

Methodology improvement the professional training of future teachers (structural and organizational aspects)

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Abstract: On the basis of the methodological analysis of scientific methodical literature the content of concept improvement of professional training of future teachers is opened. Structural and organizational aspects of methodology improvement of professional vocational training of future teachers are revealed. Structural and organizational aspects of methodology improvement of professional training of future teachers are realized. Criteria of improvement of professional training of future teachers are defined. The Model of Methodology improvement the professional training of future teachers (Structural and organizational aspects) is developed.

Key words: *Methodology; Improvement; Professional training; Future teachers; Structural and organizational aspects; Model*

1. Introduction

The level of research scientific problem. In this paper, we will try to review the main scientific literature on the subject of the methodology improvement the professional training of future teachers (structural and organizational aspects), which includes the basic works by Alejandro Tiana, José Moya and Florencio Luengo (2011), Andriesh, V.A. (2011), Avdeev, S.M., (2008), Bacharach, S.B., (1995), Belyaeva, A.C., (2003), Gorneva, E.A., (2007), Ishanov, P., Bekmambetova, Z. (2013), Janet Looney, (2011), Sakenov, D.Zh. etc, (2012), Schantz, E.A, (2012), Towns, M.H., (2000), Wilhelm, P., (2001). Future teacher as the graduate of pedagogical higher education institution owning the training theory, but not capable to put it into practice training, represents, according to by Alejandro Tiana, José Moya and Florencio Luengo (2011), Andriesh, V.A. (2011), Avdeev, S.M., (2008), Bacharach, S.B., (1995), Belyaeva, A.C., (2003), Gorneva, E.A., (2007), Ishanov, P., Bekmambetova, Z. (2013), Janet Looney, (2011), Sakenov, D.Zh. etc, (2012), Schantz, E.A, (2012), Towns, M.H., (2000), Wilhelm, P., (2001) diplomaed the teacher without the moral and professional right to work of school including as the expert having low professional useful value for the employer and low professional requirement on a labor market. In this regard, actual there are problems of comprehensive training of future teachers to successful professional activity, rendering to them the help in professional improvement. Process and results of improvement of professional training of future teachers not always

are personally significant as in educational process of pedagogical higher education institution there are no methodological and methodical prerequisites of collaboration of future teachers and teachers of profile chair of cooperation and mutual estimation of educational and personal achievements of future teachers.

Methodology improvement of professional training of future teachers is an objective characteristic of results of professional training of future teachers and subjective experience of this result, as significant positive event. In an assessment of improvement of professional training of future teachers two positions are accurately traced: subjective and objective result. Thus, in the course of preparation and improvement of professional training of future teachers it is necessary to create conditions for a dual assessment of this process: self-assessments of as future teacher and assessment professional environment, teachers of higher education institution and other educational institutions, fellow students, heads practician.

Today according to by Alejandro Tiana, José Moya and Florencio Luengo (2011), Andriesh, V.A. (2011), Avdeev, S.M., (2008), Bacharach, S.B., (1995), Belyaeva, A.C., (2003), Gorneva, E.A., (2007), Ishanov, P., Bekmambetova, Z. (2013), Janet Looney, (2011), Sakenov, D.Zh. etc, (2012), Schantz, E.A, (2012), Towns, M.H., (2000), Wilhelm, P., (2001) actual there is a formation of new perfect type of the identity of future teachers. So far in science the certain fund of knowledge necessary for research of a problem of improvement of professional training of future teachers in pedagogical higher education institutions is saved up.

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At the same time, this situation is characterized by insufficiency of research of structural and organizational aspects of improvement of professional training of future teachers defining formation of high-quality future professional activity in educational process of school. Proceeding from it, the analysis of development of a modern educational situation in pedagogical higher education institution allows to reveal contradictions:

- Between high requirement of society in competent, competitive, focused on achievement of success and able independently to build the professional activity experts of the educational sphere and an insufficient readiness of structural and organizational aspects of improvement of professional training of future teachers defining formation of high-quality future professional activity in educational process of school;

- Between increasing requirements to professional activity of the modern expert of the educational sphere and lack of the developed model of improvement of professional training of future teachers directed on realization of structural and organizational aspects of improvement of professional training of future teachers.

