

Management model to become a teacher during university education

Modelo de gestión para convertirse en docente durante la formación universitaria

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Abstract

The article reveals the problem of becoming a teacher, training of a teacher with a high intellectual level of self-awareness, capable of conceptual thinking, creative activity and ready for independent management of his own professional activity, which will allow him to interact with the learning environment more effectively, to be an active subject of professional and pedagogical activity.

Key words: management, development, model, future teacher.

Resumen

El artículo desvela la problemática de convertirse en docente, formación de un docente con un alto nivel intelectual de autoconciencia, capaz de pensamiento conceptual, actividad creativa y dispuesto a la gestión independiente de su propia actividad profesional, que le permitirá interactuar con el ambiente de aprendizaje de manera más eficaz, para ser un sujeto activo de actividad profesional y pedagógica.

Palabras clave: gestión, desarrollo, modelo, futuro docente.

Introduction

Introduction to the problem

Currently, universities are faced with the problem of a teacher training with a high intellectual level of self-awareness, capable of conceptual thinking, creative activity and ready to manage his own professional activity independently, which will allow him to interact with the learning environment more effectively, to be an active subject of professional and pedagogical activity. Today school needs such a teacher more than ever. The solution of these problems presupposes the creation of a flexible, open, variable education system, requires a transition to new pedagogical technologies that ensure not only the mastery of a future teacher with accumulated large amount of knowledge, but also the development of his ability for self-development and the ability to be ready to manifest his essential forces.

Problem relevance

Based on the above, the need for a deep reform of the educational sphere is not only a change in the pedagogical paradigm, but also in a radical revision of its content and technological basis, as well as a change in value orientations during teacher training. The purpose of the article is the development, theoretical and praxeological substantiation, experimental approbation of the concept of managing the process of becoming a future teacher.

Problem examination

At present, productive approaches have been laid to create a theoretical and technological base for teacher education. The studies by I.F. Isaev, N.V. Kuzmina, Yu.N. Kuliutkin, A.I. Mishchenko, A.A. Rean, V.A. Slastenin, E.N. Shiyanov and others (Isaev I.F., 1993; Kuzmina N.V., 1990; Kuliutkin Yu.N., 1986; Mishchenko A.I., 1992; Rean A.A., 1990; Slastenin V.A., 2000; Shiyanov E.N., 1991) are devoted to this problem. There is an active process of studying the development of an expert at the stage of university training.

Despite the fact that the system of higher pedagogical education has been developing intensively in recent years, it has a number of shortcomings, such as the technological lack of support for professional activity development, its focus on ready-made knowledge provision;

a purely disciplinary nature of the educational process, authoritarian management style, weak interdisciplinary ties; separation of the logic of educational material assimilation from the forthcoming professional activity; poorly expressed professional and pedagogical orientation of the educational process; incomplete use of the personal capability potential by a future teacher. This leads to the fact that, having received education within the framework of the traditional training system, young teachers not only experience difficulties in mastering new technologies, but also turn out to be not ready to work in a new way psychologically. Naturally, this situation has increased the need to search for new approaches not only in pedagogical education, but also in identification of the ways to improve the process of becoming a future teacher at the stage of preparation at a university.

The above allows us to highlight a number of contradictions between:

- the need of society in the development of a higher educational institution as a center of education, culture, science, new technologies and insufficient development of the theoretical foundations of the process of becoming a student who does not have the necessary experience in combining management, co-management and self-government when mastering a profession;
- the requirement of constant orientation in the problem of value self-determination objectively presented by society to a teacher, requiring him to be ready to reflect on his place and purpose, and a typical system of professional training of a teacher, which does not create conditions that encourage value self-determination, the search for personally meaningful meaning of the profession, that is, it does not ensure mastery of one of the most important social and professional functions - the functional analysis of pedagogical activity;
- the declared requirements for the implementation of the abilities and potential of students and the need to provide for such implementation of certain methods in the process of becoming students.

Hypotheses

Analysis of scientific literature, educational programs and pedagogical practice shows that the development of pedagogical attitude takes place to improve the quality of student training at a university (Isaev I.F., 1993; Kulutkin Yu.N., 1986; Shiyanov E.N., 1991). However, specific setting the above goal and its implementation does not guarantee an adequate result. It means that the very goal setting and the degree of its achievement in pedagogical sciences (the connection between goal setting and the degree of its achievement) is not clearly traced, therefore the results do not always coincide with the actually set tasks. This creates contradictions between the target prognostic attitudes of society and the obtained result quality. And this, in turn, leads to the fact that the target settings for a future teacher training contradict with modern requirements for the final result of this training - the developed sphere of the student's personal self-construction. Such contradictions can be resolved by control introduction over the process of becoming a student. At the same time, the works analyzed by us highlight only certain aspects of this problem, which allows us to speak of the absence of a holistic approach to its solution.

