PROFESSIONAL TRAINING OF FUTURE PRESCHOOL TEACHERS IN THE FIELD OF CONTEXTUAL LEARNING TECHNOLOGIES

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ABSTRACT

The article deals with the development peculiarities of the subject artistic competence of future preschool teachers in the field of artistic and aesthetic education of children by means of contextual educational technologies. The students in question were being observed during the classes of Fundamentals of the Fine Arts with Methodology, the lessons of Decorative Arts with Methodology, as well as the Artistic Production and Design Fundamentals sessions. The purpose of the article is to reveal the methodology of contextual learning technologies' implementation into the process of future preschool educators training and check their effectiveness in the realm of children's artistic and aesthetic education experimentally. In the course of the research, we used such methods as analysis and synthesis of psychological, pedagogical, and art sources, as well as studying and generalization of the current state of future preschool teachers professional training in the field of artistic and aesthetic education.

Keywords: principle, preschool education, teaching principles, professional training, future preschool teachers, contextual learning technologies.

INTRODUCTION

What are contextual learning technologies? Technologies of contextual learning comprise the system of didactic forms, methods, and tools that simulate the substantive and social content of the future professional activities of the specialist. At the same time, the acquisition of knowledge and the development of competences are at the core of these activities. The main task of contextual learning technologies is to ensure the proactive nature of the individual's activities, which contribute to the formation of the necessary subject-professional and social qualities of the specialist.

Contextual technologies of education make it possible to create the conditions for the interpenetration between academic and future professional activities as one of the ways to achieve professional competence. The objective of the said technologies is to implement the educational process into the context of future professional activities by means of introducing actual links and relations into various forms and

methods of education, provided by higher educational establishments, as well as solving specific professional tasks requiring the formation of a number of special competences, as argued by Verbytskyi. According to such scholars as Clelland and Mansfild, Raven, Hoffman and Linard, Silver, and Slavin, competence education is at the heart of the process of a future teacher training.

By contextual learning we mean the development of such a model of the educational process, which forms the subject and social content of the professional activity, providing the conditions for the transformation of the student's educational activities into the professional activities of a specialist, as formulated by Bulanova-Toporkova. Contextual technologies in the professional training of a teacher are characterized by aspects such as transferring the emphasis from the teaching activity of the university professor to the student's cognitive performance, his work, and activity.

Another aspect is the bilateral interaction in the "teacher–student" system on the basis of mutual understanding, openness, trust, stimulation, and support of cognitive creativity, as well as the process of formation of the necessary professional traits and qualities. Other conditions that contribute to the success of this interaction are providing psychological and pedagogical conditions, forms and methods of educational activities that assist in the shaping of the professional competences, general and professional abilities, social qualities of the individual, and the process of gaining experience in creative activity.

Skvortsova suggests that context learning is a form of implementation of a dynamic model of student activities: from their own learning activities (for example in the form of lectures) through quasi-professional activities (game forms of studying, special courses) and vocational-professional activities (research work of students: term papers and thesis, pedagogical practice, etc.) to their own professional activities. The main parameter of the educational process of contextual type is the modeling of the subject and social content of future professional activity through the reproduction of real professional situations. The basic forms of contextual education are as follows: learning activities of academic type (lectures, seminars, practical sessions, laboratory classes, individual work); quasi-professional activities (business games, game forms of studying); and educational-professional activities (research work, industrial practice). Among the forms that are transitional from one basic type to another there are laboratory and practical classes; simulation modeling; analysis of situations of professional activity; role-plays; and special courses and seminars.Increased attention to the training of primary school teachers due to the

introduction of a mass school practice technologies and methodologies of developmental education. The logic of scientific fields, their conceptual understanding and synthesis, naturally raises the problem of radical reconstruction of schools, a fundamental change of direction in education.

LITERATURE REVIEW AND METHODOLOGY

The measurement activity is quite complex. It requires specific skills, familiarity with the system of measures, the use of measuring instruments. The use of conditional measures makes measurement available to young children. The term "measurement by conventional measures" means the ability to use measuring instruments. Conventional measure (measure) - an object used as a means of measurement, a kind of measurement tool. At the same time, it acts as a measure (unit of measurement) in this particular case. With tape, rope, stick, step, the length of the path in the garden can be measured. A spoon, a cup, a jar, a glass is used to determine the volume of liquid and bulk substances. The measurement of objects with conventional measures is peculiar: the unit of measurement is chosen arbitrarily, depending on the situation and specific conditions (this does not require knowledge of the generally accepted system of measures), the assessment of the value is private and less accurate than when measuring with generally accepted units. The use of conventional measures, although it simplifies the activity of measurement, does not change its essence, which consists in comparing any quantity with a certain quantity of the same kind, called a unit of measurement. A conditional measurement is selected taking into account the characteristics of the measured object. In this case, the child is provided with sufficient, but not unlimited freedom of choice. Uniformity, "kinship" of what is measured and by what, is a necessary condition on which the choice of a particular measure is based.

Personality, as is known, is formed in the work, especially in the leading activity. For the teacher is that of teaching activities, the development of which started during the training. Educationally purposeful activity "breeds" (Leontiev) the necessary professional and personal qualities, which then ensures the success of professional work.

