

Vocational Training of Future Teacher in Higher Education Institution

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Abstract: On the basis of the theoretical analysis of philosophical and psychological-pedagogical literature the content of concept of effective vocational training of future teacher in higher education institution is opened. Organizational and pedagogical conditions of effective vocational training of future teacher in higher education institution are revealed. Organizational and pedagogical conditions of effective vocational training of future teacher in higher education institution are realized. Criteria of productivity of technology of effective vocational training of future teacher in higher education institution are defined.

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1. Introduction

The modern labor market in education demands much of vocational training of future teacher. In this regard, actual there are problems of comprehensive vocational training of students of pedagogical higher education institution to pedagogical activity, rendering to them the help in professional formation. Process and results of vocational training for future teachers not always are personally significant as in educational process of pedagogical higher education institution the organized interaction of the student and the teacher of estimation of educational achievements isn't supposed.

The traditional understanding of pedagogical education at the higher school, directed only on preparation of specialists subject teachers any more doesn't conform to modern requirements of the pedagogical theory and practice. Professional and personal formation of future teacher has to be the leading concept of preparation of the expert in the field of education. Actual there is a formation of new type of the identity of future teacher: the competent, competitive, pedagogical success focused on achievement and able independently to build the professional activity. So far in science the certain fund of knowledge necessary for research of a problem of achievement of students of higher education institutions is saved up.

At the same time, this situation is characterized by insufficiency of research of organizational and pedagogical conditions of process of vocational training of students of the higher education institution determining formation of effective professional activity of future teacher in educational process.

The aim of research: theoretically to reveal, prove and experimentally to check the organizational and pedagogical conditions promoting effective vocational training of future teacher in higher education institution.

The analysis of works of modern researchers of a professional education showed that there is no uniform approach to understanding of the term "vocational training of future teacher in higher education institution". According to Sakenov D. Zh. Kenenbayeva M. A. [1; 2] and other researchers, such as Valeeva I.A. Mane L. Gideonse H.D. [3; 4; 5], the concept "readiness" is identified with the concept of "competence". The competence, being characterized existence at the identity of the strong knowledge, the created abilities, experience of activity, ability to make reasonable decisions in various life situations, at the same time is a readiness indicator to performance wide is cool actions and operations and as a whole to a professional activity. Taking into account it, in higher education institution we understand process of formation of fundamental knowledge as vocational training of future teacher, ability to use this knowledge in pedagogical activity for the solution of problems of the education considering specifics of specialty, motivation existence to the solution of professional tasks and ability of working in the pedagogical team, aimed at the development of competences of future teacher: research and self-educational, constructive and design, organizational and communicative, social and personal, adaptive.

2. 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 pedagogical disciplines) experiments, modeling.

3. Main Part: The results and discussions. A set of ideas and provisions which represent themselves as methodological bases of the solution of the research problem is the first and its main characteristic.

Thus, the analysis of psychological-pedagogical literature allowed to open the content of concept vocational training of future teacher in higher education institution as process of formation of fundamental knowledge, ability to use this knowledge in pedagogical activity for the solution of problems of the education considering specifics of specialty, motivation existence to the solution of professional tasks and ability of working in the pedagogical team aimed at the development of competences of future teacher: research and self-educational, constructive and design, organizational and communicative, social and personal, adaptive [6; 7; 8].

We revealed a complex of the organizational and pedagogical conditions promoting change of vocational training of future teacher in higher education institution.

Considering, that fact that process of transition of educational activity in the professional demands from the most future teacher of personal activity, participation in formation of as future teacher, we allocate such condition as active positions of the identity of future teacher.

Understanding that future teacher becomes the subject of education through option use, we define a condition - realization of an individual educational way of future teacher in educational process of higher education institution.

The theoretical analysis showed [1; 9; 10] that the relation of future teacher to the achievements in pedagogical activity is rather significant that assumes such condition as the accounting of personal achievements of future teachers in educational process of higher education institution.

Realization of organizational and pedagogical conditions of formation of professional activity of future teachers, is possible by means of development and justification of process of vocational training of future teacher in the higher education institution, allowing to order, structure these conditions, to bring focus and productivity,

overcoming spontaneity of educational process in higher education institution.

Process of vocational training of future teacher in higher education institution includes a number of stages: 1) analytical where there is an analysis of successes and difficulties, educational and professional requirements and an orientation of students; 2) the constructive stage assuming development of the plan of realization of process and distribution of personnel resources; 3) estimated stage where there is a development of criteria and indicators of efficiency of professional activity of future teacher; 4) the stage of examination defining amendments, the approval of the plan and realization of process of vocational training of future teacher in higher education institution.

We represent results of skilled and experimental work, realization of process of vocational training of future teacher in higher education institution.

60 students of the Pavlodar state teacher training college took part in experiment. In a context of this research groups of criteria of productivity of process of vocational training of future teacher in higher education institution were allocated:

- satisfaction with a choice of professional formation (indicator: orientation as set of steady motives in educational professional activity
- research and self-educational competence (indicator: tendency to research, ability to look for and acquire knowledge),
- constructive competence (indicator: ability to develop the draft decision of pedagogical tasks),
- organizational competence (indicator: ability effectively to interact with people, ability to self-organization),
- adaptive competence (indicator: tolerance, flexibility, firmness before fast changes).

