated as statuses. The relationship between the statues and the roles and the functions is dynamic, and it depends on the particular conditions in which the teacher works. When the teacher realizes this, he/she successfully combines the roles that correspond to his personal and professional philosophy, competence, character, and working conditions. By analogy with the artist, the teacher performs certain roles that require them to be "played out" from the perspective of the most successful pedagogical "scenario" and the evaluation of the personal possibilities and attitudes [1]. Even this schematic picture shows the practical relevance of the main problem in the research - the problem of the professional roles of the modern teacher in an e-learning environment.

The **aim** of the research is to define the leading roles of the teacher (according to the opinion and the preferences of the student) when creating the appropriate environment for the students in the era of e-learning.

2. THE THEORETICAL BACKGROUNDS

In the specialized literature, there is a disagreement between the authors regarding the essence of social phenomena "role" and "function". Frequently, there is either mixing or overt recognition of the reference between them. Therefore, in this article, the discussion of the teacher's professional roles is based on the established line. However, the study, argues that the two concepts are different, but they still reference each other.

Looking historically, the roles of the teachers, and consequently of the lecturers, have undergone quite a few changes. The specificity and the functional side of the teaching profession are the various professional roles which they perform, and they are related to the changes in the society, the requirements regarding the education and the teachers.

2.1. A brief definitional characteristic

In the scientific literature, the term "role" (Fr. role, Lat. rotulus - book scroll for the actor) was introduced in the 1920s. by R. Linton [2], who defines the role as a "dynamic aspect of the status". Under "status," the author understood the social position of the person, and the role is seen as a demonstration of this position [3].

The analysis of the opinions regarding the professional role allows the generalization that any professional role: requires the acquisition of a *system of special professional knowledge, skills, and competencies*; has certain *content*; certain *expectations*; implies *rights* and *obligations*, forms of communication, manners of behavior, dress code.

2.2. The problem of the professor's professional roles

As the activities of lecturers in higher education are also a kind of pedagogical activity, analogies can be made with the roles of the teacher. This analogy is conditional, as it is known that in the "teaching" part, it is not sufficient for the university lecturers to provide only ready-made knowledge to the students. They should develop the competencies of the students, seek and develop the student's knowledge and their own individual educational trajectory, i.e. to create "meta-knowledge".

First. About the definition of the lecturers' professional role. The definition, constructed by O. Zadorina [4] as a result of a historical overview, is quite acceptable: in the field of pedagogical practice, the professional role is considered as: 1) a set of requirements brought to the professional, controlled by his / her ideas and the perceptions of the others about the nature of this role, about the actions required in the particular pedagogical situation; 2) a normative system of actions determined by the professional purpose of the pedagogue in the society, the realization of which increases the effectiveness of the pedagogical process and the solving of a certain social task.

Second. In the assigned axeonomic/valuable discourse of the professor's professional roles, his professional behavior is "dressed" in a relevant role and is determined by the norms of necessity, permissible, possible, valuable, desirable, etc.

Third. The Classification of the professional roles.

In the last decade, the theme of the "new roles of the teacher" is one of the most developed, and it was met more emotionally than scientific and rational. The signs of classification are almost chaotic, and a large number of plays repeat the same roles,

rhetorically altering names. A major difficulty was met in the first analytical step: to classify the signs in which the abundance of roles is represented. A comparatively generalized classification of the signs is found in Zadorina [4]: 1) by *role scale/measure*; 2) by the *time of existence*; 3) by *way of receiving / accepting / assuming the role*.

More descriptive and meaningful features were also been highlighted: 4) the profession of the teacher as a kind of management regarding the subjects with which he works and interacts; 5) the lecturer as a carrier and creator of a supportive environment; 6) as a worker in the distant and digital environment; 7) the term "professional interaction"; 8) allegorical sign; 9) a sort of unifying sign - through an intellectual map of the teacher's professional roles.

