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The problem of forming the foundations of the professional activity of a preschool teacher at a university

Valentina N. Belkina*
Yulia A. Moiseeva**
Evgeniya V. Safarova***

ABSTRACT

The article is dedicated to the problem of the interdependence of the formation of competences between students and components of professional activity. The basic concepts of professional activity are analyzed in the psychological and pedagogical literature, its structure conformed by prognostic, design, constructive, organizational, communicative and reflective components is presented. The professional activity of a preschool teacher is analyzed in greater detail, which has specificities in terms of goal setting, motivation, from the point of view of implementation methods and technologies. An empirical study of the formation of the foundations of the professional activity of a preschool teacher was carried out according to the characteristics of a natural experiment. The content stages of the quasi-professional activity of the students are revealed (modeling of pedagogical situations, pedagogical tests of different levels of student independence). In the processing of analyzing the process of training pedagogical competencies, developing components of the structure of the professional activity of a teacher are simultaneously identified.

KEYWORDS: competence approach; pedagogical activity; quasi-professional activity; productive activity, visual activity.

*Professor Head of the Department of Preschool Pedagogy and Psychology Yaroslavl State Pedagogical University named after K.D. Ushinsky, Russia. ORCID: <https://orcid.org/0000-0003-1903-7500>. E-mail: belkinavn@yandex.ru

**Senior Lecturer at the Department of Preschool Pedagogy and Psychology Yaroslavl State Pedagogical University named after K.D. Ushinsky, Russia. ORCID: <https://orcid.org/0000-0003-1481-2280>. E-mail: yuliamoiseeva86@gmail.com

***Yaroslavl Assistant at the Department of Preschool Pedagogy and Psychology Yaroslavl State Pedagogical University named after K.D. Ushinsky, Russia. ORCID: <https://orcid.org/0000-0001-7347-3755>. E-mail: eva.safarova.1992@mail.ru

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El problema de sentar las bases de la actividad profesional de un docente de preescolar en una universidad

RESUMEN

El artículo está dedicado al problema de la interdependencia de la formación de competencias entre estudiantes y componentes de la actividad profesional. Se analizan los conceptos básicos de la actividad profesional en la literatura psicológica y pedagógica, se presenta su estructura conformada por componentes pronósticos, de diseño, constructivos, organizacionales, comunicativos y reflexivos. Se analiza con mayor detalle la actividad profesional de un docente de educación preescolar, que tiene especificidades en cuanto al establecimiento de metas, la motivación, desde el punto de vista de los métodos y tecnologías de implementación. Se realizó un estudio empírico de la formación de los fundamentos de la actividad profesional de un maestro de preescolar de acuerdo con las características de un experimento natural. Se revelan las etapas de contenido de la actividad cuasiprofesional de los estudiantes (modelado de situaciones pedagógicas, pruebas pedagógicas de diferentes niveles de independencia de los estudiantes). En el análisis del proceso de formación de competencias pedagógicas, se identifican simultáneamente componentes en el desarrollo de la estructura de la actividad profesional de un docente.

PALABRAS CLAVE: enfoque por competencias; actividad pedagógica; actividad cuasiprofesional; actividad productiva, actividad visual.

Introduction

Modern professional education is based on several methodological approaches, the leading of which is the competence-based approach. Higher pedagogical education is designed to form a number of competencies in students, which later allowed them to master professional activities. In our opinion, a direct translation of the integrative skills (competencies) developed in the learning process into the development of the structural components of activity cannot occur. Therefore, the second methodological position of modern vocational education is associated with its practical orientation. One of the most important problems of professional training is the development of mechanisms for the interdependence of formed competencies in students and components of professional activity; that is, the opportunity to use what I “can” in practical work, understanding its essence, being motivated specifically for the chosen field of activity, willingness to use variably methods for realizing the diverse goals of such activities and adequately assess the results obtained.

1. Literature review

In modern psychological and pedagogical literature, several basic categories that are directly related to the problem of our research are considered in detail.

There are several general positions that precede a more specific analysis of our experience in the formation of the foundations of the professional activity of a preschool teacher at a university.

1. The problem of activity occupies a central place in the scientific work of many researchers. The activity that realizes the objective social relations of a person in the world is the substance of the personality (Asmolov, 1990).

The theoretical development of the concept of activity comes from different sides: the development of the most general definition, the allocation of structure and essence.

One of the most complete and detailed descriptions of the general structure of activities is given within the framework of the systems approach of M.S. Kagan. He distinguishes three main elements of activity: the subject, the object and the activity, that is, the energy of the subject directed to the object (Kagan, 1974).

