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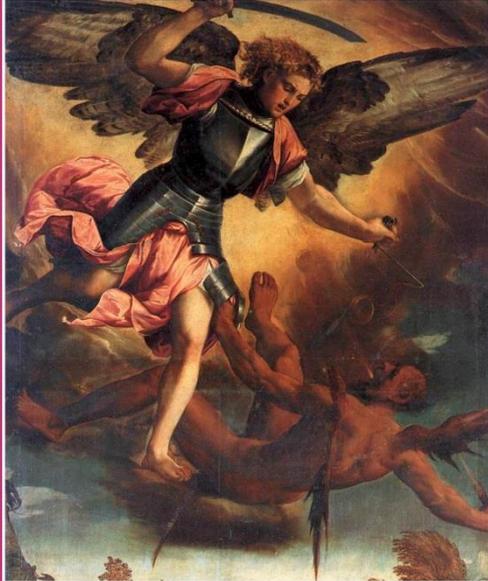
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## **Organizational-Pedagogical Conditions for the Preparation of Future Primary School Teachers for Self-Learning**

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### **Abstract**

Currently, there is a significant increase in interest regarding issues related to self-learning by specialists, which is associated with the spread of new technology, rapid expansion of information, transition to an information society, and use of a competency-based approach in the training and professional development of specialists. This has given relevance to the ideas of ongoing education, lifelong learning, and self-learning, which are expected to occupy a well-deserved place in pedagogical theory and practice. The research reported in this paper was aimed at analyzing some of the key pedagogical conditions for preparation of future primary school teachers for self-learning. The paper explored the conceptual-theoretical foundations of preparing future primary school teachers for self-learning. In the study's experimental part, the authors attempted to verify the hypothesis that the preparedness of future primary school teachers for self-learning activity can develop positive dynamics when the learning process is organized in a special way and appropriate organizational-pedagogical conditions are created for that. Based on the findings from this study and the results from a pedagogical experiment, the authors identified a set of organizational-pedagogical conditions and formulated a set of practical recommendations regarding the preparation of future primary school teachers for self-learning activity.

Keywords: self-learning, future primary school teachers, preparedness for self-learning, organizational-pedagogical conditions

## **Condiciones Organizacionales-Pedagógicas Para La Preparación De Futuros Maestros De Primaria Para El Autoaprendizaje**

### Resumen

Actualmente, hay un aumento significativo en el interés con respecto a temas relacionados con el autoaprendizaje por parte de especialistas, lo que se asocia con la difusión de nuevas tecnologías, la rápida expansión de la información, la transición a una sociedad de la información y el uso de un enfoque basado en competencias en el Formación y desarrollo profesional de especialistas. Esto ha dado relevancia a las ideas de educación continua, aprendizaje permanente y autoaprendizaje, que se espera que ocupen un lugar bien merecido en la teoría y la práctica pedagógica. La investigación reportada en este documento tenía como objetivo analizar algunas de las condiciones pedagógicas clave para la preparación de futuros maestros de primaria para el autoaprendizaje. El documento exploró los fundamentos teórico-conceptuales de la preparación de futuros maestros de primaria para el autoaprendizaje. En la parte experimental del estudio, los autores intentaron verificar la hipótesis de que la preparación de los futuros maestros de primaria para la actividad de autoaprendizaje puede desarrollar dinámicas positivas cuando el proceso de aprendizaje se organiza de una manera especial y se crean condiciones pedagógicas organizacionales apropiadas para eso. . Con base en los hallazgos de este estudio y los resultados de un experimento pedagógico, los autores identificaron un conjunto de condiciones organizacionales-pedagógicas y formularon un conjunto de recomendaciones prácticas con respecto a la preparación de futuros maestros de primaria para la actividad de autoaprendizaje.

Palabras clave: autoaprendizaje, futuros maestros de primaria, preparación para el autoaprendizaje, condiciones organizacionales y pedagógicas.

