

# The experiment of Developing a System of Vocational Training on the Educational Activity of Future Teacher

N.V.Abramovskikh\*, V.V. Abashina, A. A. Niyazova, V. L. Sinebryukhova, and A. R. Filippova

Surgut State Pedagogical University, 50 years of the VLKSM, 10/2, 628400 Surgut, Russia

**Abstract.** In the modern education system, high requirements are imposed on the organization of educational activities by the teacher, taking into account the socio-cultural conditions of the development of society. In this regard, it is required to revise the models of training a future teacher to solve the problems of professional activity, to substantiate effective methods for the development of the corresponding components of students' competencies, which determine their motivational and technological readiness for the effective organization of educational work with students. The authors of the article considered theoretical approaches related to the implementation of the ideas of personality-oriented training of future teachers for the organization of educational activities in the education system, identified promising methods for solving the problem in psychological and pedagogical research. The article identifies the problematic field of organizing the vocational education system, highlights the methodological aspects of designing a system for developing the readiness of future teachers to effectively solve the problems of educational activities with students. The purpose of the article is to demonstrate the experience of developing the integral content of the professional educational program of the university and show the results of its practical implementation in the aspect of developing the readiness of future teachers to organize educational activities in education.

## 1 Introduction

The professional activity of a modern teacher is characterized by the ambiguity of the tasks being solved, an orientation towards the prospects for the development of society in order to prepare the younger generation for the new conditions of a developing society, the ambiguity of the normative foundations of the organization of professional pedagogical activity. Particular attention in the modern education system is caused by the problem of building the educational work of a teacher with students and designing a system of professional training of a future teacher for this type of activity. Both foreign and domestic scientists turn to the solution of these problems, highlighting scientific approaches to the construction of educational activities in the education system [1], modeling the possibilities of a developing

---

\* Corresponding author: [natali-270171@mail.ru](mailto:natali-270171@mail.ru)

educational environment [2, 3, 4], defining effective methods for solving educational problems [5].

Considering the professional training of the future teacher for educational activities, the researchers determine the multidimensional content of the competencies that should be formed in the future teacher in the vocational education system. Assessing the efficiency of students' professional training for educational activities, the authors associate it with the holistic formation of motivation for self-realization in educational and educational activities [6], the future teacher's conscious attitude to the choice of technologies for solving educational problems [7, 8], the ability to understand the significance of sociocultural and professional values for the development of students [9, 10].

## **2 Materials and methods**

### **2.1 Research methods**

Theoretical analysis of sources; mass survey of teachers (100 people), students (50 people).

### **2.2 The experimental base of a research**

The main research methods were tested on the basis of the Surgut State Pedagogical University, students of the Faculty of Psychology and Pedagogy, the Department of Theory and Methodology of Preschool and Primary Education, Special and Pedagogical Education took part in the study. The pilot survey period is 2020-2021.

## **3 Results and discussion**

To accurately determine the strategy of professional training of students for the organization of educational work, it is required to clearly define the range of urgent problems that teachers face when solving the problems of educational activities in modern education. To identify the difficulties arising in the organization of educational activities with students, a diagnostic study was carried out, in which 100 teachers of educational institutions took part.

The analysis of the results of the empirical research showed that the main problems faced by teachers, regardless of the length of service and the level of pedagogical education, are:

- difficulties in building a single holistic educational system based on modern Russian and international normative legal acts on children's rights, concepts and provisions on the upbringing of young people, scientific achievements of practical and social psychology, pedagogy and other (84%);
- difficulties in integrating educational tasks with developmental and educational ones and their consistency with the requirements of the federal state educational standard (65%);
- difficulties in planning and designing educational work based on the diagnosis of individual characteristics of students and the student body as a whole (78%);
- difficulties in choosing the forms of organizing activities, methods and techniques of educational work with students, taking into account the individual characteristics and capabilities of students, taking into account the problems identified in the diagnostic work (75%);
- difficulties in an adequate self-assessment of the results of educational work with each student, the student class as a whole (61%);
- difficulties in organizing educational work in conditions of interactive interaction with students (69%);

- difficulties in including the parents (legal representatives) of students in the integral educational process of the classroom, school (focus on one-time traditional events) (72%);
- difficulties in creating a single moral and legal and educational and educational space, psychologically comfortable for all participants in the educational process (84%).

