Paradigm of future primary school teachers' vocational training

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Abstract. The issue of future primary school teachers' vocational training efficiency improvement is considered in the article. The paradigm of professional split-level competences development, its features, ways, technologies of application are analyzed. The issue is studied in connection with students' practice-oriented training. The system of students' vocational training in pedagogical higher education institutions is undergoing profound changes in the last few years. On the one hand, it is connected with the insufficient interaction of theoretical and practical guidelines existing in high school training. On the other hand, students are not provided with the evidence proving the importance and significance of obtained knowledge for their future professional activity. The analysis of modern scientific literature and teaching practice allows to draw a conclusion that graduates of pedagogical higher education institution experience split-level difficulties in initial mastering of professional competences. In these conditions it is appropriate to state that changes and improvements of a professional competence-based paradigm in higher school training should take place. Special attention is paid to future teachers' creative development and understanding that different types of professional activity should be motivated.

Introduction

Contemporary society has urgent need to create a qualitatively new system of teachers' training which would be capable to solve essentially new tasks for schools, and also to provide the labor market with employees capable to meet steadily increasing demands. Now the attention to the profession of a teacher who meets all requirements of modern education and FSES of the latest-generation has increased [1]. However, there have not been done any crucial changes for the practical solution of the stated issue despite the interest existing in the scientific community towards students' vocational training [2, 3, 4].

The range of problems connected with the efficient improvement of students' professional readiness is being broadened; the inclusion of an advanced complex of scientific-pedagogical resources creates a quite complete professionally-oriented picture of aims and problems of students' training in pedagogical higher education institutions, but it is not enough. In the current situation it is reasonable to consider new sides of pedagogical technologies, methods, procedures and principles application from the point of FSES requirements; the formation of future primary school teachers' competence-based paradigm is expedient.

The development of this paradigm is directly connected with the inclusion of practice-oriented components in it; this will make students understand the significance of professional communicative competences for their successful professional activity from the first days of training.

Methodology

Scientific views on the issue of students' professional training in pedagogical higher education institutions are quite various: system approach, method of integration relations realization, search method, method of persuasion, etc., but the creative development, self-education, self-organization and self-development act as the uniting beginning [5]. Proceeding from it, the profession of a teacher in the educational worldview can be presented as a range of the best human qualities in the context of their professional orientation. However such requirement in relation to each teacher will be unreasonable because each teacher is individual and unique, therefore the increase of future primary school teachers' vocational training efficiency should be correlated with the identification of fundamental complex of competences, and also with the choice of correct strategies and tactics aimed at future pedagogue's creative personality development; they should be necessary and sufficient for independent solutions of professional and vital questions, for ethical consciousness and axiological literacy. Thus, in case the specifics of primary school teacher is regarded, then the higher priority will be given to close interaction of educational and upbringing components in the content of training, necessary and sufficient possession of professional communicative competences that impact primary schoolchildren's

understanding of the gained knowledge significance and upbringing of need in their acquisition; this is achieved only if the teacher causes interest both as personality and specialist.

Body text

The consideration of teacher's professional communicative competence development in this context rests on stage-by-stage approach used for work with students.

Each stage includes appropriate technologies and a special cycle of tasks. The first stage is connected with the awareness of students' psychological features, their interests and dispositions. The preference at this stage is given to technologies of differentiation and adaptation. Cycles of tasks are subdivided into thematic situational conditional tasks, tests and professional thought-provoking questions. Students choose those kinds of activity where the application of various strategies, tactics, means are required, and they enjoy performing some research work, overcoming obstacles and obtaining experience [6]. Students characterize various professionally-oriented situations independently to determine their professional compliance with subsequent justification and discussion. These tasks are applied to develop students' team creative work which allows to reveal students' character and abilities to conduct a dialogue [7]. The first stage of professional communicative competence development makes it possible to carry out initial pedagogical diagnostics of students' professional interests, in particular, to determine if they are disposed or indifferent to the profession of a teacher, if they are able to formulate properly their own opinion, to treat tasks and issues thoughtfully. In general this work is of a preparatory-rehearsal character, it helps proceed to more difficult types of work aimed at the development of professional competences. At this stage a databank of students' initial vocational training is being created; it can be considered as the starting point of students' future professionally-oriented work.