Building a unified system of psycho-pedagogical support of primary school teachers in the process of training in high school would, in the opinion of Zapesotsky, enhance their personal and professional development.

A. Zapesotsky wrote that the directions of support can be: the actual teaching and pedagogical interaction; interaction on the basis of the research activities;

interpersonal interaction of educational process; interaction on the basis of targeted counseling and educational support to students.

To regulate and measure their performance, enhance its effectiveness, the teacher uses a variety of methods of self-examination, self-control, self-esteem and self-correction, trying to achieve a high level of professionalism and to develop not just the individual, and the individual-best style of its activities.

Pedagogical orientation of the individual as an integral quality, including in its substructure interest and inclination to pedagogical work, love for children, and focus on the development of the individual student.

Educational qualification or professional the necessary knowledge, skills, teaching skills.

Teaching abilities, in particular, teaching, academic, perceptual, organizational, expressive voice, communication, reflective, management, strong-willed (authoritarian), actor (elements), suggestive, projective, constructive, creative, and some others.

Teacher identity of the teacher as a set of ideas about themselves and their profession, self-assessment, definition of their goals and perspectives.

Personality of the teacher is the pivotal factor in academic work, because self-realization of the individual teacher, psychic development aimed at the student is the main content of the teacher. However, in all labor there is a result, in the teacher's work is training and education students. Consequently, the formation of the ability to achieve the best results in their work and to objectively assess their well beyond the scope of training teachers.

RESULTS AND DISCUSSION

The pedagogical conditions of the experimental methodology included a system of measures:

- Creation of an innovative environment for professional preparation of "Preschool education" students for artistic and aesthetic activity in the conditions close to the future professional-pedagogical activity;

- Introduction of organizational and methodological innovations for the development of isolated components of the subject artistic competence of a future preschool teacher. The said innovation encompassed various printed and video materials, along with some educational computer programs, namely electronic and multimedia manuals, reference and information systems, training programs for

knowledge consolidation, and monitoring programs aimed at checking the completed work;

- Innovative and pedagogical orientation of the content of methodological disciplines and art disciplines in higher education institution with the inclusion of contextual pedagogical technologies in teaching the disciplines of Fine Arts with Methodology, Teaching Decorative Art with Methodology, and Artistic Production with Design Fundamentals.

Analyzing the experience of pedagogical institutes and universities around the training of primary school teachers, we can identify the following trends of improving student learning:

❖ psycho-pedagogical and sociological orientation content of teacher education;
❖ practical training of future teachers to communicate on the basis of training sessions;
❖ reform of teaching practice;
❖ use of practice-oriented forms of learning: mikroprepodavanie, simulation case studies, analysis Movies lessons, school and laboratory workshops;
❖ use of information technology;
❖ increase in the proportion of self-study students.

Since the implementation of this concept envisages the construction of expanded theoretical and methodological framework for modeling the processes of human development as integral individuality; development target, content and technology base, research projects and corrective developing practical developments. The main result, which are oriented professionals support students in pedagogical high school becomes - a return to the essence of the teaching profession, involving:

❖ support for achievements and success of the child;
❖ help and support the student in the optimistic perception of the world in all its complexity; and in accordance with the policies of modernization of education.

Vocational training forms the students goals and career prospects. It happens, depending on the level of self-esteem and aspirations of the person, taking into account the ideal master teacher, which are oriented students.

CONCLUSION

Types of contextual technologies that are most efficient in the professional training of future teachers are: laboratory and practical classes; simulation modeling; analysis of situations of professional activity; role-plays; special courses; and seminars. The basic forms of contextual education are as follows: learning activities

of the academic type (lectures, seminars, practical sessions, laboratory classes, individual work); quasi-professional activities (business games, game forms of studying); and educational-professional activities (research work, industrial practice).

The implementation of context technologies in the process of professional training of "Preschool education" students lead to an increase in qualitative indicators of the subject competence of future preschool educators in the artistic and aesthetic education of children.

According to the results of the experimental activities that we have carried out on the formation stage, a considerable part of the future preschool educators from the experimental group demonstrated a constructive, productive, and creative level of the subject artistic competences, striving for the quality fulfillment of the professional tasks, orientation for pedagogical cooperation, and the ability to argue their own opinions with the aim of achieving the goals of the artistic and aesthetic activities. With such a level of diligence and motivation, a person who possesses already defined artistic interests is oriented on cultural values, and perseveres in achieving the goals of the pedagogical activities.

The outcomes of the experimental work suggest positive dynamics in the constructive, productive, and creative levels of students from the experimental group. At the productive, creative, and constructive level, the students have the skills of organizing activities connected to arts and education and the ability to use the basic forms and methods of these activities in the context of the preschool education; they also can integrate the knowledge on different artistic subjects in modeling of the artistic and educational activities and reach the goals, tasks, and functions of such a type of pedagogical work. Modernization of the professional preparation of the future educators by introducing the experiment on the basis of contextual educational technologies has become an essential condition in the formation of the thematic artistic competence of future preschool educators, their ability to be professionally creative, flexible, and ready to solve any pedagogical issues.

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