Development of future teachers' pedagogical skill on the basis of professional- focused technology

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Abstract: Development of the pedagogical bases of formation of the modern teacher both as professional and as the creative person possessing pedagogical skill becomes one of key problems. From the point of view of development future teachers' pedagogical skill one of the important stages is the efficiency of the development and holding classes on the example of the course "Pedagogics". These classes provide formation of future teachers' personal qualities which are significant for their future professional activity, and also knowledge, the abilities providing pedagogical skill. The classes projected on the basis of productive pedagogical technology is included in the content of experimental work as classes of innovative type. Results of experiment proved the efficiency of this technology.
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Actuality of the research: Modernization of higher education demands essential reconsideration of structure and the content of educational process in high schools. Development of future teachers' pedagogical skill that would allow them most fully to show their individual creative abilities, to realize intellectual potential, to apply all complex of knowledge, the skills acquired in the course of training in higher education institution, to performance of professional innovative tasks have to become one of the directions of vocational training of specialists. Now the actual problem of all steps of education - creation of optimum organizational and pedagogical conditions for self-realization of the personality, but for higher education this task gets a special shade and the importance.

The modern teacher of higher education institution has to give to students not only profound knowledge in the field of studied disciplines, to arm them with a certain set of practical skills. Performance of professional tasks assumes creative approach to the charged task, the organization of professional activity directed on rational transformation. Thus, the development of future teachers' pedagogical skill in the course of vocational training is one of the actual directions of modern educational process.

Development of theoretical-methodological and technological problems of development of future teacher's pedagogical skill in the conditions of integration into the world general education space becomes one of the especially actual for activities of higher education institutions.

The problem of pedagogical skill was actual throughout all history of development of pedagogical science and school. Great teachers of the past paid attention to creative, research nature of pedagogical work: Y. A. Komensky, I. G. Pestalozzi, A. Disterveg, K.D. Ushinsky and many leading teachers and psychologists of the world. P. P. Blonsky, M. N. K. Krupskaya, A. V. Lunacharsky, S. T. Shatsky, A.S. Makarenko, V. A. Sukhomlinsky, etc. paid special attention to questions of reformative activity of the teacher. In the works, they noted that the teachers have to possess culture of scientific search, to be the expert in their sphere.

The aim of the research: to reveal a level of development of pedagogical skill of future teachers and to provide its realization by author's technology.

Methods of the research: observation over educational process, questioning, analysis, experimental work, systematization of data and their statistical processing.

Results of the research. It is very important to carry out a continuous dealing of the theory and practice for the timely considering of realities of the mass public pedagogical consciousness, specification of theoretical positions, direct response to objective needs of teachers. Practice showed that still in activity of higher education institutions the traditional system of training prevails: the main forms of the organization of

educational cognitive activity of future teachers there are lecture and seminar classes.

From the point of view of development of future teachers' pedagogical skill, one of the important stages is efficiency of development and carrying out innovative classes on the example of the course "Pedagogics". These classes provide the formation of significant personal qualities at future teachers for their future professional activity and also knowledge, abilities providing pedagogical skill. Taking into account the specified circumstances we developed activities, characteristic for the organization of educational process for some important subjects of the course "Pedagogics" (the 2nd courses, pedagogical specialties). We called them **classes of innovative type** (pedagogical advertizing, pedagogical design office, pedagogical dialogue, a pedagogical ring, pedagogical arbitration and others). These classes which we used within several years are given for students of the H.A. Yasawi International Kazakh-Turkish University and the Southern Kazakhstan pedagogical university as leading subjects of the course "Pedagogics". We will give examples of some projects of innovative classes.

Class 1. Subject: Pedagogical opportunities of activity and communication. Classes are given in the form of **pedagogical advertizing** of different types of activity as educational tools therefore creative groups of adherents of game, knowledge, work, communication, art (sports) activity are created previously. Tasks are set for each group: to prove that the chosen kind of activity bears huge pedagogical potential and is universal educational tool for the most various age groups; to give examples of original use of this means in the experience of teacher-innovators or specific teachers, to show variety of forms of its application; to formulate conditions of efficiency of application of activity in the course of education; to think up a bright form of giving of the material, capable to interest future teachers and to attract their attention to an advertized educational tool.