Fourth. Through the analysis of the publications in the specialized literature, the "lists" of teacher's professional roles can be developed (and by analogy the roles of the lecturer) as a kind of pedagogical activity on each of the 9 attributes. Interesting and relevant to the present study are the following three groups of lecturer's roles due to their relationship with e-learning and mixed learning, so only they will be discussed:

1) The sign of the lecturer as a "*worker in a distant and digital environment*" [4] - *moderator* (providing support and organizing the active work of the participants in the educational project); *network subject methodologist* (providing methodical services on its subject to other trainers through communication in the global network); *a distance tutor* (providing educational services for learners over the Internet); *distance learning curator* (organizes the distance learning process - set course kit, follows the attendance attestation and others.).

2) The sign of "the teacher as a carrier and creator of a supportive environment". New roles, which can be found even more often in the literature recently, are the roles of the *tutor* and the *facilitator*. Sometimes they are treated as synonyms, but they are different in meaning. The *facilitator* [5] stimulates the learning process, creates the necessary intellectual and emotional environment and an atmosphere of psychological support. In the facilitator style of training, learners are more interested in learning, they have positive self-esteem, learning progress, reduces discipline problems, have a higher level of thinking and creative activity. [5] *Tutor* is the modern understanding of the role of the lecturer-consultant and coordinator, its main purpose is to create an educational environment that allows learners to obtain the maximum of their own knowledge and skills through training in a convenience mode. In this role, the organizational function prevails over the teaching. As a result of the comparative analysis, it can be assumed that in facilitating the focus is on the positive relationships and the atmosphere stimulating the learning process, while in tutorship the emphasis is more on the organizational and coordinating aspects. Common to both roles is the fact that the lecturer does not cause a feeling of fear in the student, does not humiliate their dignity and brings a sense of freedom and responsibility, conscientiousness and courage - qualities needed in today's dynamic life.

3) The sign of "the profession of the Lecturers as a kind of management regarding the subjects with which he works and interacts" - mentor, manager, moderator, mediator, image maker, monitoring, etc.

3. RESEARCH METHODS

The questionnaire survey was applied as the main research method. Additionally, a content-analysis is used as a theoretical-research method and as a method for discussing of empirical results. In addition to the standard demographics (sex, age, course, and specialty, form of training and additional qualifications) of the respondents, the survey's questionnaire was designed in several sections - preferences for the type of training, interaction between professors and students in e-learning and blended learning. In the third section, students

respond to a 4-step scale for particular statements. The Likert's scale, unlike the brief and one-meaning "yes" / "no" answers, allows for more accurate information to be gathered by the respondents, namely, different degrees of attitude and opinion [6]. There are 3 subsections in this section: creating a supportive learning environment by the professors, characteristics of meaningful learning for the students, the influence of e-learning on the emotional sphere. Only the results obtained by statistical analysis of the data from the first subsection were analyzed and discussed in the report.

4. THE RESULTS AND DISCUSSION

The survey was conducted with the first-, second- and third- year bachelor's degree students in the Faculty of Engineering and Technology - Yambol, which is in the structure of the Trakia University - Stara Zagora.

4.1. Demographic and research identification of the empirical sample

In order to determine the age group of students, they were divided into three groups, depending on which Digital generation they belong to [7]. Students of full-time and part-time training are evenly distributed. The age distribution by generation is as follows (Fig. 1.): the share of the X-generation students (born 1965-1979) is the smallest (8.99%). The students from the Y- (1980-94) and Z- (1995-2009) generations were almost equal (43.82% and 47.19% respectively). The result is expected, as it is normal for the predominant part of the full-time students to be from the Z-generation, and the majority of part-time students to be from the Y-generation (Fig. 2.) because they work and have started their training later. Students have the necessary experience, they have preliminary expectations and learning objectives, and are motivated to learn and can give thoughtful answers to the survey's questions.
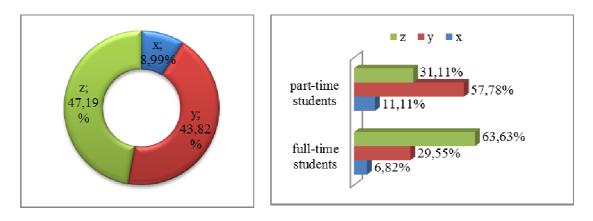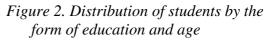

Figure 1. Distribution of the students according to their belonging to a certain digital generation

Figure 2. Distribution of students by the form of education and age

The sex distribution is in favor of the men (70.79%) against the women 29.21%. This can be explained by the engineering nature of the preparation which students receive at the faculty.

