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The transformation of personal peculiarities of students – future pedagogues in the period of educational modernization

The results of empirical work, realizing during 3 years on historical, biology and chemical faculties make us to be confirm that positive attitude to the pedagogic activity combining the system of necessary knowledge (in pedagogic, psychology, the subject of knowledge of the pedagogic activity in school), pedagogically formed knowledge ability and these help to form readiness of the future teacher to the effective professional activity.

Key words: educational modernization, science purposes, professional preparation of pedagogues, working scheme of the preparation to the future profession.

Fundamental education, reflecting modern condition of science and technology, supposes the ability of future experts not only to the active perception of outsider experience, but also to the intellectual creation. Just such type of education are aimed to the modern universities combining researching and educational processes. The necessity of learning the pedagogical abilities by the student (the speciality pedagogue) is from the one side because of the demands of state standart in which this aspect of the professional preparation of graduating students is made confirmed, but from the other side is because of the professional activity of the modern teacher.

Practice shows that the creative nature of the pedagogical activity demands from the teacher the skill to research the educational process, to accept the question of its organization from the science positions. That's why the students from the university who have additional qualification " the teacher" must be acquainted with the procedure of pedagogic research, be able to form experiences of his behaviour.

The important condition of forming the pedagogic skills of the students is the motivation of pedagogic activity: stimulation the interest, the understanding of the importance of this work in modern school, prestige using this system, the importance for the personal growth.

The preparation of the professional pedagogues is made by the cardinal changes, happening in Russian education. In the society new values appeared: selfdevelopment, selfeducation and selfprojecting of personality (new paradigma in pedagogic), personal orientation of the education. The traditional system of pedagogic education orientating to the preparation of the subject experts can not satisfy the inquiries of modern pedagogic practice.

The aim of the preparation of experts for the base spheres of mans activity in the modern sociocultural situation acquired the peculiar actuality. The activity of the experts is opposed to the activity of the executor and narrow expert. The expert as the subject of work opposed to the executor, put the aim of the activity himself, select the



ways and how to come over them, takes the responsibility for its realization. Opposed to the executor, the expert use his activity on the whole, keep its subject in the different practic situations, can build this activity , its changes and development.

In new socio-pedagogical condotions we must have pedagogue-professional. Opposed to the teacher-expert, the pedagogue-professional at first is the subject of rhe pedagogic activity, but not the combiner of science knowledge and the ways of their giving., the second is that he is orientated to the mans abilities, but not only to translation of knowledge and skills, the third is that he can work practically with educational processes, use the developing educational situations, but not only to put and make didactic aims.

But at present time we can not see the model notions about the contens of the practise education pedagogues – professionals, there are no such educational programmes. The social want in the pedagogues-professionals, need of making the model of new pedagogical education and programmes professionalization of future pedegogues stimulates and actualates psychology-pedagogic researches in this area. Last year we can see some serious works touching the problems of the development of pedagogic education [3, 6, 8].

The processes of professionalization are put in time and have specific stages. In psychology-pedagogical literature is pointed the importance of the mans entering to the professional activity on the stage of its mastering. [1, 2, 4]. It is known the subjective difficulties of the first period of the professional education [5, 8].

But in the college there are no programmes and courses which can help the students to become the profession of pedagogue. In this work we present the theoretial bases of making the educational programme “The preparation of students to the pedagogic activity”, this very programme and the way of realising it with the students of the 1 unoversity course, in the profession “ the teacher”.

With entering college the process of the personal selfmaking does not stop and taking the place during all years of education. But this process also has its own peaks and “ points of growth”. The most important is the first year of education: in this period many changes of ideal notions of profession, about the aim and scense peculiarities happen. So the actual aim of colleges is to form the professional readiness of the first year students. Our own researches show that without social work the idea of the profession is not really clear even to the graduaters.

In some researches we can see need self пропедевтический course, which enters the profession of pedagogue. [10, 11], explain the experience of such entering. [4, 5]. But also in these work pointing this very problem there is no psychology-pedagogic explanation of the realness aim propedective course of entering to the profession, they do not discuss any conceptions and programmes of such course.

