

Formation of professional potential of future primary school teachers in the conditions of pedagogical higher education institution

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Abstract. In article theoretical bases of formation of professional potential of future primary school teachers in the conditions of pedagogical higher education institution are analysed and need of a system approach to this problem is defined. It is investigated and proved that the professional potential of future primary school teachers in the conditions of pedagogical higher education institution represents unity of pedagogical activity, pedagogical communication and the identity of the teacher. All-pedagogical and specific features of a profession of the primary school teacher are revealed. Dynamics and regularities of formation of professional potential of future primary school teachers in the conditions of pedagogical higher education institution is opened. The model of formation of professional potential of future primary school teachers in the conditions of pedagogical higher education institution is developed. Recommendations about improvement of process of formation of professional potential of future primary school teachers in the conditions of pedagogical higher education institution are developed.

[Ramazanova N.K., Butenova K.S., Asenova N.S., Vedilina E.A., Sergazina Z.Z., Sakenov J.Z. **Formation of professional potential of future primary school teachers in the conditions of pedagogical higher education institution.** *Life Sci J* 2014;11(4s):297-300] (ISSN:1097-8135). <http://www.lifesciencesite.com>. 51

Keywords: Formation of professional potential, formation of professional potential of future primary school teachers in the conditions of pedagogical higher education institution.

Introduction

For improvement of preparation of primary school teachers in pedagogical educational institutions the updated state standards of professional education now take root, but their high-quality realization restrains a number of factors, including insufficient development of educational material resources, slow introduction of progressive educational technologies, etc.

Overcoming of the shortcomings which are available in the sphere of preparation of teacher's shots, should be helped by scientific development of problems of formation of professional potential of future teachers. Researches in the tideway of this problem were carried out and carrying out. Many general methodological questions of development of activity and a profession of the teacher are solved. Complete concepts of a professional way of the person are created. Separate aspects and professionalization stages are considered. Questions of typological distinctions, professional suitability, individual style of activity, a professiographics are studied. Theories of professional abilities are developed, characteristics of professionally important qualities of the personality for different types of activity are given.

Analysis of works of Mary E. Graham and Lindsay M. Tarbell [1, p.337], Colin Coles [2, p.152], Kleinsasser R.C.[3, p.265], Bradburn F.B.[4, p.22], Daniel Muzio, David M. Brock and Roy Suddaby [5, 699], Popova I.P., Temnitskii A.L. [6, p.23], Summer

M. Reiner, Robert A. Dobmeier and Thomas J. Hernández [7, p.174], Romanova M. A. [8, p.22], Leigh D. Armistead, Jose M. Castillo, Michael J. Curtis, Ashley Chappel and Jennifer Cunningham [9, p.415], Sakenov, D. Zh, [10, p.1431], Schantz, E.A [11, p.383] etc., shows that formation of professional potential of future primary school teachers in the conditions of pedagogical higher education institution becomes one of the priority directions of modern pedagogical education.

The carried-out analysis of scientific literature on a problem of formation of professional potential of future primary school teachers in the conditions of pedagogical higher education institution, testify to increase of interest to this problem.

However, still complex research of a problem of formation of professional potential of future primary school teachers in the conditions of pedagogical higher education institution it was not carried out. Besides, the analysis of scientific researches Summer M. Reiner, Robert A. Dobmeier and Thomas J. Hernández [7, p.174], Romanova M. A. [8, p.22], Leigh D. Armistead, Jose M. Castillo, Michael J. Curtis, Ashley Chappel and Jennifer Cunningham [9, p.415], Sakenov, D. Zh, [10, p.1431] shows that the highest pedagogical educational institutions at present have no sufficient level of scientifically reasonable organization of the educational process promoting formation of professional potential of future primary school teachers though in this direction some development is

available, but their results are not generalized and not systematized.

Thus contradiction existence between objective need of elementary school for teacher's shots of high professional competence and a real low forms of professional potential of future primary school teachers, defined the Research objective:

- theoretically to prove and experimentally to check process of formation of professional potential of future primary school teachers in the conditions of pedagogical higher education institution as process of development all-pedagogical and specific in this profession.