At the second stage the work is aimed to develop students' awareness of professionally-oriented motivation, conditions of its differentiated choice in relation to content-procedural and object functions of various kinds of activity. Each motivational set of teacher's professional actions is directed to a greater or lesser degree to the formation of trainees' creative qualities. However it is necessary to emphasize that motivation creativity arises if a teacher experiences the need to tell pupils about habitual and usual in an unusual and unconventional way. The application of motivational approach in professionally-competence-based creative training of future teachers is connected with it.

A future teacher has to be able to treat thoughtfully the necessity to develop the motivational basis of all professionally-communicative speech actions that meet the requirements of this or that competence maturation. The principle of internal motivation stimulation and support is of great importance in this connection [8].

Professional motivation, as we know, has a multi-sided character; it includes both personal motives and motives connected with obtaining results of a person's activity. However in the profession of a teacher the latter takes a special place as obtaining positive results is connected with the formation of a person of the future, capable to change and improve the surrounding reality. Proceeding from it, motives of a teacher's professional activity can be subdivided into the following categories: motives of ensuring training quality in its current understanding; motives of learners' creative abilities development; motives of a spiritually-moral person upbringing; motives aimed to overcome children's emotional and moral indifference, etc. However, awareness that this complex of motives should be used in professional activity does not mean their momentary development and practical application by students. Each motive carries out its function only when it becomes required by a future teacher. Motives should be selected and applied in the proper way. This is explained by the fact that their use is connected with the efficiency of learners' training and upbringing. In this regard at the second stage of students' vocational training the priority is given to technologies of vocational guidance, differentiated approach, reflexive technologies, and problem-solving technologies. Besides, corresponding educational-upbringing beginning promoting the development of necessary motivational sets is performed when a problem-searching method, a method of activation, reproductive-creative and productive-creative methods, a situational method, etc. are employed.

The development of motivational competence is implemented in the course of situational specified tasks, tests, thought-provoking questions performance. Students prepare fragments of lessons on the chosen theme, define their motivational sets and justify their expediency, they formulate motivations of teacher's actions for extra-curricular activities, they determine the character of incentives that indicate the choice of activity motives, stimulus of motivational sets in answers to questions, they assume what kind of motivation can lead to negative consequences in teacher's professional activity. Then answers and performed tasks are analyzed, discussed and estimated according to FSES requirements.

It is essential to note that motives are considered not as a stereotyped set of goals but as an

important component of planning, design and forecasting of different types of teacher's professional activity. These tasks are aimed at students' independent thinking activity development and motivational attitudinal competence mastering as a significant component of learners' educative and upbringing process efficiency. The priority that is given to these content-procedural resources is connected with the formation of future primary school teacher's creative personality, development of independence in solution of professional and vital questions, need for self-education and self-mastering of necessary and sufficient professional competences that meet the requirements of the contemporary society [9].

When the features of motivational basis determination of different forms and types of teacher's professional activity are analyzed, it is quite expedient to pay students' attention to their thematically specified and content-procedural side. The basic motivation "to teach and bring up in the context of receiving the corresponding feedback" is necessary to differentiate and correlate with learners' interests, their abilities and peculiarities as there can be a motivation for the choice of learning tools favorable for a teacher, but unfavorable for learners due to their difficulty or absence of interest.

The detailed motivation competence connected with professional activity types is a matter of a long-term development as it is connected with teacher's personal attitude to professional activity, ethical consciousness and ability of a high order. The division of content-procedural potential development of professional competences according to the importance they produce on strategy and tactics allows to determine the launching emplacement for students' practical mastering of teacher's basic professionally-oriented activity in general; they should take into consideration the system of elaborated components that is used in the organization and management of a professional work.

