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Universidad del Zulia
Facultad Experimental de Ciencias
Departamento de Ciencias Humanas
Maracaibo - Venezuela

Qualities of teachers of primary school in the process of vocational training

Kalibek Ybyrainzhanov

Zhetysu State University Named after I. Zhansugurov, 187a
Zhansugyrov Str., Almaty Area, 040000 Taldykorgan City, The
Republic of Kazakhstan
tarpischool@mail.ru

Symbat Chunkenova

Zhetysu State University Named after I. Zhansugurov, 187a
Zhansugyrov Str., Almaty Area, 040000 Taldykorgan City, The
Republic of Kazakhstan
Symbat_27.07@mail.kz

Marianna Sydykbekova

Zhetysu State University Named after I. Zhansugurov, 187a
Zhansugyrov Str., Almaty Area, 040000 Taldykorgan City, The
Republic of Kazakhstan
dozog@mail.ru

Nurlan Abishev

Zhetysu State University Named after I. Zhansugurov, 187a
Zhansugyrov Str., Almaty Area, 040000 Taldykorgan City, The
Republic of Kazakhstan
NurlanA@mail.kz

Ainur Taurbekova

Zhetysu State University Named after I. Zhansugurov, 187a
Zhansugyrov Str., Almaty Area, 040000 Taldykorgan City, The
Republic of Kazakhstan
taurbekova@mail.ru

Abstract

The study aims to investigate the personal qualities of future teachers of primary school in the process of vocational training via a complex, multi-component pedagogical method. As a result, psychological training should combine organizational, purely

functional aspects of the development of properties, qualities, the potential of the student as a future specialist with the formation of their stable personal motivation of educational activity. In conclusion, the analysis of experimental work, in particular, the forming experiment, allowed to identify and experimentally justify the pedagogical conditions of effective vocational training of the future teacher in the process of the student group.

Keywords: Vocational Training, Teacher, Personality, Readiness.

Cualidades de los docentes de primaria en el proceso de formación profesional

Resumen

El estudio tiene como objetivo investigar las cualidades personales de los futuros maestros de la escuela primaria en el proceso de formación profesional a través de un método pedagógico complejo y de múltiples componentes. Como resultado, el entrenamiento psicológico debe combinar aspectos organizacionales, puramente funcionales del desarrollo de propiedades, cualidades, el potencial del estudiante como futuro especialista con la formación de su motivación personal estable de actividad educativa. En conclusión, el análisis del trabajo experimental, en particular, el experimento de formación, permitió identificar y justificar experimentalmente las condiciones pedagógicas de la formación profesional efectiva del futuro docente en el proceso del grupo de estudiantes.

Palabras clave: Formación Profesional, Docente, Personalidad, Preparación.

1. INTRODUCTION

The process of teacher training is always differentiated, especially now, which is manifested in the variety of motives for

choosing a profession, and in the degree of involvement in the profession, and in the results of the professional activity itself. This means, that there can be no identical ways to help the becoming teacher. Various routes of preparation are necessary.

The process of becoming a teacher is always contradictory. In this process, the requirements of the teacher and the possibility of their satisfaction, aspirations, desires, interests of the teacher and the results of his activities, desires, ambitions, and those skills that are necessary for their implementation are encountered.

All these and many other contradictions cannot be resolved without the participation of the teacher in his own professional and personal development. This means, that if we really want to help the teacher in his professional development, it is necessary to unite the efforts of all stakeholders, it is necessary to develop various options to help the teacher, it is necessary to create conditions that encourage the teacher to professional development.

Vocational training of future teachers is now the subject of many studies, which is caused by the increased requirements for the teacher as a specialist in the conditions of fundamental changes in society and, accordingly, - to the quality of his preparation for independent pedagogical activity. In modern science, the concept of vocational training is associated with vocational training and reflects the process of mastering the knowledge, skills, and abilities necessary for independent professional activity (LERNER, 1981).

In recent years, the demands made by society on the teacher of a new formation have significantly increased. The teacher of a new formation is a spiritually developed creative person, who has the ability to reflect, professional skills, a turn for pedagogy and aspiration for the new. Ideally, the teacher should clearly understand the value of education, be a person in culture, know perfectly well own subject, pedagogy, and psychology, use personality-oriented pedagogical methods and have motivation for further growth and development of his personality.

In this regard, the proposed model of a teacher of a new formation makes the following requirements to his personality:

- Professional orientation of the individual;
- Competence of the teacher's personality;
- The ideological and moral position of the individual;
- Innovative and creative activities of the individual;
- Adaptation of the teacher to the conditions of professional activity.

Thus, teacher training should be considered as a process of complex organization of teaching and educational influences, aimed at the formation of a positive attitude to the teaching profession and provide mastery of the system of methodological views, beliefs, theoretical knowledge and concepts, practical skills and abilities, necessary to develop the foundations of pedagogical excellence. The

process of teacher training, thus, is aimed at the formation of personal qualities and their further development in the course of pedagogical activity. Thus, the socially active person, possessing a number of mental properties and moral qualities, necessary for the performance of pedagogical functions is formed (MELIBRUDA, 1986; SOLEIMANI et al, 2018).