### 1. Introduction

Today, in the era of the information society, one is witnessing a growth

in the significance of knowledge as a public and personal asset within the setting of the present-day labor market. It is for this reason that humans must have the ability to obtain on their own, process, and use information from the various sectors of scholarly and social practice. This substantiates the need for a learner to deliberately engage in self-learning throughout their life and professional career. The issue of self-learning is especially of relevance for pedagogues.

Issues of teachers' professional making and competency-based development are indissolubly linked with their capacity for self-learning activity. A competent teacher is a person who has a capacity for successful professional activity, and successful professional pedagogical activity is hardly possible without teachers engaging in self-learning. Self-learning activity is a formula for ensuring the effective teaching of students and is a crucial component in future teachers' ability to acquire all professionally relevant competencies.

Teacher preparation remains a central issue in the science of pedagogics, which is attested to by a body of research encompassing the various aspects of teacher preparation (Bimakhanov et al., 2018; Kamerilova et al., 2018; Ogurechnikova et al., 2018). In exploring issues of teacher preparation as a whole, researchers have laid a particular emphasis on the need to boost the focus on independent activity by future pedagogues and get them to recognize the significance of self-learning to ensuring their professional competence throughout their professional career.

## 2. Literature review

In present-day psychological-pedagogical research a lot of attention has been devoted to future teachers' professional competence and their preparation as a whole, with a particular focus on further developing the content of pedagogical education and enhancing the technology of learning by future teachers. Many researchers have spoken of the need to further develop the creative side of a specialist's personality, as well as create the conditions for one's self-fulfillment, self-organization, self-cultivation, and self-learning. Scholar S.V. Iudakova (2010, p. 46) has suggested that self-learning reacts flexibly to society's needs and demands, continually requiring boosts in one's professional competence. This is where teacher self-learning and self-cultivation should come into play.

A focus on self-learning activity is an indicator of a cutting-edge, high-quality education system. According to L.N. Barenbaum (1997), it is impossible to teach a student self-learning activity – it is something they must do

on their own, based on their internal needs.

G.N. Serikov (1991, p. 145) suggests that a key way to help one master the entire array of components that constitute self-learning activity is the appropriate organization of learning work, with self-learning construed as purposeful cognitive activity whereby one can independently enrich and enhance their knowledge and skills. This definition identifies some of the key features of self-learning activity, namely cognition, goal-orientedness, systemicity, and independence.

Scholar I.F. Medvedev (2010, pp. 39-40) lays an emphasis on the following key components of one's preparedness for self-learning activity: motivational (one's responsibility for task fulfillment and one's sense of duty); orientational (one's knowledge and notions of the key characteristics and conditions of the activity and the requirements it sets to one); operational (one's command of the various methods and techniques for conducting the activity and capability in key relevant competencies); evaluative (the ability to self-assess one's level of preparation and the degree to which one's task fulfillment performance meets the optimum standards).

In the view of M.V. Shustova (2014, p. 137), a preparedness for self-learning is a form of complex personal learning that substantiates the desire to pursue this type of activity. This preparedness is a composite of two major areas – moral and psychological. That is, a future pedagogical worker must possess not only the amount of professional knowledge but the right personal qualities that would enable them to successfully perform their professional duties.

Accordingly, preparation of future primary school teachers for self-learning activity is about enhancing their psychological and mental processes and developing the state of mind and the qualities required – by reference to the characteristics of their professional and self-learning activity. As a process, it is viewed as goal-oriented work that is aimed, above all, at fostering a psychological preparedness (a sense of purpose and a desire) for successful self-learning. A key result from this process is the preparedness of a future specialist, which is predicated on their motives, aspirations, needs, and ambitions and develops out of a system of one's knowledge, abilities, skills, and personal qualities and one's existing experience conducting self-learning activity.

