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Practice-Oriented Approach to the Establishing of Professional Self-Organization among Future Higher Education Teachers

Contemporary educational system is focused on developing the appropriate ways of equipping future teachers with significant information, skills and abilities that will help them to establish themselves as professionals. The paper considers the problems of improving the learning process of teachers in higher education. Emphasis is placed on the fact that there has been a change in the vector of the educational process towards the learning outcomes from a knowledge-based approach to a practice-oriented approach. The contextual preparation of future high school teachers for self-organization in professional fields refers to a model of the educational environment. According to this model, the subject and social content of the future profession has to be established and professionally oriented situations of self-organization projected. The current goals, objectives, and requirements have to be taken into consideration. To study the level of establishment of the activity-related and practical components of the competence of self-organization among future teachers in higher education in their professional field, a number of efficient methods are applied. The authors consider all the benefits, challenges, and risks related to the establishment of self-organization among teachers in their profession.

Keywords: practice-oriented approach, high school teachers, self-organization.

Introduction

In today's globalization, almost all countries around the world have realized the need to reform their education systems. Because such reform helps students to become a central figure in the educational process, to be their cognitive activity in the spotlight of teachers, researchers, developers of educational programs. The process of cognition is important, not just teaching, as was the case with traditional teaching. Therefore, today's education faces the question "How to achieve a guaranteed result in the learning process?". Didactics answers this question that innovative learning technologies should be used. Changing the vector of the educational process from a knowledge-based approach to a practice-oriented approach to the results of the educational process, inevitably led to the problem of self-organization, through which this approach can be achieved [1, 2].

Self-organization of a higher school teacher in professional activity takes place in the process of performing professional functions due to certain changes in the functional responsibilities of the specialist or professional innovations. Also during violation of norms, rules of life or making certain adjustments to them, etc. Self-organization of the individual appears as a reaction of the individual to these changes to find options for adaptation to them or their solution. A significant role in this is played by the processes of mobilization, activation of internal resources for a positive perception of changed conditions, and the search for means and methods of their own activities with maximum comfort and maintaining professional efficiency.

Experimental

The preparation of future high school teachers for self-organization in professional activities is a model of educational environment, in which the subject of higher education projects the subject and social content of the future profession and models professionally oriented situations of self-organization considering relevant goals, objectives, and requirements. Consequently, a contemporary educational system focuses on providing the basic knowledge and experience required for their future occupation. In addition, it supports students in developing their own potential and opportunities for further career development and achievements [3, 4]. Skills related to knowledge generation and application, adaptation to various changes in their future life, and development of their autonomy, responsibility, and self-regulation seem to be essential nowadays [5, 6].

These days, learning become more collaborative, inter-connected, continuous, communicative, and social community-based. It includes different learning actions such as physical classroom, virtual classroom, game-based, e-learning, webinars, workshops, case studies. Additionally, such social web tools as wikis, blogs, friending, tagging, user-generated content, messaging platforms in a social context gained popularity [7].

The existing approaches in education need to be flexible to support future teachers in improving their adaptive teaching abilities [8] which results in establishing of novel, productive, and creative environment for learners [9]. Understanding the trends in higher education, studying the results of research on the theory and practice of training future teachers, reflection of their own scientific and pedagogical experience provides an opportunity to substantiate the theoretical and methodological foundations of a practice-oriented approach to training future teachers based on self-organization in professions specialists of higher school.

A set of research methods was used to solve the set tasks: theoretical: analysis of philosophical, sociological, psychological and pedagogical research, normative documents on the problem of contextual training of pedagogical specialists for self-organization in professional activity, study of practical experience of teacher training in domestic and foreign higher education institutions; system and functional analysis, synthesis, interpretation, comparison, classification, systematization, generalization — to reveal the theoretical foundations of the problem, clarify the essence of concepts, formulate research conclusions; empirical: surveys, interviews, observations, self-observation, self-assessment, expert evaluation, analysis of activity products to collect empirical material; pedagogical experiment — to test the effectiveness of methods of forming skills of self-organization in future professional activities; mathematical statistics — for quantitative, qualitative analysis and confirmation of the reliability of the results on the effectiveness and efficiency of the proposed method.

Rationale and Purpose of the study are the training of future teachers of higher education to have a professional orientation and provides for the practical training of a specialist in conditions close to future professional activity in the Free Economic Zone. In the process of practice, there is a projection of theoretical training of future teachers of the higher school for pedagogical professional reality.