The called contradictions defined a research problem: what structural and organizational aspects of improvement of professional training of future teachers defining formation of high-quality future professional activity in educational process of school?

All aforesaid allowed to formulate the Research objective: theoretically to reveal, prove and experimentally to check structural and organizational aspects of methodology improvement of professional training of future teachers defining formation of high-quality future professional activity in educational process of school.

2. Methodology and methods.

For the solution of the set objectives and verification of initial assumptions the following research methods were used: theoretical - analysis of the studied problem in scientific literature, empirical - observation, conversations, questioning, discussions, interviewing, analysis of the best pedagogical practices, analysis of creative works of students, studying of high school documentation (state standards of education, curricula, standard programs, educational-methodical complexes of elective disciplines) experiments, modeling. The methodological basis of research was made by theories, concepts of the efficiency of training students, modern psychological and pedagogical theories and concepts of professional education. For the solution of a goal of research the following methods were used:

- the theoretical: studying of psychological and pedagogical literature, the analysis and synthesis of received information on a research problem, pedagogical modeling;

- The empirical: questioning, testing, conversation, natural experiment, analysis and synthesis of pedagogical experience, analysis of documentation and results of activity of teachers;

- The systematic approach is used to analyze and synthesize theoretical and empirical material, as well as for development of a model and recommendations.

- The dialectical approach is used to analyze and synthesize theoretical and empirical material, as well as to develop recommendations.

- Methods of mathematical statistics: ranging method, method of an expert assessment; methods of mathematical statistics is widely used in studies on pedagogy; its content is diverse and ranges from counting the number of nominations and selection of the most common of them to describing the pedagogical phenomenon and laws of its development.

3. Main part

3.1. Author's original methodological approach

Analysis and synthesis of researches on a problem of methodology improvement the professional training of future teachers (structural and organizational aspects) of by Alejandro Tiana, José Moya and Florencio Luengo (2011), Andriesh, V.A. (2011), Avdeev, S.M., (2008), Bacharach, S.B., (1995), Belyaeva, A.C., (2003), Gorneva, E.A., (2007), Ishanov, P., Bekmambetova, Z. (2013), Janet Looney, (2011), Sakenov, D.Zh. etc, (2012), Schantz, E.A, (2012), Towns, M.H., (2000), Wilhelm, P., (2001), can be noted that our approach of methodology improvement of professional training of future teachers consists:

- In definition of structural and organizational aspects of improvement of professional training of future teachers defining formation of high-quality future professional activity in educational process of school:

- Updating of a subject position of the identity of future teachers,

- Realization of an individual educational way of future teachers,

- Creation of situations of success and self-improvement stimulation in a failure and failure situation, the accounting of personal achievements of future teachers;

- In designing of model of improvement of professional training of future teachers directed on realization of structural and organizational aspects of improvement of professional training of future teachers;

- In identification and justification of groups of criteria and indicators of model of improvement of professional training of future teachers.

- In the description and development of the diagnostic procedures, allowing to make subjective and objective estimates of improvement of professional training of future teachers, first of all this portfolio of achievements of future teachers.

- In expansion of the developed model of improvement of professional cornerstone of future teachers at the heart of which are of the idea of pedagogical management including game methods with application of complicating conditions, such as temporary restrictions, the sudden prohibitions, new options, information saturation and insufficiency, elements of training exercises and research methods of design with participation of profile chair;

- In development of structure and the maintenance of the modules focused on creation of structural and organizational aspects of improvement of professional training of future teachers: "Management of future teachers", "Pedagogical communication of future teachers" and others;

- In development of textbooks of methodical programs of student teaching of future teachers, programs of elective courses, competition of pedagogical skill of future teachers.