The authors' review of the literature revealed that students' self-learning activity is a multi-aspect issue. Most researchers view self-learning activity as a quality that is manifested in a person's ability to organize their cognitive activity on their own; as a person's need for acquiring quality

knowledge, abilities, and methods of activity; as a person's activity motivated by professional precepts; as a condition for acquiring pedagogical mastery. However, it was found that as a component of the competency-based development of future teachers self-learning has yet to become part of the educational system of institutions of higher learning as a significant element thereof (Mamontova & Shustova, 2016; Saifullaeva, 2017). Researchers have explored the various aspects of the issue of self-learning activity by future pedagogues (Borisova, 2000; Svetlova & Shabalina, 2015), including future primary school teachers (Chipysheva, 2016), where a big gap is the insufficient degree to which the corresponding need for acquiring and updating knowledge is developed in future pedagogues, as is their unpreparedness to engage in self-learning activity without outside assistance in the future.

At the same time, the need for substantial enhancement of the process of preparation of future primary school teachers based on a competency-based approach may require exploring the issue of preparing them for self-learning activity more thoroughly, which is the main focus of this study.

The study's purpose was to analyze the pedagogical conditions for preparing future primary school teachers for self-learning.

The study's hypothesis may be formulated as follows: the preparedness of future primary school teachers for self-learning activity can develop positive dynamics when the learning process is organized in a special way and appropriate organizational-pedagogical conditions are created for the purpose.

Judging by the study's findings, its key objective was successfully achieved.

### 3. Methods

The purpose of the authors' experimental work was to verify the hypothesis that the preparedness of future primary school teachers for self-learning activity can develop positive dynamics when the learning process is organized in a special way and appropriate organizational-pedagogical conditions are created for the purpose.

To this end, the authors undertook to trace the change in the degree of preparedness of future primary school teachers for self-learning activity via a special learning method that employs information and communications technology (ICT) and involves independent and self-learning activity by students. The authors developed and implemented a special ICT-based course (25 study hours), which was employed in the formative stage of the

experiment.

The formative stage of the experiment engaged 101 individuals (third- and fourth-year students). To form the control and experimental groups, the authors conducted a student survey about their intentions and willingness to be part of an experiment on fostering a preparedness for self-learning activity.

The control group (CG) consisted of 49 third- and fourth-year students, who expressed a desire to work independently with recommended literature and sources. The experimental group (EG) was composed of 52 individuals, who expressed a desire to undergo training via the special ICT-based course.

During the first (ascertaining) stage of the experiment, concurrently with the investigation of the degree of preparedness of future primary school teachers, the authors gathered some factual material characterizing the current state of affairs concerning the issue of preparing future specialists for self-learning activity, carried out a brief procedure for stimulating the students for self-learning, and assessed their level of preparedness for it at the start of the formative experiment via a diagnostic self-assessment questionnaire.

The ascertaining diagnostic procedure involved assessing the level of preparedness for self-learning activity among third- and fourth-year students and comparing the figures for the groups using a special questionnaire comprised of 21 questions across three major blocks – content, organization-and-provision, and monitoring-and-evaluation ones.

The content block dealt with the components constituting the content of the preparation process, i.e. the content of work that facilitates the galvanization of the psychological-pedagogical mechanism of self-learning activity.

The organization-and-provision block incorporated the following components: methodologies for learning special subjects; technologies for self-learning activity; information and communications technologies.

The monitoring-and-evaluation block comprised the following components: monitoring of the process of self-learning activity; analysis and control of the process of self-learning activity; adjustment of the process of self-learning activity; assessing the outcomes from the process of self-learning activity.

The questionnaire's content block was reflected in questions dealing with the content of academic disciplines, students' research and academic activity, and technologies for self-learning activity. The organization-and-pro-

vision block was reflected in questions aimed at determining the respondents' attitude regarding the conditions at their institution, the amount of time it may take, and the potential for students' participation and the degree of their actual participation in professional communities (which can provide them with the impetus for self-improvement and self-learning activity). The questions in the questionnaire's monitoring-and-evaluation block dealt with the analysis, assessment, and adjustment of the process of self-learning activity and its efficiency in terms of students acquiring the professional and life competencies, mastering the technology for self-learning activity, and employing the ICT.