Despite seeming ease of an estimated form of a seminar, a basis for preparation has to form serious philosophical, psychological, pedagogical literature on a problem of activity and communication, the book of teacher-innovators.

Class course. 1. Each of groups "advertizes" the educational means, showing its advantage. Previously with students are discussed logic and an order of consideration of kinds of activity. The bases for sequence of advertizing can be various: genetically earlier kinds of activity, ability to be a component of other kinds of activity, teachers and students' interaction, the sociocultural importance, etc. It is important that students study justification of all the actions, defining position. Advertizing performances are accompanied by illustrations (pictures, logical schemes, excerpts from works, tables, etc.), allowing compactly providing

necessary information; the exhibition of works on a problem, bibliography representation are possible.

2. On each of performances the opponent is appointed. He has to ask counterquestions of difficulties which the teacher can test, applying advertized means, about harm which can cause its' inept use. The creative group answers the arisen questions or sends to the corresponding literature. In difficult cases the teacher acts as the commentator and the expert.

Class 2. Subject: Pedagogical prognosis and planning of teaching and educational process.

Preliminary preparation. Individual tasks to students: to get acquainted with experience of teacher-innovators (at the choice of students) and to build sequence, logic of professional activity of any of them. For example, with M.P. Shchetinin, K. Nurgaliyev, A. Yskakov's experience, on creation of the complex-school of harmonious development of school students or T. I. Goncharova in the work with a class at a lesson and out of a lesson, or Sh. A. Amonashvili in interaction with the pupils of the 1st to the 3rd class, I. P. Volkov in training creativity; to analyse plans of educational work and thematic plans of the teacher, the subject teacher, the leader, the organizer of out-of-class work from a position of pedagogical logic of offered actions, work forms; on the basis of the characteristics of one of pupils, grade group, group of an asset (for choice) to offer strategy of professional actions of the teacher, the leader etc. in relation to this object of pedagogical influence.

Class course. Classes are given in form "pedagogical design office" which task is to design complete teaching and educational process of concrete object of influence. Students make the prognosis of their activity on the basis of their knowledge of object features, the pedagogical opportunities, specifics of the environment and conditions. At a seminar the concept about expediency of actions of the teacher who is reflecting in planning is defined.

The following is sequence of carrying out classes: I. Return to conceptual model of process with fixation of attention to interrelations of the purpose, the contents, "means, methods, forms of work on the line of the teacher.

2. Retrospective of logic of pedagogical activity of teacher-innovators; establishment of communications between the purposes which they put forward, with means, forms, methods which were used subsequently; the analysis of an assessment of efficiency of the used means by innovators themselves (on the basis of the studied literature). 3. The analysis of school plans from a position of logic of activity of the teacher.

Finding of points of a rupture of this logic, representation of the variants of pedagogical activities. 4. Joint construction of "a tree of the purposes" in relation to any real object which characteristic was submitted by students (the personality, a class, group of an asset, etc.). 5. Drawing up the action program (the plan of teaching and educational work) by each student on the basis of the constructed tree of the purposes taking into account their individual characteristics. 6. Protection of offered plans. 7. Their expert assessment by audience.

Class 3. Subject: Interaction of the teacher and students in pedagogical process. Preliminary preparation.

Carrying out diagnostic testings by two groups of students. The first studies a position of the teacher on relation to students in the teaching and educational process, the second — a position of students in the diverse activity offered by the teacher, and also a position on relation to the teacher. Previously the general objects of supervision are developed, they can be the following: the initiator of interaction, its style, form in which it occurs; system of the relations which have developed during the interaction; response of participants of interaction to actions of each other; assessment of productivity of interaction of each of the sides etc.

Class course. Classes are given in form **"pedagogical dialogues".** Work assumes three consecutive stages:

1. Research groups report on results of supervision, presenting positions of teachers and students separately, independently from each other. Actually it is a question of the independent collective expert estimates received from teachers and children. The first stage is carried out during preliminary preparation, its results are summed up at the beginning of the class.

2. After the exchange of information, containing estimated judgments concerning nature of interaction of teachers and students in a real school situation, joint recommendations about interaction improvement are developed, the typical negative phenomena in this sphere is outlined. Dialogues of two sides raise the general opinion.

3. The final stage assumes a self-assessment and the prognosis of difficulties which it expects for himself personally at interaction with educators of different age at a lesson, out of classes.

