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Development Of The Professional Potential At The Teacher As A Necessary Condition

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Abstract

The aim of the study is to investigate the development of the professional potential at the teacher as a necessary condition for implementation of updating education via the methods of the analysis of normative documents, philosophical and psychological-pedagogical literature. As a result, ensuring continuity and integration of educational and professional activity is one of the main conditions of the development of professional and pedagogical potential. In

conclusion, the professional potential of the teacher is defined by us as integrated professional and personal characteristics in which there is reflected the complex of the innovative knowledge.

Keywords: Professional Potential, Teacher; Actualization, Content.

Desarrollo Del Potencial Profesional En El Docente Como Condición Necesaria

Resumen

El objetivo del estudio es investigar el desarrollo del potencial profesional en el profesor como condición necesaria para implementar la actualización de la educación a través de los métodos de análisis de documentos normativos, literatura filosófica y psicopedagógica. Como resultado, asegurar la continuidad e integración de la actividad educativa y profesional es una de las condiciones principales del desarrollo del potencial profesional y pedagógico. En conclusión, el potencial profesional del profesor lo definimos como características profesionales y personales integradas en las que se refleja el complejo del conocimiento innovador.

Palabras clave: potencial profesional, docente; Actualización, Contenido.

1. INTRODUCTION

The global nature of changes in Kazakhstan's secondary education consists in serious updating of the education purposes, expansion of innovative education methods and self-education, as the secondary education system, which developed within decades, led to the fact that the quality of Kazakhstan's education considerably lags behind other countries that is confirmed by independent objective assessments of the famous experts of such researches as Programme for International Student Assessment (PISA). Let us address to the

purposes and tasks, designated in the State Programme of Education Development in the Republic of Kazakhstan:

- Updating of the contents and structure of education;
- Improvement of educational and methodical and scientific ensuring of the educational process;
- Integration of education, science and production;
- Strengthening of ecological student training;
- Implementation of new pedagogical, information technologies;
- Increase in the social status of pedagogical professions, etc.

The solution of above-mentioned points influence on the achievement of the ultimate generalized goals, the most important priorities of the new educational policy of the Republic of Kazakhstan, namely:

- Improvement of quality of training and education of students;
- Correspondence of the education system to strategic plans of social and economic development of the country.

Thus, the Kazakhstan education in modern conditions acts as the most important factor of national security, social stability and development. In this regard, the problem of development of the professional potential at the teacher is actualized, the solution of which will provide in practice the high-quality transformation of the educational institution of innovative type, as it is possible to change the educational paradigm, education system and its normative base, content of education and its methodology, applied in training and education by the methods and technology, etc. However, the quality of education, eventually, will be determined by the questions: who will realize these scientific concepts in a daily educational activity? How

will these scientific concepts in a daily educational activity be realized?

Therefore, according to the conditions of updating of educational content in the country, there are made rather great demands of the content of professional potential of teachers. Today in the system of the Kazakhstan secondary education, the teacher has to demonstrate not only use of new models of training and education, but also to confirm his qualification for compliance with the requirements on the new system of national certification for obtaining categories teacher-expert, teacher-researcher, teacher-moderator, teacher master. At the same time, the conditions of competition focus school teachers to be involved in serious research activity, to master theoretical concepts, to be guided by the provisions of the pedagogical theory at projecting of the training and education process. Further, one of the most serious problems of the modern system of teacher training in Kazakhstan is that, on the one hand, the pedagogical higher education institutions, which do not have problems with the shortage of entrants, constantly train and graduate the specialists, and on the other hand – it is remained the burning issue of shortage of the young qualified pedagogical personnel at schools of the country.

Owing to the above-mentioned circumstances, the problem of creation of conditions for development of the professional potential at teacher in secondary educational institutions, really, has extremely high relevance. The analysis of scientific literature and educational practice of the Kazakhstan schools is characterized by numerous examples which indicate about difficulty of teachers of comprehensive schools in implementation of the changed functions of pedagogical

activity in the conditions of system changes. The effectiveness of pedagogical activity remains insufficient that is the consequence of low professional potential of teachers, low level of their activity and initiative in its increase. Today's available theoretical developments and accumulated empirical data on different types of professional activity give the possibility to speak about significant advances in the way of cognition of the essence of professional potential as the scientific phenomenon.