The second (formative) stage of the experiment incorporated the following steps:

1. Conducting the special ICT-based course in the EG. By contrast, in the CG student familiarization with the material was done independently.
2. Assessing (by questionnaire) and comparing the figures for the CG and EG with respect to the students' level of preparedness for self-learning activity at the end of the course (EG) and at the end of the independent training session (CG).
3. Processing and analyzing the results of the experiment and determining a set of organizational-pedagogical conditions and practical recommendations concerning the preparation of future primary school teachers for self-learning activity.

#### 4. Results

Using their developed questionnaire, the authors analyzed the CG and EG for the respondents' level of preparedness for self-learning activity by way of self-assessment. The level of preparedness for self-learning activity was gauged using a questionnaire in which the respondents' answers were distributed based on the following values: low level (L) = 0–40%; medium level (M) = 40–75%; high level (H) = 75–100%.

To determine the degree of development of the content-related component of the preparedness of future primary school teachers at the start of the experiment, the authors carried out a comparison of the data obtained for the CG and EG.

The results indicated that at the start of the experiment the level of preparedness of future primary school teachers for self-learning activity in the two groups, the EG and CG, was pretty much the same. The average relative value on the content block was 42.6% in terms of positive answers ('yes') on the importance of acquiring knowledge on self-learning activity.

That said, the significant prevalence of positive respondent answers (over 80%) to the question on the need to engage in self-learning activity for personal self-improvement and the development of professional qualities was testimony to both groups being motivated to acquire relevant knowledge on self-learning activity. On the organization-and-provision block, positive answers constituted 34.7% (CG) and 39.8% (EG), which was testimony to the difference in degree of preparedness between the groups being minor. On the monitoring-and-evaluation block, the average value in terms of positive answers was 42.7% (CG) and 53.8% (EG). Overall on the questionnaire, across all the blocks, the difference between the groups was 3.9% (CG – 41.5%; EG – 45.4%).

To substantiate the findings from their mathematical processing of the experiment's results, the authors employed Fisher's F-test. The authors determined the homogeneity of the respondent sample at the start of the experiment based on Fisher's F-test, with no significant variance between the groups found. This is attested to by that  $F = 0.498$ , which is a smaller value than  $F_{cr} = 1.64$ . This means the two groups, the EG and CG, did not differ significantly at the start of the experiment, being, thus, on a similar level in terms of preparedness for self-learning activity (see Table 1).

**Table 1. Results from the Determination of the Homogeneity of the Respondent Sample at the Start of the Experiment Based on Fisher's F-Test**

Block 1 — Content	$F_1$ (42.6)	1.422
	$F_2$ (42.6)	1.422
	$F_{emp}$	0.000
Block 2 — Organization-and-provision	$F_1$ (39.8)	1.365
	$F_2$ (34.7)	1.26
	$F_{emp}$	0.662
Block 3 — Monitoring-and-evaluation	$F_1$ (57.1)	1.713
	$F_2$ (44.5)	1.461
	$F_{emp}$	1.589
Questionnaire total	$F_1$ (45.4)	1.479
	$F_2$ (41.5)	1.4
	$F_{emp}$	0.498
$F_{cr} (p \leq 0.05) < 1.64$ – significance zone		

Following the end of the course, the authors conducted a survey by questionnaire, and afterwards processed the results based on the two method-

ologies selected – the mathematical statistics method and Fisher’s angular transformation.

At the end of the experiment, the authors registered positive dynamics in both groups. However, the experimental group, which had undergone a course of study, posted much higher level of preparedness for self-learning activity than its counterpart.

An analysis of the results from the formative experiment helped draw the following conclusion: at the start of the experiment, the level of preparedness on the content block was 42.6% in the CG and EG (i.e., a similar (medium) level of preparedness), whilst at the end of the experiment in the CG the level was up to 51.9%, and in the EG – up to 86.8%, which was testimony to a high level in the EG on certain criteria. The overall difference between the groups was 34.9%.

This means that attending the special ICT-based course helped the students acquire relevant knowledge and a set of abilities and skills on organizing and conducting self-learning activity. Figure 1 displays the dynamics of change in the content-related component at the start and end of the formative experiment between the CG and EG.

