

Contents and Means of Modern Primary School Teacher Higher Education

Biba Anna Grigoryevna, assistant professor,
candidate of pedagogic science
Kaluga State University named after K. E. Tsiolkovsky, Russia

Abstract. *The article analyzes the problems of primary school teacher's higher professional education in the circumstance of transforming subject elementary education in action one. The text describes and justifies the content of teacher training to the development of universal educational actions of Junior schoolchildren. The article also contains conceptual ideas of how to teach the mentioned contents and examples of appropriate means. The analysis of these means aims at the estimation of the effectiveness of the proposed approach to higher professional education of future primary school teachers.*

Keywords: *higher professional education, the activity approach to learning, universal learning skills, problem-solving method of learning, professional choice, professional self-reflection.*

Higher professional teacher training is determined by the school learning strategies. The leading trend of education in the Russian elementary school is to focus on developing children's self learning abilities [3,5]. In this regard, there is some transition from subject and methodical primary school teachers' training to preparing them to the development of pupils' personal, regulatory, cognitive and communicative skills [4]. This transition reveals a number of issues: providing training to subject teaching in unity with the development of learning skills; determination of content, ways of the new methodical training and tools for its estimation. The purpose of this article is to take an attempt to solve these problems. This was accomplished through a five-year analysis of theoretical positions of higher professional education (Russian and foreign scientists [2,6,7,8,9,10,11]) and monitoring practices of primary school teachers' training in the universities of the Central part of Russia (a total of 8 colleges [1]). The results of the study allowed to draw the following conclusions.

The investigated future teachers' training system needs to be holistic. That means putting the study of psycho-pedagogical bases of formation of learning skills, subject content (language, math, science, art) and a technique of training learning actions on the subject material together in one curriculum module. This approach is due to the following reason: future teachers must master not a set of recipes how to develop learning skills among primary school pupils, but have a theoretical basis for doing a professional activity and its conscious adaptation in terms of school program variability.

In the contents of the preparation to development younger students' learning skills there should be included information about the role of these skills in children personality development, the preconditions of their formation at this age that allows students to assign the value of the new approach to schooling and forms motivation for learning-professional activities. Also, future teachers need some knowledge about the nature of universal learning activities, their classification, mechanisms and conditions for their development. In addition, students must learn teaching ways of personal, regulatory, cognitive and communicative educational skills development of Junior schoolchildren. The ways are provided by having analytical, organizational, communication and diagnostic professional skills, as well as vocational and reflexive ones, which allow future teachers to develop pupils' self educational abilities in the environment of varied schooling effectively and to self-develop professionally in this field.

Another key idea in building the contents of the analyzed preparation is a combination of professional training and development of students, i.e. learning how to develop schoolchildren personal, regulatory, cognitive and communicative skills should happen in unity with the development of these abilities of the future teachers themselves. This is explained by the fact that methodical knowledge is not effective until it is functional (i.e. until it does not reach the level of professional skills) [6,10]. The proposed idea is not new, but it is not completely solved at the technological level. In our opinion, the realization of this idea demands: the organization of higher professional training in the activity logic, using problem-solving approach in teaching students, awareness of students personal meaning in learning (awareness of the boundaries of professional knowledge), a free choice of schooling program activities (which there is in Russian school now), the systematic professional self-regulation and self-training, organization of students' learning on the base of the

professional cooperation.

With the aim of realization of the above conditions it is necessary to carry out the study courses of learning physiology and teaching subjects using special plans. Their contents are built in the logic of educational professional students' activity. They include: the motivational-target part, which focuses on realizing the boundaries of professional knowledge and work objectives (at the expense of facing a problem); the projective part which contains the tasks for identifying the steps and means to achieve the goal; the performing part, including means of regulation and control learning professional activity, and the part of the final activity reflective self-estimation. Below is an example of one of these plans.

Subject : Training pupil's regulatory skills while setting an object at a lesson

The task for realizing of the bounds of knowledge

What theoretical information about Junior schoolchildren regulatory skills do you have? Do you know how to develop them at the stage of setting lesson objectives? Read an extract of the lesson where a teacher tried to do it. (The students are facing a problem here). *The teacher asked first grade students to read the words «хлеб», «утюг», «нож» (bread, iron, knife) and distinguish the consonant sounds at the end of words. Then the teacher gave the task to compare the sounds with the letters that represent them. The children saw the difference between the pronunciation and the spelling. The teacher asked: "Why?" and "How to spell then?". Then the teacher proposed that the children set an object of the lesson. After hearing different ideas, the teacher formulated the goal of the lesson: "How to check paired consonants at the end of the word."* Do you think the teacher's actions stimulate children's skills of finding the bounds of knowledge, setting the purpose of the lesson activity? Justify your opinion. Have you got enough knowledge to be ready for regulatory actions development? What skills are necessary for the teacher to do this? Think if you have these skills?

