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Theoretical Aspects of Problem of Technology of Context Teaching within the Process of Training Magister of Primary School Education

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Abstract. Article deals with the theoretical aspects of implementation of technology of context education within the process of training of Magister students of primary school which are revealed in psychological-pedagogical literature. There are proved advantages of educational environment of context type. The role of quasi-professional activity at the level of primary school magister (within the pedagogical educational institution) is determined.

Keywords: *technology of context education, problem situation, quasi-professional activity, educational context environment, textbook of context type*

Stating the Problem. Transferring to the informational society (which marks as the priority the increasing role of the professionalism and creative abilities of personality) causes new demands to the training of future specialists. According to this, the competence approach keeps confidently the position of leading methodology of high pedagogical education's modernization. Realization of competence education needs essential changes within content of education, teacher's and students' activity, technological providing of educational process, transforming of educational environment with the goal of development of the personality of future specialist within the society of new type. In our opinion the basis of realization of competence approach within the training process of magister of primary education is the technology of context education.

Analysis of recent research. The idea of design of concept of context teaching belongs to A. Verbytsky who lately grounded it theoretically, taking it into the foundation of his research.

Among other researchers (who have studied the problem of context teaching) we have to mention S. Kachalova (peculiarities of educational process of context type), N. Lavrentieva (forms and methods of teaching context type), E. Shirshova (pedagogical technology of context type), V. Zhelanova (technology of context teaching within the process of training future primary school teachers) etc.

Within dissertation researches scientists (L. Koval, L. Kostelna, V. Kotkova, I. Marchuk, T. Sidorenko and others) consider theoretical and practical aspects of implementation of context teaching during the process of training future pedagogues. Technology of context teaching within the pedagogical course of Magister is delighted by scientists (G. Barska, N. Demyanenko, S. Skvortsova, O. Tkachenko and others) in the form of scientific articles.

The goal of the article is in the analysis of theoretical aspects of problem of implementation technology of context teaching during the process of magister's (primary school) training which is reflected in psychological-pedagogical literature.

Basis material. In opinion of A. Verbytsky, the theoretical sources of technology of context teaching are: notion of context as the condition of comprehension of influence of content of future professional student's activity on the process and on the result of his or her educational activity; activity approach to the teaching, generalization of experience of using different forms and methods of active teaching [2, p. 183].

The researcher in his works considers the context teaching as the realization of dynamic model of students'

activity movement: from the exactly teaching (for example it could be the lecture) through the quasi-professional (game forms, special courses) and teaching-professional (scientific-research work of students: qualification works, diploma thesis, Magister thesis, pedagogical practice) to the professional activity. The basis feature of the educational process of context type is the modelling of subject and social content of future professional activity through the recreation or reflection of real professional situations. Within the context teaching it is modelled not only the subject content of professional activity but also there are modelled it's context and social component [2, p. 107].

In particular, among recent research on context education it should be mentioned the research made by V. Zhelanova who considers the contest teaching as the educational system and as the technology also. Researcher determines the term "context teaching future primary school teacher" as the system within which there are modelled (on the foundations of multi-paradigmatic, multi-approaches) subject and social content of their future professional activity. The result and the goal basis for it is the forming of professional competence of future specialist. Researcher considers the marked phenomena as the technology of context teaching basing on the positions of implementation of algorithm-based sequence of certain actions which are directed on the reproduction (within the process of professional training primary school teacher) of subject and social contexts of future professional activity [4, p. 353].

In dissertation thesis made by V. Zhelanova it is stated that practical realization of technology of context teaching during the process of training future primary school teacher is realized through the reflexive-context educational environment as the kind of professionally oriented teaching which is the multi-levelled pedagogically organized system of conditions and opportunities. It is also the method of education which provides the implementation of professional context into the system of training students at high educational establishments and promotes the effectiveness of process on forming summation of reflexive constructs. In author's opinion reflexive-context environment is the ways of professional development of future professional. And the teacher which is changing the environment in certain way also is making the certain influence on the student [4, p. 34].

Within our research we stated our goal trying to analyze scientific works on realization of technology of context teaching during the training Magister of primary school. In particular, N. Demyanenko considers theoretical and practical foundations of context teaching within

the conditions of pedagogical Magister courses. Scientist states on certain leading principles of context teaching: psychological-pedagogical providing of personal involving student into the educational activity; sequence modelling of holistic content, forms and conditions of future professional activity within educational activity; problematic of teaching content during its revealing in the educational process; accordance of forms and methods of students' teaching activity to the goal and content of education; subject aspect of relations "teacher-student", "student-student"; principle of pedagogically grounded combination of new and traditional pedagogical technologies; openness of teaching also [3, p. 12].

Scientists (N. Bekuzarova, A. Verbytsky, N. Demyanenko, V. Dolgova, V. Nechayev, N. Niyazbayeva and others) name the *problematic situation* as the main unit of education within context teaching (especially during the process of training magister of primary school). So, V. Nechayev considers that system of appropriately planned situations gives opportunity to reveal the content of education in the dynamic with the help of determining plot outline of modelled professional situation. It also creates the possibility of integration of knowledge on different discipline. As the main unit of students' activity (within the context teaching) the author considers the action, with which help the future specialist acts not only according to professional demands but also gains moral experience. It happens because he acts according to norms which are accepted in the society and within certain professional community. The researcher stresses that in such way it is conducted the way of combination of teaching and upbringing [7].