In case students perceive the expediency of professional activity motivational validity as factor of its efficiency improvement, then it is possible to proceed to the third stage of their involvement into foundations of professional competence development. At the third stage the main attention is paid to the problem of students' multistage independent work organization. Its solution is connected with the development of creative activity; it demands concentration, mobilization of such cognitive components as attention, memory, associations, perception, apperception, etc. Apperception, according to J. Miller's statement, is used as a generic term for the description of those mental processes by means of which the incoming information correlates

to the already constructed conceptual system that stimulates further development of future teachers' informative independence [10]. Besides, distribution of information on "studied" or already mastered, and new is included into apperceptive principle of knowledge acquisition to which much attention is being paid now [11].

The use of subjective technologies, cognitive activity technologies, technologies of research abilities development, and other technologies can serve as a launching emplacement for the properties and features of independence development.

At the third stage it is important to pay great attention to the process of intelligent differentiation of important perspective and secondary in future teachers' content-procedural activity [12]. At the initial stage students perform some work of abstractive character, make up a thematic scientific-pedagogical selection of scientific-pedagogical literature on program disciplines of primary education with its further scientific justification. Such work promotes the development of independent research competences: synthesis, analysis, educational-scientific material generalization necessary for all types of professional activity, they are considered as starting points in the independent development of future teachers' qualities: self-cognition, self-observation, self-education, self-development, self-improvement, etc. [5]. The use of various incentives is one of the significant components of specified qualities development: interest in independent work, aspiration to achieve a definitive result, desire to enrich knowledge on the basis of self-observation, etc. The development of self-observation quality will allow students to develop purposefully such competences as the competence of integration relations realization, the competence of trainers' activation, the competences of learners' cognitive independence development, the competence of problem-oriented discourses organization, etc. [13]. Self-cognition is an important component in the development of teacher's research competence, the competence of a scientific-pedagogical orienting point in the professional activity, the competences aimed to organize and manage problem types of professional activity.

Self-determination and self-estimation qualities gain their specifics with teacher's professional activity. Self-determination includes its own program-oriented choice of methods, means, procedures and approaches aimed to implement professional activity, and also person-centered choice in socially directed actions and acts. This quality of a professional orientation is developed on the basis of deep self-observation and comparative-contrastive analysis of educational-scientific material, program

material, professional-oriented documentation, etc. The quality of self-estimation is interacted with this quality. Self-estimation includes different directions of professional-oriented and personal orientation. This quality is developed in the process of own creativity analysis, control-assessment function implementation in the professional activity. Control-assessment function demands teacher's own actions self-estimation from the position of objectivity, justice and morality in relation to pupils. This quality has much in common with reflection. However, the development of future teachers' self-estimation quality is very important in the context of creative competence development in general, and competences of team organization and management.

At the initial stage of students' self-dependence qualities development it is reasonable to consider such features as self-doubt, indecision, fear of been misunderstood, etc. The application of activity approach is of great importance at each stage. However at the initial stage such organization of activity in which the teacher's help would accurately be traced on the basis of feedback is essential [14]. Proceeding from it, students' work should be based on their experience obtained in the course of their vocational training at the first and second stages, however it is not sufficient as the understanding of motivational basis criterion importance does not fully provide independent construction of various types of professional activity. The development of practice-oriented self-observation and self-generalization becomes the first step. To develop these qualities thematically and situationally, conditioned tasks are used; they allow to analyze professional-oriented material obtained independently with an accurate goal set and determination of its relevant application in primary school. Diagnostic processing of obtained results, collective discussion of students' reports prepared in the context of control-estimated requirements implementation is carried out on the basis of performed tasks.

Pedagogical tasks received at this stage can be used in the system of profile knowledge and define their professional-oriented direction. Such activity has a multifunctional character; it forms initial stages necessary and sufficient for primary school teacher's professional communicative competences. The second step includes self-recognition in the context of correctly chosen profession. It embodies both internal and external factors. This is students' self-recognition from the position of vocational aptitude and abilities, and also self-recognition of their potential in the development of specific professional competences from the position of their application in further professional activity.