Most of the students receive additional professional qualification "Teacher" (56,18%) or "Instructor for the training of drivers" (62,92%) in parallel with their training in the specialty, and some receive both qualifications simultaneously. This fact gives reason to assert that

students have not only practical experience, but also theoretical knowledge in the field of education, and on this basis have clear ideas and expectations about the pedagogical process and the role of the lecturer and the students in it. They understand and they can competently express their opinion on the role of the professors to create a supportive environment in e-learning - a positive atmosphere, learning technology, clear objectives, and guidelines for course design, interaction with students, etc.

4.2. Role Moderator and Facilitator, that creates a Positive Atmosphere

As was already discussed in the research concept, one of the roles of the lecturer in the e-learning is that of a *moderator*, creating a positive atmosphere in the learning environment that supports and organizes the active work of the participants in the educational project. The social and cultural factors of the learning environment influence the feeling of a positive atmosphere and stimulate students to participate actively and willingly in the learning tasks [8], [9].

Regardless to which of the digital generations belong, the majority of the students understand the role of the professor as a creator of a positive atmosphere in the learning process (Fig.3.) and the importance of this role in creating a sense of connectivity within the group. This also provokes the desire to communicate, to exchange and comment on ideas both among the students themselves and with the lecturer. There is creating a sense of belonging and opportunities for development of social skills that are particularly important for the professional realization of future engineers, teachers, and instructors. The present study also confirmed the conclusions of other C. Rogers [5] that, as a stimulus to the learning process by creating the necessary intellectual and emotional environment and a positive atmosphere, the teacher provides psychological support to the learners, which is also directly related to his role as facilitator.
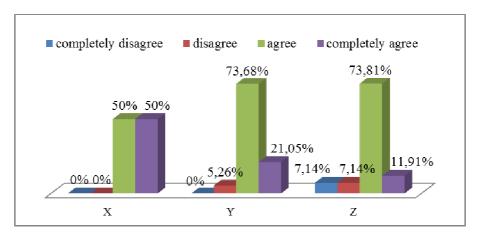

Figure 3. Creating a positive learning environment

The positive thing about this role is that the focus is on benevolent relationships and atmosphere, stimulating the learning process, satisfaction with the achieved and high level of creative activity.

4.3. Contemporary Feedback for the Individual Achievements and Recommendations

The relations that the people need to experience in an organization is caused by their essence as social beings. Therefore, the sense of closeness, belonging to the learning group

and the striving for communication are one of the incentives for students. Such a feeling can be created if the students communicate fully with both their colleagues and the professor.

In traditional eye-to-eye training, the feedback is synchronous, i.e. performed on the moment, the students can reveal a lot about their performance even from the facial expression, gesture, tone of voice of the teacher or the reactions of his colleagues. Feedback in the online environment is radically different, but although it is somewhat more difficult, it must be timely, full-bodied and individualized. This can be achieved with different feedback strategies and attracting students as full-fledged partners.

When comparing the answers to the two feedback-related judgments, the students have given some, though somewhat different, answers. With the dissection of the responses, according to the generations (Fig. 4, 5) to which the students belong, it is noticeable that the Y-generations, who grew up in the digital revolution, place the emphasis on the individualization of the feedback. This is distinctive of them because they prefer personalized training with the possibility of choice and incentives for individual achievements.
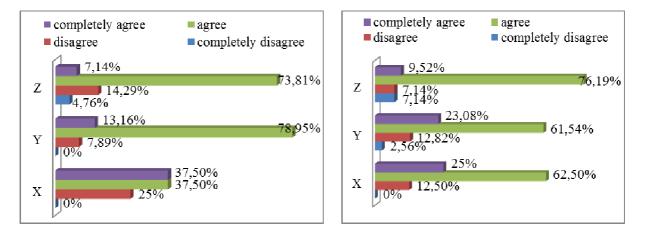