Making such missing important practiceof education in present time or its some part, we must have new ways of work with the education and inside it. The best way of such work is the method of proection. The proection – is an ideal construction and practical realization of that things that can happen and must happen; and also the



reflexive combining (correction) construction and its realization.

Any educational practice must be realized by norms and laws of psychology development of man in any time of their life. In the psychology of activity, the age is one of the most fundamentally categories. [8, 9]. The category of age has its important meaning while realizing personal, developing educational practice, inside it – plans and programmes of education, subject knowledge, learning activity are the ways and forms of realizing bases abilities of the educational subject. These abilities are rather specific for some steps, periods and stages of development of subjectivity, they must be noted as age-normative.

Student age – its the beginning of creation of the real авторство in the notion and realization of the self view to life and individual way of life.

In this period actual the questions about why we live in the whole and the aim of your own life, about the exhistance of man, about personal I. So there is interest to the ethic problems, psychologie of selflearning and selfeducating. From the first steps we must put to the students questions of being themselves in culture and realization in profession. The aim of the educational programme must be connected with space organization of personal selfconceiving and the main role here is given to the pedagogue. Building the educational situation supposes the system proection the educational contest, the ways of educational activity, connection of subjects of educational process. This situating realizes multiplanly – in its subject-contest, activity-organization, socio-psychology and structure-dinamic aspects. Proection of problem-playing, learning-professionaly situations is more adective form of creation and realization of the course which learns students to the pedagogic profession. The very subjectivity of the course – is the professional activity (but not the subject of knowledge) – builds with the help of the teachers and students. We made the programme “ The preparation of the students to the pedagogic activity”. The main thing of the educational programme of preparation to the pedagogic profession caused combining of two contexts: socio-cultural context of pedagogic activity and the context of personal selfconceiving of future teacher (“I am In the future profession or “I am the future pedagogue”). At first the course is made not as the combinings of the readiness learning, but as the system of the educational situations, where the students have the liberty of choice – the choice of personal scence, positions, materials and the ways of selfconception and selfrealization. Thus this educational programme does not make confirm subject contest – this happens with the help of the activity of teacher and student. That is why we present the discription of educational programme in the way of the main topics of the course.

- 1. The choice of the pedagogue profession.** Why do people select the profession of pedagogue? The motives of pedagogic activity/ My choice of the pedagogic profession.
- 2. The specific of the pedagogic profession.** The contens and peculiarities of pedagogic activity. Pedagogic profession and speciality. Pedagogic cvalification. Professiogramme of teachers work



- 3. Building of the model of the professional activity of pedagogue.** Profession and personality. Professionally important qualities of the personality. The ideal model of the pedagogic activity and its parts.
- 4. Professional selflearning, selfeducating, selfrealization.** The idea of the professional education, selflearning and selfrealization. The way, contents, forms of professional selfeducation.
- 5. Making the joint and individual programmes of selfeducating and selfcreation.** The idea of the selfeducating programme.

During lectures we show the specifics of the pedagogic activity, its creative character. During the practice lectures we make the conditions for the selflearning, analyse of your own interests, their realness to the chosen profession. While preparing the abstracts to the conference of the pedagogic experience, the students acquaint with attainments of the pedagogues-innovators, putting their skills on themselves, thinking about the importance of researching skills, be able to analyse this experience, to form the problem, to systematize the result of their work.

Future forming of these skills and stimulating of interest to the research activity is made by us during the course "Pedagogic theories, systems, technologies" and there we can see the analyse of pedagogic situations, diagnostic of the level of group combining and developing of child's personality, projecting the school of future on the bases of modern educational conceptions.

Except all we have discussed, also to forming the interest of the pedagogic activity we must have different tasks of pedagogic character, making by the graduates while pedagogic practice.

Educational programme "The preparation of students to the pedagogic activity" was made in two forms: in the form of seminars and role plays.

I. The course in the form of problem seminar is made as the complex of descriptions, as the pictures of combining those who take part on concrete educational situations. In each lesson we put aims, didactic materials, the form of doing it, composition in the group, how to do it.