This set of criteria and indicators was applied both at a stating stage of experiment, and after carrying out forming experiment to check of progress of formation of successful professional activity of future teacher.

At a stating stage diagnostics of achievements of students in educational process, satisfaction with a choice of professional formation, development of competences of the teacher, educational and professional needs of future teachers was carried out.

Results of diagnostics testify that 100% of participants of estimated session didn't show development of competences at an optimum level. Skilled and experimental work at a forming stage was constructed by means of realization of technology of

process of vocational training of future teacher in higher education institution:

Students were included in such kinds of activity as: a) educational activity of the academic type (training according to the programs of courses of pedagogical, psychological disciplines enriched with modules and disciplines of a technique of teaching, training according to programs of elective courses); b) extracurricular activities (participation in competitions of a professional orientation, scientific and practical conferences, psikhological-pedagogical Olympic Games); c) educational professional activity (training according to the program of student teaching).

Following the results of forming experiment we carried out a repeated diagnostic testing of students by the allocated criteria and indicators at a stating stage of experiment.

Results of diagnostics: at students of the first subgroup increase of a GPA of the academic progress (38% - 4 points, 46,2% - 3,33 points) is observed. At surveyed, partially participating in events of technology of process of vocational training of future teacher in higher education institution, positive dynamics (25,6% - 4 points, 41,4% - 3,33 points) also is observed. At students of the third subgroup decrease in a GPA of progress (14,3% - 4 points) is observed. At students of the first subgroup the percent of participation in extracurricular activities (73%) increased. At surveyed the second subgroup positive changes also are observed – 61,8% of students take active part in extracurricular activities. In the third group there were minor changes (11%).

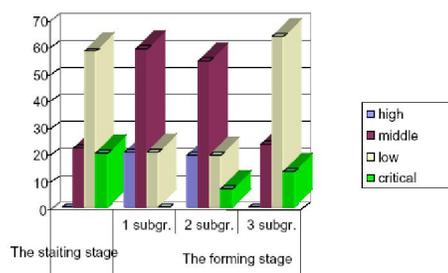
• The obtained data on criterion "satisfaction with a choice of professional formation" allow to state positive changes on an orientation indicator. Educational and professional motives and requirements on the I Am Future Teacher and I Prepare for Research Activity types considerably increased at students of the first and second subgroups. It should be noted that in the first subgroup at all students understanding of a professional orientation of process of vocational training of future teacher in higher education institution (see tab. 1) is observed.

Table 1. Dynamics of results of indicators of a professional orientation of future teachers

| Understanding of motives and requirements of vocational training | Stating experiment (%) | Forming experiment (%) | | |
|--|------------------------|------------------------|------------|------------|
| | | 1 subgroup | 2 subgroup | 3 subgroup |
| "I am a future teacher" | 55 | 64,6 | 65,6 | 70 |
| "I'm preparing for research activity" | 20 | 35,4 | 29,3 | 12 |
| Don't realize motives and requirements of vocational training | 25 | 0 | 5,1 | 18 |

•Results of diagnostics on criterion showed to "competence of future teacher" significant growth in number of students of the first subgroup with an optimum and admissible level of development of competences, the number of students with low level decreased, there is no indicator of critical level that speaks about essential dynamics. At students of the second subgroup positive changes also are fixed, but indicators are much lower. At the students of the third subgroup who weren't participating in events, provided the technology of process of vocational training of future teacher in higher education institution, observes only insignificant positive dynamics.

Results of the comparative analysis at two stages of experiment are presented on the example of the organizational competence showing the highest dynamics of changes.



Picture 1. Dynamics of results of an assessment of organizational competence, %

The comparative analysis of data of development of organizational competence fixes positive dynamics at students of the first subgroup. High level is noted at 20,4%, therefore, students are capable to work effectively in team, easily come into contact, own skills of a public statement and belief, create system of the actions directed on achievement of result, are able to set tasks to group, take and hold a leader position. At 58,8% of students of the first subgroup the average level that states ability to active hearing, aspiration to mutual understanding with partners in communication, confrontation avoiding is observed. Students borrow, but not always hold a leader position. Low level is noted at 20,8%, critical isn't fixed (0%). Students of the second subgroup also showed positive results (the high – 19,5%, average – 54%, low – 19,5%, critical – 7%). In the third subgroup negative dynamics of changes (the high – 0%, average – 22%) is traced. Low level of formation of organizational competence (64%) speaks about impossibility to find a common language with all participants of process of diagnostics. Distinctive feature of students is the aspiration to work

individually, experiencing difficulties in group communication. Critical level is noted at 14% of students of the third subgroup that is shown in inability accurately to formulate thoughts, aspiration to impose the point of view, tendencies not to reflect on prospects, concrete ways of implementation of pedagogical decisions.

4. CONCLUSION

The analysis of data shows that during implementation of technology there was positive dynamics at students of the first and second subgroups. In the third group there were minor changes. The received results testify that participation of students in the events provided by technology of process of vocational training of future teacher in higher education institution (training according to the program of student teaching, programs of elective courses, programs of additional education, the training programs enriched with modules, participation in competitions of a professional orientation) realizes the high potential of students as subjects of process of vocational training of future teacher in higher education institution in the course formation of effective professional activity of future teacher.

Prospects of further research are defined in disclosure of conditions of formation of effective professional activity of the teacher in the first years of work in educational institution.

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