Figure 4. Feedback on individual achievements

Figure 5. Timely feedback and recommendations

As individualists, the Z-generation was expected to give their preferences to the personalized feedback. For this part of the respondents, however, it is important that the feedback is timely and with recommendations and comments. The strong connection of Z-generation with technologies, the speed of perception of information and expectation of timely feedback makes them impatient and reinforce their requirements for teachers to be 24/7 assistants.

The expectations that the X-generation would prefer feedback based on individual achievements were not met. Although they are people with great life experience, perhaps the hectic everyday life, combined with numerous educational, occupational and life tasks, striving to meet the deadlines led their choice to give priority to the timely feedback with recommendations for future work. The great social experience of this group helps them to understand timely feedback and as an opportunity for timely correction of the activity and on this basis to achieve higher performance in the work.

4.4. Role distance Tutor

Another role of the lecturer in creating a supportive environment in e-learning is the distant tutor. This role is coded in the judgments: 1) Course consultations; and 2) formulation of clear course guidelines. As it was already commented, the essence of the role is related to organizing the learning process and giving the students the necessary autonomy.

It is satisfying that, regardless of the generation they belong to, the majority of students report and expect the teacher to organize and coordinate the activity, guide them and assist in the learning and self-acquisition of knowledge (Fig.6, 7).

When processing the data by type of training, the results show that for the part-time students the clear course guidelines are leading, while for the students with full-time training - consultations which the teacher gives on the educational content are of greater importance.
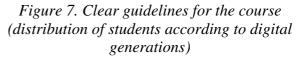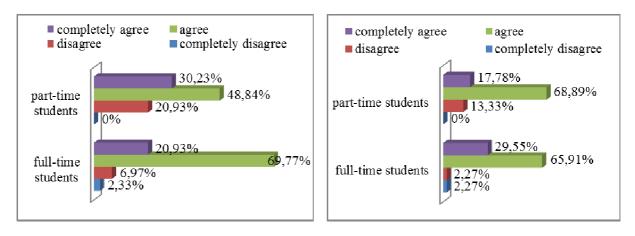

Figure 6. Course consultations (distribution of students according to digital generations)

Figure 7. Clear guidelines for the course (distribution of students according to digital generations)

It can be summarized that the part-time students rely on the organizational-coordination aspects of the lecturer's activities, his role as a tutor in e-learning and blended learning. At the same time, full-time students expect the teacher to be to a greater extent consultant on educational content and in the role of facilitator.(Fig. 8, 9)
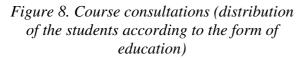

Figure 8. Course consultations (distribution of the students according to the form of education)

Figure 9. Clear guidelines for the course (distribution of the students according to the form of education)

It is understandable that the teacher constantly enters into a different role, depending on the context of the situation. To a large extent, part-time students prefer the lecturer to take the role of an organizer who manages the learning process [10]. Without excluding this role, the full-time students perceive the teacher to a greater extent as a methodologist, expert [11], and consultant [10].

4.5. Distance Learning Curator

In the e-learning environment, it is important to maintain the relations between the course participants. The interaction can take place at three levels - between student and learning content, between the students themselves and the teaching staff. The Interactive online interplay between the latter, not only in terms of content and tasks but also in relation to consultation and technical issues of management and the specific organization of the eLearning system, helps the students overcome the initial concern about working in the e-environment and to feel relaxed and confident. This is accounted for by full-time and part-time students. (Fig. 10, 11)
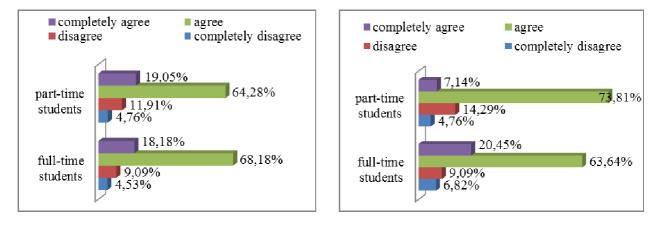