The study of the problem of competence for self-organization of future teachers of higher education in professional activities was carried out using standardized methods and questionnaires developed by us.

A high level of self-organization in educational and professional activities provides an opportunity for future teachers to realize the goals of their professional development. Model, design and adjust professional activities. To form prospects of self-development. The results of the diagnostic study of the need for the formation of self-organization skills in the professional activity of the teacher actualize the need to form in students the competence of self-organization in professional activity.

The study was carried out based on an established system of criteria using a system of selected methods and techniques. To correlate our selected levels with the scales of methods and interpretation of research results, we used the names “initial”, “medium”, “sufficient”, “high”, and in the summary tables — adaptive, constructive-modeling, system-modeling, system-creative.

We considered the substantiation of specific features of the functional purpose of the process of self-organization through several interrelated components of competence. In this study, we consider the activity-practical component, which includes a practice-oriented approach to the training of future professionals in higher education.

To study the level of formation of the activity-practical component of the competence of self-organization of future teachers of higher school in professional activity, the following methods were used: questionnaire of self-organization of O. Mandrykova's [10] activity; M. Lukashevich's [11] method for identifying the effectiveness of self-management in their work; method “Self-assessment of psychological adaptability” by N. Fetiskin, V. Kozlov, G. Manuilov [12]; method “Teacher's tendency to creative self-development” by I. Nikishina [13]; test methods “How organized you are”, “How focused you are” (Vagin & Ripinskaya [14]); self-certification questionnaire “Formation of abilities for self-organization in educational/professional activity” (questions 8–13; 17).

To study the level of formation of activity-practical component of competence of self-organization of future higher education teachers in professional activity and diagnostics of formation of planning skills, strategic whole definition was used “Development of a questionnaire of self-organization of activity (OSD)” [10]. There are six scales that comprehensively measure the level of formation of skills of self-organization of the individual: “planning” (the degree of inclusion of the subject in daily tactical planning according to certain principles), “purposefulness” (ability to set and achieve goals), “persistence” object of volitional ef-

forts to complete the case), “fixation on the structuring of activities” (the tendency of the subject to a clear schedule, flexibility in planning), “self-organization” (the tendency of the subject to use external means of self-organization). The methodology contains normative indicators for evaluating the results on the scales of the questionnaire and the general indicator.

The experimental study involved future specialists in the specialty “Higher School Pedagogy” of various higher education institutions: 121 people in the experimental and 125 people in the control groups.

Results and Discussion

The results of processing the applied methods show that 42.6 % of undergraduates in the experimental and control groups do not have daily planning, and 38.2 % of respondents need some time to adjust and start working. 52.9 % of undergraduates say that they are disorganized by unforeseen cases, and 30.9 % of respondents have difficulty in organizing their own affairs. The same number of people (30.9 %) believe that they often waste time for free, and 27.9 % of people say that they can start doing several things at once and not finish any of them. 36.8 % of respondents do not consider themselves sufficiently purposeful people, not all of them have a main life goal.

Goals must be conscious. Therefore, the formation of such a quality as purposefulness indicates the ability of the subject to focus on goals. We use a questionnaire of self-organization of activities in the version of O. Mandrykova [10] (analyzed the scale “purposefulness”) and the test “How purposeful are you”, given in the practical coaching of I. Vagin and P. Rypinskaya [14]. A high level of purposefulness characterizes a person who knows what he wants, what he aspires to, confidently moves towards achieving a certain goal, slightly less than 10 % of such undergraduates are found. A sufficient level of purposefulness (41.3 % in experimental and 40.8 % in control groups) we find in those respondents who clearly define their goals are able to achieve them, but in their lives, there may be periods when not all activities are aimed at achieving clear goals. The average level of focus is characteristic of individuals who do not always clearly define their goals or are not able to set specific goals. They do not have a purposeful desire for something and the ability to make an effort to achieve the goal. 43.8 % were found in the experimental and 44.0 % in the control groups. The result is below average (about 6.0 % in the experimental and 7.2 % in the control groups) characterizes a person who does not know what he needs to achieve in life. As we can see, half of the respondents do not define their goals clearly enough. They lack perseverance, strong-willed efforts to implement their plans or complete certain activities.

Additionally, to find out the degree of organization of the respondents, we use a modified version of the test method of I. Vagin [14]. We use the statement of the method, applying to it a scale of four levels: full agreement with the statement — 4 points, predominant agreement — 3 points, the truth of the judgment is manifested depending on the situation — 2 points, disagreement or infrequent — 1 point.