Self-recognition can be considered as a starting point in the process of self-cognition development which includes systematic analytical work with a split-level educational-pedagogical and scientific-pedagogical material. Independently developed views of various content-procedural characteristics of professional activity can become the result of self-cognition.

The process of independently gained professional knowledge self-application can be realized in various ways; the results of self-application can also have poly-aspectual, sometimes unexpected character. This is explained by the fact that students, plunging into independent work, do not always have enough knowledge of modern education situation, they do not have enough pedagogical experience to obtain the corresponding feedback and assessment as the result of their activity. In its turn, it can lead to disappointment and loss of interest in the profession. Therefore at this stage the development of multifunctional orientation self-dependence qualities should be carried out with teachers' support. The development of such types of independence as self-analysis, self-comparison, self-contrast, self-research is very important at the present stage as it is connected with the training of teacher's intellectual-creative personality. Students' individual traits act as strong points here. However some research competences on the basis of the specified types of independence are yield to development. The task of modern education is to foster a specialist-researcher.

Students' vocational training in the context of their independence development is considered by the academic community from different points of view, and it is reasonable as each aspect of this activity can have its specifics and rest on different pedagogical views, begin at different times and use a wide range of specially developed professional-oriented tasks.

Proceeding from the above, at the third stage the preference is given to competency-formed technologies, criterial technologies, research technologies, problem technologies, reflexive technologies, cognitive technologies, technologies of an intellectual initiative development, hermeneutic technologies, technologies of interdisciplinary integration. Inductive, deductive methods, initiative, problem-search, productive-creative, reproductive-creative, conscious-comparative, etc act as priority methods. Mastering of self-dependence professional qualities was carried out on the basis of specially developed cycles of situational-conditioned tasks, problem-thematic questions aimed at the development of students' cognitive independence. While students were performing offered tasks there was carried out the contrastive-comparative analysis of the issue connected with primary schoolchildren cognitive

activity development presented in scientific-pedagogical literature. They defined the most interesting and expedient scientific points of view for work at school. They prepared lessons based on the topic they were keen on using research technologies and technology of interdisciplinary integration. They conducted lessons on different themes with subsequent discussion. Lessons in the third forms were conducted with the application of intellectual initiative development technologies, they independently diagnosed obtained results and on the basis of their generalization they wrote a research work.

While performing the tasks students carried out a comparative-contrastive analysis, they defined technologies, methods, procedures. Each task was aimed at the development of future teachers' professional competences: competences of integration relations realization, communicative competence with adequate speech composition, competences of dialogue communication, etc.

According to the requirements of new effective educational systems, satisfying the demand of a personality and society as well, the paradigm of future teacher's vocational training is considered as the process of professional competences development that includes the complex of qualities meeting spiritual-moral, ethic-pedagogical and axiological requirements which provide a high level of educational orientation of teacher's professional activity [15]. As each subject studied in a primary school has sufficient potential of educational components realization, then the constitutive task of a primary school teacher is to master their educational opportunities.

Proceeding from it, students independently make up educational plans for disciplines with time indication of fragments, digressions, frames of appropriate spiritual-moral, patriotic, ethical, axiological material. As this material is realized in a form of a dialogue, then such professional activity promotes the development of competence of dialogue communication, competence of learners' activation, competences of classroom disciplines educational potential realization.

At this stage the ethic-pedagogical approach is taken as a basis of teaching-educational work. This approach is closely interacted with the axiological approach, integrated approach, system approach, cognitive approach, personal approach, informative approach. It is important to emphasize that the realization of teaching and educational goals is carried out in interaction and interrelation that allows to distribute distinctly content-procedural accents in primary school teacher's professional activity.

To master the stated competences there have been worked out special tasks of educational-situational conditionality and the system of questions having ethic-axiological orientation.