2. METHODOLOGY

The leading idea of the study is that the formation of readiness of a primary school teacher is realized when creating an educational environment of a higher education institution when students are able to perform socialization functions for students based on their knowledge and skills, which actualizes their own activity and creativity. Proceeding from this, in the process of training a primary school teacher it is necessary to use the following methods and techniques:

- Conducting interactive lectures, namely the use of the method of question-answer while working with students during the lecture;
- Introduction during practical classes of such forms of work as a round table, workshop, where students during the discussion solve important problems of a specialty on the basis of their own independent developments; holding debates, discussions, analysis of pedagogical situations;

- Transformation of the independent work of the student, the execution of an individual research task, as a mandatory component of the study of a particular academic discipline;
- Use of presentations, publications, web-sites prepared by students at the lesson;
- Use of role-playing and business games, case-methods, and brainstorming in the teaching and educational process of the high school, which contribute to the development of activity, creativity, and creativeness of the teacher;
- Conducting masterclasses, training sessions that contribute to the formation of professional competence of the future primary school teacher;
- Extensive use of multimedia in the process of lecturing and conducting practical studies, electronic and various types of support lecture notes, providing students with educational information on electronic media, Internet search, and the like;
- Use of elements of imitation, reflection, and relaxation during separate practical studies;
- Use of new approaches to controlling and evaluating students' achievements, which ensure objectivity and reliability.

In addition, when preparing a teacher, it is important to form professional value orientations, since this is an important component of a specialist's professional competence, which determines his competitiveness in professional activities in modern economic conditions. For successful mastering of the above-mentioned qualities by students of pedagogical universities, it is necessary to create a special social educational

environment, which we define as an environment that represents a multidimensional space of directions that implement social functions, including educational institutions and various social institutions and ensuring socialization of the individual (Issaliyeva et al, 2018).

In the course of search work, we determined, that using the possibilities of innovative teaching methods, in the process of professional preparation of a future primary school teacher, the following occurs: activation of students' cognitive activity; motivation and stimulation of future specialists of the pedagogical sphere for educational activities; modeling professional skills of the future specialist; satisfaction of professional educational interests and needs; development of creativity, critical thinking; the ability to show their personal and professionally important qualities; providing opportunities for lifelong learning; formation of professional mobility, creativity, competence and competitiveness of future primary school teachers in the labor market (BELOZERTSEV, 1996).

The technological approach in education is the key to the success of the adaptation of higher education in Kazakhstan to the requirements of the Bologna process. The use of pedagogical technologies, innovative teaching methods in the educational process of higher education will provide an opportunity to significantly improve the quality of vocational training of a future primary school teacher, ensure competitiveness in the global labor market, and active participation in the European higher education area (SHCHURKOVA, 1993).

Thus, the preparation of the future primary school teacher for professional and pedagogical activity is a complex, multi-component pedagogical system, one aspect of which is to ensure the safe livelihood of younger students (SLASTENIN, 2009).

3. RESULTS

In determining the pedagogical conditions in our study, we were guided by the basic requirements of the State Mandatory Standard in the specialty Primary Education, the key provisions of the proposed formation model of readiness, and the requirements for the final result of the preparation of the future primary school teacher. Pedagogical conditions we consider as the main characteristics of the educational process of the university. In our opinion, it is logical to single out a complex of pedagogical conditions on the basis of what they are formulated in relation to, ensured, and observed (GAPPOYEVA, 2003).

Analysis of the process of vocational training in modern conditions suggests a deep and fruitful study of the problem of the formation of professional competence of future specialists, which significantly expands the field of research in pedagogical science. We have determined, that vocational training, being a pedagogical system, includes a certain set of goals, content, forms, methods, and means, determined by the public and personal needs of subjects of pedagogical

interaction; this is the process and the result of the formation of a personal readiness for a certain professional activity.

Today, when the paradigm of education is changing in the direction of increasing the innovative component, the purpose of vocational education is changing: from with arming of professional knowledge and skills to the professional development of students, from training a narrow specialist to training a professional with relevant competences.

This process reflects the selection and implementation of a fairly productive option for vocational training of students in the university system. The developed model of a primary school teacher made it possible to realize the priority tasks of the pedagogical process, contributing to the formation of the special, social and personal competence of the future specialist (GREKHNEVA, 1985).

Thus, the conducted research allows making a conclusion about the actuality of the proposed problem and the possibility of its solution through targeted training.

4. DISCUSSION

Pedagogue - a master of his craft - a specialist of high culture, deeply aware of his subject, well acquainted with the relevant branches of science or art, practically versed in issues of general and especially

child psychology, who perfectly knows the methods of teaching and education.

According to ZYAZYUN (2005), the content of the concept of pedagogical mastery includes, firstly, such components as: general and high culture, erudition; extensive and deep knowledge in the field of science taught; armed with knowledge from pedagogy, general, age, pedagogical psychology, the ability to use them in the practice of training and education; mastery of the methodology of teaching and educational work, which is found mainly in the fact, that the teacher knows how to teach and educate.

