

AN IMPROVEMENT OF PROCESS OF ORGANIZATION OF PEDAGOGICAL PRACTICE IS PRIORITY CONDITION OF FORMING OF PROFESSIONAL COMPETENCE OF FUTURE TEACHERS THE BASICS OF HEALTH

Kara S.I.

Berdyansk State Pedagogical University

Annotation. The problem of improving the organization of teaching practice as one of the primary conditions of formation professional competence of future teachers of basic health. Highlighted that the improvement of the process of organizing teaching practice can be done by improving the content of the students during the teaching practice, the organization of joint work of all supervisors (teachers of higher educational institutions and teachers of general educational institutions), compliance with the uniform requirements supervisors to an evaluation of the student's performance. It is noted that purposeful pedagogical guidance and to improve the content of the students during the teaching practice creates the conditions for the formation of all the components of professional competence of future teachers.

Keywords: teaching, practice, creation, professional competence, teacher, health.

Introduction

In any conditions of society's development there exists a demand in highly qualified specialists, who are capable to take independently decisions and be personally responsible for them. First of all it concerns personality of pedagogue, whose professionalism and competence are key condition of rising generation's successful development.

Perfection of pedagogic specialists' preparation directly depends not only on students' orientation on profession of teacher but also on organization of their training for future profession, in particular, during pedagogic practice. Pedagogic practice takes a key place in professional formation of future teacher of comprehensive school and is one of the most difficult and multifaceted kinds of student's studying at higher educational establishments.

Direct practical activity at school significantly influences on level of future teachers while its pedagogically purposeful organization in conditions of its continuous improvement permits to form professional qualities of future pedagogue's personality.

Problems of professional pedagogic education, in particular during pedagogic practice, have still been remaining urgent for many years and elucidated in works both of domestic scientists (O. Abdulina and N. Zagriazkina [1], A. Voloschuk [2], N. Kazakova [3], L. Katsova [4], G. Kit [5], M. Koziy [6], U. Novatska [7] та інших), and foreign authors (Kwiatkowska H., Lewowicki T. [13], Smith B.O., Silverman S., Borg I., Fry B.A. [14] and other [10, 11, 15]).

Among scientists and practical specialists there exists an idea about dependence of pedagogic practice's effectiveness on creating of organization-methodic conditions for students in the process of its organization. In opinion of L. Povazhna [9, pg. 132], the problem of organization-methodic conditions for improvement of education's effectiveness is one of key problems. Successfulness of pedagogic process depends on its solution. In the course of pedagogic practice there are formed such conditions, which permit to prognosticate gradual development of pedagogic conception about formation of professionalism.

In spite of the fact that scientists pay great attention to the mentioned above problem, perfection of pedagogic practice's organization for students of higher educational establishments has still been remaining insufficiently elucidated.

Purpose, tasks of the work, material and methods

The purpose of the presented work is to analyze the ways of perfection of pedagogic practice as one of important condition of future teachers' of "Principles of health" professional competence.

Results of the research

Basing on ideas of L. Povazhna, we prognosticated formation of all components (content-operational, motivation, reflexive) of future teachers of "principles of health" professional competence in the process of creation of organizational-methodic conditions in the course of pedagogic practice. Basing on the mentioned above, we determined organizational-methodic conditions, which could ensure effective formation of future teachers' of "principles of health" professional competence, among which the most important is perfection of pedagogic practice's organization, videlicet:

- Perfection of students' activity during pedagogic practice;
- Organization of coordinated work of all supervisors of practice (teachers of higher educational establishments and school teachers of "principles of health");
- Single supervisors' of practice requirements to estimation of student's practical activity.

In the process of pedagogic practice formation of students' professional competence envisages transformation of theoretical knowledge in all aspects of professional activity into pedagogic skill and experience, which are important for future pedagogues. For solution of this problem we offer the following actions:

- Integration of knowledge in humanitarian and social-economic fundamental and professionally oriented disciplines and application of them by students in their practical activity during pedagogic practice;
- Determination of ways of harmonious entering of students in professional activity at every stage of pedagogic practice, as far as successfulness of students' mastering of professional skills influences on professional orientation and motivation to professional activity, adequacy in estimation of results, resolution, creativity and independence in the process of professional competence's formation;

– Interconnection of activity of all educational process subjects (teachers of university and school teachers of "principles of health") in formation of students' professional competence on all stages of pedagogic practice.

Formation of future teachers' professional competence is in dynamics and in continuous perfection. If in studying of theoretical disciplines teaching-cognitive aspect dominates, then, during pedagogic practice first role is played by formation of professional-practical skills and professionally significant qualities. That is why in period of pedagogic practice, when active process of students' professional activity takes place under pedagogic supervision of teachers, transformation of professionally significant knowledge into skills and abilities happens. It permits not only to look after dynamics of professional competence's formation but, also, to see results of organization of practice supervision.

In this connection effectiveness of formation of professional-pedagogic skills depends to a certain extent, on character of supervision of students' pedagogic practice organization.

Supervision of pedagogic practice is regarded by scientists as targeted activity of social pedagogic-educational institution's senior representatives, who, in certain period of specialist's professional training, is ahead of creative students' strive for acquiring knowledge and skills in controlling of educational children's development. Supervision facilitates self-determination of student in selecting of mechanisms of stepping on educational actions' platform, of relations between disciple and teacher. As social phenomenon, supervision leads to clear determination of objectiveness in actions and relations of subjects [6, pg. 6].

We regard pedagogic supervision as organization of students' activity in period of pedagogic practice oriented on formation of their professional competence. Effectiveness of practice and efficiency of future students' pedagogic activity depend on quality of supervision's organization.