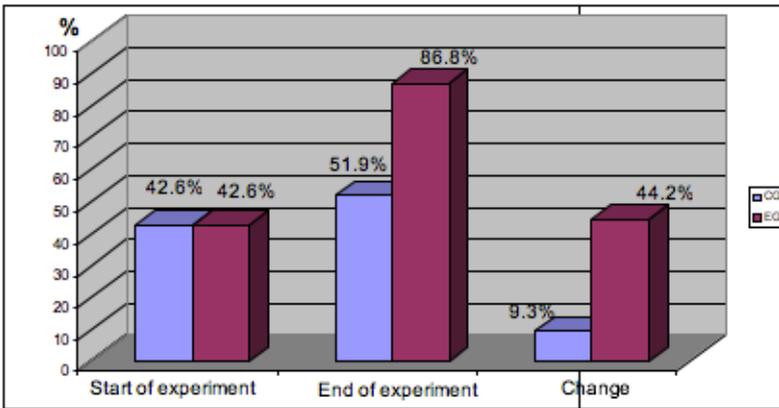


Figure 1. Dynamics of change in the content block at the beginning and end of the formative experiment in the CG and EG.

An analysis of the results from the formative experiment helped draw the following conclusions on the organization-and-provision block: at the start of the experiment, the level of preparedness on the block was 34.7% in the CG and 39.8% in the EG, which was testimony to a low level of preparedness, while at the end of the experiment the level of preparedness

for self-learning activity was up to 42.0% in the CG and to 74.5% in the EG, which was testimony to the CG reaching a medium level and the EG reaching a high level on certain criteria.

It is worth noting that this block is aimed, on the one hand, at creating at a pedagogical college the right organizational-pedagogical conditions for ensuring self-learning activity, and, on the other hand, at cultivating an interest and willingness in students to make use of all the conditions provided to help foster their personal development and acquisition of professional qualities. This is why a crucial condition is their participation in educational communities, which can help facilitate professional growth and self-learning in school and later in their professional career. With the EG offering all the right organizational-pedagogical conditions for a student to be able to acquire relevant knowledge, abilities, and competencies related to self-learning activity, the study registered a significant difference between the groups, with the overall difference coming in at 32.5% in favor of the EG.

With the principal purpose behind preparing one for self-learning activity being to galvanize the operation of the psychological-pedagogical mechanism in this area, the above block may help facilitate boosts in the motivation of future primary school teachers to engage in self-learning activity. The dynamics of change on the organization-and-provision block at the start and end of the formative experiment between the CG and EG are illustrated in Figure 2.

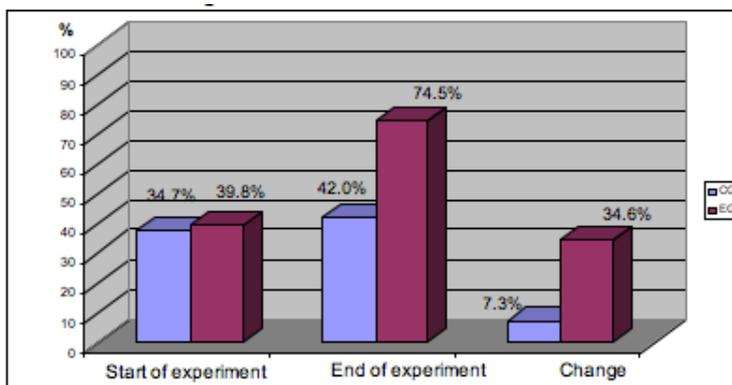


Figure 2. Dynamics of change in the organization-and-provision block at the start and end of the formative experiment in the CG and EG.

An analysis of the results from the formative experiment helped draw the following conclusion: at the start of the experiment, the respondents' level of preparedness on the monitoring-and-evaluation block was 47.2% in the CG and 53.8% in the EG, which was a medium level of preparedness, whilst at the end of the experiment the level of preparedness on the monitoring-and-evaluation block was up to 54.8% in the CG and up to 79.1% in the EG, reaching a high level (75–100%). The size of change in the groups was as follows: CG – 7.6% and EG – 25.3%.