The research of professional potential was undertaken in the theory of systems (N.I. Lapin, B.V. Sazonov, T.A. Elenurm, etc.), psychology (I.V. Bayer, I.N. Semyonov, S.Yu. Stepanov, M.V. Chigrinova, etc.), sociology (I.V. Bestuzhev-Lada, A.I. Prigozhy, Yu.A. Prokhorov, etc.), pedagogy (V.A. Antipov, T.M. Davydenko, A.E. Kalto, I.M. Kurdyumova, V.S. Lazarev, V.P. Larina, E.V. Litvinenko, A.V. Lorensov, A.M. Moiseyev, N.V. Nemova, S.D. Polyakov, M.M. Potashnik, P.I. Tretyakov, T.K. Chekmareva, T.I. Shamova, etc.). However, there are remained as undeveloped the pedagogical means (models, conditions, technologies) and mechanisms of development of the teacher potential at school in the conditions of the updated education content. In order to realize the tasks, arising in the course of modernization of the education content, it is necessary to resolve a number of the main contradictions:

- Between the need of the system of the updated education content in the teachers, capable to the innovation and creative thinking in the conditions of modernization of education and the discrepancy to these requirements of professional and personal characteristics at the majority of pedagogical personnel;

- Between the need for continuous self-education and remained stereotypes of training of the teachers without development of the motivation to innovations;

- Between the requirements of the updated education content to necessary teacher training and the actual level of this training;

- Between the necessity of formation of the professional potential at the teacher and the lack of readiness of this problem in the theory and practice of secondary education.

On the basis of the analysis of actuality, contradictions and the research problem, it was formulated the research objective - studying of the features of a potential of professional teacher development in the conditions of education updating.

The results, obtained in the analysis of the materials and collected by the authors of the research, make the contribution not only to national science, but they have a great interest to foreign researchers because:

1) The results of the research realize the new stage of foreign development in the theory of determination of professional development of the teacher potential in the conditions of education updating. This development is based on materials of the last researches on the theory of development of the professional potential at teachers, conducted by the authors of this article on the basis of original empirical materials, as there are no fundamental domestic researches of the Kazakhstan researchers, familiar with the problems of development of professional potential from the inside (Dana & Sabzi, 2014; Martiana & Sobar, 2018).

2. METHODOLOGY

Our research analyzed the scientific literature in the field of development of the professional potential at teachers of educational institutions in Kazakhstan in recent years. We obtained data for the research from the documents of Kazakhstan's researchers (articles in journals, materials of conferences and government documents in the Kazakh, Russian and English languages). The methods of analysis of normative documents, philosophical and psychological-pedagogical literature, the conceptual-terminological analysis of the basic determinations of the research and the system analysis were used.

3. LITERATURE REVIEW

The methodological basis of the research is:

- The concepts of improvement of professional qualities at pedagogical personnel (Pagnayeva, 2009);
- The concepts of development of potential of the personality (Kiselyova, 2002).

The analysis of scientific literature and dissertation researches showed that in the structure of professionally significant abilities of the modern teacher, the important place is taken its ability to the implementation of professional activity in the most various aspects. It is about the readiness of the teacher to project new methods, techniques, ways, means of training and education and, as the result, to

form new educational results at students. It indicates the need for development at the teacher of resource opportunities in the implementation of pedagogical activity in the conditions of system school changes, i.e. development of his professional potential. In this regard, it was required to define the fundamental concepts of our research. We refer to such concepts the professional potential of teacher and the development of the professional potential of the teacher. At their definition, we were guided by the modern concepts of the professional potential of the personality, the approaches to determination of the mechanisms of its formation and development which formed in psychology and pedagogy in recent years (Sagdullina & Samigullin, 2014).

