

## Training of the future teachers for extracurricular educational work

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### Abstract

*Process of the professional teacher formation includes students forming the motivational and valuable relation not only to system of knowledge, but also to acquisition of practical competences, in particular, – in the educational and pedagogical sphere. In this article the part of the actions system developed and approved at department of the theory and technique of geographical and ecological branch of Institute of Management, Economy and Finance of the Kazan Federal University is stated. Research Methods were the following: studying of pedagogical literature, pedagogical experience of the higher and high school, pedagogical design, modeling, prognosis, supervision, poll, testing, conversation, analysis, generalization. The carried-out work allowed to draw a conclusion on need of specialized training for future teachers of extracurricular educational activities and proved that at the exit readiness for that is higher for those students who were involved in system of stage-by-stage, consecutive and continuous improvement of professionally directed competences. So, the ratio of experimental and control groups graduates for whom the level of readiness for extracurricular educational activities was studied showed the following values: the experimental group upon completion of research gave 56,4% of participants with the high level of readiness and 2, 2% - with low; in control group high level was shown by 25,0% of students and 18,7% - low; 41,4% in experimental group and 56,3% - in control had average training. Does not raise doubts that the offered model of vocational training of the teacher-tutor along with subject training of the teacher-subject teacher has to be carried out both from now on, and at the same time educational components have to be balanced in optimum.*

**Keywords:** educational work, after-hour work, educational actions, pedagogical technology, system of the teacher training, pedagogical training, professional competences of the teacher, teacher of comprehensive school, educational tasks, organizational and pedagogical model, pedagogical experiment.

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## Introduction

The teacher is a universal profession, meaning versatile training of the specialist teacher (subject, psychological, hygiene-physiological, etc.). Coming to school, the young teacher who just left a student's bench faces mass of problems in practical work, unexpected for him. For many graduates after-hour work of the teacher is of difficulty as there is no experience of organization and carrying out school and after-hour school work. It complicates adaptation of the young specialist in school collective especially as he is expected to manifest initiative, the offer of fresh ideas, introduction and implementation of modern pedagogical technologies as it would be fair to assume that the higher education institution gives the graduate all the newest and progressive knowledge acquired by pedagogical science. [1]

Discrepancy of the young specialist to requirements of modern school at least on one of positions demands additional efforts and time for elimination of the found gaps in vocational training. As the experience shows, practical part of student training for out-of-class work remains a weak link in system of the general pedagogical training. Future teachers receive good theoretical base in the course of all-professional (psychology and pedagogical) and special disciplines studying. But practical implementation of the gained knowledge during student teaching inclines more towards educational activity: here the conducting value has the level of theoretical and methodical training in a subject of educational profile. Out-of-class work is unfairly considered minor, and students at best act as assistants to class teachers when carrying out any planned action (it is necessary to tell, this stage is very important too, previously it was included in the program of continuous student teaching for younger courses, but now, unfortunately, it is lost though about NPP1 a lot of the special scientific researches which proved its positive value for vocational training of teachers were made) [2]

Too seldom students show initiative, independently organize, prepare and hold such events. However such experience has to be gained already in higher education institution that, having come to school, the teacher would feel sure of himself and could become interesting to the pupils and colleagues from the first days. The more diverse and interesting the future teacher life at university is, the more actively he will prove in student's years, the quicker and easier he will be able to reach tops of professional skill. Therefore we were faced by the purpose of finding out how effective the organizational and pedagogical system constructed on the practice-focused campaign of the students out-of-class activity in the pedagogical direction can be.

## Methods

The methodological research basis was made by quite wide arsenal of the research means available to pedagogical science. In particular, we applied such methods as studying of pedagogical literature, pedagogical experience of the higher and high school, pedagogical design, modeling, prognosis, supervision, poll, testing, conversation, analysis, generalization. [3] Some of the listed methods were used on separate research phases, others were applied throughout all experiment which continued in total 5 years – from the first control cut of professional competence of first-year students to the last - at a stage of young teachers graduation. The five-year term of training is explained by the fact that our work was carried out in groups with a double profile of training that extends the schedule of educational process for bachelor degree. As measuring material a number of criteria which were estimated upon termination of every year of training is developed. A distinctive feature of our technique is that assessment was made from three positions – 1) the student's self-assessment; 2) assessment of classmates; 3) an assessment of the teacher supervising work of students. For performing assessment the special sheet of personal

monitoring in which units of very specific competences are presented was created, for example: readiness (ability) to develop and carry out a class hour, to organize rehearsal, cleaning of the school territory, PTA meeting, to direct publishing information leaflets, supervision over weather and many others – only 24 points. assessment assumed three levels of readiness: "high", "average" and "low". Each participant, thus, had three assessment on each point – own assessment, an assessment of the companions and the teacher-mentor's assessment. As a result the cumulative point on each position was summarized with the others, and some kind of rating which was recognized rather objective by all participants of experiment was built.