Figure 10. Advices on technical issues (distribution of the students according to the form of education)

Figure 11. Organization of the e-learning management system (distribution of the students according to the form of education)

Although they are born during the Digital Revolution, they adapt to technology like no other generation and are heavily dependent on them, they live in a virtual world and can reach everywhere via the WEB. For the generation Z, the technical advice on managing the e-learning is relevant. It was expected that their digital competencies were at a level that would be able to cope with this problem alone. It should be noted here that they think not in the language of technology but in the language of interactions.
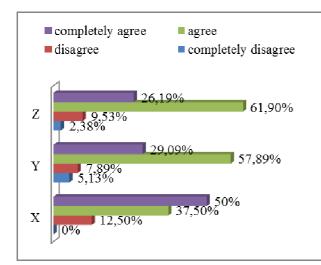
4.6. Diagnostic - prognostic, formulating the learning objectives and tasks

In order to achieve the desired learning efficiency, clearly defined goals are important. Regardless of their young age, for the generation, the clear and precisely formulated goals are important in order to participate actively in the learning process and to feel that the environment is stimulating their development. The results imply that the challenging but achievable goals, which the learners and teacher are going to seek, and are the incentive for 50% of U-generation students (Fig. 12), are going to be defined as "fully consensual."

Personally-oriented goals that are discussed and accepted by students make them to feel more involved in the learning process. When the objectives are tailored to personal development plans, to the needs and interests of the students, their motivation increases and this makes them more involved and engaged in the activity. Freedom to initiate goals and activities improves relationships and interactions with teachers and peers (connectivity) and develops independence (autonomy) and the responsibility for their own learning.

Regardless of which generation they belong to and in what form they are trained, almost all groups of respondents have and answered "disagree" or "totally disagree" (Fig.13). This may be

an indicator that students expect to be active participants responsible for their own development when formulating goals. This should be taken into account by teachers in the future.
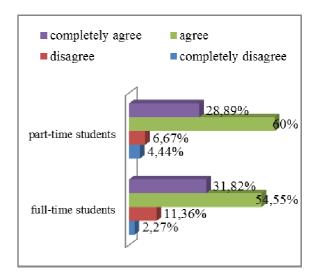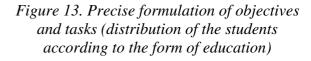

Figure 12. Precise formulation of objectives and tasks (distribution of students according to digital generations)

Figure 13. Precise formulation of objectives and tasks (distribution of the students according to the form of education)

Nowadays, the emphasis is placed on the personal orientations and the pursuit of education which will help the person to discover the social meaning of life, when choosing a profession in the market reality, to discover his own sense of life, which places the role of the pedagogue as an updater of their development on the first place, a life teacher who addresses the student's life's meaning and ideals. These roles do not diminish the notion of the teacher as an object and personality capable of performing the pedagogical interaction with the spiritual understanding of occurrences and events.

5. CONCLUSIONS AND PROSPECTS FOR FURTHER RESEARCH

In e-learning, lecturers have many leading roles, sometimes overlapping. Some leadership roles have officially defined responsibilities, others are more informal when they interact with their partners. Role variation ensures that teachers can find the appropriate behavior and initiative that match their talents and interests, and the needs and requirements of the learners.

- ✓ In order to build a supportive environment in e-learning, the lecturer should play the role of the distant tutor, giving precise and clear guidelines for the course objectives, organizing and coordinating the activity;
- ✓ Creating a safe, supportive, interactive, flexible and engaging online learning environment is the responsibility of lecturers if he wants to promote successful student learning;
- ✓ The roles that the teacher performs in the online environment and the learning conditions he/she creates for the training are important for the quality of the training.
- ✓ A personalized message sent in time with positive comments on the achievements and recommendations for future work will create a supportive environment for students and will encourage them to be more diligent in their work and to develop their skills.