Need of formation of professional potential of future primary school teachers in the conditions of the pedagogical higher education institution, being component of pedagogical culture, is quite obvious now, but process of its formation in educational and educational process of pedagogical higher education institution demands specification of the contents and structure of the concept.

The professional potential of future primary school teachers is basic, integrated characteristic of personal qualities of the student, including set of mental properties and abilities which are available for them, but are not realized or not completely realized in educational professional activity; properties of the personality and ability which are completely realized in educational professional activity, but are still poorly developed; properties of the personality and abilities necessary for successful educational professional activity, but at present time the absent. The professional potential of future primary school teachers in unity of the personal, cognitive and activity parties of future expert is shown.

Material 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 professional potential of future primary school teachers is characterized:

I. A professional orientation of the identity of the student, such as, moral qualities, progressiveness of views and belief, social activity, spirituality, intelligence, interest and tendency to pedagogical work, love and respect for pupils, aspiration to follow the best models of pedagogical

work, an orientation on mastering by professional knowledge and abilities.

II. Professional readiness of the student, such as, professional theoretical knowledge, the general educational and all-professional knowledge, special subject and methodical knowledge, knowledge of the best pedagogical practices, professional skills and abilities, skills and abilities of training activity, skills and abilities of educational activity, skills and abilities of developing activity, skills and abilities of pedagogical communication, skills and abilities of organizing, educational, research, creative activity, applied skills and abilities, pedagogical equipment, skills and abilities of introspection, self-image, self-education.

III. Professional competences of the student, such as, competence of informative processes and properties, touch abilities, necessary qualities of visual, acoustical and other feelings, observation, impressionability, harmonious development of all types of memory, powers of thinking, mind merits, accuracy and completeness of reproductive imagination, activity and richness of creative imagination, high level of distribution, switching and stability of attention, psychomotor abilities, good speed and coordination of movements, accuracy of coordination of movements of a leading hand, pedagogical abilities, didactic abilities, organizing abilities, communicative abilities, projective abilities, constructive abilities, diagnostic abilities, prognostic abilities, orientation abilities, managerial skills, mobilization abilities, reflective abilities, innovative abilities, strong-willed abilities, emotionally abilities, speech abilities, abilities to suggestion and belief, etc.

IV. Professional traits of character of the student, such as, the qualities expressing the relation to: objectivity of self-image, self-respect, self-esteem, self-criticism, neatness, the qualities expressing the relation to other people: humanity, kindness, keenness, responsiveness, adherence to principles, insistence, justice, patience, tactfulness, empathy, the qualities characterizing the relation to work: diligence, responsibility for good reason, a collectivism in work, initiative, the qualities characterizing the relation to life: optimism, love to life, activity, the qualities which are showing in the relation to things: an estheticism, tendency to an order, thrift, the qualities opening the relation to the homeland and the people: national advantage, care of the people benefit, kindness, respect for other people, intellectual qualities: inquisitiveness, erudition, emotional qualities: emotionality, self-control, commitment, persistence, courage, etc.

V. Biopsychic properties, such as, type of the highest nervous activity, type of temperament,

feature of health and appearance: normal sight and hearing, absence of medical contra-indications; pleasant appearance. Levels of a forms of professional potential of future primary school teachers: high, average, low.

Criteria and indicators of a forms of professional potential of future primary school teachers:

- the informative;
- the motivational;
- the practical.

Conditions of pedagogical higher education institution: Scientific pedagogical shots, educational and methodical support, material base.

Thus, at design of Model of formation of professional potential of future primary school teachers in the conditions of pedagogical higher education institution allocation of the following components is necessary: characteristics (I, II, II, IV, V), levels, criteria and indicators, conditions of pedagogical higher education institution.

All given components of professional potential of future primary school teachers found the reflection in Model of formation of professional potential of future primary school teachers in the conditions of pedagogical higher education institution.