Class 4. Subject: Improvement of organizational forms of education. Preliminary preparation. Acquaintance of students to literature concerning improvement of organizational forms of education, to books of teacher- innovators; visit teachers-masters' lessons, and also study groups, facultative occupations; drawing up card files of modern forms of education.

Class course. It can be carried by in form **"a pedagogical ring"** where are met mini-collectives — supporters of this or that form of education as universal. They can be propagandists of a collective way of training, active forms (methods) like business or organizational and activity games, modular training, etc. Each of teams briefly represents advantage and universality of a propagandized form, linking to authorities (known scientists, teacher- innovators, foreign experience etc.). The problem of the acting includes demonstration with attraction of audience of a fragment of process of training which is carried out in an advertized form. Let's say work in couples of replaceable structure, assuming a task on which performance no more than 3 — 5 minutes is required is shown, or mini-modular lecture is read after which there is a division into groups for the subsequent work. It is important that the principle which is in the base of use of such form become clear.

As it also is necessary in a ring, "opponents" ask tricky questions, trying to find vulnerable points in an offered form. It is good if in answers the real results received from use of this form in the course of training are shown, opinions of children on its efficiency will sound.

The judgment of each participant and "fan" about possibility of application of these or those forms of work in the practice can be shown by a raising of a color card (the green — I will use willingly, red — I consider inefficient for myself, yellow — I can't manage it yet) that gives a peculiar opportunity blitz-diagnostics to readiness of students for use of variety of modern forms of education.

Class 5. Subject: Family and school interaction

Preliminary preparation. In order that the class take place successfully, preliminary serious work of students with literature on problems of family education is necessary; with pedagogical periodical press where characteristic contradictions between school and a family for today are reflected; acquaintance with developed in practice of a real situation when parents are aloof from teaching and educational process, and their interaction with school, with teachers has formal character. To the creative groups protecting and representing interests of school and a family in the course of education, it is offered to formulate in advance their claims and requirements about each other, to think over ways of form of cooperation.

Class course. The seminar is held in the form of **pedagogical arbitration where** it will be a question of mutual claims of a family and school

and ways of establishment of unity of actions of parents and teachers.

Representatives of "Family" and "School" groups formulate claims to each other, reasoning their performances to authority of the scientists, known teachers, to public opinion and mistakes in education and training of children which are constantly done by that and other side are revealed. On behalf of each side the representative of each group tells about positives that lately taken place in family and school education, refers to concrete experience of large families, social and pedagogical complexes, etc. Its task contains to prove that today the huge educational potential of a family and school remains unused, not demanded by teachers and parents.

For confirmation of this or that point of view it can be attracted witnesses, material evidences.

The teacher acting as the reconciling side suggests developing concrete measures which would allow, having eliminated mutual claims, to adjust original cooperation. Groups make the options focused, first of all, on interests and needs of the partner on process of

education and, certainly, interests of the child. The program of family and school collaboration will be formed on the basis of the developed options, calculated on a piece of stay of the child in its walls. Subsequently it can pass examination and approbation at schools where students do practical training.

During stating experiments entrance control in control and experimental groups was carried out on the basis of standard examinations, test tasks and the tests provided on didactic materials and methodical books for teachers (we will call them further *standard criteria*). In training experiments and during implementation work output control necessarily was double – and by standard criteria, and on the tasks constructed according to requirements of credit technology (them we will call *experimental criteria*). We will give these results on cumulative selections for the above-stated educational technologies on subjects of the course "Pedagogics" (table 1).

Table 1 - Results of cumulative selections on subjects of the course "Pedagogics" on "entrance" and at "exit"