Nowadays, the emphasis is placed on the personal orientations and the pursuit of education which will help the person to discover the social meaning of life, when choosing a profession in the market reality, to discover his own sense of life, which places the role of the pedagogue as an updater of their development on the first place, a life teacher who addresses the student's life's meaning and ideals. These roles do not diminish the notion of the teacher as

an object and personality capable of performing the pedagogical interaction with the spiritual understanding of occurrences and events.

FUNDING

REFERENCES (TRANSLATED AND TRANSLITERATED)

[1] M. Mihailov, *The profession of the teacher - Orientation, suitability, realization*. Sofia, University Press "St. Kl. Ohridski", 1996. (in Bulgarian)

[2] R. Linton, *The cultural background of personality*. Oxford, Appleton-Century, 1945. (in English)

[3] Turner J. H., *The Structure of Sociological Theory*, 7th ed., Belmond, CA: Wadsworth, 2002. (in English)

[4] O. S. Zadorina, Professionally determined teacher roles: historical review, *Bulletin of Tyumen State University*. Vol. 5, pp. 42-50, 2010. (in Russian)

[5] C.R. Rogers and H.J. Freiberg, *Freedom to Learn*, 3rd edition, Columbus: Charles E. Merrill Publishing Co., 1994. (in English)

[6] Likert, R., *A Technique for the Measurement of Attitudes*. Archives of Psychology. 140: 1–55. New York, 1932. [E-book] Available: https://legacy.voteview.com/pdf/Likert_1932.pdf (in English)

[7] M. McCrindle, *Word Up: A lexicon of Generations Y & Z: A guide to communicating with them*. Baulkham Hills Business Centre, [E-book] (in English) Available: http://www.libraries.vic.gov.au/downloads/Public_Libraries_Unit/newgenerationsatwork.pdf

[8] S. Wilson, O. Liber, M. Johnson, P. Beauvoir, P. Sharples, and C. Milligan, Personal learning environments: Challenging the dominant design of educational systems. *Je-LKS*. Vol. 3, n. 2, june 2007 (pp. 27-38). Available: http://digitalcommons.bolton.ac.uk/iec_journalspr/9 (in English)

[9] S. Wilson, Patterns of personal learning environments. Interactive Learning Environments, (2008). *Educational Cybernetics: Journal Articles*. Paper 4. Available: http://digitalcommons.bolton.ac.uk/iec_journalspr/4. (in English)

[10] Peretti, A. Compétences sociales et relations à autrui. L`Harmattan, *L'Harmattan*, 2000 Paris. (in French)

[11] Merdjanova, Y., The challenge of "transformation" to the profession "teacher" - in the context of social interaction. *In "Contemporary Challenges to the Teaching Profession". Proceedings of 2-nd Autumn Science and Education Forum*, Sofia, 2012. (in Bulgarian)

Text of the article was accepted by Editorial Team 13.04.2019

РОЛЬ ЛЕКТОРА ПІД ЧАС СТВОРЕННЯ СЕРЕДОВИЩА ДЛЯ ПІДТРИМКИ ЕЛЕКТРОННОГО НАВЧАННЯ

Златоелі Дучева
PhD з педагогіки,
доцент кафедри електротехніки, електроніки та автоматики, факультет техніки і технологій
Тракійський університет (Стара-Загора), м. Ямбол, Болгарія
ID ORCID 0000-0002-1809-467X
zl.ducheva@abv.bg

Анотація. Кожна нова глобальна епоха вимагає переосмислення ролі викладача. Особливо це актуально для сьогодення, коли поширюється впровадження змішаного та електронного навчання у школах / університетах. З історичної точки зору нові соціально-економічні умови життя змінюють вимоги щодо різних професій, спонукаючи у такий спосіб появу нових модифікацій і видів професійної діяльності, особливо в соціальній сфері, а також і в професії вчителя. Концептуальна основа дослідження окреслює роль викладача у створенні середовища для підтримки електронного навчання.

