

## About improvement of professional training of future elementary school teachers (organizational, economic and pedagogical conditions)

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**Abstract.** On the basis of the theoretical analysis of scientific methodical literature the content of concept improvement of professional training of future elementary school teachers is opened. Organizational, economic and pedagogical conditions of improvement of professional vocational training of future elementary school teachers are revealed. Organizational, economic and pedagogical conditions of improvement of professional training of future elementary school teachers are realized. Criteria of improvement of professional training of future elementary school teachers are defined. The Model of improvement of professional training of future elementary school teachers is developed.

[Abdykhalykova A.M., Dauletkhanova Z.D., Yessenova G.Z., Kaldybekova A.Z., Gauriyeva G.M., Sakenov J.Z. **About improvement of professional training of future elementary school teachers (organizational, economic and pedagogical conditions).** *Life Sci J* 2014;11(10s):494-497] (ISSN:1097-8135). <http://www.lifesciencesite.com>. 95

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### Introduction

Future elementary school teacher as the graduate of pedagogical higher education institution owning the training theory in initial classes, but not capable to put it into practice training in initial classes, represents, according to Fedotov, V.A. [1, p.137], Kul'kov, S.A. [2, p.280], Janet Looney [3, p.440], Jagodin, D.V. [4, p.82], John Maynard, Vikki Smith [5, p.283], Bashkina, G.V. [6, p.44], Sakenov, D.Zh. [7, p.1431], Andriesh, V.A. [8, p.358], Ash, D., Levitt, K. [9, p.23], Fetters, M.K., Czerniak, Ch.M., Fish, L., Shawberry, J. [10, p.101], Kristin Litster and Jillian Roberts [11, p.130], Schantz, E.A. [12, p.383] diplomaed the elementary school teacher without the moral and professional right to work in initial classes 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 elementary school teachers to successful professional activity, rendering to them the help in professional improvement. Process and results of improvement of professional training of future elementary school 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 elementary school teachers and teachers of profile chair of cooperation and mutual estimation of educational and personal achievements of future elementary school teachers.

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

Today according to V.A.Fedotov's scientists [1, p.137], Kul'kov, S.A. [2, p.280], Janet Looney [3, p.440], Jagodin, D.V. [4, p.82], John Maynard, Vikki Smith [5, p.283], Bashkina, G.V. [6, p.44], Sakenov, D.Zh. [7, p.1431], Schantz, E.A. [12, p.383] actual there is a formation of new perfect type of the identity of future elementary school teachers. So far in science

the certain fund of knowledge necessary for research of a problem of improvement of professional training of future elementary school teachers in pedagogical higher education institutions is saved up.

At the same time, this situation is characterized by insufficiency of research of organizational, economic and pedagogical conditions of improvement of professional training of future elementary school teachers defining formation of high-quality future professional activity in educational process of elementary 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 organizational, economic and pedagogical conditions of improvement of professional training of future elementary school teachers defining formation of high-quality future professional activity in educational process of elementary 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 elementary school teachers directed on realization of organizational, economic and pedagogical conditions of improvement of professional training of future elementary school teachers.

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

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

### 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.

### Main part

Our approach of improvement of professional training of future elementary school teachers consists:

- in definition of organizational, economic and pedagogical conditions of improvement of professional training of future elementary school teachers defining formation of high-quality future professional activity in educational process of elementary school:

- updating of a subject position of the identity of future elementary school teachers,

- realization of an individual educational way of future elementary school teachers,

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

- in designing of model of improvement of professional training of future elementary school teachers directed on realization of organizational, economic and pedagogical conditions of improvement of professional training of future elementary school teachers;

- in identification and justification of groups of criteria and indicators of model of improvement of professional training of future elementary school teachers.

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

- in expansion of the developed model of improvement of professional cornerstone of future elementary school 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 organizational, economic and pedagogical conditions of improvement of professional training of future elementary school teachers: "Management of future elementary school teachers", "Pedagogical communication of future elementary school teachers" and others;

- in development of textbooks of methodic to programs of student teaching of future elementary school teachers, programs of elective courses, competition of pedagogical skill of future elementary school teachers.

In our opinion, improvement of professional training of future elementary school teachers is a process and result of development of the identity of future elementary school 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 elementary school 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 humanitarian, social and economic 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.

Improvement of professional training of future elementary school teachers in educational

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

Organizational, economic and pedagogical conditions can be realized by means of introduction in educational process of pedagogical higher education institution of model of improvement of professional training of future elementary school teachers.

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

- involvement of students and satisfaction with participation in process of improvement of professional training of future elementary school teachers;

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

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

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

- satisfaction with choice of profession of future elementary school teacher;

- set of professional competences of future elementary school teachers.

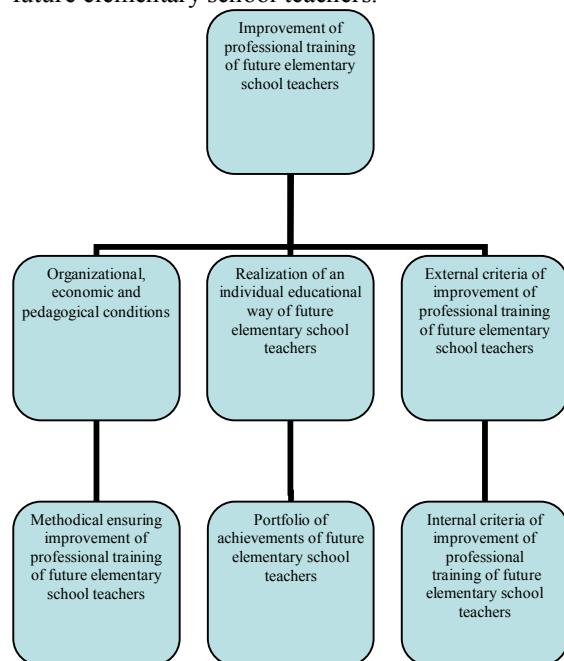
Thus, the Model of improvement of professional training of future elementary school teachers will include all above-named components and is in expanded form presented in figure 1.

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

## Conclusion

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

elementary school teachers which represents process and result of development of the identity of future elementary school 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 elementary school teachers.



**Figure 1. Model of improvement of professional training of future teachers initial**

Results of research allowed to prove theoretically and practically to reveal organizational, economic and pedagogical conditions of improvement of professional training of future elementary school teachers.

In the course of research organizational, economic and pedagogical conditions of improvement of professional training of future elementary school teachers are realized.

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

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