Among the problems identified by this method are the following: insufficient organization of the workplace, the tendency to accumulate unnecessary things (44.1 %); inability to receive an unexpected visitor without embarrassment and confusion (41.2 %); disorder of personal documentation, lack of order on the desktop, lack of practice of keeping records of important cases, events, etc. (52.9 %).

Diagnosis of the formation of the activity-practical component of the competence of self-organization of future teachers of higher education in professional activities is carried out through a self-certification questionnaire (tasks 6; 8–13; 17). The aim is to establish the degree of manifestation of the following characteristics of self-organization in undergraduates: to establish the goals of pedagogical activity and professional self-improvement; the degree of use of activity planning and forms and methods of self-development; flexibility and optimality of behaviour, ways of performing tasks, decisions made in situations of variability of professional activity; the degree of application of ergonomic principles of organization of activity; ability to organize relationships with other subjects of interaction; ability to apply special actions (exercises, psychotechnics, receptions) for removal of emotional pressure and restoration of working capacity, etc. (Table 1).

Based on the results of data processing of the methodology, a conclusion is made about the insufficient level of formation of skills to determine the goals of pedagogical activity (33.8 % in experimental and 34.4 % in control groups); plan educational and professional activities in standard situations (about 34 %); plan forms and methods of self-development (about 38 %); the insufficiently formed ability of respondents to quickly change tasks and types of educational / educational-professional activities (48.6 % in experimental and 48.8 % in control groups); imperfect ability to quickly select and implement optimal ways of performing

educational / training-professional tasks (48.6 % in experimental and 48.0 % in control groups); an average level of formation of variability of behaviour in educational/educational-professional activity (about 40.0 %).

Table 1

Indicators of formation of activity-practical component according to the self-certification questionnaire “Formation of abilities to self-organization in educational/professional activity”

The degree of formation of indicators of self-organization (questions 8–13; 17)

Levels of formation	Before the experiment				After the experiment			
	Experimental		Control		Experimental		Control	
Adaptive (initial)	8	6,6	9	7,2	2	1,7	8	6,4
Structural and modelling (average)	48	39,7	52	41,6	29	23,9	48	38,4
System modelling (sufficient)	38	31,4	38	30,4	54	44,6	45	36,0
System-creative (high)	27	22,3	26	20,8	36	29,8	24	19,2
Total	121	100	125	100	121	100	125	100

The degree of formation of indicators of self-organization (self-assessment, question 6)

Levels of formation	Before the experiment				After the experiment			
	Experimental		Control		Experimental		Control	
Adaptive (initial)	18	14,9	17	13,6	7	5,8	16	12,8
Structural and modelling (average)	43	35,5	45	36,0	28	23,1	40	32,0
System modelling (sufficient)	39	32,2	41	32,8	52	43,0	43	34,4
System-creative (high)	21	17,4	22	17,6	34	28,1	26	20,8
Total	121	100	125	100	121	100	125	100

In addition, there are also problems with a rational use of time, space, and external means of self-organization. Thus, almost 40.0 % of respondents report problems with effective workplace/work area organization (37.8 % in the experimental and 38.4 % in control groups); establishing a balance between personal and working time — 44.5 % in the experimental and 44.8 % in the control groups; insufficient formation of skills to perform tasks on time and accumulate unresolved cases — more than 40.0 % of respondents; inability to refuse to perform excessive workload, additional tasks — 73.0 %; inability to use exercises, psychotechnics, techniques to relieve physical and emotional stress and recovery — about 70.0 % of people in both groups.

S.N. Kostromina [15] aims at identifying the systematic and effective planning of forms and methods of self-management and self-organization. The evaluation scale and the results of interpretation of the methodology are correlated with the levels defined by us: initial — 0–15 points; average — 16–20 points; sufficient — 21–25 points; high — 26–30 points.

According to the results of the methodology, only about a third of undergraduates plan their activities at the appropriate level (23.9 % in EG and 25.6 % in CG).

According to the method of I. Nikishina “Tendency to creative self-development” [13], we reveal the orientation of the individual to acquire new knowledge, the presence or absence of the purpose of self-development; the manifestation of a high level of abilities of the teacher to creative self-development is associated with a high level of self-organization of the individual. The following scale was used to evaluate the results obtained by the method: 61–70 points — shows the active self-development of the master's personality, aspirations and his active work to acquire new skills, experience, a high level of self-organization; 51–60 points — a sufficient level of self-development of the individual, the presence of purpose, focus on improving their personality, faith in their own potential; 42–50 points — the situational nature of actions for the development of one's own personality, which is determined by the conditions, circumstances of activity, indicates the absence of a system of self-development of the undergraduate; 14–41 points — stopped self-development. Table 2 presents the results.