It is followed from the analysis of scientific literature that professional potential (from Latin – *potencia* - the generalized ability, possibility, power) – is the main characteristic of the teacher. It is the complex of united in the system of natural and acquired qualities, determining the ability of the teacher to carry out his duties at the given level. The professional potential of the teacher can be determined also as projected on the goal the ability of the teacher to realize it: at the same time, it is about the ratio of intentions and achievements respectively. Professional potential can be determined and as base of professional knowledge, abilities in unity with the developed ability of the teacher to actively think, create, work, realize own intentions in life, to achieve the designed results. Respectively, different authors offer various definitions of pedagogical potential, reflecting, first of all, substantial specifics of the context in which it is considered (Nurgaliyeva, 2017).

It was originally consolidated in pedagogy as the part of the concept pedagogical potential which was introduced and developed by the psychologist Bodnar (1993) who is engaged in studying of professional potential. From these positions, the pedagogical potential is considered as the difficult complex concept, under which it is usually understood abilities and synthesis of the certain personal qualities and properties of the person, providing efficiency of pedagogical activity. In this sense, pedagogical potential correlates with the personal (human) potential, the understanding which is far from unambiguity for today. Kostyleva (2014) considers the personal potential of the teacher as integral and system characteristics, the individual and psychological feature of the teacher, including the potential of freedom and responsibility, meaning potential, which is responsible for the ability of the teacher to proceed from humanistic meanings in his professional activity and allowing to keep the efficiency of activity and meaning orientations on the background of pressure and changing external conditions (Vargas et al., 2019).

Bozhinskaya (2010) disclosing the prospects for improvement of the pedagogical potential of regional culture in modern Russian education, defines the pedagogical potential as the dynamic functional system, uniting personal resources (behavior samples, knowledge, guidelines, relations making the forms of transmission of human experience), providing education and upbringing of the personality, its survival and development in culture. In our research, we adhere to Podlasy's (2010) views that the system of professional potential contains structural parts which are understood as the large directions (aspects) of teacher training and their professional activity.

Components: are allocated in the directions of the scientific research, developing the problem of professional potential of the teacher. The General structure of the concept professional potential is rather difficult and multidimensional:

- Comprises the ratio of orientation as inclination to pedagogical activity and the valid situation of activity. At such approach, it is emphasized the value of the acquired and natural ability to the occupations with pedagogical activity:

- Reflects the teacher's relation to professional activity. It means that only abilities, even they had, are not enough for high-quality performance of professional duties.

- It is treated as the possibility to carry out the work at the level of the requirements, imposed by the pedagogical profession, in combination with individual understanding of essence of pedagogical process - style of the educative and educational activity (Mailybaeva et al., 2018).

- The professional potential of teacher is the concentration of the acquired qualities, i.e. the system of acquired in the training process knowledge, abilities, skills, ways of thinking and activity.

The next general concept in relation to the professional potential of the teacher is pedagogical professionalism. Professionalism comes down to the ability to consider the course of pedagogical processes, to expect their consequences, relying at the same time on knowledge of the common circumstances, conditions and concrete reasons. In other words, professionalism is the ability to think and work professionally. Use of the concept of professional potential helps to understand the hierarchy of the concepts, its components, to reach the correct

determination of the general conditions and concrete factors. The general structural components of pedagogical professional potential are intellectual, motivational, communicative, operational (or actually professional), creative. Cultural, humanistic, activity and other components, which are usually assigned in pedagogical manuals, have to be considered as the general conditions, in which the professional activity of teacher occurs. The conducted analysis of scientific sources demonstrates that fundamental concepts of our research the professional potential of teacher and development of professional potential of teacher as the independent phenomena have increasingly attracted the attention of researchers, and they are gained theoretical, even methodological and scientific and practical value. The professional potential of teacher designates the complex of person opportunities which is engaged in the pedagogical activity. However, the specific character of the studied concept consists that it allows to consider the possibilities of the teacher what they are now, but also from the position of their formation and prospects of development, as it concentrates itself in three aspects:

- The past – is the complex of the qualities and properties which are accumulated by the person in the process of personal and professional development;
- The present – is actualization of possibilities and their application in professional and pedagogical activity;
- The future – is tendency of future professional and personal development (Rasskazov & Katerbarg, 2013; Mostafaei et al., 2014).