The dynamics of change on the monitoring-and-evaluation block at the start and end of the formative experiment in the CG and EG are shown in Figure 3.

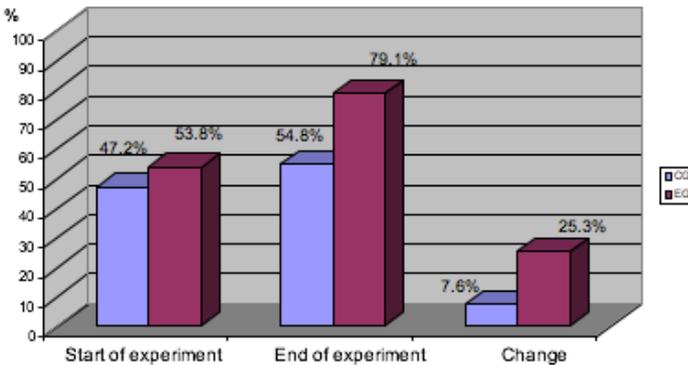


Figure 3. Dynamics of change in the monitoring-and-evaluation block at the start and end of the formative experiment in the CG and EG.

An analysis of the results from the formative experiment on all the blocks, implementing which was viewed as a key condition for boosts in the level of preparedness for self-learning activity, helped draw the following conclusion: at the start of the experiment, preparedness for self-learning activity in both the CG (41.5%) and EG (45.4%) was at a medium level. At the end of the experiment, the level of preparedness was up to 49.6% in the CG, which matched a medium level, and up to 80.1% in the EG, which corresponded to a high level of preparedness. The dynamics of change between the levels of preparedness for self-learning activity in the EG were by 30.6% higher than in the CG.

The results were also substantiated by Fisher's angular transformation. More specifically, the figures  $F = 4.123$  and  $F > 2.31$  were testimony to substantial differences registered between the groups, which, thus, sub-

stantiated that the pedagogical experiment had resulted in significant positive changes (see Table 2).

**Table 2. Results from the Determination of the Experiment Effect Based on Fisher's F-Test at the End of the Experiment**

Block 1 — Content	F <sub>3</sub> (86.8)	2.398
	F <sub>4</sub> (51.9)	1.609
		4.974
Block 2 — Organization-and-provision	F <sub>3</sub> (74.5)	2.083
	F <sub>4</sub> (42.0)	1.41
		4.243
Block 3 — Monitoring-and-evaluation	F <sub>3</sub> (84.0)	2.319
	F <sub>4</sub> (51.6)	1.603
		4.514
Questionnaire total	F <sub>3</sub> (80.1)	2.217
	F <sub>4</sub> (49.6)	1.563
		4.123
F <sub>cr</sub> (p ≤ 0.01) > 2.31 – significance zone		

## 5. Discussion

An analysis of change in the blocks dealing with preparation for self-learning activity indicated the following:

- on the content block, at the start of the experiment preparedness for self-learning activity was at a medium level in both the CG and EG, while at the end of the experiment it was up to a high level in the EG and up within the range of a medium level in the CG;
- on the organization-and-provision block, at the start of the experiment preparedness for self-learning activity was on the border between a low and a medium level in the CG and at a medium level in the EG, while at the end of the experiment it was up within the range of a medium level in the CG and up to a high level in the EG;
- on the monitoring-and-evaluation block, at the start of the experiment preparedness for self-learning activity was at a medium level in both the CG and EG, while at the end of the experiment it was up within the range of a medium level in the CG and up to a high level in the EG.

Overall, the results from the experiment indicated positive changes within the range of a medium level in the CG – a consequence of the students' independent work with the materials provided by an instructor in charge of self-learning activity. The EG posted a significant change from a medium to a high level of preparedness for self-learning activity – a result of having

the students attend a special ICT-based course and having created the right organizational-pedagogical conditions at the pedagogical college.

Consequently, it may be concluded that creating the right organizational-pedagogical conditions for preparing future primary school teachers for self-learning activity can have a positive effect on the level of such preparedness when attending a pedagogical college.