A similar systemic view of activity, its essence as a multilevel education is revealed in the theory of system genesis of the activity of V.D. Shadrikov. He developed a clear categorical apparatus for the psychological analysis of activity, which implements the principle of consistency through multilevel analysis: personal-motivational, component-target, structural-functional, informational, psychophysiological, individual-psychological (Shadrikov, 1980).

Also V.D. Shadrikov most fully reveals the essence of the issue of human development in activity in a number of his works. He points out that the development of mental qualities and properties of a person in activity occurs through the development of the operational mechanisms of these properties. Under the influence of the requirements of activity, the operational mechanisms of a person's mental properties are rebuilt. He calls it the process of rebuilding operational mechanisms into operational mechanisms. This process is the essence of the transition from mental properties to activity-important (professionally important, educationally important) properties (qualities) (Shadrikov, 1993).

2. Among all types of activity, professional activity as a subject of research occupies a special place, defining one of the most important characteristics of a person. Most people are

involved in this or that professional activity from a certain age; a significant part of adolescence is spent on preparing for it. Many researchers widely use the term “professional development of personality”, among them: E.M. Borisova, S.G. Vershlovsky, E.F. Zeer, E.A. Klimov, T.V. Kudryavtsev, A.I. Shcherbakov and others.

The essence of professional development lies in the transformation of an individual into a professional capable of exerting an active influence on the development of professional activity and the professional community as a whole (according to Zeer, 2009). This is an individualized formation of professionally significant qualities and abilities, professional knowledge and skills, an active qualitative transformation by a person of his inner world, leading to a fundamentally new structure and way of life - creative self-realization in the profession.

Yu.P. Povarenkov notes that the professional formation of an individual is a process of structural - dynamic development of the subject of a professional path; in the course of this process, professionally oriented substructures and professionally important personality traits, adequate forms of her professional activity are formed and developed in accordance with social and professional requirements and on the basis of the individual's capabilities and aspirations (Povarenkov, 2002).

Further, the main directions and content of the teacher's activity are considered, based on the analysis of the works of a number of researchers (N.V. Kuzmina, E.I. Rogov, V.A. Slastenin). In fact, we are talking about the components of the structure of pedagogical activity, reflecting its multifunctionality, integrity and consistency.

1. Predictive activity is the prediction and forecasting of the result of pedagogical activity, modeling of the pedagogical process.

2. Designing and constructive activities of the teacher, aimed at designing and planning the pedagogical process.

3. Organizational activity is the organization of one's own pedagogical activities and the activities of children.

4. Communicative activity involves the construction of interpersonal interaction and relationships that create conditions for the organization of an effective pedagogical process.

5. Reflexive activity is the comprehension of the results of one's pedagogical activity (Nikitina, 2004; Kislinskaya, 2004).

2. Methodology

The professional activity of a preschool teacher has its own specifics, both from the point of view of goal setting and motivation, and from the standpoint of methods and technologies of implementation. Therefore, the selected components of professional activity are formed in future teachers very unevenly, which is also confirmed by our empirical data.

7 study groups (1-4 courses) of the profile "Preschool education" in the Yaroslavl State Pedagogical University named after K.D. Ushinsky in the number of 111 people took part in the study. Students filled out an author's questionnaire, consisting of questions reflecting the component composition of the kindergarten teacher's activities, the self-assessment of the severity of each of which students had to evaluate, as well as the task - to write an essay in free form on the topic "Why I chose the profession of a kindergarten teacher". The results made it possible to more clearly represent the motives for choosing a teaching profession and the initial knowledge of students about the specifics of the activities of a kindergarten teacher.

3. Results and Discussion

Based on the data obtained, the following conclusions can be drawn.

Most students choose the specialty "Preschool Pedagogy and Psychology", as they like communication with children. Although some students answered the question about the motives for choosing this profile of training as follows: "family tradition" and "accidentally". Motives associated with the activities of a preschool teacher (high social significance of pedagogical work in the preschool period, the dream of child development in the process of pedagogical activity), and cognitive motives (interest in psychology) prevail among students, as a rule, of senior years. An interesting fact is that the majority of senior students do not change their attitude towards their chosen profession during their studies at the university, referring to an even greater awareness of all the difficulties of the profession, the importance of pedagogical work and a conscious attitude towards it. Many students see opportunities for self-realization in this profession, prospects for the development of their teaching activities. For the majority of senior students, the learning process is comprehended from the standpoint of the requirements of professional activity, which already means the actualization of professional motivation. Here are excerpts from student essays:

“In order to be a good example for a child, it is not necessary to know and be able to do everything in the world. It is enough just to pay attention to the child, to show that you are not indifferent to his interest in something and his activities. The adult must show that any answer or solution can be found together”. “Any adult should not exalt himself above a child, command and show who is “in charge” here. First of all, an adult should be a friend for a child, someone who can help, understand and sympathize with him”. “An adult must accept a child as he is, regardless of his success or characteristics. An adult should help in understanding the world, delineating the boundaries of acceptable and unacceptable behavior. The task of adults is to explain “what is good and what is bad”. These are the people who are the first to start showing the child the norms and boundaries of what is permitted and forbidden, acceptable and unacceptable”.

If the motivational component of the pedagogical process of a kindergarten teacher is formed even before entering the university, as well as goal-setting, understanding of the essence of the teacher's profession (maybe not entirely deep), then other components of the activity require special attention.

In particular, studying the deficits in the activities of young teachers of preschool education, we conducted a survey of more than 1200 teachers of kindergartens in Yaroslavl and the Yaroslavl region and more than 6,000 thousand parents of pupils. The inclusion of parents in the sample is explained by the selection of the most difficult areas of activity of a kindergarten teacher, in particular, its communicative component. Such spheres of professional activity as design, organizational and communication (mainly in the context of communication with parents) turned out to be difficult for young teachers. It is quite obvious that vocational training at any level of education cannot fully form the practical skills of working directly with children. Therefore, a particular difficulty is the organization of a children's community, joint children's activities, interaction with children with different behavioral characteristics (hyperactivity, aggressiveness, shyness, anxiety). Moreover, parents often feel the need for psychological and pedagogical support of the process of raising such children (Dakovich & Lukkola, 2017).

In this regard, some aspects of the formation of the foundations of the professional activity of a preschool teacher at a university are considered.

Let's focus on the sequence of steps in the process of implementing types of educational activities that integrate various aspects of professional activity.

Undoubtedly, the practice-orientedness of training students is now the main thesis in all regulatory documents. At the same time, an increase in the number of practices does not solve anything, especially since the emphasis is often placed on the formation of competencies in isolation from pedagogical activity. But this is a special topic.

We will focus on the sequence of steps in the process of implementing types of educational activities that integrate various aspects of professional activities.

First of all, the so-called quasi-professional activity. It has a certain logic of construction: modeling of pedagogical situations, introductory educational practice and active (industrial) practice. In this case, several circumstances matter. First, the continuity and complication of the forms of work with students (from solving ready-made ones to creating their own cases of pedagogical situations in the process, in particular, their modeling). Secondly, the obligatory reflexive analysis of problems arising in the process of solving problems. Thirdly, the systematization of forms, methods of solving speculative and real pedagogical situations (first in the student audience, and then in the nursery). Fourth, the integration of disciplines (psychology, pedagogy, private methods) in the content and technologies of teaching (Pamela, 1996).

Approximately in this logic, the formation of students' ideas about pedagogical activity takes place in the framework of the study of each methodological discipline at the university.

As an example, the stage-by-stage formation in students of various types and types of pedagogical regulation of children's visual activity, which is one of the types of productive children's activity, as a projection of the general idea of forming the foundations of the professional activity of a preschool teacher, is considered (Olivia, 2019)

The productive activity of a preschooler is carried out under the guidance of an adult and the product of children's creativity, presented in models of objects of the surrounding world, acts as its result. Productive activity contributes to the deepening of children's visual ideas about objects, phenomena, situations, and all this is embodied in drawings and designs. The study of productive activities was carried out by teachers and psychologists such as A.V. Bakushinsky, I.L. Ermakov, R.G. Kazakova, V.I. Kireenko, K.N. Kornilov, V.S. Mukhina, N.P.

Sakulina, E.A. Fleerina. Research on productive activities is ongoing. Currently, a number of problems remain unresolved, such as the individual characteristics of the creative manifestations of children, the activation of mental activity in the process of productive activity, the education of independence in using the acquired skills and abilities in working with various materials.

Productive activities include painting, sculpting, appliqué and construction. Their relationship is traced by means of expressiveness. Means such as form, rhythm, line, volume are used to create a product. In decorative painting, sculpting and appliqué, color and harmony are used, and in plot painting, composition. In design, there is a connection with the artistic and constructive-technical activities of adults. This type of activity is the most difficult for children and involves the creation of buildings, bringing objects, their elements and parts into a certain position. As noted by D.B. Elkonin, in the course of productive activity, the preschooler develops the abilities and skills of the variable use of expressive means, and also has generalized ways of depicting objects of the surrounding world. (Elkonin, 2007).

