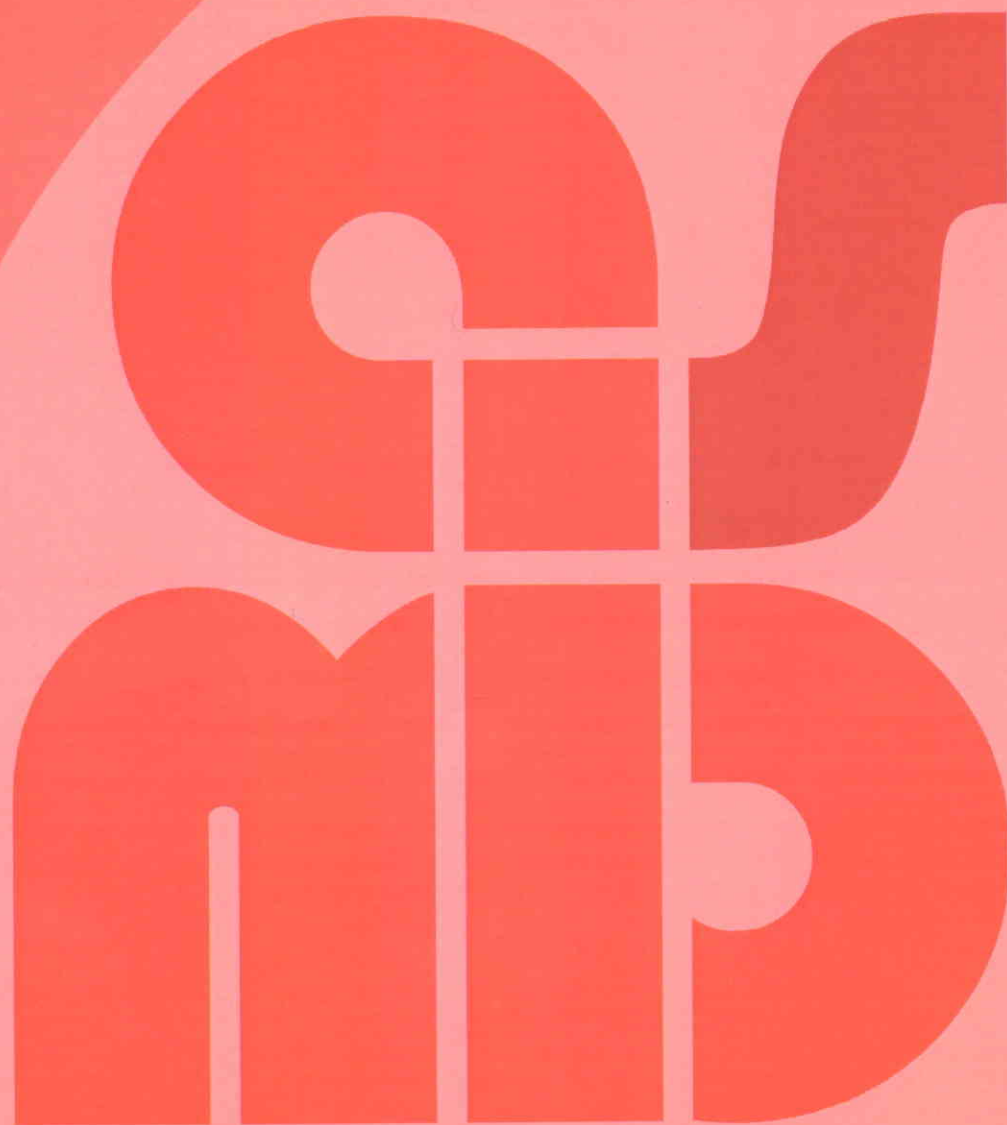


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THEORETICAL PRINCIPLES OF TRAINING OF FUTURE TEACHERS FOR THE ORGANIZATION OF THE EDUCATIONAL AND DEVELOPMENTAL ENVIRONMENT OF PRIMARY SCHOOL

Pysarchuk Oksana

Annotation

The article is devoted to the problem of the preparation of future teachers to the educational and developmental environment of primary school. The basic approaches (environmental, systemic, student-centered, technological, competence, subject-subject, axiological, value, humanistic, activity and individual) and specific principles (activity and independence, reflexivity, interactivity, continuity, educational and developmental teaching, scientific content, visualization, the principle of systematic character of learning and consistency, availability, high-level difficulties learning) of professional training of future elementary school teachers for the organization of the educational and developmental environment have been characterized.