The results of a survey of teachers showed that educational activities are currently going through a stage of optimization, taking into account the new requirements of federal state educational standards at all levels of school education. This process is associated with the development of new approaches, interactive technologies that are adequate to the real needs of society, student and parental collective of methods and techniques of education, etc. However, the new formats of requirements for educational and upbringing activities in educational institutions, the nature of the significant difficulties revealed in the course of empirical activities in the activities of practicing teachers, are oriented towards the development of theoretical, methodological and methodological provisions, as well as the creation of an innovative system of professional training of future teachers in pedagogical educational institutions. , in particular in universities.

A great influence on the formation of readiness to solve the problems of educational activity is the conscious attitude of students to fulfilling the functions of a teacher as an educator of the younger generation, motivating students to master modern forms and technologies of educational work in education. The authors conducted a survey of students in the direction of training Pedagogical education with a focus on Primary education in order to study the readiness of future teachers for educational work with students. 50 students took part in the survey.

76% of respondents understand the importance of educational activity in the functionality of a primary school teacher, note that in addition to teaching, teachers should be engaged in the education of schoolchildren, they see this as the main professional purpose of a teacher. During their teaching practice, they showed interest in educational activities with children. Herewith, 24% of respondents believe that the main function of a primary school teacher is the development and education of children. Observations of such students during the period of pedagogical practice showed that they pay much more attention to teaching academic subjects and are only situationally involved in the upbringing process.

According to the respondents, the priorities of the primary school educational system are: intelligence, health, morality, creativity, patriotic education.

During the questioning of students, conversations with practicing teachers, observations during pedagogical practice, we identified the difficulties that students experience in the process of organizing educational activities:

- designing the educational process (difficulties in defining the concept of education, formulating goals, the content of work with children, means of effective educational impact, predicting the best ways to educate schoolchildren, etc.);
- difficulties in organizing the upbringing process, insufficient degree of mastery of modern methods and technologies of organizing educational affairs (the predominance of verbal methods of upbringing, lack of practical skills in upbringing work, insufficient skills in using non-standard techniques and methods of upbringing: improvisation, theatrical pedagogy, etc.);
- difficulties of a communicative nature (inability to communicate, resolve conflicts in the student environment, establish pedagogically expedient contacts with students and their parents, difficulties in establishing contacts with children with special educational needs, etc.);
- insufficient level of reflection on their personal and professional behavior (low level of criticality in relation to their educational influences, insufficiently deep skills in the analysis of educational situations, etc.).

It should be noted that 96% of the respondents experience much more difficulties in organizing educational work than in organizing teaching schoolchildren. This circumstance convincingly proves the need to enhance the process of preparing future teachers for educational work with students.

When designing a training program for future teachers at the Surgut State Pedagogical University, the issue of mastering the required component of professional competence in the aspect of forming readiness for organizing educational work with students (pursuant to the requirements of the Federal State Educational Standard 3 ++) was significant both in developing the content of the curriculum and in building interaction with students in the framework of the implemented disciplines and practices [11]. So the curriculum, already pursuant to the new 3 ++ standards, includes the following disciplines, the target, content, methodological component of which is aimed at the formation of components of such competencies as UK-3 (Able to perform social interaction and realize his role in a team) - "Effective work in team "; UK-5 (Able to perceive the intercultural diversity of society in socio-historical, ethical and philosophical contexts) - "Foundations of cross-cultural interaction"; UK-6 (Able to manage his time, build and implement a trajectory of self-development based on the principles of education throughout life) - "Fundamentals of personal self-development", OPK-3 (Able to organize joint and individual educational and educational activities of students, including those with special educational needs, pursuant to the requirements of federal state educational standards) - "Psychological and pedagogical interaction of participants in the educational process."

