

## Editorial: Internationalization of teacher education and positioning of positive Russian experience

Roza Valeeva<sup>1</sup>, Tatiana Baklashova<sup>2</sup>

<sup>1</sup> *Kazan (Volga region) Federal University, Kazan, Russia;  
Liaoning Normal University, Dalian, China  
E-mail: valeykin@yandex.ru  
ORCID: <https://orcid.org/0000-0002-8312-4054>*

<sup>2</sup> *Kazan (Volga region) Federal University, Kazan, Russia  
E-mail: ptatyana2011@mail.ru  
ORCID: <https://orcid.org/0000-0002-3038-6990>*

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Positioning a positive image and promising Russian experience in teacher training in the system of educational internationalization is a strategic issue. It is aimed at increasing the attractiveness of the Russian system of education for international students, researchers and partners. This requires an integrated approach, encompassing the promotion of achievements and the formation of a positive perception of the country as a whole.

Internationalization of education involves:

- 1) attracting international students and teachers, creating an attractive environment for learning and work, developing joint educational projects for the exchange of knowledge and experience; internationalization makes it possible to improve the quality of education and conduct joint research of global importance;
- 2) integration of Russian universities into international rankings, increasing the recognition and prestige of Russian universities on the world stage;
- 3) implementation of international education quality standards to promote the recognition of Russian diplomas abroad;
- 4) ensuring academic mobility of students and teachers;
- 5) providing access to Russian educational resources for students from different countries, etc. (Nikolaev, 2022).

We believe that in addition to the above-mentioned aspects of educational internationalization, it is important to position the positive Russian experience in the global educational space. This experience highlights the unique advantages and strengths of Russian education, such as its fundamental nature, innovation, focus on the practical application of knowledge, as well as its cultural heritage and rich traditions (Akulshina & Galushko, 2015).

The internationalization and popularization of Russian teacher education is a two-pronged process. It is aimed at increasing the competitiveness and attractiveness of the Russian teacher training system in the international arena. This process includes the adjustment of the Russian education to international standards and practices (internationalization), as well as the active promotion of achievements and unique features of Russian teaching experience abroad (popularization).

Among many factors, publications by Russian scientists about the experience of teacher education in Russia play a key role in the process of teacher education internationalization. These publications perform a number of important functions: 1) spreading knowledge about Russian pedagogical systems, 2) familiarizing the international community with

the original Russian approaches to teaching and upbringing, 3) highlighting the problems and prospects for the development of teacher education in Russia. High-quality papers in reputable international journals enhance the prestige of Russian pedagogical universities and attract the attention of foreign applicants and researchers. The publications allow Russian scientists to contribute to the development of world pedagogical science and participate in the discussion of topical issues of education.

Over the past five years, Kazan Federal University scientists have published a number of monographs in such reputable international publishers as Oxford University Press, Routledge, Bloomsbury, Brill, Palgrave Macmillan, Emerald, Waxman. Among the most significant works on this topic, it is necessary to single out chapters in the collective monographs “Knowledge, Policy and Practice in Teacher Education: A Cross-National Study” (Valeeva & Kalimullin, 2019), “Developing Teacher Competencies: Key Issues and Values” (Gafurov et al., 2020), “Teacher Education in Russia” (Menter, 2021), “Teacher Induction and Mentoring” (Valeeva et al., 2021), “The Palgrave Handbook of Teacher Education Research” (Kalimullin & Valeeva, 2022), “The Palgrave Handbook of Teacher Education in Central and Eastern Europe” (Valeeva & Kalimullin, 2023), “The reform of teacher education in the post-Soviet space. A comparative analysis of fifteen independent countries” (Valeeva et al., 2024).

The most complete picture of the teacher education system in Russia can be found in the monograph “Continuous teacher education in Russia: History, current practices and future directions”, all authors of which are scientists from Kazan Federal University (Valeeva & Kalimullin, 2024).

Ian Menter, Emeritus Professor at Oxford University, emphasized the following in his endorsement of this book: *“This book is an outstanding contribution to the global literature on teacher education. It is the most comprehensive and thorough account of the origins, development and direction of travel of teacher education in Russia. With its emphasis on the continuous nature of teacher learning and support it offers a model for scholars, policymakers and practitioners around the world to consider and to learn from. The book provides evidence of why and how KFU has become such a leading provider of teacher education not only in Russia, but with influence in many other countries.”* (Valeeva & Kalimullin, 2024, Endorsement).