Професійна роль вимагає від учителя володіння професійними знаннями, уміннями та компетентностями та вміння підтримувати їх на належному рівні. Це передбачає наявність різних прав та обов'язків, які змінюються, що призводить до висновку: для створення середовища, яке

має підтримувати електронне навчання, викладачу необхідні нові ролі. Метою дослідження є визначення провідних ролей викладача (відповідно до думки та вподобань студента) під час створення відповідного середовища для студентів в епоху електронного навчання. Дослідження проводилось серед студентів бакалаврату факультету техніки та технології - Ямбол. Після проведення дослідження можна зробити висновок, що в процесі електронного навчання викладачі відіграють багато домінуючих ролей, які часом перетинаються. Деякі головні ролі мають офіційно визначені обов'язки, інші – менш формальні, під час взаємодії зі своїми партнерами. Різноманітність ролей надає можливість учителю знаходити відповідну поведінку, проявляти необхідну ініціативу, яка б розкривала здібності і таланти учнів, у той же час відповідала їх потребам та вимогам. Для того, щоб створити сприятливе середовище підтримки електронного навчання, викладач повинен грати роль віддаленого репетитора, модератора та фасилітатора, який створює позитивну атмосферу, куратора дистанційного навчання, діагностичну - прогностичну, формулюючи навчальні цілі та завдання, забезпечуючи зворотній зв'язок, надаючи чіткі вказівки щодо цілей курсу, організовуючи та координуючи діяльність.

Ключові слова: середовище підтримки; тьютор; дистанційний тьютор; фасилітатор; куратор дистанційного навчання

РОЛЬ ЛЕКТОРА ПРИ СОЗДАНИИ ПОДДЕРЖИВАЮЩЕЙ СРЕДЫ ЭЛЕКТРОННОГО ОБУЧЕНИЯ

Златоели Дучева
PhD по педагогике,
доцент кафедры электротехники, электроники и автоматики, факультет техники и технологий
Тракийский университет (Стара-Загора), м. Ямбол, Болгария
ID ORCID 0000-0002-1809-467X
zl.ducheva@abv.bg

Аннотация. Каждая новая глобальная эпоха требует переосмысления роли преподавателя. Особенно это актуально сегодня, когда распространяется внедрение смешанного и электронного обучения в школах / университетах. С исторической точки зрения новые социально-экономические условия жизни меняют требования к различным профессиям, побуждая таким образом появление новых модификаций и видов профессиональной деятельности, особенно в социальной сфере, включая профессию учителя. Концептуальная основа исследования определяет роль преподавателя в создании среды для поддержки электронного обучения.

Профессиональная роль требует от учителя владения и поддержки на должном уровне своих профессиональных знаний, умений и компетентностей. Это предусматривает различные права и обязанности, которые меняются, и это еще раз приводит к выводу, что для создания среды, которая должна поддерживать электронное обучение, преподавателю необходимы новые роли. Целью исследования является определение ведущих ролей преподавателя (согласно мнению и предпочтениям студента) при создании соответствующей среды для студентов в эпоху электронного обучения. Исследование проводилось среди студентов бакалаврата факультета техники и технологий - Ямбол. После проведения исследования можно сделать вывод, что в процессе электронного обучения преподаватели играют много доминирующих ролей, которые порой пересекаются. Некоторые главные роли официально определяют обязанности, другие - неформально, при взаимодействии со своими партнерами. Разнообразие ролей позволяет учителю находить соответствующее поведение, проявлять необходимую инициативу, которая раскрывала бы их способности и таланты, в то же время отвечала потребностям и требованиям учеников. Для того, чтобы создать благоприятную среду поддержки электронного обучения, преподаватель должен играть роль удаленного репетитора, модератора и фасилитатора, который создает позитивную атмосферу, куратора дистанционного обучения, диагностическую - прогностическую, формулируя учебные цели и задачи, обеспечивая обратную связь, предоставляя четкие указания относительно целей курса, организуя и координируя деятельность.

Ключевые слова: среда поддержки; тьютор; дистанционный тьютор; фасилитатор; куратор дистанционного обучения.