

Pedagogical Guest Room as an Educational Form of Students' Pedagogical Competence Development

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•Received 26 September 2015 •Revised 19 January 2016 •Accepted 11 March 2016

Actuality of the studied problem is conditioned by the fact that certain work forms with students represent possibilities for organizing educative activity of more complex level. The article is aimed on revealing educative potentiality of "pedagogical guest room" as one of the forms intended on development of students' pedagogical competence. As the main approach to studying this problem is taken query-diagnostic methods (included observation, survey, testing) that allow to reveal development level of student pedagogical competence. On the basis of analyzed materials there was revealed educative potentiality of "pedagogical guest room" for students that learn pedagogical specialties, there was described the content of this work form and described stages of carrying out "pedagogical guest room". Presented materials can be used by teachers of higher education institutes in training process of pedagogical specialty students.

Keywords: pedagogical guest room; education; students; training of pedagogues; pedagogical competence.

INTRODUCTION

According to researches of J. Raven (2002) competency characterizes unity of cognitive, emotional and will aspects of activity. Knowledge constitutes the base of competency as its cognitive element. "To be competent means to know when and how to act" P. Vaill (2000). Knowledge becomes a landmark for the pedagogue in various pedagogical and everyday life situations, base for adaptation in professional environment, base for self-education and professional-individual development. Owing to knowledge pedagogue has possibility to correlate one's own position with professional views of pedagogical community. Emotional component activates professional potentiality of the teacher. It is motive for pedagogue activity (Zakirova & Kamalova, 2015; Masalimova, Porchesku & Liakhnovitch, 2016; Zakirova, Masalimova & Nikoghosyan, 2016). This includes the notion of empathy, understanding the other one in process of solving real tasks in professional activity. Will component mean conscious self-regulation of one's activity and behavior,

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doi: 10.12973/ijese.2016.375a

concentration of efforts in accomplishing the ways of activity. This motivates pedagogue to one kind of action and holds in the other ones, it provides understanding interrelation of pedagogue with student, acknowledgement of student's right to be different. Will component increases stability of pedagogue to stresses and supposes the presence of such executive qualities as bringing the work to the end, accuracy, discipline and responsibility (Mitina, 1998).

"Pedagogical guest room" is one of educational work forms with students that has possibilities in development of democratic methods interrelation in pedagogical community. This form reflects relation of pedagogical community to effective search for ways in developing of society and human in condition of social changes. It is represented as innovational project in education and science. This kind of activity helps to broaden educational work in region, increases potentiality of learning process in educational institutions, activates scientific work in pedagogical community. When carrying out the process of "pedagogical guest rooms" there is provided theoretical and practical help to students in issues of self-development and organizing of educational process. The purpose of this study is to reveal educative potentiality of "pedagogical guest room" as one of the educational work forms with students, that is intended on development of pedagogical competence.

Literature review

The notion "professional competence" entered into pedagogical terminology since 90s of the last century. It is often used as synonym to such notions as "professionalism", "qualification" and it is considered as complex mix of general and professional knowledge, practical skills, professionally significant qualities of person, that are needed to provide successful work of specialist in professional field.

P. F. Kapterev (1982) characterized professional competence naming it "teacher's special properties". He related to this properties "scientific training of teacher" and "personal talent of teacher". Analyses of works devoted to problem of professional pedagogical competence, show complexity of this phenomenon, the range and diversity of its interpretations. The works devoted to revealing of such notion as "pedagogical competence" and works about competent approach in education had special significance for our study. V. A. Slastenin (1997) considers that the notion of pedagogue professional competence expresses unity of theoretical and practical readiness for fulfilling pedagogical work and characterizes one's professionalism. The key competences as resultant-purpose base of competent approach in education were considered by I. A. Zimnaya (2004). In literature, there are many authors' positions about structure of pedagogue professional competence. V.N. Vvedensky (2003) marks out communicative, informational, regulative and intellectual-pedagogical competencies in which connection the last one is the basis for other ones. The approach of G. M. Kodjaspirova (2004) represents pedagogue's professional competence in type of ten groups of pedagogical skills which has to be acquired by teacher. The structure of pedagogical competence can be revealed through pedagogical skills (Valeeva & Shakirova, 2015). The most generalized skill is the skill to think and to act pedagogically.