Substantially, the pedagogical potential, at the same time, is considered as the complex of the united in the system of natural

(psychophysiological) and acquired (social) qualities, defining the ability of teacher to carry out his duties at the given level. The natural, psychophysiological component of pedagogical potential, first of all, is the inclinations. Their importance is determined by the fact that not each person can become the good teacher and furthermore to reach professional skill. Today, hardly anyone is in doubt of it. The complex of components of the social constituent part, which historically changes, depending on ideas of what has to be the teacher, includes: the abilities, professionally important qualities, pedagogical experience, pedagogical motivation, pedagogical orientation of the personality and vocational training in itself; where the priori is not the factor of development of pedagogical potential: so, in order to perform this function, it has to have certain characteristics. The same treats to other forms of continuous pedagogical education (x), which are declared as contributing to the professional development of teachers, including their pedagogical potential (Katerbarg, 2013; Simamora et al, 2019; Janne & Raymond, 2018).

Multivalence of the terms the professional potential of teacher and the development of professional potential of teacher can be used for characteristics of the objects of various kinds, it caused the emergence of the number of terms, in general synonymous with it, but, at the same time specifying, more accurately showing its conceptual filling. Generalizing different approaches to understanding of the professional potential of teacher, it is possible to mark out the following main positions:

According to the opinion of some researchers, the professional potential of teacher represents that part of internal

personal resources of the person (such as the needs, abilities, valuable orientations, guidelines, personal qualities and properties, motives, knowledge, abilities, skills, etc.) which he has in the presence. Therefore, they can be shown in professional activity under certain conditions, however, owing to these or those reasons of objective or subjective character, they are not fully used or do not find the application at all. That is, the potential is something that is not presented to the people around that is hidden in the depths of human personality and is not implemented in any activity manifestations, at least, in the professional sphere. In this sense, the potential is opposed to the personal characteristics, manifested and objectively fixed in various forms of activity, the professional pedagogical activity of the teacher.

As stated by other conceptions, the professional potential of teacher is a full complex of internal personal resources (opportunities) – both those that are actively implemented in professional activities, and those that can be realized at desire and necessity, and even those that are not formed so far in the structure of the personality, but can be formed on the basis of available resources and possibilities. Obviously, that the difference in their volume and content the concepts – the first is the part of the second, is covered by its volume. At the same time, these approaches in the theoretical and research plan, at all their distinction, are lawful and productive as, eventually, they are directed to one purpose – to study this phenomenon comprehensively, to designate the place of the potential of the person, his possibilities in the educational system and the role of professional and pedagogical

potential of the teacher in the organization and implementation of professional activity.

4. RESULTS AND DISCUSSIONS

On the basis of the above-named interpretations, the professional potential of teacher is defined by us as integral professional and personal characteristics in which there are reflected the complexity of innovative knowledge, realized during pedagogical activity, abilities, experience and reserve motivational-valuable aspects of intellectual abilities. The professional potential of teacher is presented in the form of the structured components (table 1), characterizing concrete types of activity of the teacher, through which he realizes own abilities. According to it, we determined the structural components of the model: motivational, axiological, gnosiological, praxeological, innovative. Each of the components, of professional and pedagogical potential is filled with the corresponding content.

Table 1 - General structural components of the professional potential of teacher in the conditions of the updated education content

Components	Criteria	Indicators
Motivational and target	Motivational and volitional	Professional direction of the teacher Formation of volitional self-control
Axiological	Value of meaning	Aspiration of the teacher to

		self-realization, mastering and acceptance by teacher of the values of pedagogical work
Gnosiologica I	Cognitive and intellectual	Existence of the system of basic and special knowledge on the cycle of professional and school subjects Formation of the research abilities
Praxeological	Operational and technological	The conscious actions directed to self-improvement, self-control in professional activity, taking into account ideas about yourself as the professional, and self-assessment. He masters the main techniques of professional skill and strategies in the professional sphere.
Innovative	Social and psychological	Ability to realization of the innovative ideas, projects, technologies in pedagogical activity. Readiness for creation of the author's methodical system, which is maximum approximate to the increasing

		inquiries of the personality and society.
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Let us describe each component separately.

