

PEDAGOGY

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Action-technological readiness of future primary school teacher for social and educational activity (based on the results of experimental study)

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Abstract. The article deals with the content of action-technological readiness of a future primary school teacher for social and educational activity in the indissoluble unity of the components such as cognitive, motivational, moral, aesthetic, social and communicative. Action-technological component of professional readiness of high schools students include formation of numerous skills (diagnostic, analytical, structural and projective, correctional and developmental, organizational) and mastering the basic techniques of social and educational activity in primary school. According to the results of the pedagogical experiment conducted in teachers training universities in Ukraine, the author defines the level of non-verbal creativity of future specialists by the method of E. Torrance; level of personal creativity by the method of E. Tunik, the level of formation of professional skills of social and educational interaction through questioning and integrated indicator of their personality and professional readiness for implementation epistemological functions and applications of social and educational activity in the primary school.

Keywords: *social and pedagogical activity, training of a future teacher, a structural-functional approach, modeling, system of professional training, higher pedagogical education, action-technological readiness*

In terms of social integration processes in the world demands for quality training of future teachers in higher educational establishments of Ukraine are increasing, in particular their expertise in solving problems of social adaptation and education of students.

Today, global pedagogy actively works at development of the model of "ideal" teaching staff training. Thus, American researchers (M. Green, A. Combs, M. Somerville) offer a model of a teacher, capable of empathy, sociability, informal communication, emotionally stable and optimistic [5, p. 38-40]. Various aspects of primary school teachers training in Ukraine are reflected in scientific writings of such scholars as N. Bibik, S. Martinenko, A. Matvienko, O. Otych, I. Palshkova, O. Savchenko, L. Khomych and others.

On the basis of these and other researches we define the structure of personal and professional readiness of the future teacher for social and educational activity as the indissoluble unity of the following components: motivational, cognitive, social, communicative, action-technological, moral and aesthetic. The implementation of this activity takes place in the following areas: socio-educational prevention, diagnosis and collaboration with the student's family, social and educational activity with gifted students, social and educational activity with deviant students, work in terms of inclusive education and socio-cultural animation in schools. So readiness of future primary school teacher for the social and educational activity primarily demands professional abilities and skills, using theoretical and methodological knowledge in school practice, mastery of standardized and innovative educational technologies and pedagogical skills to solve the educational situation, the ability to perform pedagogical work.

These components we define as indicators of activity and technological readiness of a future primary school teacher for social and educational activity: 1) *the formation of a number of skills* [2, p. 33]:

- *diagnosis and analysis* – the ability to analyze social and educational situation, gather the necessary infor-

mation to assess the results of the work, and justify the choice of the optimal combination of social and educational means of communication (content, methods, organizational forms), to diagnose the level of positive impact of social and educational environment of primary school;

- *design-projective* – the ability to predict the results of solving the problem situation, identify the most effective ways of solving social and educational problems, implement appropriate social and educational support and management of social and educational activities with younger students and their parents;

- *correction and training* – the ability to create the conditions for the objective detection of qualities and conditions of the student (confidence, indecision, anxiety, independence, etc.), the systematic detection and correction of deviations in social behavior and activities of students;

- *organization* – the ability to organize social and educational process in terms of primary school teaching situation, resolve conflicts, create cooperation (cooperation) with parents (guardians) of students, professional reflection and development of their own creative resources.

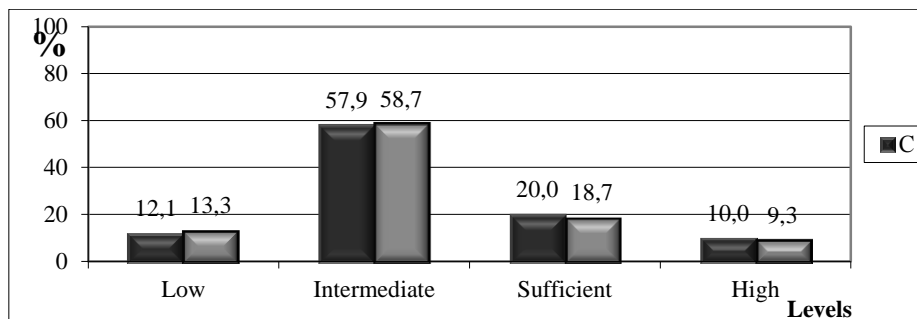
2) *master the basic techniques of social and educational activity in primary school*: technology of creative development of the student personality; learner – oriented technologies in social and educational activities; health protective technologies in primary school; information and communication technologies in social and educational activities; esthetic therapy technologies and project work.