METHODOLOGICAL FRAMEWORK

Considering the issue of tutoring work in educational institution, it should be pointed out that in pedagogical science there doesn't exist any universal method of carrying out this work that would be unconditionally demanded in practice (Kalimullin & Masalimova, 2016; Shaikhelislamov & Shaehova, 2015). It is explained by the fact that the tutoring has its special characteristics: tutoring precedes teaching, tutoring is carried out in process of teaching and in any extracurricular

activity, tutoring goes on constantly during all lifetime of human. It is multiple-factored process. Tutoring creates necessary conditions for human development influencing on one's consciousness, behavior, emotions and will. Tutoring doesn't have strict and distinct organizational forms. Tutoring work in higher education institution is intended on development of future teacher's personal pedagogical competence, on assistance to self-determination in society, on formation of specialist and professional. Starting since this point there are distinguished the following tasks in tutoring work with students: forming scientific outlook to the world (student conferences, round table discussions, master classes, contests of students' works); broadening of intellectual scope, development of scientific erudition, of pedagogical abilities, skills and mastery (pedagogical Olympiads, thematic weeks, going to theatres, museums, exhibitions); development of cognitive interests, striving for self-education and professional honesty, development of initiative and creative search (pedagogical guest room, research activity, interrelation with Kazan city orphanage, volunteers movement); tutoring of stable moral-aesthetical qualities, artistic and creative abilities of students (participation in students' festivals); -tutoring responsible attitude to labor (subbotniks, making methodic books, carrying out teacher's day). Special place in tutoring work with students is given to such form as "pedagogical guest room". In a form of master-class or round table discussion the "pedagogical guest room" is intended for meeting the students with talented scientists, pedagogues, teachers of elementary school and other workers of general education institutions. In a work of "pedagogical guest room" there are reflected complex problems of present time: searching social ideals and moral values of youth, revealing priority trends in educational field.

The purpose of "pedagogical guest room" is to organize and create conditions for professional growth of students, future pedagogues and acquiring by them peculiarities of teaching methods. Content and stages of carrying out "pedagogical guest room" can be various. According to its content and structure there are supposed: thematic selection of discussed problems; organizing master-classes and round table discussions; making exhibitions for demonstration evident results of work; discussions, active interchange with advanced experience; participation of administration workers and representatives from pedagogical community in work of "pedagogical guest room".

There were carried out "pedagogical guest rooms" on the following themes: "Pedagogical dynasties", "Profession of discoveries and astonishments", "Estafette of generations", "Traditions and innovations", "Special child", "Secrets of successful specialist". Preparation for these themes was done in close interrelation and cooperation of invited guest and students. Design and scenario were proposed by students. During "pedagogical guest room", the students were present not as passive audience but as active participants of the dialogue. They asked questions, helped to lead the theme, said their point of view about the issues of tutorship and development of children.

Development of students' pedagogical competence goes more effective due to environment that is created by renowned teacher who has pedagogical mastery. But, in what correlation are professional competence and pedagogical mastery of teacher? Pedagogical mastery can be considered as unity of personal qualities and professional competence of pedagogue. Pedagogical mastery – it is the art of teaching and tutoring.

RESULTS

In order to reveal the factors that influence on development of students pedagogical competence, there was carried out survey of 3rd course students learning speciality of elementary school teachers.

Research results show that 36% of students are not satisfied by the level of their training to pedagogical work. Answering the question: "In what directions of professional work would you like to develop your knowledge?", scientific-pedagogical direction was chosen by 29%; subject-method direction-38%; psychological-pedagogical direction-33%. More than 60% of students chose "projecting one's own pedagogical work in a view of tendencies in education development" as main aspect in pedagogical profession. Looking at the formation of professional skills 34% of students are not satisfied by their own analytical skills, 32%-by projecting, 8%-by communicative, 26%-by didactic and 100% of them would like to evolve chosen skill. According to significance, the forms of teaching intended on development of pedagogical competence, mainly were set in the following order: individual consultations, probation period at the specialists; practically oriented seminars; creative groups of students on the problems; subject and method unifications; learning in pedagogical collectives; learning in courses; self-education; theoretical seminars. So, there became obvious that students would like to evolve pedagogical competence in condition of organized community of pedagogue-masters and students themselves.

For revealing development dynamics of students' pedagogical competence there was started "Journal of pedagogical guest room". Every student has one's own journal that reflects the extent of participation and personal interest in events of "pedagogical guest room". "Journal of pedagogical guest room" is special point in organization of processes in understanding of pedagogical work (including evaluation of pedagogical situation and pedagogical activities, finding the ways and operations in solving pedagogical tasks); process of self-analysis and active comprehension of one's own state and actions as future pedagogue. Journal can also have working materials on organizational issues of "pedagogical guest room" (scenario, questions to invited pedagogues, the most important moments in discussion of pedagogical problems). After every "pedagogical guest room" with particular guest, student writes one's own impressions and conclusions that one makes as a result of discussed questions.

