

Formation of future teachers' professional skills during the period of pedagogical practice

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Abstract: The authors of this article presented the result of the conducted research on formation of future teacher's professional skills during pedagogical practice. During the research work we studied the problem condition of formation of future teacher's professional skills during pedagogical practice, scientifically proved and experimentally checked conditions of effective realization of studied process, worked out and tested the special elective course for students of pedagogical specialties.

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1. Introduction

Teacher's activity in modern conditions is filled with qualitatively new contents caused by realization of an integrated approach to education, expansion of a sphere of school influence on younger generation education. Such approach is caused by the requirements following from normative and conceptual documents: The law of the Republic of Kazakhstan "About education" [1], the State program of a development of education in the Republic of Kazakhstan for 2011-2020 [2] and RK High Pedagogical Education Concept [3]. The problem of teacher's preparation is a subject of researches throughout all development of pedagogical education. Interest to problems of pedagogical education considerably amplified in recent years. Researches in this area are conducted on many aspects: scientific-theoretical bases of teacher's preparation; ways of improvement of studies on psychological pedagogical disciplines; effective methods of teaching students to professional knowledge, skills; ways of the organization of pedagogical practice, etc. [4]. Many modern researchers take up the problems of pedagogical practice, considering as its main objectives mastering by scientific bases of teaching and education, receptions of activation of informative activity being trained and methods of pedagogical research [5].

2. Methods. General scientific methods of theoretical research (the analysis, synthesis, interpretation, comparison, classification, an induction, deduction, abstraction, generalization, modeling, etc.), set of empirical methods (supervision, conversations, interviewing, questionnaire, reviewing, pedagogical experiment), statistical methods (the quantitative and qualitative analysis of skilled experimental data) were

used during the research work. The research was done in the pedagogics, psychology and social work departments of Sh. Ualikhanov Kokshetau State University.

3. Main part. At the present stage of development of school the role of pedagogical science increases in the teacher's activity and in system of professional training of future teachers. The pedagogics serves as means of improvement of pedagogical practice, a basis of the analysis and criterion of an assessment of its efficiency. Mastering by knowledge of pedagogical science is the most important task of each teacher. The main reference point in development of pedagogical education is considerable improvement of teachers' preparation, increase of level of their theoretical knowledge, improvement of the contents and the organization of pedagogical practice. Many researchers consider pedagogical practice as the most important part of professional training, as means of mastering not only professional skills, scientific methods of teaching and pedagogical experience, but also as means of developing of pedagogical thinking, applications of theoretical knowledge in practical activities [6]. Scientists' researches are concentrated mainly on problems of teacher's mastery, the characteristic of teacher activity, the list of pedagogical skills [7]. Important property of pedagogical activity is its creative character, integration of the pedagogical theory and practice. The teacher has to possess deep theoretical and practical preparation, know bases of pedagogics, a psychology and a methodics in the volume necessary for the solution of teaching and educational tasks, to fill up the knowledge permanently, to improve pedagogical skill, to own methods of control over students and pedagogical

teams, skills of educational work. Pedagogical skills are the most important component of the qualification characteristic of the teacher, and their formation is important part of system of professional training [8].

The problem of pedagogical skills is extremely actually then they are a form of functioning of theoretical knowledge [9]. In pedagogical abilities knowledge as about the purposes, tasks, the principles, methods, training and education receptions, and about ways of the pedagogical process organization is realized. In them also theoretical knowledge of special disciplines is realized.

Pedagogical practice is the most important component of professional training of teacher, a link between theoretical training and independent pedagogical activity. During pedagogical practice process of formation of pedagogical skills is intensified as practice is carried out in the conditions which are most approached to professional activity. It represents the organization of independent practical activities according to the solution of pedagogical tasks. Effective way of familiarizing with scientific studying of pedagogical experience is inclusion of future teachers in work of methodical associations on subjects and seminars for tutors [10].