Table 1. Distribution of student of control (CG) and experimental groups (EG) by average indicators of self-assessment of mastering level of skills and abilities of SEA

Mastering Levels	CG		EG	
	f	%	f	%
Low	37	12,1	40	13,3
Intermediate	176	57,9	174	58,7
Sufficient	61	20,0	56	18,7
High	30	10,0	28	9,3

For the study of the condition of their formation in the process of the experiment diagnostics were carried out, primarily of the formation of students' professional skills of social and educational activity (SEA). For this reason we organized the questionnaire. According to its results we obtained the average indicators of self-assessment by respondents of their own mastering abilities and skills of social and educational activity (Table 1 and Drawing 1).

Based on the data we can assert that the majority of students (57.9% in the CG and 58.7% in EG) said that they do not enough possess the abilities and skills to implement SEA (intermediate), some respondents -12.1% in CG and 13.3% in the EG reported that they have no such formed abilities at all. Thus, only about one-third of future primary school teachers noted that they can successfully carry out such activity.



Drawing 1. Distribution of students of CG and EG by average indicators of self-assessment of their level of mastery of skills and SEA abilities

Detailed analysis of the data in the survey shows that among those who rated their level of mastery of skills and abilities to carry out social and educational activity, as sufficient:

- most (31.5 %) in the control group appeared those who know how to search for methodical, social and educational information in order to provide skilled care to students in solving social problems and those who are capable of rational organization of their time – 31.1%; the least number (11.6 %) – those who believe they have the ability of social and educational modeling educational work in primary school;

- the biggest number in the experimental group (26.4 %) we found those students who have sufficient skills to plan and formulate a phased social and educational activity, and the least (9.1 %) – those who are able to effectively use the methods and forms of social and educational activity in the primary school, respectively, the average level of skills we found in 70.8 % of the respondents in CG and 74.5 % – in EG.

In general, for any kind of skills of social and educational activity, the share of respondents who indicate a sufficient level of these abilities and skills is almost 30%. Clearly, this situation is unsatisfactory, because Pedagogical University graduate does not have formed a sufficient level of skills of social and educational activity, that is, he/she turns out not ready to implement the functions of such activity.

The dynamic changes that occur in the social and cultural, economic life of our country, increase the need for active, creative professionals able to promote themselves and solve various tasks by non-standard conditions. Indeed, the concept of "activity" is closely associated with "creativity", social relationships, practices, personal spiritual priorities. In the process of social human activity takes place the formation and development as a personality, a dialectical interaction for the disclosure of personally and professionally meaningful values of general experience of mankind [1, p. 25].

Today pedagogical creativity is associated with the solution of conflicts, problematic situations that serve as a

means to professional growth of teachers. These may be conflicts between objective or subjective novelty and originality of the process and outcome; social and personal significance and progressiveness; dialectical interdependence of impact on development both as a student's and teacher's external factors and internal self-movement of the individual (education and self-education, development and self-development).

It is important that the expert should have need for not a standardized practical use of acquired knowledge, but for its creative transformation according to the circumstances, diversification of forms and methods of work, support of student's potential as a subject of social and educational interaction. Therefore, investigating the problem outlined as mandatory component of action-technological component of personal and professional readiness of future teachers, creativity is recognized. To identify the actual state of formation we used an adapted version of the diagnostic methods of studying personal creativity (E. Tunik), the use of which gave the following results (see Table 2 and Drawing 2):