The appropriately organized quasi-professional activity represents the transitional chain between teaching and professional activity of magister (according to the point of view of N. Bekuzarova).

The author states that quasi-professional activity plays the special role within the pedagogical training of magister. It is based on the methodic of context modelling as the purposeful operating of context and involves three contexts: subject, social and psychological. The subject context is the mastering knowledge, skills and experience of future professional activity accordingly to the goal of teaching and qualification characteristics of the specialist; social – the system of interaction of participants of the educational process accordingly to the accepted social norms, ethical-professional relations; psychological – involving of magister into the profession as the part of culture on the basis of understanding value-sense components of future profession. Essence of quasi-professional activity is that fact that it takes place within real conditions and provides unity of marked contexts. In general, quasi-professional activity orients magister on the goal's creation, on the analysis and esteeming of problem situations, on the self-esteeming during professional activity, on the constructing models of interaction, on the comprehension of activity's content within the conditions of pedagogical education's variability, on the search of optimal solutions for achievement success in professional sphere. In opinion of N. Bekuzarova, it should be mentioned that magister students usually have certain experience which gives opportunity to consider different problem situations through the prism of their own pedagogical position or scientific interests. Besides they have made their choice consciously so it means that they

are interested in increasing of the level of their professional competence. As the result it gives opportunity to use effectively modern technologies of teaching, to model pedagogical problem situations and to use them within the context of future professional activity [1, p. 114].

Within the level of Magister there are certain advantages (in author's opinion): 1) forming of certain individual routs by magister-student which will respond his personal-professional demands; 2) development of subject-subject relationships "teacher-student" within the educational environment of context type at the level of co-creativity; 3) creation of conditions for the successful integration of the graduate into the modern system of professional relationships and also for the increasing of his competitiveness on the teacher labor market; 4) stating of subject position of Magister which gives opportunity to master flexibility of thinking and behavior, independence of work, ability for the reflexive activity also [1, p. 113].

The context approach (in N. Zhukova's opinion) "includes also the understanding of necessity of considering context of cultural environment because the culture is the context of person's all actions. It is the certain general context [5]. This determines (according to our point of view) the necessity of conscious considering cultural influences on the educational environment and on the personality of the future specialist.

The term "educational environment of context type" firstly was represented (within the scientific sphere) A. Madzhuga. According to his definition this is the summation of methods and ways of organization of educational activity which is grounded on the methodology of context approach [6, p. 36]. Considering this V. Kalashnikov states that comprehension of educational material as by teachers as also by magister level students has to be based on the reflexive comprehension of contexts. In such case the certain teaching material exists within social-cultural practice and is given in educational practice which actualizes the term "educational environment of context type". To the specific characteristics of educational environment of context type the author refers: 1) considering principle of context approach; 2) wide use of method modelling contexts; 3) increasing reflexivity of educational activity; 4) using of the textbook of the context type; 5) orientation on development of self-determination of personality and persona; culture within cross-cultural context [6].

O. Shevchenko states that contextual educational environment envisages the using of textbooks of context type during the training primary school's magister. According to the author's determination, "the textbook of context type is the pedagogical system which is created accordingly to the principles of context teaching. This is the subsystem has to model future professional activity of the student in its subject and social aspects with the help of text, context and sub-text". Such component as "text" is represented in the textbook for the learning, the "context" is represented in future professional activity, "sub-text" is represented in value orientations, statements, social relationships. It means that semiotic teaching models are the text which reflects certain knowledge (in form of the textbook or lecture). Imitational teaching models (business games, case method, etc.) presage the actualization of professional context of using this knowledgen. And mas-

tering value-motivational content of professional activity is the certain sub-text [8, p. 41].

Conclusion. Summing up he mentioned above we can make the conclusion that dynamics of activities' movement within the context teaching is represented by three basis forms of activity of the teacher and students. These three forms are: problem situation, educational environment of context type and quasi-professional activity. The practical implementation of stated theoretical statements has to provide the content transformation of actual form of organization of educational process during the training

of magister of primary school into another technology of context teaching, which is characterized by the effective transfer: from only teaching – through the quasi-professional – to the real pedagogical activity. Within such conditions the special attention is given to the creation of text-books of new context type.

In further research we plan to consider peculiarities of implementation of context teaching during the process of training magister of primary school with other modern technologies (there are such technologies: interactive, situational, problem-module, informational-communicative).

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Теоретические аспекты проблемы технологии контекстного обучения в процессе подготовки магистров начального образования

Аннотация. В статье проанализировано теоретические аспекты проблемы применения технологии контекстного обучения в процессе подготовки магистров начального образования в психолого-педагогической литературе, доказаны преимущества образовательной среды контекстного типа и раскрыта роль квазипрофессиональной деятельности на уровне магистра начального образования в педагогическом высшем учебном заведении.

Ключевые слова: технология контекстного обучения, проблемная ситуация, квазипрофессиональная деятельность, образовательная контекстная среда, учебник контекстного типа