Key words: professional training, training of future teachers, the educational and developmental environment, primary school.

ТЕОРЕТИЧЕСКИЕ АСПЕКТЫ ПОДГОТОВКИ БУДУЩИХ ПЕДАГОГОВ К ОРГАНИЗАЦИИ ОБРАЗОВАТЕЛЬНО-РАЗВИВАЮЩЕЙ СРЕДЫ НАЧАЛЬНОЙ ШКОЛЫ

Писарчук Оксана

Аннотация

Статья посвящена проблеме подготовки будущих педагогов к организации образовательно-развивающей среды начальной школы. Охарактеризованы основные подходы (экологический, системный, лично-ориентированный, технологический, компетентностный, субъект-субъектный, аксиологический, ценностный, гуманистический, деятельностный и индивидуальный) и принципы (активности и самостоятельности, рефлексивности, интерактивности, непрерывности, воспитательного и развивающего обучения, научности, наглядности, принципа систематичности и последовательности, доступности, обучение на высоком уровне затруднения) профессиональной подготовки будущих учителей начальной школы к организации образовательно-развивающей среды.

Ключевые слова: профессиональная подготовка, подготовка будущих педагогов, образовательно-развивающая среда, начальная школа.

Formulation of the problem in general

The leading areas of XXI century education that will ensure the further process of forming a single educational space in Europe is humanization, liberalization of education and ensure its competitiveness at the global level. These trends caused a set of requirements to professional and personal qualities of the teacher and determined the modernization of the teacher training, reorientation of the teacher education to preparation specialist of a new generation.

The problems of the present time are reflected in the education system and have a great influence on the development of a student, particularly his professional development. The need of the state for highly creative personalities, who are able to work and act in non-standard situations necessitate the preparation of future teachers for the organization of the educational and developmental environment of primary school.

The effectiveness of the training and educational process depends on the level of professional training of primary school teacher, high professionalism of future specialists, forming their new thinking, forming skills to demonstrate their individual style of pedagogical activity, willingness to work creatively, to cultivate, to introduce new approaches to the organization and implementation of the educational process in primary school. The prospect of this is the training of future teachers for the organization of the educational and developmental environment of primary school, which is formed by creating favorable conditions for the subjects of the educational process, ensures unity of actions of teachers, students and parents on the basis of mutual understanding, spiritual community, interaction and cooperation. Changing social situation, social consciousness and values leads to a search of new approaches associated not only with the content, methods and technologies of education, but it is the creation of the educational and developmental environment in primary school. Therefore, one of the key objectives should be the fundamental training of future teachers for the organization of the educational and developmental environment which will enhance future teachers' willingness to work on the basis of knowledge of modern educational technology, understanding his personality.

Analysis of recent researches and publications

Problems of training of primary school teacher, covering issues of the educational and developmental environment, development of the professional qualities of future teachers studied scientists such as A. Abdulina [1], I. Zyazyun [6], O. Savchenko [7], V. Chaika [10], I. O. Yaroshinska [11] and others.

Purpose of the article

To specify the requirements and principles of the main approaches for the organization of the educational and developmental environment of primary school in the training of future teachers.

Exposition of main research material

The essence of training future teachers of primary school stems from the specific nature of integrated educational activities such as structure, content, its cognitive aspects, based on mutual predetermination of professional and personal components on account of basic and individual qualities of future teachers in the course of their training. University training is aimed at the formation of professional consciousness, that in the structures of the personality is the main purpose and result of training future teachers. However, this process is not limited to university education, it deepened during the professional activity.

Identifying scientific foundations process vocational and educational training of teachers has been and remains an urgent task of teaching science at various stages of development.

O. Abdulina sees pedagogical training in general as a system that includes the following elements: "training in the theory and history of pedagogy, theoretical and practical training during the training sessions on subjects teaching cycle of all types of teaching practice and extracurricular activities; the formation of the general pedagogical knowledge and pedagogical skills; training in methodology and methods of teaching science, teaching training, preparation for extracurricular educational work and training in social and educational activities" [1, p. 27]. The merit of the scientist should be considered the desire to ground the close

relationship of general training with special scientific and methodological training.