Table 2

**The results of studying the levels of formation of the abilities of undergraduates
for creative self-development according to the method of I. Nikishina**

Levels of formation	Before the experiment				After the experiment			
	Experimental Control				Experimental Control			
Adaptive (initial)	4	3.3	5	4	-	-	4	3.2
Structural and modelling (average)	36	29.8	39	31.2	12	9.9	39	31.2
System modelling (sufficient)	58	47.9	59	46.4	73	60.3	58	46.4
System-creative (high)	23	19	22	17.6	36	29.8	24	19.2
Total	121	100	125	100	121	100	125	100

The analysis of the answers of respondents who found the average and initial levels of self-development (33.1 % in EG, 35.2 % in CG) shows that 75.0 % of undergraduates in both groups do not leave time for their own self-development or do it unsystematically. 50, 0 % of respondents do not use reflection, do not apply enough self-knowledge and self-esteem, do not explore their own experience, little analysis of their own feelings. 100 % of respondents with initial and intermediate levels of self-development stated that they read little or do not read at all (out of the total number of respondents, 50 %). 62.5 % of respondents with intermediate and initial levels of self-development show insufficient faith in their own abilities.

Taking into account the results of diagnostic measurement of indicators of activity-practical component of self-organization competence of future higher school teachers in professional activity according to each method and determination of averaged indicators was carried out by the formula $\bar{x} = 1 / n (x_1 + x_2 + \dots + x_n)$.

The study of the level of formation of activity-practical component of competence of self-organization of future teachers of higher education in professional activity was carried out according to the indicators defined by us (systematization and systematic goal setting, ability to set goals of professional self-development, self-improvement and ways of their realization; and methods of self-management; design of optimal content, forms, methods, solutions, patterns of action, behavior in situations of professional activity and their implementation; ergonomic approach to creating conditions and organization of professional activities and maintaining personal effectiveness).

Quantitative indicators obtained by the methods of I. Nikishina, I. Vagin, M. Lukashevich, N. Fetiskin current sections, qualitative analysis of master's products (individual projects, organizational and methodological portfolio), confirm the positive changes in the formation of activity-practical component of self-organization competence: specially organized work at the formative stage of the experiment helped to eliminate the problems identified at the ascertaining stage related to the level of organization of undergraduates (shortcomings related to the allocation of personal resources, resource planning, disorderly documentation, disorganization in unexpected situations, etc.).

The generalized indicators of studying of levels of formation of activity-practical component of competence of self-organization of future teachers of higher school in professional activity are given in Table 3.

Table 3

**Generalized indicators of formation of activity-practical component of competence
of self-organization of future teachers of higher school in professional activity**

Levels of formation	Before the experiment				After the experiment			
	Experimental Control				Experimental Control			
Adaptive (initial)	17	14,1	18	14,4	6	5,0	15	12,0
Structural and modelling (average)	46	38,0	48	38,4	30	24,8	47	37,6
System modelling (sufficient)	43	35,5	43	34,4	57	47,1	46	36,8
System-creative (high)	15	12,4	16	12,8	28	23,1	17	13,6
Total	121	100	125	100	121	100	125	100

Comparison of the results of the formation of activity-practical component of self-organization competence of future high school teachers to self-organization in professional activity at the beginning and at the

end of the formative experiment shows a more significant increase in level formation in experimental groups compared to control groups.

It should be noted an increase in indicators in the experimental groups of the system-creative level from 12.4 % to 23.1 %, system-modeling — from 35.5 % to 47.1 % (in the control groups increased indicators of the system-creative level — from 12, 8 % to 13.6 %, system-modeling — from 34.4 % to 36.8 %), as well as a decrease in the indicators of structural-modeling (in EG from 38.0 % to 24.8 %, in CG — from 38, 4 % to 37.6 %) and adaptive (from 14.1 % to 5.0 % in EG, from 14.4 % to 12.0 % in CG) levels.