In terms of the pedagogical conditions required for preparing future primary school teachers for self-learning activity, the authors identified three major blocks to focus on: content (oriented toward the academic-educative process), organization-and-provision (oriented toward technology for self-learning activity), and monitoring-and-evaluation (oriented toward the monitoring, analysis, control, and assessment of self-learning activity). Thus, the organizational-pedagogical conditions required for implementing the model may be split into three major groups.

The implementation of the content block on preparation for self-learning activity implies the following organizational-pedagogical conditions being met:

1. Ensuring an optimum combination of theory and practice, class and independent work.
2. Organizing the work of future primary school teachers based on interactive methods of learning.
3. Providing the students with relevant instructional materials.

The first condition implies the optimum structuring of the curriculum, prior to drawing which up it may help to address things like the time budget, literature, information bases, and, lastly, daily-life conditions for self-learning activity.

Under the second condition, it may help to make better use of an arsenal of interactive learning methods. It is worth noting that a significant role in this respect is played by information technologies. They not only provide a student with easier access to massive arrays of useful information but also help stimulate boosts in their interest in learning and cultivating their skills for independent work and motivate them for self-learning activity.

When it comes to the third condition, it may be worth noting that information on primary school practice is updated continually and is replenished a lot faster than new instructional materials come out. Therefore, it is hardly possible to provide one with all relevant instructional material via just printed literature. It must be supplemented with electronic versions of lecture material from instructors, workbooks, study guides, etc. Of particular value are instructional materials on particular methodologies

for instruction in languages, mathematics, environmental studies, physical education, visual arts, music, etc.

The use of electronic publications, study guides, and instructional materials, as well as electronic portfolios and instructional computer software helps not just promptly update learning information but also facilitates the cultivation of the ability to independently locate sources of information. All this significantly increases the share of independent work by a student and thus helps foster a commitment to self-learning and developing the right abilities and skills required for self-learning activity.

The most significant factor in ensuring the efficiency of the organization-and-provision block on preparation for self-learning activity is personnel, i.e. the level of manpower support, which implies the availability of highly skilled instructors who are open to change and development and are committed to stimulating and encouraging self-learning activity among students, facilitating their acquisition of relevant abilities, skills, and experience in self-learning, and facilitating the galvanization of the psychological-pedagogical mechanism of self-learning activity by future specialists. In this regard, it may be worth shifting the focus in terms of preparation for self-learning activity from the traditional system of instruction, characterized by the instructor playing the leading part and focused on passing along “ready-to-use” knowledge and encouraging the reproductive type of thinking, to a system of learning whereby the student acts as an active and highly motivated subject of their own preparation. Under the second scenario, the instructor organizes and manages the student’s learning activity in such a way as to activate the learner’s subjective sphere by way of the self-learning mechanism, encourages self-analysis, self-management, and self-control, and stimulates the development of creativity, so needed for further self-learning.

The instructor’s choice of optimum forms of organizing the learning process ought to be predicated on an aspiration to ensure the maximum motivation for independent and self-learning activity. It is important to establish precise volumes of assignment-related material and the optimum time for doing those assignments having in consideration the individual capabilities of each student. It may be crucial to ensure that the time to do the assignments is allocated in such a way as to leave some time for self-learning activity as well.

It goes without saying that the instructor is the one whom the effectiveness of preparing a student for self-learning activity and creating the conditions for the successful conduct thereof largely depends on. This gives relevance

to issues of the professional development of college instructors. In this regard, it may be worth devoting enough attention to a set of related issues that, in essence, may be viewed as a condition for preparing students for self-learning activity.

Firstly, instructors and content developers must be fully aware of the need to prepare future primary school teachers for self-learning activity. That is, they must understand the significance of a person's preparedness for self-learning activity to their becoming a competent specialist and have an idea of the place this training occupies in the educational process. This kind of training must be of a transversal nature, and it is not just individual instructors who must be aware of the need for it, understand its essence, and facilitate its implementation but everyone who is involved in the academic-educative process at the college.