In our opinion, improvement of professional training of future teachers is a process and result of development of the identity of future teachers in educational process of the pedagogical higher education institution, highly appreciated objectively and subjectively – in educational activity of the academic type, non-learning and educational professional activity; aimed at the development of professional competences of future teachers:

- realizes the social importance of the future profession, possesses motivation to performance of professional activity;

- I am ready to bear responsibility for results of the professional activity;

- It is capable to generalization, the analysis and use of the systematized theoretical and practical knowledge of structural and organizational sciences at the solution of professional tasks;

- I am ready to use of theoretical knowledge for generation of new ideas;

- It is capable to realize training programs of basic and elective courses in various educational institutions;

- It is capable to apply modern methods of diagnosing of achievements being trained and pupils, to carry out pedagogical maintenance of processes of socialization and professional self-determination being trained, preparation them to conscious choice of profession;

- It is capable to organize interaction and communications in the course of implementation of educational and extracurricular activities at school, individual work with pupils, leisure activity of school students – in the course of communication with all subjects of educational process (pupils of different age, teachers, parents, social partners);

- It is capable to organize cooperation being trained, to maintain activity and initiative, independence being trained, their creative abilities;

- Owns research in operation – it is capable to carry out analytical work on judgement of activity of pupils and own pedagogical activity of all subjects of educational process (pupils, parents);

- It is capable to organize design and research activity and pupils;

- Owns in the ways and shows readiness for professional self-improvement and self-development and others.

Methodology improvement of professional training of future teachers in educational process of pedagogical higher education institution assumes creation of a complex of structural and organizational aspects: updating of a subject position of the identity of future teachers, realization of an individual educational way of future teachers, creation of situations of success and self-improvement stimulation in a failure and failure situation, the accounting of personal achievements of future teachers.

Structural and organizational aspects can be realized by means of introduction in educational process of pedagogical higher education institution of model of improvement of professional training of future teachers.

External criteria of model of improvement of professional training of future teachers:

- Involvement of students and satisfaction with participation in process of improvement of professional training of future teachers;

- Methodical ensuring improvement of professional training of future teachers through the enriched training programs, programs of student teaching, educational and methodical grants;

- Achievements of future teachers in educational process, including the academic progress; achievements in extracurricular activities;

Internal criteria of model of improvement of professional training of future teachers:

- Satisfaction with choice of profession of future teacher;

- Set of professional competences of future teachers.

4. The results and discussions

4.1. Our original research results

Thus, the Model of Methodology improvement of professional training of future teachers will include all above-named components and is in expanded form presented in Fig. 1.

The explanation to figure 1. Model of Methodology improvement of professional training of future teachers:

I. – Methodology improvement of professional training of future teachers.

II. – Structural and organizational aspects.

III. – Realization of an individual educational way of future teachers.

IV. – External criteria of improvement of professional training of future teachers.

V. – Methodical ensuring improvement of professional training of future teachers.

VI. – Portfolio of achievements of future teachers.

VII. – Internal criteria of improvement of professional training of future teachers.

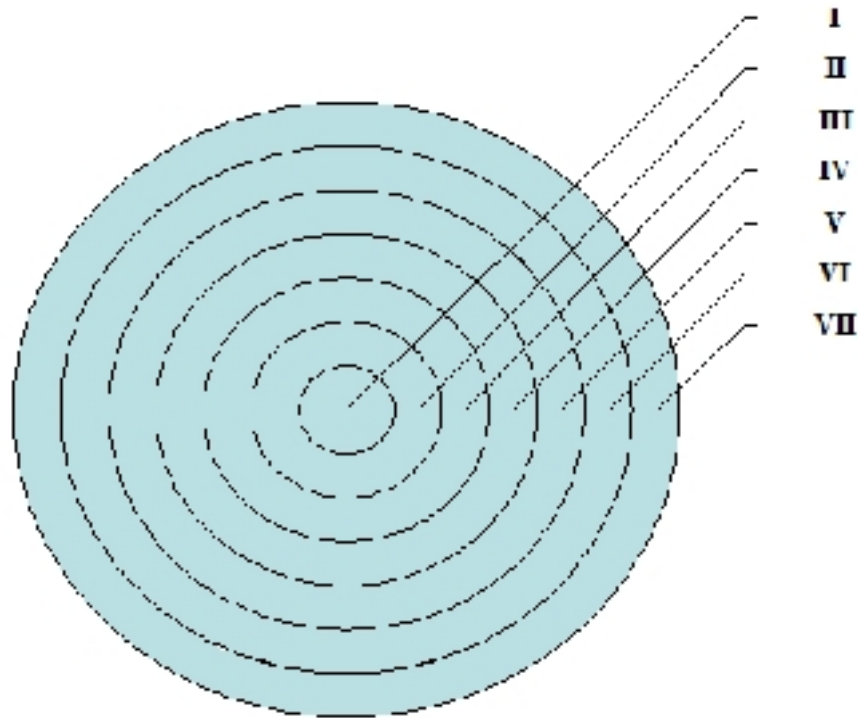


Fig. 1: Model of Methodology improvement of professional training of future teachers

The statistical analysis of the data obtained as a result of experiment, gave mathematical confirmation of the importance of positive changes of such criteria of improvement of professional training future teachers, as a training standard, quality of knowledge, skills, informative activity, and also level of formation of organization, criticality and

self-criticism. As showed the comparative analysis of values for each of the studied indicators Model of Methodology improvement of professional training of future teachers, the technology has the greatest impact on improvement of professional training of future teachers, as a whole (Table 1).

Table 1: Dynamics improvement of professional training of future teachers (in %)

Level of improvement	Group	Before experiment %	After experiment %
Low	C	31	30
	E	31	10
Average	C	50	50
	E	49	20
High	C	19	20
	E	20	70

The data provided in table 1, show that after the organization of experimental work in experimental group are observed dynamics of high and average levels of improvement of professional training of future teachers that confirms efficiency of the Model of Methodology improvement of professional training of future teachers.

The Model of Methodology improvement of professional training of future teachers allows to see prospects of further research of a problem of improvement of professional training of future teachers through disclosure of conditions of formation of successful professional activity of future teachers in the first years of work in educational institution.

5. Conclusions and recommendations

The novelty of the scientific research results. In the course of the conducted research we, on the basis of the theoretical analysis of scientific methodical literature opened the content of concept improvement of professional training of future teachers which represents process and result of development of the identity of future teachers in educational process of the pedagogical higher education institution, highly appreciated objectively and subjectively – in educational activity of the academic type, non-learning and educational professional activity; aimed at the development of professional competences of future teachers.

Results of research allowed to prove theoretically and practically to reveal structural and organizational aspects of improvement of professional training of future teachers.

In the course of research structural and organizational aspects of improvement of professional training of future teachers are realized.

Unlike the works of by Alejandro Tiana, José Moya and Florencio Luengo (2011), Andriesh, V.A. (2011), Avdeev, S.M., (2008), Bacharach, S.B., (1995), Belyaeva, A.C., (2003), Gorneva, E.A., (2007), Ishanov, P., Bekmambetova, Z. (2013), Janet Looney, (2011), Sakenov, D.Zh. etc, (2012), Schantz, E.A, (2012), Towns, M.H., (2000), Wilhelm, P., (2001) broad analytical approach to this problem, allowed to us develop Model of Methodology improvement of professional training of future teachers.

In work criteria of improvement of professional training of future teachers were defined. The Model of Methodology improvement of professional training of future teachers is experimentally developed and approved. The Model of Methodology improvement of professional training of future teachers is recommended for use in pedagogical higher education institutions.

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