

THE ISSUE OF PROFESSIONAL TRAINING OF STUDENTS FROM PEDAGOGICAL UNIVERSITIES

Marina Lygina, Natalia Stenjukova, Olga Gruzdova
Penza State University, Russia

Abstract. The article identifies the problems of the professional training of future teachers in modern conditions. The attention is drawn to the fact that the leading aim of the process of professional training of students must be formation of readiness for the existence of the professional activity, pedagogical skills are on agenda. They must be formed by future teachers in the process of the professional training.

Keywords: Professional training of students, pedagogical higher school, readiness for pedagogical activity, components of the professional pedagogical readiness, pedagogical skills.

In the context of the ongoing reform off the educational process, the most pressing issue is the training of a teacher who is able to navigate in a social environment seeking to professional growth, to professional mobility and self-development. Today pedagogical higher schools represent the most appropriate educational establishments for the training of teachers as the university educational program harmoniously combines the fundamental and versatility and research course. Despite the progress achieved, the contradiction between the requirements for the teacher's personality and his professional activities is becoming increasingly in higher educational school. One of the major drawbacks is that the pedagogical university provides only a fundamental scientific base. A graduate of the pedagogical university turns out to be with a lot of knowledge but he does not know how to use them. Very seldom graduates are focused on continuing education, for professional self-education. Therefore the problem of increasing the efficiency of students' training in a pedagogical university remains urgent and acute in mode pedagogical theory and practice.

According to a theory of the professional education, the main aim of the process off the professional training of students must be the formation of personality readiness of the individual in the exercise of professional activity.

Professional readiness is considered by many authors as a selectively predicative activity of an individual at the stage of its preparation for an activity as an active state of the personality causing activity (M.I. Djatchenko, G.N. Zhukov, L.A. Kandybovitch and other). Professional readiness includes such components as

professionally significant personal qualities, knowledge and skills. In the structure of professional readiness in general, the following components are distinguished (V. I. Zhernov).

- motivational (positive attitude to a profession, having a sustained interest to it);
- orientational (the system of knowledge and ideas about the features and conditional activity);
- operative (possession of methods and techniques of the professional activity);
- volitional (self-control, the ability to fulfill their professional obligations);
- estimated (self-assessments of their professional level).

A motivational component has a special impact in the success of students' professional training at a pedagogical university. After all the creation of a target orientation of the knowledge associated with the ultimate goals of training and aimed at rising students' awareness of the involvement of all disciplines in the structure of vocational training is the most important factor in increasing and shaping a specialist's personality. Attitude to the profession, the motives of its choice are extremely important factors causing the success of professional training in the pedagogical higher school.

Students must master the basic and concrete components of the teacher' work. For example, ability to work with scientific methodical and educational material, ability to make a system of preparatory exercises, ability to control the system in the process of solving an educational problem (updating knowledge necessary for solving problems, methods of asking questions, formulation of organizing and managing issues as well as variations of the same question), the ability to respond to learning situation quickly and adequately, ability to control and appreciate knowledge etc.

In the process of the professional training in a pedagogical higher school, mastering of professional skills of the future teachers takes place and giving them a significant professional orientation towards themselves as an active, to the object and subject of professional activity.

Existing explanations of the essence of pedagogical skills in different ways reveal their content, structure, opportunities of the formation in the educational process of a higher school (I.F. Isaev, M.M. Levina, V.A. Mezherikov, M.N. Ermolenko, V.A. Slastenin, L.F. Spirin and others).

Undoubted interest for own research is the classification of skills L.F. Spirin (1997) it takes as a basis the levels of formation of the teacher's professional skills that can be applied in the process of professional training of future teachers during the study of disciplines of pedagogical cycle.

1. Pre-professional level. Pedagogical actions are not professionally realized, come out on the basis of everyday consciousness. The subject of activity is not able to professionally competently set tasks and solve them.

2. Level of initial mastery of skills (professional adaptation). Pedagogical actions- decisions are professionally realized extremely limited in the decision – making process, a very small range of scientific knowledge uses, decisions – actions are very contradictory in their focus and often not purposeful, untimely, inaccurate, not original. Problems are solved at the level of everyday consciousness, often with significant shortcoming and mistakes.

3. Limited skill level (professional development). Professional awareness of pedagogical actions is local at the levels of both ordinary and theoretical consciousness (scientific thinking), in decisions – actions civilian orientation begins to appear, some scientific validity and purposefulness, the expediency of action is far from always successfully implemented as there are errors in the choice of goals and the means of their achievements arising from shallow and erroneous diagnostics and weak consideration of the conditions of action. There is no originality in the actions, the operational and procedural components are poorly formed, which determines the lack of accuracy of actions and their timeliness. Problems are solved with a variety of errors and therefore not skillfully enough.

4. Level of sufficient formation (consolidation). There is a scientific professional awareness of action. Focus of action is determined by socially significant motivation and human values. The indicative basis of actions is mainly scientific and methodological knowledge and professionally developed skills. The expediency of actions is determined as a rule by the necessary choice of goals and means of solving tasks, taking into account the age and individual characteristic of students and the conditions of action. Timeliness, efficiency, accuracy take place. And tasks are solved correctly.

5. Level of successful possession of professional and pedagogical actions (skills). There is a high level of scientific and professional awareness of action. This level is characterized by a high level of scientific and theoretical content. Orientation is manifested in a clearly conscious citizenship and high moral standards. Professionalism is characterized by the formation of the scientific and methodological basis of actions and experience. Purposefulness is reflected in the correct choice of educational goals according to accepted standard. Originality appears in the creative approach of defining both the form of actions and their content. The tasks are solved creatively and successfully.

Thus it can be argued that pedagogical skills represent a set of sequentially unfading actions some of which can be automated (skills). Skills are based on theoretical knowledge and professional tasks.

Such an understanding of the essence of pedagogical skills emphasizes the significant role of pedagogical knowledge in the training of future teachers. At the same time the formation of students' knowledge should not become an end in itself to the teacher of pedagogical higher school.

As it is well known, unclaimed knowledge that does not represent and does not fulfill the motivational function remain useless.

The formation of pedagogical skills of students is necessary during all years of study of students of pedagogical higher school. Pedagogical practice occupies a special place in a learning system. A feature of pedagogical practice is that in addition to mastering the system of activity of the subject teacher and class teacher, the trainees are given the opportunity to independently develop vocational pedagogical skills.

The results of research on the formation of pedagogical skills among students have shown that this work should be carried out throughout all the years of professional training of future teachers in pedagogical higher school.

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