Subject: Pedagogical opportunities of activity and communication	
Group 1: control groups – 188 people; experimental groups – 178 people.	
Results on an entrance	
Control groups	Experimental groups
1."4"-38%; 2."5"-11%; 3."2"-4%; 4 ."3"-47%	1."4"-38%; 2."5"-12%; 3."2"-3%; 4 ."3"-47%
Results at the exit	
Standard criteria	Experimental criteria
Control groups	Control groups
1."4"-37%; 2."5"-11%; 3."2"-4%; 4 ."3"-48%	1."3"-45%; 2."4"-11%; 3."5"-2%; 4."2"-42%
Experimental groups	Experimental groups
1."4"-53%; 2."5"-32%; 3."2"-3 %; 4 -"3"-12%	1."4"-40%; 2. "5"-9%; 3."2"-4%; 4."3"-47%
Subject: Pedagogical prognosis and planning of teaching and educational process	
Group 2: control groups – 59 people; experimental groups – 61 people	
Results on an entrance	
Control groups	Experimental groups
1."4"-31%; 2."5"-12%; 3."2"-7%; 4 ."3"-50%	1."4"-31%; 2."5"-12%; 3."2"-8%; 4."3"- 49%
Results at the exit	
Standard criteria	Experimental criteria
Control groups	Control groups
1."4"-33%; 2."5"-12%; 3."2"-8%; 4 ."3"-47%	1."3"-39 % 2."4"-16%; 3."5"-2%; 4."2"-43%
Experimental groups	Experimental groups
1."4"-58%; 2."5"-21%; 3."2"-2 %; 4 ."3"-19%	1."4"-37%; 2."5"-9%; 3."2"-9%; 4 ."3"-45%
Subject: Family and school interaction	

Group 3: Control groups 49 чел.; experimental groups – 51 чел.	
Results on an entrance	
Control groups	Experimental groups
1."4"-36%; 2."5"-16%; 3."2"-3%; 4 ."3"-45%	1."4"-38%; 2."5"-15%; 3."2"-2%; 4."3"- 45%
Results at the exit	
Standard criteria	Experimental criteria
Control groups	Control groups
1."4"-33%; 2."5"-14%; 3."2"-3%; 4 ."3"-50%	1."3"-36%; 2."4"-20%; 3."5"-10%; 4."2"-34%
Experimental groups	Experimental groups
1."4"-48%; 2."5"-30%; 3."2"-1 %; 4 ."3"-21%	1."4"-40%; 2."5"-11%; 3."2"-5%; 4 ."3"-44%
Subject: Improvement of organizational forms of education. Preliminary preparation	
Group 4: Control groups– 63 чел.; experimental groups – 58 чел.	
Results on an entrance	
Control groups	Experimental groups
1."4"-39%; 2."5"-19%; 3."2"-8%; 4."3"-34%	1."4"-32%; 2."5"-17%; 3."2"-5%; 4."3"-46%
Results at the exit	
Standard criteria	Experimental criteria
Control groups	Control groups
1."4"-37%; 2."5"-31%; 3."2"-2%; 4."3"-30%	1."4"-15%; 2."5"-3%; 3."2"-47%; 4."3"-35%
Experimental groups	Experimental groups
1."4"-47%; 2."5"-49%; 3."2"-0 %; 4."3"-4%	1."4"-31%; 2. "5"-20%; 3."2"-2%; 4."3"-47%
Subject: Family and school interaction	
Group 5: Control groups– 52 чел.; experimental groups – 54 чел.	
Results on an entrance	
Control groups	Experimental groups
1."4"-37%; 2."5"-8%; 3."2"-5%; 4 ."3"-50%	1."4"-35%; 2."5"-11%; 3."2"-4%; 4 ."3"-50%
Results at the exit	
Standard criteria	Experimental criteria
Control groups	Control groups
1."4"-41%; 2."5"-9%; 3."2"-4%; 4. "3"-46%	1."4"-12%; 2."5"-3%; 3."2"-43%; 4."3"-42%
Experimental groups	Experimental groups
1."4"-40%; 2."5"-32%; 3."2"-2 %; 4 ."3"-26%	1."4"-42%; 2. "5"-10%; 3."2"-3%; 4 ."3"-45%

Progressing of future teachers at «exit» comparison with «entrance» is enlarging. But it is difference between showings of standard and experimental criteria. It is also proved, that credit technology of studying is hard, but it is objective, allows right evaluate levels of education and skills.

Most interesting and main is right results, taking of an experimental teaching of questionnaire of teachers – experimenters and future teachers of experimental groups. It was asking of 300 future teachers and 90 teachers.

Evaluate at the percents of Yourself job at the whole time of studying definite theme at professional – oriental technology and at traditional learning. Question was asked only future teachers and was formulated at the subjects (learning of definite theme of history of Kazakhstan and pedagogic) so, at whole investigating were shown subjects and experimental variants, and at reference.