Methods

With all the scope and variety of modern studies of a future teacher development issue, its focus on resolving the aforementioned shortcomings and contradictions, the necessary prerequisite for the development and self-development of a teacher as a professional, teaching his own educational and cognitive and future professional pedagogical activities, are studied insufficiently. Historical and logical analysis on this issue shows that for many years scholars did not want to see an urgent need of an individual in a teacher's reflection, conditioned by the laws of the teacher's development (Kuliutkin Yu.N., 1986; Shiyanov E.N., 1991).

Scholars began to raise and consider this problem actively, develop the theory and technology of the activity-based organization of the educational process in higher education. It should be especially noted that the process of training an expert cannot function effectively

without the involvement of mechanisms that contribute to the introduction of optimization adjustments into management processes at different stages of social organization. In this regard, making adjustments to the process of studying the disciplines of the humanitarian profile, and especially pedagogy, acquires particular relevance.

This presupposes, on the one hand, the embodiment of the ideas of cultural conformity and humanization, with the bringing the value knowledge to the fore and the development of a socially demanded personality; on the other hand, the existence of a new educational paradigm within which these tasks would be solved. Removing this contradiction determines the problem of updating the content of the very process of becoming a future teacher.

Main part

In accordance with the hypothesis of the study, effective pedagogical support for managing the process of becoming a future teacher is ensured by fulfilling the provisions within the framework of the concept.

1. The formation of a future teacher is a developing, self-organizing system in which the interrelation of elements is determined not by static, but by dynamic factors based on modern approaches to self-organizing systems. This implies taking into account not only the foundations of the system elements, but also the foundations of management subject activities at the stage of their university training.

2. Management of the process of becoming a future teacher is ensured by implementing a model, the development of which is based on the following ideas:

- the process of becoming future teachers is based on methodologically sound management principles;
- the goals of managing the process of becoming a future teacher are subordinated to the analysis of the functional components of pedagogical activity;
- the content of a future teacher development is built in the logic of their personal - semantic development as the subjects of activity;
- the means of managing the process of becoming a future teacher are intensifying technologies, including the technology of textual - figurative presentation of pedagogical knowledge; the technology for designing pictographic tasks; game modeling technology.

3. Continuity and complementarity of educational, professional, research, imitation and modeling activities and pedagogical practice of a future teacher is ensured by the unity of methodological, theoretical, methodological, and practical training. Pedagogical disciplines in the practice of classical universities are human-forming disciplines and are the carriers of general cultural knowledge.

4. Management of a future teacher development proceeds more efficiently with complex observance of pedagogical conditions:

- a) psychological and pedagogical support for the transition of management to self-management by the process of a future teacher personality development;
- b) self-actualization and inclusion of the subject experience (personal meanings) of a future teacher in the process of professional training;
- c) constructing of educational subject content concerning pedagogical disciplines by modeling;
- d) teaching students to compose and the methods of synthesized solution of pictographic pedagogical tasks in a simulated situation and in real professional pedagogical practice;
- e) the use of gaming technologies as an integrative method of management in the process of becoming a future expert;
- f) basic (dialectical unity of methodological, theoretical and technological aspect) readiness of university teachers to manage the process of becoming a future teacher;
- g) the focus of pedagogical education technology on the harmonization of integrative differentiated processes for general and special problem solution in the course of a future teacher development;
- h) humanistic personality-oriented diagnostics and self-diagnostics of development process.

Conclusions

Analysis of literature and pedagogical practice allowed us to conclude that there is an objective need for effective management of teacher training. At the same time, we define the development of a student as a purposeful, specially organized process of a student preparation for pedagogical activity, the result of which is an integral, dynamic personality trait, which reflects his professional orientation and expresses his willingness to engage in various types of pedagogical activity based on functional analysis.

When defining the concept of management, we proceed from the fact that management of a teacher training is a phased, dialogical, subject-subject interaction, the content of which is intensifying technologies for student training, contributing to the transition to self-directed development of a future teacher.

In accordance with the mentioned above, the management of future teacher development process can be defined as follows - this is a purposeful, flexible interaction between a teacher and students, which is formed on the basis of a gradual transformation of teacher and student positions into personally equal positions of collaborating individuals after the implementation of intensifying learning principles and technologies.

Considering the features of a future teacher preparation, we highlight such components of management as purposeful activity, organization, planning, leadership and feedback. In this case, management should be guided by a student, teacher, leader personality.

The solution to the management problem, in our opinion, is impossible without taking into account the requirements of such approaches as procedural, problem-oriented, systemic, situational, optimization, research, personal, cultural, synergetic, additional. From the standpoint of these approaches, we single out and consider the features of the model to manage the process of becoming a future teacher.

Development of a management model presupposes the implementation of certain actions: consideration of interactions and substantiation of relationships, thanks to which it is possible to manage the process of becoming a student; to identify and substantiate the principles of becoming a future teacher; to designate the technology of intensifying education, contributing to the management of becoming a future teacher process; to highlight the stages of becoming a future teacher process management; to implement feedback control of becoming a student.

The goal of our experiment was achieved. We assess the level of our proposed model effectiveness to manage the process of becoming a future teacher as high. And the level of management effectiveness is effective and efficiently creative.

Conflict of interests

The authors acknowledge that the data provided does not contain any conflicts of interest.

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