### ***Result***

As result of the listed purposes achievement - formation of readiness and requirement to apply the gained knowledge, skills in practical educational and pedagogical activities.

On all stages which, in fact, were defined as jne academic year (course) before pedagogical collective and before trained the new purposes - formation of new professional competences, development acquired at the previous stages were set.

Our research led to belief that ideal training of the modern teacher-tutor has to be carried out continuously, since vocational guidance and selection of the seniors who showed tendency to pedagogical work, before professional improvement of the working teachers.

### ***Discussion***

According to "The concept of the RT studying youth education" the school gains special value, however today, this value will increase from now on. The matter is that society, and quite often even a family cannot create conditions for spiritual human upbringing. Therefore educational institutions simply have no moral right to become isolated on educational and methodical work. Fortunately, the educational and developing orientation of pedagogical work always was in traditions of our domestic school. [4] What the teacher (tutor) should become is a friend for the pupil that he (pupil) felt need for communication with the teacher and the tutor. Without it the educational purposes are unattainable. And as the educational result is not preserved, without further moral support there comes regress - anti-education, anti-development. [5]

Of course, requirements to the tutor personality were always high. They still are. Moreover, the current tutor has to be more interesting than examples of subculture, popular and easy for perception. Today, perhaps, this is most difficult. If spiritual needs and tastes are not developed, then to convey something high and kind – is difficult a task. Therefore the modern tutor is the personality by all means bright, unique and somewhat surprising. Such qualities can hardly be gained by only honestly attending classes and even receiving exclusively excellent grades on examinations. We already noted that theoretical training of future teachers is carried out rather fully and on good level. It is not surprising that for teaching graduates are prepared better, than for out-of-class educational work. Study is modeled on laboratory and seminar researches, especially on classes of technique teaching, school subject matters when the teacher sets special tasks, the problem situations similar to what happen at school lessons are created and solved. [6]

After-hour work in comparison with classroom occupations is based on other material, is carried out in other organizational forms and substantially is based on independence of students. Collaboration, understanding of own work value and work of the companions (not always fellow students that too is valuable as models collaboration with future colleagues in pedagogical

collective), cultivates such qualities as discipline, association, mutual aid, commitment, ability to organize the activity in students . [7]

Due to the aforesaid tasks of the higher school include providing the student with opportunity to receive training for out-of-class work in the conditions as close as possible to the valid practical work on carrying out various actions. Therefore our appeal to experience of the holidays organization by students is natural and clear. [8] Improvement of such work, creation of the traditional organizational training actions system is capable to strengthen this link in system of vocational training and to bring future teachers to the first student teaching more prepared and assured. [9]

Student teaching is provided for seniors (prefinal and final) courses. Certainly, this is a serious test for each student, but this event causes fear, panic, stressful state for many probationers. The reason is covered in unavailability to work with audience, in lack of the collective management experience, in inability to organize and carry out specific educational work. At the same time each probationer teacher needs to prove not only as the subject teacher, but also as the class teacher, the tutor.

In "The provision to the class teacher" functions and content of work where one of the central places is allocated to the organization of the bringing-up activity in a class according to age interests of children, national traditions, the organizations of school students joint activity, parents etc. are accurately defined [10].

Educational opportunities of out-of-class work are extremely big; means of extracurricular activities achieve many educational objectives and tasks: instilling of interest in subject, choice of profession, definition of life priorities, etc. Outside the circle of knowledge determined by school programs there are many fascinating, bright pages of life. Acquaintance to them is a source of spiritual enrichment of pupils, formations at them strong moral guidelines. Learning to carry out such work, the student himself is enriched with many knowledge (it is necessary to study big literary material, creating the scenario of action), skills (a lot of things should be done by hands: requisite, scenery, costumes, registration). Such work always demands the accurate organization, and it is also possible only in practical activities. The expert with a similar set of professional qualities is a valuable acquisition for any school and pride of the higher education institution which gave such training to the graduate.