As an example, let us give the content of the discipline "Practical work on educational work in education", implemented with third-year students of the orientation "Preschool education and primary education." The main goal of this discipline is to form students' readiness to organize educational work with primary school students. The content of the workshop is focused on the formation of the indicative and operational components of the PC-2 competence (the ability to perform targeted educational activities). The indicators of the development of this discipline are the possession of actions to design the content of educational activities pursuant to the requirements of the Federal State Educational Standard, OEP, taking into account cultural differences, gender, age and individual characteristics of students; actions for planning educational activities. Accordingly, bachelors of this direction of training master the skills to design and plan the content of educational activities with primary school students. These skills are fundamental in the methodology of the educational work of the future teacher and involve mastering a certain sequence of actions. Thus, to master the ability to plan educational activities, students master the methods of action to set the goal of planning educational activities pursuant to the requirements of regulatory documents, actions to select ways to plan and implement educational activities, to assess the quality of its planning.

Each lesson of the workshop is focused on teaching students how to solve specific professional problems arising in the course of organizing and conducting educational activities by teachers of primary general education, both in academic and extracurricular work. For example, in the process of teaching planning, future teachers perform tasks to analyze the educational work of the class teacher, to identify and analyze the mistakes that occur when planning this type of activity. Based on the analysis of a specific practical situation and a number of identified conditions, students in subgroups discuss the image of the planning result, determine a reasonable list of criteria for assessing the effective form of planning, check the compliance of the drawn up plan of educational work with the designated criteria, perform self-assessment (mutual assessment), reflection at each stage of solving practical situations.

An important requirement in the implementation of the educational activities of primary school students is the solution of educational problems within the framework of subject

teaching. Consequently, in the process of studying the discipline "Practical work on educational work in education", students are offered tasks that allow them to master the methods of constructing the content of lessons in different subject areas, taking into account the individual, cultural, gender and special educational needs of students. To master this skill, students, first of all, assess the conditions for the implementation of educational activities in a specific subject area, pursuant to the set goal, they design the content of the lesson, reflect on the activity and its result.

In the classroom, the forms of organization of intragroup differentiation (the method of small groups), as well as modern pedagogical technologies (case-method, heuristic conversation, "brainstorming", situational method, method of "business game", role-playing games, collective solution of creative problems, practical group and individual exercises, modeling professional pedagogical situations, designing methodological developments).

In the professional preparation of the future teacher for educational work, various types of practices play an important role: psychological and pedagogical, summer pedagogical, subject-content, etc. A special place in the curriculum is determined by pedagogical practice in the organization of educational activities, the purpose of which is the formation of professional competencies that ensure the solution of professional problems in the process of educating students of a general education school. The main competencies that future teachers should master in the process of passing practice in educational work pursuant to the Federal State Educational Standard (3++) are OPK-3, OPK-4, OPK-7, PC-2, aimed at developing skills:

- select various organizational forms, methods of educating students (OPK-3);
- to develop and implement the content of spiritual and moral education based on basic national values (OPK-4);
- to organize the interaction of subjects of educational relations (OPK-7);
- to design the content of educational work, taking into account the gender, age and individual characteristics of students, to implement the process of education using modern educational technologies, to conduct pedagogical monitoring of the results of educational activities in the collective of students (PC-2).

In the process of practice in a general education school at the initial stage, students - future teachers study the educational system of the class, observe and analyze the educational event and determine the role of the teacher as the main subject organizing the educational process. On the basis of observations and analysis of the plan of educational work, future teachers make up a characteristic of the educational system of the class, which makes it possible for them to determine its strengths and weaknesses, on the basis of which they design the educational activities of students in a team, both individual and joint.