During our research work we conducted search of effective ways of pedagogical practice organization. Research took place in two stages. At the first stage theoretical aspects of a research problem were studied, the analysis of scientific and pedagogical, psychological and methodical literature, development of the materials promoting the solution of a studied problem, stating experiment was carried out. At the second stage during forming experiment, efficiency of the offered development was checked, the results of pedagogical experiment were analyzed.

During the research we considered formation process of pedagogical skills at future teachers as the complete process including components: awareness of the importance of pedagogical abilities in teacher's activity, necessary for the modern teachers knowledge of pedagogical skills system, knowledge of ways of mastering by pedagogical abilities, realization tasks on skills mastering, control and the analysis of formation level of pedagogical abilities and their correction. Due to the above, we defined organizational process conditions of pedagogical skills formation at future teachers during pedagogical practice: systematic and consecutive consideration of applied aspect of pedagogical knowledge, interrelation implementation of the pedagogical theory and practice, use of the special elective course "Bases of Pedagogical Activity".

Speaking in our research about teacher's preparation in the conditions of professional education, we mean such teachers preparation for pedagogical

work by which the teacher is in process of continuous professional improvement, seeks for achievement of professionalism tops in teaching pupils. The purpose of teacher's preparation is preparedness formation for pedagogical activity, and its result is preparedness for realization of educational problems and teaching pupils. The analysis of professional teacher's activity allowed drawing a conclusion that the teacher successfully carries out it if he is ready to it. In this case demands of professional character are made to the teacher personality: high formation level of pedagogical knowledge, skills; motivational orientation on pedagogical activity and existence of certain personal qualities (professional culture and etc.). These professional requirements to the teacher personality express his preparedness for implementation of pedagogical activity. It should be noted that the concept "preparedness for practical activities" has quite broad interpretation in scientific and pedagogical literature in which the various points of view of scientists on understanding of essence of preparedness and components making it are presented. During our research work we with special attention studied works on research of teacher preparedness to implementation of pupils' education and upbringing in complete pedagogical process. When studying the main content of the research problem following questions were considered: definition of main objectives and problems of future teachers' preparation; assessment of their realization opportunities; definition of expected results; working out of the realization program of studied process; implementation of the worked out program; the analysis of the received results.

Proceeding from it, we specified the concept "preparedness for pedagogical activity". From our point of view teacher preparedness for pedagogical activity is complex integrative professionally significant quality of the teacher personality which essence is made by system of special professional knowledge, the skills providing success of pedagogical activity realization in teaching and educational process in school.

For formation of pedagogical skills at future teachers in experimental conditions the elective course "Bases of Pedagogical Activity" was worked out and introduced in educational process of higher education institution. The program of an elective course consists of two interconnected modules, each of which contains the theoretical and practical parts. Introduction of this elective course in system of future teachers' professional training allowed creating conditions for efficiency of their preparation. The elective course program is made on the basis of modular teaching technology. The modular technology allows not reducing process of future teachers' preparation to just transfer of a certain sum of knowledge from the teacher

to the student. It is important to teach future teachers to get independently knowledge, to direct their search, i.e. to exercise motivational control of their preparation. Modular training as the pedagogical technology helps to solve this problem effectively.

Introduction efficiency of the model of future teachers' preparedness to pedagogical activity and the elective course "Bases of Pedagogical Activity" is confirmed with results of pedagogical experiment: formation level of professional skills in experimental groups is much higher in comparison with indicators in control groups. Introduction in educational process of an elective course promoted improvement of professional training process of future teachers to pedagogical activity and achievement of its purpose – to formation of pedagogical skills at future teachers in the conditions of pedagogical practice.

4. Conclusions. By results of the conducted research it is possible to draw a conclusion that process of professional formation skills at future teachers during pedagogical practice can pass more effectively if during this process systematically and consistently to consider applied aspect of pedagogical knowledge, to carry out interrelation of the pedagogical theory and practice, to use specially worked out elective course. Reliability of the received results was provided with application of the methods corresponding to an object of research, adequate to objectives, and also carrying out experimental work, a combination of the quantitative and qualitative analysis of results.

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