All of the above and other publications contribute to the implementation of joint research projects aimed at studying current educational issues and finding innovative solutions. One of these projects was an international network study within the framework of the International Association of Educational Researchers (WERA) “Globalisation and teacher Education in the BRICS countries: positioning research and practice, promoting the integration of university and school systems”. The result of the collaboration of scientists from five BRICS countries was a monograph “Globalisation and teacher education in the BRICS countries. The positioning of research and practice in comparative perspective” (Menter et al., 2024).

Major international conferences are an important factor in the successful internationalization of teacher education, the dissemination of information about the achievements of Russian teachers and scientists, as well as the contribution of Russian pedagogical science to the development of world education. The International Forum on Teacher Education (IFTE), which has been held by Kazan Federal University for the past 11 years, has become such a scientific platform for the exchange of experience in the field of teacher training. IFTE-2025, dedicated to the theme “Modern teacher education in international, national and regional dimensions: a dialogue between Russia, China and Uzbekistan”, opened up new prospects for further development. Over 1,000 people from

Russia, Kazakhstan, Uzbekistan, China, India, Saudi Arabia, Serbia, Iran, Cuba and other countries took part in the forum face-to-face and remotely.

This special issue of the journal presents articles based on reports by the Key speakers of the forum, leading scientists in the field of teacher education from Russia. Each paper representing various Russian universities helped to provide a wide international audience with access to Russian research in the field of pedagogy. The articles in the special issue present various aspects of teacher education. Articles by A.O. Budarina, B.A. Kholikov, and F.B. Narzikulova are devoted to the issues of professionalization of future and working teachers operating in modern conditions of a cross-cultural context. Scientists from two countries – Russia and Uzbekistan – have managed to identify the main trends in the professionalization of students-future teachers based on highlighting their professional preferences. The presented experience is significant for strategies implementing to develop teacher education in different countries of the world.

The features of inclusive dispositions of the special education system teachers of various socio-professional categories have been studied by V.Z. Kantor, Yu.L. Proekt, A.P. Antropov. This study allows for a deeper understanding of the patterns of professional and personal development of special education teachers as actors of inclusion, and identifying guidelines for their support when “entering” inclusive practice.

The methodology of the educational process organizing using the author’s educational and methodical complexes (EMC) is described in the article by O.V. Volkova, T.Y. Artiukhova, L.L. Moskaeva, A.I. Tur. A scientific and methodological case aimed at updating the disciplines of the socio-humanitarian block within the framework of the project «DNK Rossii» was presented by a team of authors from the Siberian Federal University. Having been tested at four universities in the Russian Federation, the developed EMC has shown its effectiveness in the students’ psychological competencies formation.

Researchers D.P. Soldatov and O.G. Smolyaninova presented a study of the author’s immersive electronic educational and methodological complex for the development of digital competence of the students learning the profession of a tutor. This method is adapted to the specifics of tutoring activities and can be integrated into teacher training programs.

The study of the student as a subject of the educational process, the relationship between his cultural capital and motivation to study using the example of two countries is presented by A.M. Galimov, A.D. Askarov and I.H. Tugalov. The paper evaluates it during an experiment to substantiate the relationship between individual family practices, cultural traditions, and various types of learning motivation.

The influence of the cultural and educational environment on the development of preschoolers’ personal potential is assessed by E.O. Shishova and V.Y. Khotinets. The authors managed to establish the importance of a creative environment with culturally appropriate content for the development of a child, the disclosure of his personal potential, considered as a set of psychological opportunities for self-realization and self-development.

The linguistic integration of the Russian language into the life of Uzbek society at the turn of the 19th–20th centuries is revealed in the article by R.M. Sadikov, M.A. Berdiyeva, A.M. Kalimullin and L.E. Tursunov. Using the contextualization method, researchers reveal the historical, social and economic conditions of the development of linguistic processes in a specific chronological period. They also represent the objective role of the Russian language in the political, economic and social life of Turkestan in the late 19th and early 20th centuries. The authors have formulated a number of controversial issues regarding the relevance of certain historical experience at the present stage.

The organization of a modern conference space in the context of the transformation of scientific and pedagogical discourse is presented in the article by A.G. Bermous. The analytical study allowed the researcher to formulate the concept of “conference research”. He also identified the importance of scientific conferences as complex socio-cultural phenomena. The author presents four discursive models formed based on the results of IFTE-2025, and suggests the concept of a “scientific and educational field” in the spirit of P. Bourdieu, as well as formulated recommendations for improving scientific and educational policy and the organization of conferences.

The study of the Russian experience in teacher training, comparative cross-country studies on education issues, presented in the special issue following the IFTE-2025 forum, are of particular value not only at the national but also at the international level. They make a special contribution to the cause of internationalization, contributing to the enrichment of pedagogical science and practice.

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