

## **DEVELOPING PROFESSIONAL COMPETENCIES OF FUTURE PRIMARY SCHOOL TEACHERS DURING SCHOOL PRACTICE**

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### **Abstract**

Contemporary conditions of the Russian school education require the teacher's transition to the position of an active subject of professional and personal self-development. It is possible through accumulation and enrichment of personal experience of pedagogical activities. The article reveals theoretical questions and describes the examples of organization of future primary school teachers' school practice based on the competence approach. During the practice, the future teacher not only acquires initial professional experience, but he develops personal and professional position, gets experience in solving pedagogical situations and problems. During school practice the student not only repeats and summarizes theoretical knowledge, but also develops his / her pedagogical thinking and creative abilities. The organization of school practice is individually-oriented; each student receives some tasks that he will deal with during the practice. Performing such tasks independently requires careful work with the literature, self-analyzing the activities, observations of pupils in class.

The authors analyze the means that contribute to improving the effectiveness of students' school practice: the use of interactive technologies, the introduction of assessment maps, the creation of a practice portfolio. The results of the studying the level of the 3rd year students' professional competences are discussed. A new form of practice final exam, including 3 types of tasks of different complexity (reproductive, applied, developmental) is presented.

**Keywords:** Competence Approach, Criteria, Portfolio, Modeling, School Practice

## **1. INTRODUCTION**

Innovative conditions for the formation of the future teacher require its transformation into an active subject of professional and personal self-development through the accumulation of new experience. However, the success of this task is hampered by outdated approaches to the organization of practice, ineffective forms of leadership and evaluation of its results. The need to solve this problem determined the task of the research – to study the features of the development of students of design technologies, modeling and reflection of pedagogical activity during practice at school.

The researchers identify four components in the structure of student's professional competences, which are formed during the pedagogical practice:

- Personal, reflecting abilities, moral positions, professional attitudes, motives and other qualities that determine the creative activity of the teacher;
- Educational, including professional knowledge (psychological and pedagogical, subject-scientific, methodical, general cultural, etc.) on the basics of science, information about the relevant experience of practical activity;
- Conceptual that produces professional plans, guidelines, projects, teaching activities, ensuring the regularity, integrity, and predictability;
- Activity, including gnostic, constructive, communicative and other skills, providing execution of professional plans and projects of pedagogical activity of the teacher (*Yudin E.G., 1978*).

The main subject of the pedagogical practice is the student himself. The development of his personal pedagogical potential depends on his personal qualities and professional plans. Therefore, one of the conditions for the passage of pedagogical practice should be the design of the necessary qualities of future teachers, modeling their activities because of competence-based approach. It is very important to have an idea of the initial professional skills of students, their readiness for professional activities, the ability to adequate self-assessment (*Biryukova N.A., Kolomiet D.L., Kazarenkov V.I. et al., 2016*).

## **2. MATERIALS AND METHODS**

The Mari State University (NarSU) has gained a considerable experience in organization and conducting of pedagogical practice of future teachers of primary school. However, global changes to improve this mechanism from the perspective of the competence approach occurred in 2012, when the transition to a multi-level system of training students was carried out. A peculiar stimulus for the improvement of methodological tools in the organization of pedagogical practice was the conducted survey and testing of students, future teachers of primary classes (*Biryukova N. A., Kondratenko I.B. (2014)*).

In the study of the development of competencies of third-year students of the MarSU showed that organizational skills are formed at an advanced level: the ability to work in a team (69%); the ability to organize and implement project activities (63%). Then information and pedagogical: skills of search and processing of information (64%); possession of technology analysis and generalization of pedagogical experience (58%). Educational competencies (53% and 44%), such as the willingness to independently determine the trajectory of their education and solve educational problems, are not sufficiently developed; the ability to learn and adopt positive experience in the educational environment on their own initiative. Communicative skills are developed in a similar way to the previous: skills of public speaking, polemic and discussion (54%); ability to interact effectively with the participants of the educational process (51%).

Such results have given reason to think about the need for conscious building of their own educational trajectory by trainees. The design of the pedagogical trajectory could be implemented in the General context of practice, in the process of compiling an individual plan at this stage of practice, often with the participation of the group leader acting as a consultant and solution specific training and professional assignments, providing more detailed learning professional actions student, largely determined independently.