Thus, the organization of process of formation of professional potential of future primary school teachers in the conditions of pedagogical higher education institution assumes development of the model containing all components of professional potential of future primary school teachers and reflecting necessary personal and professional qualities of the student. The model represents the complete, interconnected process in which all components and components are directed on achievement of an ultimate goal – formation of professional potential of future primary school teachers in the conditions of pedagogical higher education institution (fig. 1).

Pedagogical diagnostics of results of definition of level of a forms of professional potential of future primary school teachers in the conditions of the pedagogical higher education institution which has been carried out with use of the ball monitoring system, allowed to reveal a tendency of increase of level of a forms of professional potential of future primary school teachers in the conditions of pedagogical higher education institution to what results of progress in experimental (EG) and control (CG) groups before experiment (fig. 2) testify.

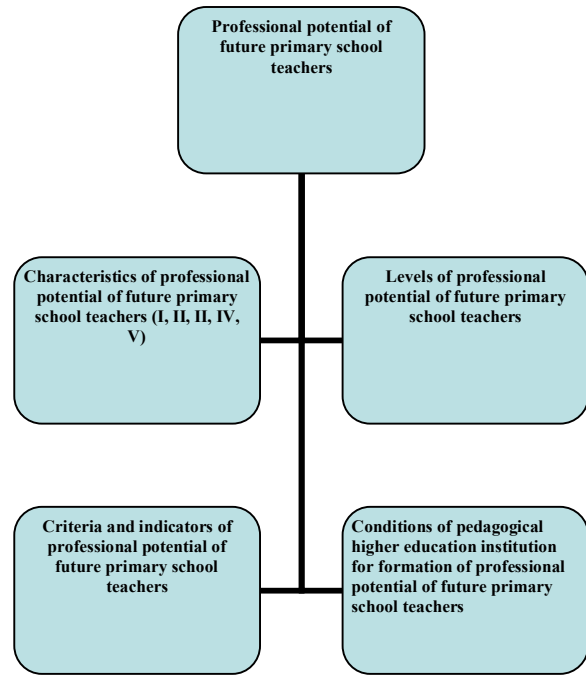


Figure 1. Model of formation of professional potential of future primary school teachers in the conditions of pedagogical higher education institution

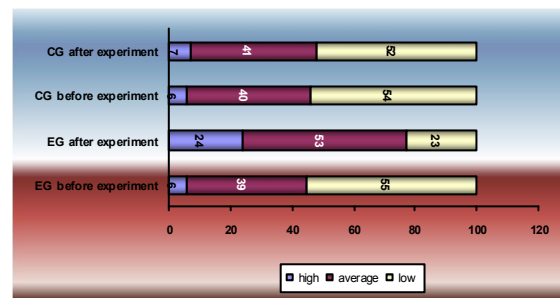


Fig. 2. Diagnostics of level of a forms of professional potential of future primary school teachers in the conditions of pedagogical higher education institution

Thus, in experimental groups the number of students with high level of a forms of professional potential after experiment increased by 18 %, number of the students who have reached the average level – for 14 %, the number of the students having low level – decreased for 32 %.

Results in control groups testify to increase in number of students with high level of a forms of professional potential for 1 %, average level – for 1 %, reduction of low level of a forms by 2 %.

The received indicators testify to high efficiency of offered Model of formation of professional potential of future primary school teachers in the conditions of pedagogical higher education institution.

Conclusions.

Formation of professional potential of future primary school teachers in the conditions of pedagogical higher education institution goes most successfully if process of vocational training of teachers is under construction on the basis of offered Model of formation of professional potential of future primary school teachers in the conditions of the pedagogical higher education institution, including timely diagnostics of levels of development of components of professional potential of future primary school teachers.

The developed Model of formation of professional potential of future primary school teachers in the conditions of pedagogical higher education institution are effective. It is confirmed with results of the carried-out pilot study.

The developed Model of formation of professional potential of future primary school teachers in the conditions of pedagogical higher education institution is recommended for practical application in higher education institutions.

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3/11/2014