Diagnostics of teacher's pedagogical competence is needed not as some purpose itself but as the way for revealing professionalism level of all collective in education institution and its pedagogical potentiality. In process of pedagogical competence diagnostic it is very important to take into account individual peculiarities. The main principles that stand on the base of diagnostics are : the principle of humanism and optimism, this supposes employing strong qualities of a person, rely on virtues of human (revealing individual peculiarities of professional growth); principle of complexity, this supposes to take into account all its constituent components when studying pedagogical competence; unity principle of person and activity (comparing with results of previous diagnostics); reliability principle of diagnostic method; principle of trust to results of pedagogues' self-diagnostics (rely on self-analysis for making motivation in self-development and professional growth).

There are revealed three levels of pedagogical competence: normative; transformational; creative.

Normative level is characteristic for students-graduates oriented on standard and etalon quality of pedagogical work, who strives for keeping and supporting it. Transformational level of quality supposes achievement of positive result in pedagogical work in account of mastering and searching for new approaches, which as a rule become realized. Teachers working on this level of quality more elaborately reflect their own individuality in pedagogical work. They are oriented on the norms of individual progress. Creative level is more oriented on the norms and ideals that give perspective purposes in this kind of activity and also on individual norms. It is characteristic for teachers busy in research work, who have their own method of

teaching, who constantly are in creative search. It is clear that teachers of creative level are the guests of our “pedagogical guest room”.

On the basis of earlier worked out materials there are revealed educative potential of “pedagogical guest room” intended on development of student pedagogical competence. “Pedagogical guest room” is conducive to: discussing, keeping and supporting the best pedagogical traditions in teaching and tutoring; organizing systematic and purposefully intended professional pedagogic dialogue; creating constantly working mechanism of social-pedagogical interrelation of students and renowned people in pedagogical science; organization of wide interchange in pedagogical mastery; broadening educational scope of institution and of region; forming of pedagogical culture environment within educational institution; motivation of students, future pedagogues on personal and professional self-realization, active scientific work.

DISCUSSION

In process of choosing the form and methods of tutoring work intended on development of students’ pedagogical competence, there was taken the interpretation of notion “methods of teaching and tutoring” given by L. N. Kulikova (2001). As methods she implies such ways of interrelation of pedagogues with students, when during educative process students evolve pedagogical competence. And also there goes on forming of “image of Me” in accordance with social-personal predetermination and willingness to self-development.

Concerning work methods application with students, Russian scientists note that in in teaching and tutoring of students –future teachers, there indeclinably increases role of active methods in mastering taught material. Students prepare questions to pedagogues, refer to scientific literature, they want to dispute with scientists. It is some kind of intellectual demand to what enriches professionalism of future pedagogue. It noticed that the method of personal example is very important when tutoring students. Method of personal example it is purposeful and planned influence on consciousness and behavior of students by system of positive examples needed to serve as the model for acquiring and to be the pattern for self-development.

Revealed educative potential of “pedagogical guest room” intended on development of students’ pedagogical competence allows to say that it is one of the basic forms of working with students, that gives opportunities in tutoring activity of more complex level that corresponds to demands of new pedagogues generation.

CONCLUSION

Nowadays pedagogical process in educational institutions is structured in such a way that student, as a future pedagogue very often is estranged from education process and exists in position of a passive object, only at pedagogical practice student engages into pedagogical activity. As it is seen from our point of view, this situation can be changed by organizing definite forms of tutoring work with students. In our opinion, especially organized “pedagogical guest rooms” will influence on professional growth of students and help them to become pedagogues. It is extracurricular form of interrelation of students and of pedagogue-masters. Results of this interrelation are: increasing of students’ motivations; development of pedagogical competences; involvement of students into research activity; organizing professional interaction between students of various specialties within educational institution; organizing interaction of junior and senior course students; helping with mutual assistance in mastering pedagogical competences.

So, there is revealed educative potential of “pedagogical guest room” as one of the forms intended on development of students’ pedagogical competence. The more common skill is considered as the skill to think and to act pedagogically. In ideal, the total conformity of pedagogue to demands of qualification characteristics means going up the increasing levels of pedagogical competence, passage from normative to transforming level and from transforming into creative level.

ACKNOWLEDGMENTS

The work is performed according to the Russian Government Program of Competitive Growth of Kazan Federal University

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