In procedural aspect pedagogic supervision can be represented as unity of special actions of practice's supervisor, which are main function of organization, gradually and cyclically changing these actions and, thus, facilitating creation of certain pedagogic technology. Organization's function includes special organizational actions, gathering of information, prognostication, taking decisions, organization of executive actions, diagnostics and correction with leading role of purposefulness [8, pg. 109].

For effective formation of students' professional competence we consider to be necessary to organize interaction of all subjects: teachers of comprehensive educational establishments, teachers and students of higher educational establishment.

The process of pedagogic practice's supervision has dual character and shall be based on interaction of university teachers and teachers of "principles of health". In their mutual work they work out common strategy of pedagogic practice's organization, depending on its aims, content of academic course, studied by students, expected results, forms of control and etc.

For supervision of pedagogic practice specialists in methodologists are assigned by departments of principles of health, pedagogic and psychology as well as school teachers, who fulfill certain duties during practice

Functions of practice's supervisors are different, as well as the loads in organization of pedagogic practice. If methodologists of pedagogic and psychology departments meet students from time to time, after instructing them at initial conference, then methodologists of their specialty's department work with students systemically during all pedagogic practice.

Direct supervision of pedagogic practice is carried out by school teachers of "principles of health", while methodologists function as consultants. University teachers provide assistance in content aspect and in filling of educational process, while school teacher ensures methodic filling.

We think that increasing of school teacher's role in supervision of pedagogic practice substantially change the style of this process. First of all, contacting daily with students on practice, school teacher promptly direct and correct their activity. Secondly, he demonstrates examples of pedagogic activity, regularly consults students on organization of teaching-educational process of pupils, assists in planning of lessons and educational measures, analyzes lessons and other measures, fulfilled by student on practice. Third, every day practical assistance in organization of teaching-educational process, methodology consultations and care of positive results of students' work with pupils facilitate friendly relations between teachers and students on practice, which positively influence on formation of motivation component of future teachers' professional competence.

University teachers coordinate work of practice supervisors from comprehensive schools with students, familiarize school administration and teachers of "principle of health" with instructive-methodic recommendations on organization of pedagogic practice, with their duties, forms of control and criteria of students results' evaluation.

It is undoubted that efficiency of students' pedagogic practice depends on coordinated work of all practice's supervisors: methodologists of departments of principles of health, pedagogic, psychology, personnel of comprehensive educational establishment and their ability to effectively supervise pedagogic practice of students. Owing to it all component of students' professional competence (content-operational, motivational, reflexive) are formed and interaction between them is realized.

We think that quality of control of students' activity and adequacy of its evaluation substantially influence on professional formation of future teachers of "principles of health".

It is very important for practice's supervisor to follow such main principles during controlling of lesson and its analysis in order to objectively evaluate student's practical activity and increase its effectiveness:

- Non interference or neutral position (supervisor of practice has no right to interfere the course of lesson).

Mistakes of student on practice shall be discussed after lesson and corrected at next lessons, which, if necessary, can also be controlled);

- Correctness of behavior коректність поведінки (supervisor of practice shall manifest maximal friendliness and tact);

- Consideration of all lesson's components during control of it and analysis (lesson is an integral unity).

Consideration of above given principles permit to affirm that operating with different information about state and results of teaching-educational process at lesson, being skilled in methods of scientific control over student's on practice activity and pupils, practice's supervisor can analyze this lesson on high level, make actual and grounded conclusions about degree of realization of the set aims and tasks. It, in its turn, helps to supervise of pedagogic practice on high level, to take adequate and effective decisions, which would promote increasing of practice's quality and formation of future principle of health teachers' professional competence.

We determined the following main evaluation criteria of students' activity during practice:

- Attitude to pedagogic activity (strive for wider and deeper knowledge of teaching-educational work, mastering of professional skills; ability to apply theoretical knowledge in practice activity and etc.);
- Theoretical understanding of practical activity by students (its purpose, tasks, content, methodic);
- Formation level of professional-pedagogic skills;
- Presence of students' professional orientation, their social activity (interest to their future profession, activity, responsible and creative attitude to work, quality of its fulfillment);
- Efficiency of teaching-educational activity (capability to carry out appropriate teaching-educational work);
- Attitude to children (style of relations with children);
- Self-discipline;
- Scientific level of analysis and self analysis of pedagogic activity. н

We also set such important requirements to adequate evaluation of students' work during pedagogic practice as: objectivity, following single requirements of practice's supervisors to evaluation of student's work; consideration of individual features of every student. With evaluation of student's on practice work also it is necessary to pay attention to level of theoretical and practical readiness of future teachers for independent pedagogic activity; level of pedagogic skills' assimilation; knowledge of main tasks, content and methodic of teaching and education on modern stage, attitude to pedagogic profession, pupils, school.

Conclusions:

So, we are sure that formation of future teachers' of principles of health professional competence is influenced by organized systemic supervision of pedagogic practice. Purposeful pedagogic supervision and improvement of student activity's content at pedagogic practice create conditions for formation of professional knowledge and skills as well as professionally significant qualities of future teachers; facilitates professional self-determination, development of interest to profession of teacher; leads to formation of ability to prognosticate results of activity, realize own professional targets.

Further researches will be carried out in direction of searching of new ways for improvement of pedagogic practice's organization for higher educational establishment students.

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Information about the author:

Kara S.I.: karasvetlana@rambler.ru; Berdyansk State Pedagogical University; Schmidt str.4, Berdyansk, Zaporozhye region, 71100, Ukraine.

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