L. Kondrashova believes that "... without a certain level of training future teachers to design and create an educational environment that provides performance-centered learning" it is impossible to solve the complex problems of socialization [4, p. 275]. In her works, the author defines the task of preparing students to create educational environment, among which it highlighted the following:

- teach yourself aware of the subjects of educational activities;
- improve the ability of future teachers to choose the necessary means and ways of solving educational problems, develop new teaching technologies;
- develop the ability to design educational activities, manage it (set self-goals, select content, methods, forms allowing for the personality of each student);
- encourage the willingness to see each student identity, create the necessary conditions for self-expression and his self-affirmation in peer group;
- form skills to timely prevent situations that generate bad habits and abnormal experience in the behavior of students [4, p. 276].

N. Kushnir describes a number of major factors of training of future teachers for the organization of the education and developmental environment of primary school. These factors include:

- a new educational paradigm that defines the transition to a continuous, open education and is based on the introduction of competency and individually oriented approaches to learning, innovative educational practices that require the formation of the competences of future teacher of primary school;
- the process of informatization of education as an objective component of the information society and the need to ensure equal and universal access of students to a variety of information resources (numeric equality);
- the need to create a system of training of primary school teachers aimed at supporting the personal development of future professionals;
- the emergence of different types of secondary educational institutions, curricula and textbooks for primary school, which requires approval of methodical preparation of future teachers of variable space schooling [5, p. 148].

Professional training of primary school teachers is understood at the process of mastering the individual professional competence, scientific, professional knowledge and skills for successful professional activity and creating favorable conditions for the organization of the educational and developmental environment.

The conceptual basis for the preparation of future teachers for the educational and developmental environment of primary school are the following methodological approaches such as environmental, systematic, personality-oriented, technological competence, subject-subject, axiological, value, humanistic, activity and individual approach.

The environmental approach in education is implemented through specially projected environment for teacher training in which the professional identity is formed and developed. Scientists prove that "the environmental approach implies the following basic procedures such as creating the environment, filling niches, environment inversion (it aims at restoring the environment understanding by the individual learner), mediation, typology" [9, p. 37]. It is a way of learning and personal development, system interaction with the environment, which makes it a diagnostic tool, design and production of educational outcome. Environmental approach ensures the creation of space where due to purposeful preventive and educational activities make possible the development of sociality of individual to ensure its effective

social formation and transformation into the subject of social development itself and society. As noted by V. Serikov "the environmental approach in didactics integrates a socio-cultural and personal, semantic and procedural, objective and aesthetic and artistic foundation training "takes" a lot of theoretical and practical problems and contradictions of designing and implementing person-centered educational process" [8, p. 18].

Methodological regulative actions of environmental approach is an opportunity to explore the situation of the individual student in general, not limited to its activities in the classroom. It is also important to consider the educational environment as a source of personal experience and determinants of attitudes, incentives, factors of personality, reveal the mechanism of influence of the environment through specific situation (educational situation which requires display of personal perspective and enrich personal and professional experience).

System approach aims to achieve a holistic, integrated vision of investigated and managed complex objects [6]. The systematic approach is one of the fundamental classical approaches of modern scientific knowledge, which involves the study of phenomena not in isolation, as an autonomous unit, and primarily as communication and interaction of various components of the whole, finding in system of this relations the main trends and basic laws [2, p. 104]. According to systemic approach within training students to organize the educational and developmental environment we characterize this process as a relatively coherent, dynamic and manageable system, which is characterized by a set of diverse forms, methods, techniques and means of training and education of future teachers.

Implementation of personality oriented approach provides future teachers' mastery of professional knowledge and skills, indispensable for future activities and its important component the organization of the educational and developmental environment. Forming students as creative personalities with individual style and an active professional position who have to implement this approach in teaching younger students. Realization of this is possible with the help of personality-oriented tools and methods of the educational process, for example, creating situations of success, the transfer of communication into dialogical plane, formation positive "I" images, change the position of the teacher on a student [8]. According to individually oriented approach in shaping the educational environment, personality becomes the central subject. It is a subject of improvement through its activities and under the influence of projected educational environment.

The essence of the technological approach is based on the necessity of the fullest connection needs of school and professional education. Its main feature is the realization of this approach through pedagogically grounded total set of education technologies that have clear procedural structure, they have determined conditions and stages of their successful application, projected results which are subjected to quantitative and qualitative evaluation [8, p. 104].