Productive activities are an important means of all-round development, meeting the interests and needs of preschool children, and have great opportunities for mental, moral and aesthetic education. Drawing affects the development of a sense of color, teaches you to see the beauty of a combination of different colors and shades. Sculpting affects the development of a sense of form. Application leads the child to generalize the form and express it with the help of a silhouette. Construction helps teach a child to combine a variety of volumes and shapes, which contributes to the better development of constructive creativity. All types of productive activities affect the physical development of the child and contribute to the development of the child's hand, which is important for further learning to write at school.

Let's take a closer look at children's visual activities (Bazaeva, 2021). The difficulty of regulating this type of activity is that the student must be able to draw, sculpt, create applications.

Therefore, the educational process has two directions: on the one hand, to form students' special skills (within the framework of electives), on the other hand, to develop the skills of pedagogical support of the process of mastering art by children (individual and joint). The five components (aspects) of activity that we have designated are the basis.

At the first stage, the main task of which is the formation of the prognostic side of the activity of a kindergarten teacher, students get acquainted with the peculiarities of the development of the visual activity of children. Based on the analysis of children's drawings, crafts, they highlight typical difficulties in drawing, modeling, and applications, taking into account the age of children, they learn to design the content of work with preschoolers, both individual and joint, including in the framework of the discussion of various preschool education programs (Delamare, 2009; Papalia, 1990).

At the second stage, students move on to modeling the system of working with children (individual and group) for the development of visual skills in children, planning, together with the children, plots of the displayed reality. At the same time, the issues of recruiting children's groups for the execution of ideas are being considered.

The constructive and organizational aspect causes the greatest difficulties for students, therefore, after modeling the situations of interaction of children in joint activities in the classroom, students are given tasks during the period of various types of practices. At the same time, the most significant is the development by future teachers of the communicative aspect of regulation of both the individual visual activity of the child and the interaction of children with their peers in conditions of activity. Already at the stage of modeling situations of joint activity of preschoolers, students are given the opportunity to determine the types and types of pedagogical regulation of this activity (teaching, corrective, guiding), which is analyzed by future teachers and during the period of practice in groups of different ages (Arnold, 1976).

Reflecting the level of preparedness for this kind of activity plays a special role in the process of preparing students for pedagogical regulation of joint visual activity.

The data were obtained using a questionnaire, the method of expert assessments, the use of survey techniques, such as a questionnaire to determine the severity of dominance (L.N. Sobchak's method), a test to determine the level of forced reflexive pedagogical skills (N.V. Kuzmina's method), and author's questionnaires.

At the diagnostic stage, 152 students of the pedagogical faculty of the Yaroslavl Pedagogical University took part in the study. The data obtained indicate that students' self-assessment of the level of development of various aspects of pedagogical activity, in this case, the activity of regulating the interaction of children, is ambiguous. The most developed

students consider the communicative and creative qualities, the least developed, according to the students, the organizational and reflective traits. In addition, students are guided by the development of the child's individuality, but an insignificant part of them is aware of the importance of the pedagogical participation of an adult in the interaction of children.

On the basis of the data obtained, a special course "Preparing students for the pedagogical regulation of the joint visual activity of preschool children" was developed. This course was taught in the second year of student education; the purpose of this course was to form and develop in future teachers all aspects of pedagogical regulation of the interaction of children with peers in the conditions of visual activity, including individual work with children.

The most important results of introducing a special course into the curriculum are presented below:

1. Strengthening the pedagogical motivation and the desire of students to get involved in work with the children's community, which was reflected in the future in pedagogical practice, in holding open events with preschool children.

2. Increase in the values of communicative and creative qualities in students' self-esteem.

3. Students began to assess their skills to organize and predict the results of the visual activity of each child and children's group much higher.

4. The idea of students about the trends in the development of their own style of pedagogical activity became adequate.

Conclusion

Thus, the educational process of university training of a preschool teacher involves not only the formation of a sufficiently large list of professional competencies among students, but also the development of all structural components of pedagogical activity. The particular importance of this kind of attitude is important in the process of training a teacher working with a small child, where the integral formation of his personality and intellect can be ensured by the teacher's deep understanding of his own mission, which is to develop the individuality of a child who is able to realize himself in various life situations, respecting himself and others.

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