A positive aspect of the practice is the direct participation of future teachers in organizing and conducting educational events using various forms (classroom hour, quest game, role-playing games, travel, etc.) and technologies (collective creative work and technology of pedagogical support), which forms practical experience of educational work with students.

As part of the practice, students mastering the profession of a teacher perform a number of practice-oriented tasks aimed at mastering the methods of self-organization of their own activities based on building its goals, objectives, social interaction with teachers, students, parents (for instance, self-analysis of the activities carried out with the allocation of opportunities for enhancement professional activity, preparation of a reflective report on the results of practice for the final conference). Thus, industrial pedagogical practice in educational work allows to master not only professional competencies, but also the skills of reflexive analysis of your activities on the basis of introspection of the activities carried out and the results of the practice in the form of a report.

University teachers also attach great importance to the organization of extracurricular activities with students, which also creates conditions for the development of flexible skills

required for the high-quality organization of educational activities. Thus, the organization of competitions and competitions of a professional orientation has a significant potential for solving the assigned tasks, within the framework of which students, future teachers, not only master the demanded methods and techniques for developing educational and educational activities in the corresponding competition tasks, but also have the opportunity through work in project groups to master the experience of interpersonal interaction at the stages of joint activity, exchange of experience of this activity with students of other universities, which contributes to the enrichment and dissemination of advanced educational practices. Examples of such events organized by the teachers of the department were the All-Russian Scientific and Methodological Olympiad “Interactive Methods of Organizing Educational Work in Primary School” and the All-Russian Web Quest “If You Are, Be the FIRST” dedicated to the 75th anniversary of Victory in the Great Patriotic War.

## 4 Conclusions

Theoretical and practical analysis of the problem of professional training of future teachers for the organization of educational activities allows us to state the priority of this task in the modern system of higher education.

Of course, a number of issues remain unresolved and there are promising directions in solving the problems of professional training of students. Teachers are in close cooperation with school leaders, teachers, alumni starting their professional career. However, it is required to systematically monitor the problems and difficulties faced by practitioners in the implementation of the tasks of professional activity in order to respond flexibly to them in building a strategy for organizing an integral educational process at a university. Variability is also required at the level of training in the magistracy, in the development of advanced training courses, in conducting joint activities of a methodological nature with representatives of educational organizations.

We see the prospects for further development of the solution to the problem posed in the comprehensive development of normative and technological support for vocational training in a pedagogical university of students for the organization of educational activities, the scientific development of criteria for assessing the efficiency of the readiness of future teachers to solve problems of educational activities in educational organizations.

## References

1. I. A. Kolesnikova, Continuous education: XXI, **1(17)**, 2017
2. S. Bieg, R. J. Rickelman, J. P. Jones, W. Mittag, International J. of Educational Research, **60**, 27 (2013)
3. R. Butler, J. of Educational Psychology, **104(3)**, 726 (2012)
4. N.V. Abramovskih, E. A. Kazayeva, E. N. Grigoryan, Y. G. Taktueva, *Experience of Creating Innovative And Developmental Environment In Masters' Professional Training*, 18 (2019)
5. A.V. Scherbakov, Siberian pedagogical j., **6**, 97 (2018)
6. E. L. Afanasenkova, N. N. Vasyagina, Pedagogical education in Russia, **2,10** (2019)
7. S. A. Tkachyova, E. Sagyntay, Scientific result. Pedagogics and psychology of education, **4(1)**, 30 (2018)
8. E. I. Isaev, V. I. Slobodchikov, *Psychology of education of the person: Formation of subjectivity in educational processes*, 431

9. A. V. Scherbakov, National and foreign pedagogics, **2**, **1(58)**, 42
10. N. L. Selivanova, P.V. Stepanov, *Prospects and mechanisms of development of educational potential of the Russian teaching*, 176 (2011)
11. Federal State Educational Standard of Higher Education in the field of training 03.04.05 Pedagogical education (with two training profiles) (bachelor's level), approved by order of the Ministry of Education and Science of the Russian Federation dated March 15, 2018, **125**