Under the technological approach future teachers have to learn the algorithm of the organization, of educational and developmental environment to simulate and predict its development, be able to use forms, methods and techniques of working with each of the structural components of the educational and developmental environment.

Competence approach can be implemented and tested in the course of a student complex of actions on developing of the educational environment in primary school. It allows students to be competent future teacher specialist and in further professional activities to develop key competencies in primary school children, including the ability to learn. The normative model of professional competence of the teacher is its qualification characteristic, which becomes a real play in

the content of training programs. In our study, the willingness of students to educational and developmental environment is considered as a part of the professional competence that integrates not only the relevant knowledge and skills, but also the valuable attitude to an indicated activity, reflective qualities.

The subject-subject approach determines that system forming factor is the personal component, the main objective of which is to create the conditions for updating mechanisms of personality "independence", developing creativity, self-awareness culture carrier, responsible for the positive changes in themselves and society. The value of this approach is that it faces the whole person as the subject of culture, its translator and converter.

Axiological approach is a kind of strategy that points the way of professional art, using educational resources for the development of individual and designs prospects of improving educational activities. The essence of the axiological approach to training future specialist consist infocusing professional education on forming student's the system of human and professional values that define their attitude to the world, their own activities, himself as a person and professional.

In principle of humanization is expected to create the most favorable conditions for self-identity, disclosure and development of his abilities, careful attention to the complexity and ambiguity of his inner world, health care. This organic combination of personal and collective, making public benefit personally meaningful to the younger generation. The idea of the humanistic approach is to maximize student learning opportunities that will enable optimally adapt to reality in all its diversity and integrity and use in practice their gained experience in various social situations [6, p. 243].

The success of educational activities to some extent determined by the individual qualities of a teacher, so during training of future professionals for innovative activities it is important to use the principle of individual approach. The individual approach has a positive effect on the formation of personality of each student, on condition that it is realized in a certain sequence and system as a continuous, clearly organized process.

Implementation of the above mentioned approaches increases the effectiveness of the educational and developmental potential of the learning environment, provides cognitive and personal development and the ability of self-development of each subject.

Principles of constructing an integrated system of training primary school teachers for organizing of the educational and developmental environment we have identified on the basis of existing contradictions in teaching science (considerable didactic opportunities of educational and developmental environment as a factor in identity formation and functional system of its organization in the activities of an primary school teacher and the process of its preparation, complexity of content and technology of his professional activity).

The basis for improving training of future teachers for the educational and developmental environment is implementation general didactic and specific principles which are the basis of modern didactic theory of primary education.

The general didactic principles include: the activity and autonomy principle, reflexivity, interactivity, continuity, educational and developmental teaching, scientific content, visualization, the principle of systematic character of learning and consistency, availability, high-level difficulties learning.

Principles perform the system forming function and implemented by external conditions (democratization, humanism, individualization of learning). Mastering the fundamental principles of personality directs students to independent scientific work.

During the training of primary school teachers for creative self-identity it is necessary to organize the educational and developmental environment as a system of impacts and conditions of identity formation, as well as opportunities for its development, as contained in its spatial and substantive. psychological and didactic, cognitive and motivational and social and communicative components. This definition emphasizes the special methodological meaning of "opportunities" which is centered on the role of the individual itself in learning environment resources because the environment determines the specific characteristics and the properties of the subject.

Professional training of future primary school teacher should include the formation of its active teaching position that help the teacher to grow professionally and self-improve, use in the teachers' practice various activities, which should involve a child and contribute to the formation of the individual as a whole.

Conclusion

So, the results of a scientific analysis of psychological and educational literature describing the preparation of future teachers and empirical experience of professional development, indicate that a large number of different aspects researches are dedicated to the problems of training primary school teachers. However, the problem of preparation the future teacher to the organization of the educational and developmental environment is important. Such training is only partially "affects" the developing education technology as a component of the educational and developmental environment, but equally important components of the structure of the environment is still not disclosed. As a result, teachers of pedagogical universities providing professional training for primary school teachers, are forced to look for some ways and means of preparing students for the educational and developmental environment, potential developing training primary school children that are not supported by clear theoretical and technological terms.

So, the preparation of future teachers for educational and developmental environment is possible only in the interpenetration and interdependence of theoretical and practical training of future teachers. This demands the involvement of students in various types of educational activities that requires special study.

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