Results for different subjects considerably differ therefore the generalized **average data** are shown only for data (figures 1,2):

1 - Kazakh (Russian) language; 2- pedagogics; 3- psychology; 4- philosophy; 5 - history of Kazakhstan; 6-foreign language; 7 - informatics; 8- political science.
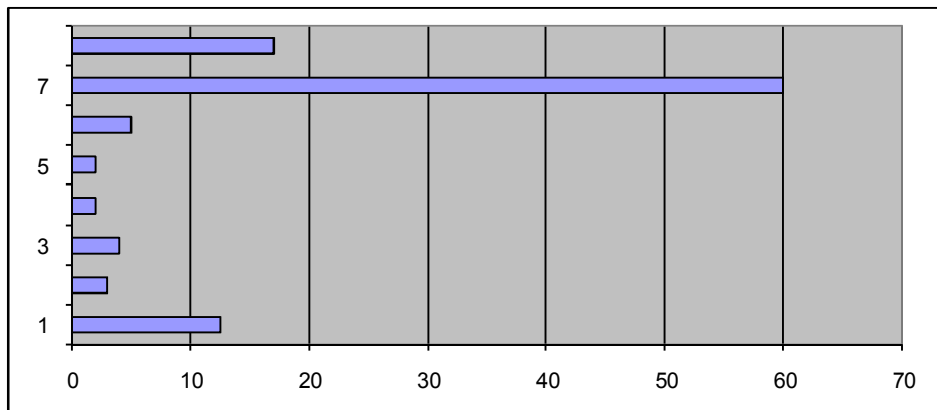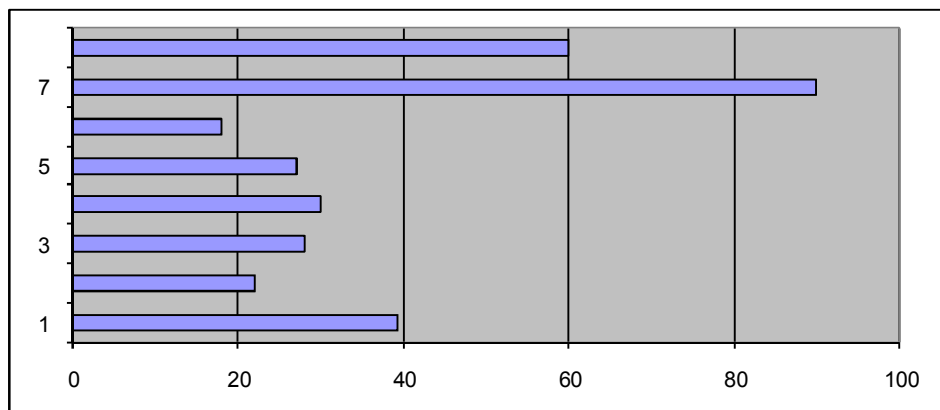
Figure 1 - Traditional training

Figure 2 – Development of pedagogical skill of future teachers on the basis of professional- focused technology

Comparison of figures 2 and 3 shows, that even at a discount on subjectivity and an incorrectness of estimates from future teachers independence degree for all subjects, except independent work of informatics initially focused on prevalence, increased approximately much. This especially important for humanitarian subjects where traditionally prevailed information approached training.

How effectively does the professionally-focused technology develop future teachers' initiative and informative activity in comparison with a traditional method?
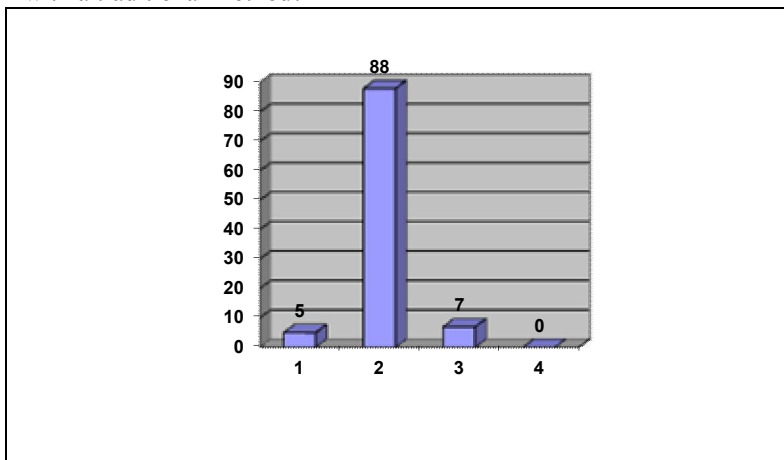

Figure 3 - Efficiency of author's technology in development of future teachers' initiative and informative activity in comparison with a traditional method

Versions of the answer: 1. Traditional is more effective. 2. Experimental is more effective. 3. Both are equally effective. 4. Both are equally inefficient.