## **3. RESULTS**

In accordance with the positions of the competence approach, a new program of school practice was developed. The aim of the practice was the formation of professional competencies of the future primary school teacher. (*Maltseva E. V., Makarova O. A., 2015*). The program includes content, methodological and organizational aspects, as well as the development of personal qualities of students.

The assessment of skills included in the content aspect considers the following criteria: the student sets out the material scientifically, accessible and logical, selects the content of the lesson according to the goals and objectives. The methodical aspect includes the criteria: the student applies the selected methods, methods of training and education; owns various forms of organization of educational activities; methodically correctly uses visibility, didactic material, textbook, blackboard; applies elements of modern educational technologies (problem-based learning, personality-oriented technology, information and communication technology, technology of critical thinking through reading and writing, etc.); organizes the lesson independent educational activities of younger students, aimed at achieving the goals and objectives of the lesson; organizes the activities of students, aimed at the formation of universal educational activities at each stage of the lesson. The organizational aspect includes the criteria: the student owns the order and discipline in the classroom; rational and efficient use of time, keeps the optimal pace of the lesson; complies with hygienic requirements for the lesson.

Personal qualities of the student, which are formed during the school practice include: the student complies with the norms of pedagogical ethics (pedagogical tact, appearance, etc.); sets out the material emotionally; competently articulates and expresses thoughts, has the skills of writing and speaking. While preparing for the lesson in accordance with these criteria, the student purposefully plans their activities, sets the task of their adjustment and development. This serves as a kind of guide in the preparation of the technological map of the lesson. The developed criteria reflect the activities of teachers and students at each stage and are a kind of model that shows not only the expected results of the development of learning activities, but also the manifestation of the teacher's competencies. This approach creates conditions for students to implement professional skills in specific conditions.

The indicator of the formation of the future teachers' competencies is the result of the lesson regarding the demonstrated competence of the students themselves. Attention is focused on the types of activities of students, the quality of their tasks: it is noted what results are demonstrated in the form of universal educational activities (a group of competencies and specific activities), which can be done better next time.

The role of the motivating factor is given to the *portfolio*. Its filling contributes to the expansion of all types of activities of students: analytical, research, creative, socially significant, reflective. Portfolio belongs to the cumulative type, its structure includes: General information; diaries; summaries of trial and test lessons; recommendations; library of ideas; researching; gallery of creative works; monitoring, evaluation, reflection (Kolomiets D. L., Maltseva E. V. (2016).

The design of each part of the portfolio contributes to the development of two, three or more competencies. Thus, by filling in the module "Recommendations" (guidelines for lessons, extracurricular activities, schemes of writing self-analysis, characteristics, etc.), students learn to work systematically, analyze and design their activities, which helps to develop information and pedagogical and socially significant competencies. Students develop the ability to handle instructions, algorithms, memos, diagrams, which is necessary for high-quality classes. When working on the module "Library of Ideas" (collection of psychological, pedagogical and methodical literature on the organization and conduct of pedagogical activities in primary school), students collect articles, analyze psychological, pedagogical and methodical literature on the organization of pedagogical activities with younger students, summarize the experience of teachers, which is aimed at the formation of information and pedagogical competencies. The material prepared in the framework of the module "Gallery of Creative Works" (poems, presentations, non-standard forms of lessons, visual and oral creativity), contribute to the development of a creative approach to the educational process, the use of information and communication technologies; the desire for self-improvement, self-knowledge, self-development. When working on the module "Control, Assessment, Reflection" students learn to analyze their activities, to carry out self-assessment, self-control, which has a positive effect on the development of socially significant competencies.

The positive results of the pedagogical practice of future primary school teachers on the basis of the competence approach are proved by the results of the final study. When measuring the professional competence of the four-year students, the growth of indicators for all groups of basic competencies was recorded. To a large extent, this applies to educational and communicative, which were initially less pronounced, and at the end of the experiment there was alignment with others to a value within 88% - 92%.

#### **4.CONCLUSION**

In accordance with the transfer of students to training programs of the new State standard, we have reorganized the school practice. The programs of practices were updated: the goals and objectives, structure, the content was improved; the approximate list of activities of reproductive and creative nature was

developed. All these promote the active students' entry of into pedagogical activities. The high level of the professional competence of a student as a result of practical training was specified and the mechanism of their diagnosis was developed.

The discussion at the final webinar of the research results showed that the developed and presented in the module system of formation of practical readiness of the bachelor to implement educational programs of primary education had a positive effect and demonstrated its relevance both at the level of Russia and the region.

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