Motivational component - is improvement and stimulation of motivation on receiving continuous education in the field of pedagogy and psychology. The motivational component includes the needs, interests, and motives, i.e. all that provides involvement of teachers in process of active self-education and support this activity throughout all professional activity. The major task is the development of internal motivation to self-education. The axiological component contains the mastering and acceptance by the teacher of values of the pedagogical work:

a) Professional and pedagogical knowledge (psychological; historical and pedagogical, regularities of a complete pedagogical process, features of children's age, legal, etc.) and world outlook;

b) Pedagogical thinking and reflection;

c) Pedagogical tact and ethics. The teacher masters the pedagogical values, subjectify them in the process of training and implementation of pedagogical activity. Level of subjectification of pedagogical values is the indicator of personal and professional development of teacher, his pedagogical culture as the extent of realization ideally valuable, transformation of potential (due) in actual (real). As conditions changed in social and pedagogical life, the changes of the needs of society, school, and persons are changed, so the pedagogical values are overestimated as well. However, they act as

rather steady reference points on which teachers correlate their life and pedagogical activity. Professional consciousness is directed to the analysis of the different sides Ego personality of teacher and his professional activity, and also designed to determine the bounds and prospects of personal sense, i.e. internally motivated, individual value for the subject of this or that action, the action. It allows for the teacher to self-identify and self-realize, to decide for himself, finally, the problem of the meaning of life. Representing not only the system of the most general judgments, knowledge of activity, about yourself, about others and society, the pedagogical consciousness, at the same time, is the product and result of exclusively individual experience, the special mechanism of professional formation of the personality of the teacher, allowing to make generality of pedagogical culture as an individual sphere of activity (Fateminasab, 2014).

Gnosiological (gnosis' - knowledge, cognitive) component – is the ability of teacher to get and use information necessary for pedagogical activity. The gnosiological component represents the ability of the teacher to find ways of obtaining information about the world, about pupils, about the complete formation of moral, labor, intellectual fund of the personality, fast and creative mastering of the scientific methods of research, ways of studying of pupils in connection with the purposes on formation of the personality. It allows to accumulate fruitful information about yourself and others, about pupils, thereby, it is provided the creative mastering of scientific methods of studying at pupils for the adoption of the justified decisions concerning them. The important part of the gnostical component is knowledge and abilities which is the cornerstone of own cognitive

activity. The gnostical component influences on formation of the world outlook which is shown in the steady system of the relations to the world, work, other people and himself; on the activity of life position.

The praxeological component assumes the formation of activity, promotes to the practical readiness for professional pedagogical activity which represents the conscious actions directed to self-improvement, self-control in professional activity, taking into account ideas about yourself as the professional; own self-assessment. This component reflects the extent of practical readiness of teachers for professional pedagogical activity. The praxeological component includes not only professional abilities and skills, but also educational and life experience. The effectiveness of knowledge, their use in pedagogical practice is shown in the abilities and skills of professional pedagogical activity. Innovative component – is the ability to the realization of the innovative ideas, projects, and technologies in pedagogical activity. Readiness for the creation of the author's methodical system, which is maximum approximate to the increasing inquiries of the personality and society.

5. CONCLUSION

During our research, there was studied and revealed the readiness on the problem of development of professional potential at teacher in the conditions of the updated education content. This problem is one of topical in the pedagogical theory and practice of

secondary education that is caused by an increase in requirements to the level of professionalism of teachers, and also insufficient theoretical development of the given questions in the theory and practice of secondary education. Innovative processes in the modern system of secondary education are directed to the creation of conditions for the professional potential of the teacher. The professional potential of the teacher is defined by us as integrated professional and personal characteristics in which there is reflected the complex of the innovative knowledge, realized during pedagogical activity, abilities, experience and reserve motivational and valuable aspects of intellectual abilities. The professional potential of teacher is presented by us in the form of the structured components, characterizing the concrete types of teacher activity, through which he realizes his abilities. According to it, we determined the structural components of the model: motivational, axiological, gnosiological, praxeological, innovative.

This research does not exhaust all aspects of the designated problem. Further work can be continued in the following directions:

a) Improvement of model on the basis of other methodological approaches;

b) Improvement of the forms and methods of interaction at the teachers;

c) The development of educational and methodical ensuring for the purposeful process of development of professional potential at teacher.

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