Secondly, the pedagogical mastery of the educated, it is available to everyone who has chosen the profession of a teacher by vocation. Pedagogical mastery as the highest form of professional orientation of the individual determines the (SLASTENIN, 2009). The main indicator of mastery in any activity, in his opinion, is the possession of special generalized skills, which are formed by all teachers.

The role of the teacher in the modern educational process, according to GONOBOLIN (1965), is reduced to the organization of active independent cognitive activity, to the creation of the conditions promoting disclosure of potential opportunities of students, development of their creative abilities. This is possible only if the position of the teacher changes, which is expressed in the organization of interaction with children. The authors name the following qualities

that a modern teacher should possess: the ability to cooperate, joint creativity, the ability to manage cognitive activity, democratic style of communication (ZASOBINA, VORONOVA & KORYAGINA, 2015).

Thus, analyzing different views on the determination of professional and pedagogical readiness of the future teacher, we can distinguish the general in the definition of this concept - a system of integrative properties, qualities and experience of the personality, the individual form of interpretation of the content of education, which has the signs of general theoretical and methodological readiness for professional activity. And also readiness has a certain specificity - it is professional skills and abilities, individual style of their implementation, practical-oriented experience, a reflection of professional activity.

5. CONCLUSIONS

In this article, we have analyzed the research of the professional readiness of teachers to work in primary school. As a result, it can be concluded that only a small proportion of students have an average level of professional readiness. Groups were formed for the experiment by us. We made measurements of the professional readiness of students as in experimental group. In the process of the forming experiment, the main attention was paid to the approbation of the model of effective vocational training of future teachers in the process of organizing the educational activities of the student group.

As a result, it was confirmed the need to identify and experimental study of pedagogical conditions of effective training of future teachers in the organization of educational activities of the student group. To them were attributed:

- The readiness of teachers of disciplines of the pedagogical cycle to implement the model of vocational training of future teachers in the organization of educational activities of the student group;
- Creation of intellectual environment in the process of educational activities of the student group;
- Subject-subjective interaction of the teacher and students in the process of educational activities of the student group;
- Creation of educational situations that contribute to the formation and development of students' perceptive and reflexive skills;
- Creating situations of demand for leadership qualities of students in the group and stimulating their manifestation in educational activities.

Thus, the vocational training of future teachers in the process of organizing the educational activities of the student group includes their preparation for solving creative tasks on the basis of the development of reflexive potential, as well as improving emotional and volitional stability. At the same time, psychological training should combine organizational, purely functional aspects of the development of properties, qualities, the potential of the student as a future specialist

with the formation of their stable personal motivation of educational activity.

Speaking about the readiness for various types of teaching activities, in particular, to use the technology of the pedagogical workshop, we adhere to the definition of readiness as a set of professionally conditioned requirements for the teacher, ensuring the effectiveness of activities and expressed in the formation of the personality of the future teacher, on the one hand, and in scientific-theoretical and practical competence as the basis of professionalism, on the other hand. Based on the research of VERETENNIKOVA (2018) in which preparation is seen as a process and readiness as a result of that process, we are of the view that readiness is the result of preparation.

The noted changes in the indicators of professional readiness of students indicate the effectiveness of the model of future teachers' vocational training in the organization of educational activities of the student group. This is confirmed by the statistical validity of the differences established by comparing the results of the final diagnosis using the Pearson criterion.

Analysis of the work on the training of future teachers in the organization of educational activities of the student group in the structural and substantive aspects are implemented in the framework of the dissertation research. It is predetermined by the urgent need to develop an integral theoretical concept of the process under study, the

tasks of theoretical and experimental study of functionality and applied ways of its optimization in modern conditions.

As practice has shown, the professional readiness of students is not sufficiently formed in university. Graduates come to school as teachers insufficiently prepared for the implementation of basic theoretical knowledge.

Thus, the personal qualities of future primary school teachers in the process of training in the organization of educational activities of the student group contributes to the formation of: creative thinking, self-dependence; professional-volitional motivation aimed at interaction with other members of the group and at correlation of personal and group goals and tasks; professionally significant knowledge of graduates; special skills (skills to cooperate, communication skills, reflective skills, design and constructive skills, gnostic skills), and also increases the activity of students in educational and cognitive and research activities. Through the training of future teachers in the organization of educational activities of the student, the group can be modeled subject-subjective interaction that enriches the personal experience of students.

The analysis of experimental work, in particular, the forming experiment, allowed to identify and experimentally justify the pedagogical conditions of effective vocational training of the future teacher in the process of the student group.

We were identified as: the readiness of teachers of pedagogical subjects to the model realization of vocational training of future teachers in the process of organizing learning activities of the student group; the creation of intellectual environment in the process of educational activity of the student group; the subject-subjective interaction of teacher and students in the process of educational activity of the student group; creating learning situations that promote the formation and development perceptive and reflective skills of the students; creating situations of demand for leadership qualities of students in the group and stimulating their manifestations in educational activities.

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