Conclusions

A high level of self-organization in educational and professional activities provides an opportunity for future teachers of higher education to realize the goals of their professional development, learn to organize interaction between the subjects of the educational process, model, design, and adjust professional activities, and to form prospects of self-development. The results of the diagnostic study of the need for the formation of self-organization skills in the professional activity of the teacher, the levels of formation of the activity-practical component of self-organization competence in high school teachers and undergraduates confirm the need for professional activity.

The application of the diagnostic complex testified to the positive dynamics of the studied competence, qualitative changes in the structure of which are reflected in the formation of the activity-practical sphere, as well as the orientation and activity of future high school teachers in the direction of self-growth and self-improvement. The application of the modeling method in the process of professional training of undergraduates to create situations of self-organization that reproduce the context of future professional activity (their analysis, design of ways of action and search for solutions, replaying situations) creates an opportunity to transform and synthesize theoretical knowledge into practical experience and directly lays the foundation for understanding typical tasks for professional activities.

Our research does not cover all aspects of the problem of preparing future teachers of higher education for the self-organization of professional activities. Further scientific research may be on the problems of professional development of teachers to improve their competence of self-organization, comparative analysis of higher education teacher training practices in different countries. The search for innovative methods of preparing future teachers for self-organization and improving their professional development requires scientific substantiation. New approaches to the provision of practice-oriented technologies through the development of scientific-methodical, didactic, informational and computer support of the educational process can be important in improving the process of competence of self-organization of future teachers of higher education.

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Жоғары оқу орындарының болашақ оқытушыларының кәсіби өзін-өзі ұйымдастыруын қалыптастыруда практикаға бағытталған тәсіл

Заманауи білім беру жүйелері болашақ мұғалімдерді кәсіби маман ретінде қалыптастыруға көмектесетін мағыналы ақпаратпен, дағдылармен және құзыреттермен қамтамасыз етудің тиісті жолдарын әзірлеуге бағытталған. Мақалада жоғары педагогикалық оқу орнындағы оқу-тәрбие процесін жетілдіру мәселелері қарастырылған. Білімге негізделген тәсілден тәжірибеге бағытталған оқыту нәтижелері бағытында білім беру үдерісінің векторының өзгеруіне назар аударылған. Болашақ орта мектеп мұғалімдерінің кәсіптік салада өзін-өзі ұйымдастыруға контекстік дайындығы білім беру ортасының үлгісіне жатады. Бұл модельге сәйкес болашақ мамандығының пәндік және әлеуметтік мазмұнын белгілеу және өзін-өзі ұйымдастырудың кәсіби бағытталған жағдайларын жобалау қажет. Осы ретте ағымдағы мақсаттарды, міндеттер мен талаптарды ескеру қажет. Болашақ жоғары оқу орындарының оқытушыларының өз кәсіптік саласында өзін-өзі ұйымдастыру құзыреттілігінің іс-әрекеті мен практикалық құрамдастарының қалыптасу деңгейін зерттеу үшін бірқатар тиімді әдістер қолданылды. Авторлар өз кәсіптік саласында педагогтер арасында өзін-өзі ұйымдастыруды қалыптастырумен байланысты барлық артықшылықтарды, проблемаларды және тәуекелдерді қарастырған.

Кілт сөздер: практикаға бағытталған тәсіл, жоғары мектеп оқытушылары, өзін-өзі ұйымдастыру.

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Практико-ориентированный подход к формированию профессиональной самоорганизации будущих преподавателей высших учебных заведений

Современные образовательные системы сфокусированы на разработке соответствующих способов оснащения будущих учителей значимой информацией, навыками и умениями, которые помогут им утвердиться в качестве профессионалов. В статье рассмотрены проблемы совершенствования учебного процесса в высшем педагогическом образовании. Акцентируется внимание на том, что произошло изменение вектора образовательного процесса в сторону результатов обучения от знаниевого подхода к практико-ориентированному. Контекстная подготовка будущих учителей средней школы к самоорганизации в профессиональной сфере обращается к модели образовательной среды. Согласно этой модели, необходимо установить предметное и социальное содержание будущей профессии и спроектировать профессионально ориентированные ситуации самоорганизации. При этом необходимо учитывать текущие цели, задачи и требования. Для изучения уровня сформированности деятельностного и практического компонентов компетенции самоорганизации у будущих педагогов высшего образования в своей профессиональной области был применен ряд эффективных методов. Авторы рассмотрели все преимущества, проблемы и риски, связанные с формированием самоорганизации у преподавателей в профессиональной области.

Ключевые слова: практико-ориентированный подход, преподаватели высшей школы, самоорганизация.

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