Secondly, instructors must know the key principles and mechanisms underlying self-learning activity, have a command of relevant methodologies and technologies for developing one's subjective sphere and motivating and stimulating self-learning activity by future teachers, have the ability to forge friendly relationships with students, and strive to foster a favorable work atmosphere in a group, with a focus on driving a future teacher's aspiration for self-learning.

All this substantiates the need to incorporate into the curriculum of advanced training courses for instructors and methodological workshops special modules (special courses) and training sessions related to preparing future primary school teachers for self-learning activity. Equally important is the conduct of research on the issue, discussion of issues related to preparation for self-learning activity at research-to-practice conferences, and development of relevant instructional recommendations for teachers and learning materials by reference to best practices in the area.

The key objectives for the monitoring-and-evaluation block of the process of preparing one for self-learning activity include observing and investigating the key needs and motives dealing with self-learning activity, exploring issues in organizing, implementing, and evaluating self-learning activity, identifying errors and failures and their causes, and providing future primary school teachers with assistance in correcting the self-learning process to ensure the achievement of set objectives. In this regard, a key condition for the successful implementation of this block is monitoring the course of the process of self-learning activity.

Another key condition for the successful implementation of said block is administering control over the process. It is worth noting that, in designing

this type of control system, it is important to take into account that control is, above all, about establishing a two-way link for interaction between the instructor and the student as key subjects of the process of preparation for self-learning activity. In this context, a significant role is increasingly taken on by individual work with future specialists, with priorities changing and new objectives emerging. Accordingly, the authors suggest that an instructor devotes special attention, in planning and carrying out individual work with a student, to the following considerations:

- engaging the student in planning their work independently; monitoring and checking the outcomes of student work jointly with the student;
- establishing specific content and volume for the material designed for independent study across all disciplines in accordance with the curriculum, with specific areas pinpointed for potential self-learning;
- providing the student with recommendations regarding information sources for independent and self-learning activity and suggesting the best ways to use them; suggesting additional literature factoring in the potential for the student to access it in the library and on the website (portal) of the department (university);
- conducting consultations with students (individual and group) concerning assistance with the development of an individual plan or curriculum for self-learning activity and establishment of goals, objectives, plans, ways, and methods for conducting it and monitoring, analyzing, and correcting its outcomes;
- providing students with individual pedagogical support on self-learning activity in class via individual and group consulting (including by way of distance learning); engaging students in reflecting on the work done and assessing its outcomes.

The author-identified organizational-pedagogical conditions and author-formulated recommendations on preparing future primary school teachers for self-learning activity are of a transversal nature – they are interconnected. As evidenced by experimental findings, the effectiveness of preparation for deliberate self-learning activity depends on the set and system of activities undertaken as part of academic, educative, research, socially beneficial, and public work conducted by pedagogical colleges.

## 6. Conclusion

The findings from an analysis of the literature on the subject attest that self-learning activity is a component of the professional competence of future primary school teachers. The authors have established that the process

of preparation of future primary school teachers for self-learning activity is about enhancing their psychological and mental processes and developing the state of mind and the qualities required by reference to the characteristics of their professional and self-learning activity, which should result in them being prepared for self-learning activity as a confirmed capacity for sustainable motivation regarding deliberate self-learning; able to engage in self-learning activity; able to adjust their professional activity based on the results from their self-learning activity and adjust particular areas of their self-learning activity in alignment with the practical needs of their professional activity. The key principles of self-learning activity by future primary school teachers identified by the authors include the following: goal-orientedness, continuity, integrativeness, continuity, and variability. The system of preparation of future primary school teachers for self-learning activity may be viewed as a dynamic and open system that incorporates the following key blocks: content, organization-and-provision, and monitoring-and-evaluation ones. The authors identified a set of organizational-pedagogical conditions for preparation for self-learning activity, which formed the basis of their practical recommendations.

This study does not cover the entire range of issues related to preparing future primary school teachers for self-learning activity. It may be possible to continue the research in the following areas: cultivating self-learning competence in students at pedagogical colleges, fostering innovation in the area of pedagogical technology aimed at self-learning by future teachers, and developing sound models for psychological-pedagogical support for self-learning activity by students.

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