The choice and training of activity methods was determined by the tasks aimed to acquire educational components of primary school teacher's interdisciplinary professional activity and by corresponding competences. At content-informative stage there was realized the actualization of knowledge students obtained on disciplines of elementary training cycle; in the context of teaching-educational orientation students transformed the material in accordance with various educational instructions. At the operational-activity stage students carried out situational-conditioned tasks, independently projected them, answered problematic questions, work on the formation of competences aimed at the establishment and realization of integration relations in the context of their educational opportunities.

The organization-methodical stage was aimed to employ forms and methods of teaching-educational activity organization (regulation of educational components introduction into the teaching process, composition of introductory and final parts of lessons on the basis of interaction of its teaching-educational orientation). Professional competences mastering control of teaching-educational character was performed at the control-estimated stage of students' vocational training.

Stereotyped samples, informative-training complexes which promoted systematization and generalization of knowledge on blocks of teaching-educational activity of future primary school teachers were applied for this purpose.

The fifth stage of students' vocational training paradigm was carried out with due account for the development of main indicators of primary school teacher professional readiness.

Students were offered the following tasks and questions.

1.   What qualities of a primary school teacher play, in your opinion, a priority role? Prove your answer.

2.   Name criteria bases of teacher's professional activity motivational sets. Prepare a lesson fragment with the justification of teacher's action motive. Prove your answer.

3.   Name self-independence qualities necessary and sufficient for a teacher's profession. Reveal conditions of their development and application in teaching activity. Give lesson fragments.

4. Define the role of research qualities in a teacher's professional activity. Prove your answer.

5. What, in your opinion, promotes the development of primary school teacher cognitive independence? Specify your answer and give examples.

6. What types of professional activity promote the realization of teacher's analytical qualities? Prove your answer.

7. Make up a complete model of a lesson on the specified theme with the application of integration relations realization technology.

8. Name characteristic features of communicative competence of a split-level character. Make up a lesson on the chosen topic. Single out its main components.

9. Name characteristic features of a dialogue technology. Prepare a lesson fragment with its application.

10. List main functions of ethic-pedagogical and axiological approaches. What types of professional activity can they be applied for? Prove your answer.

11. Make up an expanded model of a lesson, use an axiological approach with corresponding speech composition. Prove your choice.

Students had to show all competences obtained step-by-step in the process of vocational training to answer these questions: competence of integration relations realization, competence of classroom disciplines educational potential realization, competence of dialogue communication, etc.

Teacher's activity represents work tied up with social factors forming public spiritual-moral foundations.

Proceeding from it, ethic-pedagogical approach applied in students' vocational training in pedagogical higher education institutions plays an important role as it is connected with the improvement of younger generation moral image. The fundamental function of a teacher of any profile is to bring up love and respect for people, irreconcilability to immoral acts, sense of duty and personal social responsibility. Such approach demands future teachers' laborious self-work, spiritual self-improvement and deep understanding of essential sides of modern upbringing problems.

Conclusion

The results obtained during systematic and purposeful professional-oriented work showed that students' level of professional-communicative preparation development generally corresponds to FSES primary school requirements.

Students named qualities that are necessary and priority for a teacher's profession. They analyzed the essence of teacher's research qualities, analytical qualities in correlation to teacher's professional activity, they demonstrated the mastering of various technologies, and they listed the main functions of ethic-pedagogical and axiological approaches. Employed methods, procedures, approaches and technologies were considered in the context of their educational opportunities and significance for teachers' professional activity.

Students' answers had reasonable logical character; various communicative competences corresponding to content-procedural requirements of primary school teacher's multifunctional activity were applied to make up lessons.

Conclusions. The conducted research allowed to draw the following conclusions: there has been applied the system approach for students' future primary school teachers' vocational training, this allowed to consider the process of teacher's vocational training, development of professional-oriented competences, their interrelation and interaction in details. Technologies, methods, means and ways of future teacher's self-independence qualities development have been determined in the context of modern requirements for teaching and upbringing; the criteria validity of teacher's professional activity motivational indicators has been discovered; the application of ethic-pedagogical and axiological approaches in students' vocational training as defining in the achievement of interaction and interrelation of a teaching-educational goal-setting of professional activity has been analyzed.

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