The question was asked only to teachers. From 44 of 50 respondents consider that the experimental technology is an effective tool of development of informative activity and an initiative of future teachers (figure 3).

How effectively does the professionally- focused technology develops skills of communication and interaction at the solution of educational tasks in comparison with traditional training?

Variants of an answer: 1. Traditional is more effective. 2. Experimental is more effective. 3. Both are equally. 4. Both are equally inefficient (figure 4).

For establishment of efficiency of skilled and experimental work with future teachers, we used a method of a pedagogical cut that allowed to reveal dynamics of development of pedagogical skill. The analysis of the diagnostic characteristic of development of future teachers' pedagogical skill for the end of experiment testifies that in all levels there were considerable changes. Dynamics of development of future teachers' pedagogical skill is shown in table 2.
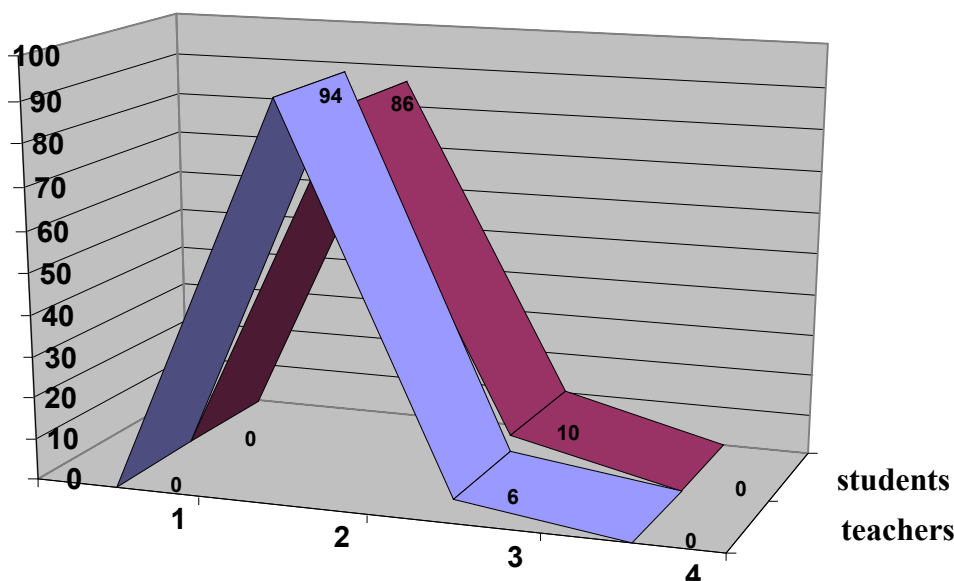

Figure 4 – Efficiency of author's technology in development of skills of communication and interaction in group

If at the beginning of experiment at future teachers signs of pedagogical skill were poorly expressed, at the end of its essential development is noticeable.

Table 2 - Changes in levels of development of future teachers pedagogical skill (in %)

№	Studied courses	Levels of development of pedagogical skill (in %)		
		High	Average	Low
1	I	28	47	25
2	II	30	46	24
3	III	33	44	23
4	IV - control	36	43	21
5	IV - experimental	42	42	16

Conclusions

1. The technology of development of future teachers' pedagogical skill directly depends on stages of future teachers' training to professional activity;
- the training program of future teachers' training to innovative activity;

- process of future teachers' provision by program (development of the educational program) and system of monitoring of development of future teachers' pedagogical skill
- existence of informative means and favorable moral and psychological climate in high school vocational training.

2. The contents, forms and methods of teaching and educational work in higher education institution have to differ with orientation on development in future teachers of pedagogical skill. Experience shows that it can be classes of innovative type, creation of a search situation, the organization of discussion, business games, in course and theses – research level, etc.

3. The professionally- focused studies which are developed and designed by us at the course "Pedagogics" on the basis of interactive forms and the methods directed on activization of cognitive activity of future teachers allowed to solve more effectively a problem of development of future teachers' pedagogical skill in continuous education.

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