Table 2. Distribution of students of CG and EG by level of personal creativity

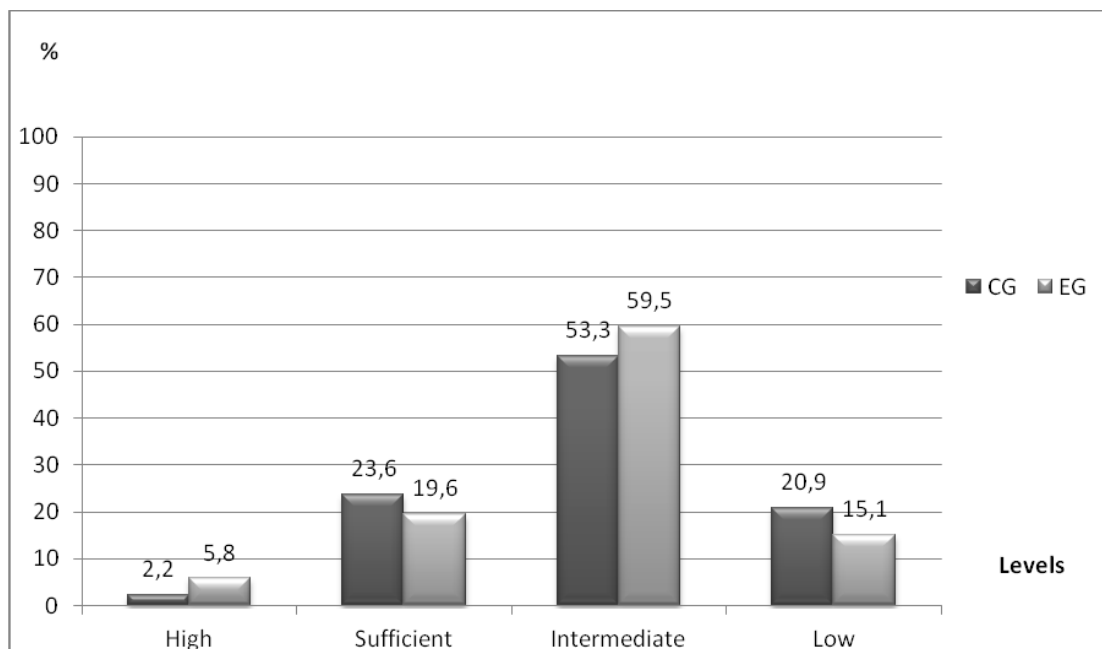
Levels	CG (N=304)		EG (M=297)	
	f	%	f	%
High	7	2,2	17	5,8
Sufficient	72	23,6	58	19,6
Intermediate	162	53,3	177	59,5
Low	64	20,9	45	15,1

These data make it possible to reasonably assert that among the respondents we clearly singled out a group of middle-formation ability to transform the experience gained during training (53.3 % in the CG and 59.5 % EG). It is also worth noting that among the students of the control and experimental groups creative individuals number was very small (2.2% and 5.8 %, respectively), as well as those who showed formation of personal creativity at a sufficient level (23.6 % in CG and 19.6 % in EG). Similar in strength to a group of students with a sufficient

level of creativity was a group of those who proved a low level of creativity in solving various problems (20.9 % in the CG and 15.1 % in EG).

Such distribution of respondents by levels proves insufficient level of formation creativity. Assuming that creativity makes these important qualities of a primary

school teacher, as tolerance, the ability to see and evaluate teaching situations, overcome stereotypes in thinking and practice, variation in decision-making in the social and educational communication, etc., obvious are potential difficulties of implementation of SEA in future.):



Drawing 2. Distribution of CG and EG students by level of personal creativity

In many modern research works creativity is defined as a complex multicomponent psychological phenomenon, inherent in the personality. The essential characteristics of creative activity, which can be distinguished from reproductive (uncreative), R. Skulskyi considers novelty and social significance of the results. Only final results of this activity serve as criteria for the identification of its creative character [4, p. 13]. O. Yakovleva defines creativity as a property of the individual: creativity – it is not a specific set of personality traits, and realization by a person its own individuality. Because the creative process is an expression of individuality. Creativity is found in the process of subject -to-subject interaction and is always addressed to another person. Thus, creativity is a presentation of his or her identity to another operson [6, p. 35-44]. B. Druzhynin firmly believes that creativity is a property that is actualized only under favorable environmental conditions, depending on them, particularly on the matter that does not exist: models of regulated behavior, positive model of creative behavior, conditions for imitation of creative behavior, its social support [3].