The task for the realization of the objectives of the work

Basing on your border of knowledge, say the purpose of your work. Compare them with the offered objectives: 1) understand the contents and mechanism of Junior schoolchildren's regulatory skills (understanding the bounds of knowledge and ignorance, the purpose of the activity); 2) be able to interpret the subject actions in terms of regulatory skills; 3) master the way of forming the regulatory action of pupils during the lesson.

The task to understand personal significance of the proposed tasks and planning work

Which objectives correspond\don't correspond with your own professional aims? Do you think it is important to reach them? Why? Why not? Determine what actions will help you do it. (Use the tasks which correspond to stages of the work).

I. Learn and understand material on the subject "Training pupil's regulatory skills while setting an object at a lesson", using the lecture materials and given sources. When preparing, focus on the following questions.

Questions to monitor the level of learning.

1. Why is the main condition for training pupil's regulatory skills the organization of learning in the form of making and solution of educational problems? <> 8. What actions must a teacher do to make the children realize the bounds of knowledge and the objectives of the lesson? How the analysis of a curriculum, a textbook, drawing up the scheme of reflexive content of the lesson, foreseeing difficulties in subject learning help model professional activities?

II. Do methodical tasks to master training regulatory skills at the stage of setting an object at a lesson.

Methodic challenges for development of professional skills (see work objectives 2, 3,).

1. Put the steps of realizing the bounds of knowledge and purpose of the learning in the correct order. <> See the correct order after the list of references. Explain the logic of the sequence of actions.

2. Interpret the pupil's subject actions from the point of view of the mechanism of reflection on the bounds of knowledge and the goal of learning on the following topics <>

4. Give examples of junior school regulatory actions.(Topics are given) <> Methodic advice: first, determine the "cutting edge" – refer to the program, the textbook; look which material was learnt before, check the exercises. Then imagine yourself in the role of a pupil and do the task. Then interpret their actions, and test yourself, basing on 1 and 2.

5. Interpret a teacher's actions at the stage of setting an object at a lesson from the point of view of the initiation of the training of reflection. Do they or not meet the requirements of the methodology? Justify your opinion. <>

6. Determine what pupils' knowledge will collocate with new material on the following topics <> Please refer to the textbook and find from the contents the possibility for the pupils to realize the bounds of knowledge and learning goals. What actions must be performed by the teacher to use the possibilities of the textbook? <....>

12. Develop an extract of a lesson that focuses on training of regulatory skills on the primary course of your choice. Methodic advice: use a teacher's book and the experience in doing the task before. Consider approaches to the subject teaching in the chosen textbook, its resources for educational regulation development.

Think of the difficulties in learning the material and doing task which children must have, and how to use them in creating an educational problem. Think of the professional difficulties in the process of initiating regulatory skills and how to overcome them. Analyze the extract and estimate your own teaching.

The task for the realization of the results of independent work

What information have you acquired as a result of reading the sources? analysis of textbooks? doing methodical tasks?

What professional skills have you obtained while doing the work?

What professional abilities to initiate training regulation in different school courses have you formed? Which one do you prefer?

What difficulties did you have when modeling the lesson extract? What knowledge and skills do you need to develop? How to do it?

Have you got any questions that you cannot still answer? Please discuss them with the teacher and other students.

Thus, the plans of organization of students' educational-professional activity fit into their independent work, improving their level of training.

During teaching practice at school students are given guidebooks of development learning skills of pupils which at the same time demand their own professional self-reflection and self-regulation. In the manual we included task of realizing their own position regarding the development of children learning activities by means of the subject and the appropriate training. At the end of the training it is recommended the future teachers to do a test in order to self-analyze the competence and forecasts of its improvement as a good idea. The tests include theoretical and methodic challenges.

Organizational concept of primary school teachers' training to develop educational skills of junior students a) is provided by the use of theoretical and practical information about the development of these skills; b) take into account requirements to organize the training: the inclusion of students in active training and professional activities, organization of joint understanding and creation of variations of its conditions; c) ensures the priority use of problem method in educational process, educational discussions, modeling algorithms of training learning skills, doing training and creative teaching tasks.

Thus, the shift in primary school teachers' higher professional training from subject teaching to the development of universal educational skills (then abilities), the connection of the psychological, subject and methodical contents in a single module and its absorption in the logic of activity and freedom of choice improves its quality and relevance with the contemporary primary school.

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