For identification of desirable result achievement ways we made pedagogical experiment which set as the purpose to be convinced of activity approach efficiency to development of future teacher professional competences. Let us make a presumption that this experimental work is consciously a little artificially narrowed as undoubtedly shows that carrying out student's holidays can be considered as modeling of school actions where the role of the initiator and organizer belongs to the class teacher. It is obvious that it far does not limit a circle of possible organizational forms of educational influence. Types of class (school) collective activity are very different:

- valuable and approximate activity (it is directed to judgment of individual, national and universal values, to awareness of the participation in the world of people and nature);
- informative (broadens horizons, develops inquisitiveness, forms motives of educational activity, attaches to reading...);
- public (cultivates in school students activity, initiative, indifference to class life, school, country, belief in own self, ability to influence the course of events...);
- labor (imparts skills of self-service, productive work, brings up respect for personal and others' work, careful attitude to work products...);
  - art (learns to understand fine art, cultivates need for communication with art and cultural wealth, desire to show the art abilities and aspirations...);

- sports (develops will, force, endurance, culture of physical behavior, a healthy lifestyle...). [11]

Through the organization and carrying out the common causes infringing on interests of all members of collective (student's, class, school) it is possible to carry out sometimes practically all kinds of activity at the same time. As such, it is possible to consider traditional holidays in the course of which training participants are forced to be engaged in both informative, and art, labor, and other kinds of activity. Without preliminary practice of such work in higher education institution the young teacher feels confused at school, almost helpless. An exit is - the organization of similar forms in student's collectives and involvement in them, whenever possible, of each student; every time student should be offered work, new to him, with the purpose of development of bigger skills number.

Experiment was begun in Tatarskognm State Humanitarian and Pedagogical University and was carried out for several years, and since 2011 after entry of TGGPU into structure of the Kazan Federal University received continuation in new conditions.

We considered the possibilities of student's traditional holidays and festivals in training of future teachers for practical activities as organizers of out-of-class and after-hour educational actions.

What aims are pursued by such activity? They are as follows:

- development of mutual aid, friendship, ability to work in team;
- development of responsible attitude towards future profession;
- strengthening of interest in pedagogical activity;
- instilling of cultural behavior skills;
- education of humane feelings and positive relationship with colleagues and pupils;
- education of independence in decision-making;
- education and development of art taste;
- acquaintance with various genres of the scenic and fine arts;
- mastering ability to think in complex, to see all details of action and registration ("director's look");
- development of work skills with ornamental materials (production of costumes, requisites etc.);
- cultural development of the speech;
- acquaintance to national cultures of various people, learning respect for them;
- achievement of patriotic and international education combination optimality;
- mastering ability to apply knowledge of theoretical education bases, technologies of educational impact on the personality (technique of educational work; technique of the organization of school students free time, collective creative activity, technology of individual communication, etc.);
- development of ability to analysis, diagnosing, prognosing, correction and self-checking.

There is no need to prove that training for extracurricular educational activities of future geography teachers should not be limited only to training and carrying out festive actions, - the arsenal of the directions and forms of vocational training of the teacher-tutor is big and diverse. Each of them – makes a contribution to creative skills of the young teacher, allows him to enter a pedagogical profession with confidence.



### ***Summary***

The main result of the work which we carried out was essential increase of readiness level to after-hour educational work of those graduates who were involved in organizational and pedagogical system of collective public affairs, and also performed the target individual tasks and instructions directed to formation of all-professional pedagogical competences. The reliable tools of the young teacher readiness assessment for after-hour educational work are developed. Thus, results of the conducted research showed effectiveness of the offered training model of the students who are trained in the Pedagogical education direction.

### ***Conclusion***

The algorithm of step-by-step finding by future teachers of readiness for after-hour educational work with school students will be covered in more detail in the following publications of which need we are convinced by the received result: the experimental group upon completion of research gave 56,4% of participants with the high level of readiness for extracurricular educational activities and 2, 2% - with low; in control group high level was shown by 25,0% of students and 18,7% - low; 41,4% in experimental group and 56,3% - in control had average training, and the first control cut urged to reveal the initial level of professional competence in control and experimental groups was almost equal.

Finishing this publication, we will state strong belief that the mentioned model of vocational training of the teacher-tutor along with subject training of the subject teacher has to be carried out from now on, and at the same time educational and educational components have to be balanced in optimum.

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