The mechanism of human creativity development does not correlate directly with the development of intelligence, and is characterized by the growing influence of motivational and personal properties, including such specific property as its originality. Considering this information, one of the objectives of the experiment was diagnosis of non-verbal creativity level of primary school teachers. We used the method by E. Torrens (adaptation by A. Voronin). We used the test as a method of detection of originality by means of figurative style, as unique in-

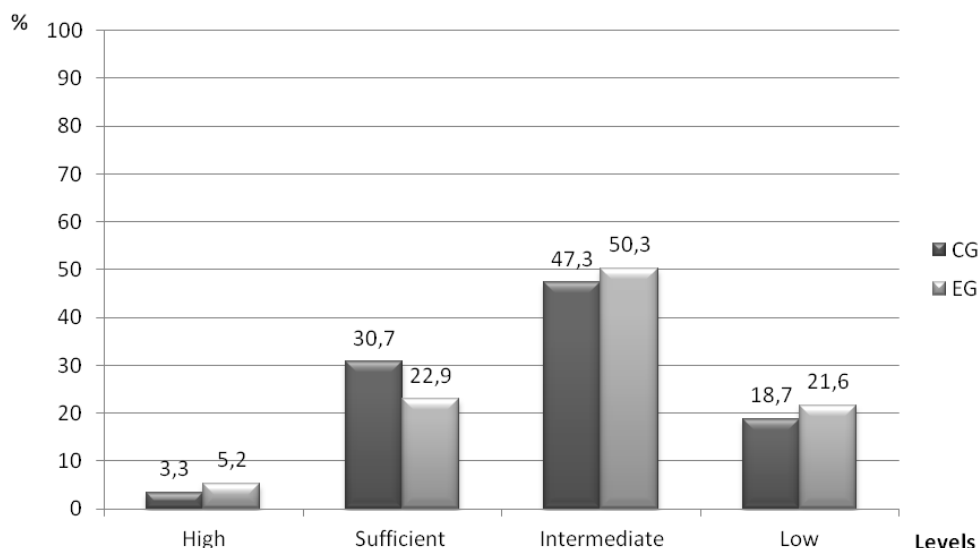
dex (which shows the novelty of the creation) in the analysis of non-verbal creativity level is secondary due to lack of differentiation because of this index. Leveled differentiation of the respondents by the index indicators of originality we carried out according to the following scale:

Levels	Range of index variations
High	0,83 – 1
Sufficient	0,58 – 0,82
Intermediate	0,33 – 0,57
Low	0 – 0,32

Analysis of completed drawings, where the main attention was paid to the respondents' usage of similar detail and semantic relationships, and comparison of these drawings with submitted in the atlas of the used techniques, made it possible to calculate the indices of originality. The distribution of students by levels based on calculated their originality indices are presented in Table 3 and Drawing 3.

Table 3. Distribution of students of CG and EG by levels based on their originality indices

Levels	CG (N=304)		EG (M=297)	
	f	%	f	%
High	10	3,3	15	5,2
Sufficient	93	30,7	68	22,9
Intermediate	144	47,3	149	50,3
Low	57	18,7	64	21,6



Drawing 3. Distribution of students of CG and EG by levels based on their originality indices

The data presented in Table 3 and Drawing 3, show a picture similar to the one that was revealed by the results of our diagnostics of personal creativity of future primary school teachers. For most students medium and low levels of non-verbal creativity are typical (66% in the CG and 71.9 % in EG). Share of students, which are characterized by a high level is very low – 3.3 % in the CG and 5.2% in EG. In the control group non-verbal creativity of the third part of students is formed at a sufficient level and in the experimental group the part of students is somewhat less – 22.9 %. Thus, by the results of diagnostic non-verbal creativity it can be concluded that the overwhelming number of primary school teachers are unable to produce a sufficient number of original ideas in terms of minimal verbalization, they are used to solve practical problems in simple ways, traditional ways, thus producing formulaic ideas. Many of them may be unmotivated, prone to make decisions prematurely without all available information.

Average indicators of forming an action-technological component of readiness for SEA (Table 4) show that a total of more than 70% of CG and 72.9% EG respondents showed a low and intermediate level of mastered distinguished abilities and skills, which is not enough for successful implementation of their social and educational functions in professional practice.