People in the subgroups changed by the wishes of students. It helped them to get acquainted better. The seminar became very effective form of installation between connections and relations in the group. Students made not big abstracts (for 5-7 minutes) abstracts to every seminar, in these abstracts they told about different points of view of different scientists, pedagogues, psychologists. Students from the first lesson understood that on the problematic seminar any point of view can be discussed. They became sure that a lot of problems of pedagogic activity do not have ready decision. They actively discuss different points of views, suggested constructive things under the critics, made different projects, suggested different forms of realizing actual problems of pedagogic problems.

The contents of the seminar in the main thing was because of not only from the activity of the participants but also from the character of the relations of the teacher and student.



Then such character of interactions became common, the teacher was not perceived by students as well-known man, they could dispute him.

II. The educational programme in the form of role plays is the orgproject of the game. The thematic planing of the game was build by the logic of dinamic of student to the profession, the research of this very profession ("Pedagogical activity: contens, ways and future trends", "The models of pedagogical activity"), the dinamination from profession to yhe learning man ("Working of the projects of the professional education and selfeducation"). Every day of play was made by one way: at first groupe working was held and then the whole sitting with obligotary reports from every groupe and its discussion. Takig into account players and orientation in the theme of the day there was original plan of groupe work.

On the metyodological consultations we discussed the questions of the participants about ways and methods of play, the opportunities using the way of teaching as the method of discussion pedagogical problems and the particular form of professional education.

In the way of special methods of valuation of effective educational programmes we used conversations, consultations, analysis.

The analys of the ways and results of realisation educational programme helped us to point and discribe the psychological aspects of preparation of future teachers.

The first condition is – individually-psychologically. It consists of conformity of the contens of educational programme based on enter course, on the students interests, the aims of their development. Entering to the orgproject and thebprogramme of seminar, the problem of the professional self-determination and self-education helped the students to make their own opinion about scense and appointment of their profession to be able to talk about the attitude to the settled views to the profession of the teachers.

During the seminar and the play we could see the scense of the students of the students to the questions about purpose to life, about mans relationship, about my "I", about personality.

The second condition – is the organizational work with professional perception of students. The main pluses from the seminars are: notion about profession, the ways and skills of thinking, semantic questions. They depend on the changings in the students perception. The answers of the students showed that from the course of pedagogical profession we should start learning in the pedagogical college.

The realization of the first two conditions was the precondition of the third condition – psychology-pedagogical, professional-activity. This determines the working cheme of the preparation to the pedagogical profession, where we can point 4 main elements.

1. Presence total learnings: in the educational situations there must be: "the circulation" of the difinite circle of knowledge about pedagogical profession.
2. Demonstration of the samples of pedagogical activity. Entering to the pedagogical activity must be made by pedogogues as the beares of norms, samples



of communication, interaction, thinking and reflection.

3. When we have backing from the side of the teacher, we can see the community between Master and student.
4. Presence of professional community. The entrance to the pedagogical profession is very productive with used-together discussion problems "here and now" by the representatives of different point of views in the sphere of education. The realness of this community, the opportunity to enter it were strong motive of the selfbuilding and mastering the professional activity.
5. Entering the private test in making educational situations. Building compatibility is only in that case when we can on the subjective, personal experiment in the structure of educational situation. The interest of the pedagogue to the thoughts of students, backing and dividing their positions help to make psychological presuppositions of personal inclusion to the discussion of the problems of pedagogical professions. The test of realization of educational programme and working scheme made possible to point the determine form of such introduction – the individual consultation. The contents of the meeting of the student and teacher were not the abstract questions of professional activity, but combined discussion of the problems of personal self-determination. Learning the opportunities, contents and organization of individual consultations of students by the professional pedagogues is the separate problem. Also there is particular aim of the pedagogical psychology. It is the working of special programmes of the professionalism on the whole period of learning. And by the psychology-pedagogically profession we can combine today the perspective of making better and development of higher.

The results of empirical work which was made during 3 years on historical, biological and chemical faculties of KBGU can make us be affirmed that the positive relation to the pedagogical activity combining the system necessary learnings (about pedagogic, psychology about the object) formed pedagogical skills is promote forming the readiness to the future teacher to be able to effective personal activity.

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