Table 4. Distribution of students by the levels of forming action-technological component of readiness for social and educational activity

Levels	CG		EG	
	f	%	f	%
Low	52	17,2	50	16,7
Intermediate	161	52,8	167	56,2
Sufficient	75	24,8	61	20,4
High	16	5,2	20	6,8

An important link in the educational work of the pedagogical university, which can be used to strengthen the relationship between theory and practice and the formation of creative skills of future teachers, is teaching practice. Summary of social and educational activities of students in practice is developed taking into account the

tasks of training. With its proper organization almost inexhaustible possibilities for involvement of primary school teachers to be creative in social and educational activities are created. They are aimed at solving the problem of pedagogical situations, development of creative abilities of students, skills preventing the negative impact of social factors, implementation of social, psychological and pedagogical counseling trainees and their parents, modeling social and educational environment of the institution for preventive work, etc.

Effective factor of increasing action-technological readiness of students to the social and educational activity we defined optimization of their independent and research work. It includes three steps:

1) involvement in the implementation of manageable tasks using the methods of scientific and educational research in the psycho-educational assessment of students and individual elements of the social and educational process;

2) study of the best educational experience of domestic and foreign educators in terms of the outlined problem, conducting manageable social and educational researches in primary school, preparing of micro speeches for practical classes on pedagogical subjects using scientific presentations and practical developments of social and educational technologies;

3) synthesis of theoretical and methodological knowledge and self-realization of scientific and educational research works in the form of the thesis (master's) work.

In the process of forming experiment action-technological component of future primary school teachers readiness involved mainly the formation of professional skills and abilities, development of their pedagogical creativity, social activities and adaptability in unusual situations of social and educational interaction. Experimental work in the experimental groups was aimed primarily at developing a range of students' skills in the process of teaching educational subjects (micro teaching, modeling social educational situations, etc.) and in the pedagogical practices. The results of forming an action-technological component of readiness for SEA are presented in Table 5.

Table 5. Distribution of students by the level of forming an action - component of readiness for SEA

Levels	CG, %		EG, %	
	Before the experiment	After the experiment	Before the experiment	After the experiment
High	5,2	6,1	6,8	17,8
Sufficient	24,8	18,2	20,4	35,4
Intermediate	52,8	50,7	56,2	41,2
Low	17,2	25,0	16,7	5,6

As you can see from the Table 5, by the end of forming experiment in EG you can observe 11% increase in the number of respondents who showed a high level of formation of action – technological component of readiness for SEA (at the beginning of the experiment – 6.8% at the end of the experiment – 17.8 %); 15% – the number of people assigned to a sufficient level (from 20.4 % to 35.4 %). Somewhat dropped the number of those students who have shown an intermediate level (from 56.2 % to 41.2 %) and a low level of readiness (from 16.7 % to 5.6%). So positive trend can be observed in the preparation of future primary school teachers for the social and educational activity through the introduction of the author's approach to teaching practice of the university – the average increase in action-technological component of personal and professional readiness appeared 13 %.

Conclusions. Contemporary strategies of professional education pose to the forefront significant new challenges

to the process and results of the social formation of growing personality. Traditional pedagogical paradigm directs the educational process of a primary school in a specially designed model of social and educational impact on students, and popularization and development of humanistic and anthropological concept recognizes personality as the main the priority in all its integrity and uniqueness. Considering primary school as an open social and educational system, we identify action-technological readiness of future teachers as the key in the implementation of epistemological and application of professional activity functions.

We consider prospects for further researches in the study and development of theoretical, methodological and organizational support of future professionals training to use modern social and pedagogical techniques in modeling social and cultural environment of educational institutions of various types.

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Будник Е.Б. Деятельностно-технологическая готовность будущего учителя начальных классов к социально-педагогической деятельности (по результатам экспериментального исследования)

Аннотация. В статье освещены содержание деятельностно-технологической готовности будущего учителя начальных классов к социально-педагогической деятельности в неразрывном единстве с такими компонентами, как когнитивный, мотивационный, морально-эстетический и социально-коммуникативный. По результатам педагогического эксперимента, проведенного автором в педагогических университетах Украины, определен уровень креативности будущих специалистов, сформированности у них профессиональных умений и навыков социально-педагогического взаимодействия, а также интегрированный показатель их личностно-профессиональной готовности к реализации теоретико-познавательных и прикладных функций социально-педагогической деятельности в условиях начальной школы.

Ключевые слова: социально-педагогическая деятельность, подготовка будущего учителя, структурно-функциональный подход, моделирование, высшее педагогическое образование, деятельностно-технологическая готовность