



Global Conference on Contemporary Issues in Education, GLOBE-EDU 2014, 12-14 July 2014,
Las Vegas, USA

Technology of Personification: Debatable Forms of Education in A Teachers' Training College

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Abstract

The questions of vocational training of tutors for kindergartens in the system “a teachers’ training college - university” are covered in this article. Debatable forms of teaching are considered as the necessary element of the personification technology algorithm applied in the university. Debatable forms allow to realize the personified mechanism of cognition: student’s decision to make an action, awareness of the mode of action and the result assessment from the position of a goal. In the course of a discussion students master the ability to carry on a dialogue at three levels: dialogue with the self; interaction with various value-intellectual positions (self and another); a multiple simultaneous dialogue arising in the course of problems discussion in small groups. The problem of the research is that students of a teachers’ training college are often not prepared for a debatable interaction, they poorly adapt for the personified mode of education in the university. The developed and realized series of debatable forms in the frames of personification technology in a teachers’ training college allowed to prove their positive influence on the quality of students’ academic motivation and communicative skills development, decrease of students’ aggressiveness level in group work, increase of academic achievements.

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Peer-review under responsibility of the Scientific Committee of GLOBE-EDU 2014.

Keywords: personification, debatable forms of education, personification technology, system “teachers’ training college – university”

1. Main text

The system “teacher’s training college – university” is being created and successfully developed at Kazan federal university, its goal is to train highly qualified pedagogues for preschool educational institutions (Valerian ,Gabdulhakov, 2013). The personified approach to vocational education in the frames of the system “teachers’ training college – university” means such organization of the educational process when the contents, methods,

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training resources are aimed at interests, needs and aspirations of trainees, search and actualization of internal personal resources, self-development, self-improvement and self-creation (Valerian, Gabdulhakov, 2011). Taking into consideration such understanding of vocational pedagogical education personification, the scientists of the university have elaborated and introduced into the educational process the personification technology which is regarded as the algorithm of the reflexive activity of the two subjects involved in the educational process (a teacher and a student). The algorithm is aimed to increase the level of knowledge, the development of students' procedural (intellectual, cogitative, communicative) qualities, and activation of creative independence. The algorithm includes a problem lecture which touches upon private and professional interests of students. The lecture contains some parts that provoke students to discuss and to define individual educational routes. There are held seminars, practical works, consultations, where the degree of students' personified advancement along their educational route is fixed. All routes end in a conference- discussion (Gabdulhakov, 2013).

As we can see, this algorithm is focused mainly on the debatable forms of education for which the considerable time is allocated. On our opinion, the specific feature of the debatable forms in the frames of the personification technology of a teacher's vocational training is the content of the lesson, inducing students to search and find in the studied material their own life and professional sense, values, creativity development, openness and desire to study. The forming of the images of oneself and surrounding people is of the same importance in this process as it defines the attitude to the self and others, orientation in the realities of socium and attitudes of others towards the self as a future pedagogue. Thus the role of a teacher gradually changes depending on the situation of students' involvement into the dialogue mode. In the beginning the pedagogue initiates the situation that requires the discussion, supports and helps students to join the process of the discussion, arranges a coordinating interaction, and then induces students to independent identification of problem questions and need for individual and group discussion that gradually leads to students' self-organization in the discussion.

Students of a teachers' training college are often not prepared for the participation in discussions in the university. Our supervision in teachers' training colleges showed that teachers' attempts to apply debatable forms at learning sessions were of low effect as they solved neither specified-informative nor personified tasks connected with student's personality self-creation, development of their abilities, conceptions, needs.

The solution of this problem has become the objective of our research. The participants of the research were students studying at the IV course of a preschool faculty of the teachers' training college, girls at the age of 19-20 years, trained as "A tutor of preschool children" and two teachers having 20 years of experience. The research materials included: a questionnaire for teachers "Innovations, novelty, improvements in the teacher's activity in a teachers' training college"; a questionnaire for students about improvements and novelty in their college; technique aimed to define the need for communication developed by Yu. Orlov (Ilyin, 2003); "Aggressiveness of interpersonal relations" test by Assinger (Karelin, 2007).

There was also used the supervision over students, conversations with teachers and students. By means of this technique there were defined: the level of students' academic motivation development; indicators of communicative skills development; indicators of students' aggressiveness in the course of group work; students' attitude to the improvements and novelty at a learning session. Besides, at this stage of the experiment there was revealed students' progress, the degree of lesson preparation independence, teachers' opinion about innovations, novelty and improvements in the college teacher's activity has been studied.

To carry out the research there were made two groups of students: control and experimental. The main goal of the forming stage of the experimental work was the research of the personification technology efficiency with the application of debatable forms of education. In the frames of this project it was initially necessary to train teachers of the teachers' training college to use debatable forms with students at the lessons. The teachers got acquainted with the technique, participated in trainings, training games that allowed to form their psychological readiness to introduce new forms into students' education. To arrange debatable forms there were selected some themes including the most topical issues and problems of preschool children upbringing and training. As an example let us consider the theme "Preschool children's labor skills formation".

Students' Introduction into the dialogue mode of teaching was gradual. At first it was necessary to teach students to set their own goals of teaching, in order to realize this, every lesson the teacher declared the theme and tried to reveal students' available experience and asked what they would like to learn about this theme. On the basis of students' preferences, the teacher at first discussed simple problem questions to make students express different points of view, and then brought them to those concepts that students needed to master. So, students were offered to

express their opinion on the question: “Can a preschool child work?” To prepare for the lesson students should find the information about labour in dictionaries and reference books. A cross discussion was applied at this lesson.

At the first stage of discussion the teacher suggested the students to divide into pairs and together to fill in the table containing two columns: 1. Arguments for; 2. Arguments against. After the both lists were prepared, pairs merged into quads. They compared their notes, considered all the pros and cons and elaborated a general point of view that was reflected in paper with adding comments. After presentation of all the groups the teacher asked in what way the arguments for defense of one or another point of view had been chosen, how the provided arguments had conformed to the point of view of each particular participant of this group, and if there had been students who in the result of discussion had not been agree with each of two solutions. After the teacher’s generalization the students independently answered to the question What is the difference between the preschool child’s labour and adult’s labour? In order to answer to this question they were suggested to study additional material in the textbook.

At the next lessons the teacher offered students to define the discussion topic independently, but they had to study the theme in advance. There was arranged the joint work aimed to develop the rules, algorithms of carrying out a discussion. Studying the theme “Means and methods of preschool children’s labor education”, students were offered to express their opinion and attitude to the problem of children’s acquaintance with adults’ labour. Later students had to remember, what labor missions parents gave them and what methods were applied to make the child to work in the childhood. In the course of this question discussion there was also a discussion about the availability of some methods for preschool children. This question was discussed in the form of the strategy “Circles” (Panina, Vavilova, 2007).

Before studying methods and means of labour nurturing, the students during the practical training in kindergarten got acquainted with the results of diagnostics of working skills of children of their group, observed application of different methods and means by the educator in different age groups. After completion of this task they themselves suggested to organize discussion of the question which methods are more effective: demonstration or explanation of working activities or problem situation with use of models, schemes and algorithms of working activities. During this session Quadro discussion form was applied (Panina, Vavilova, 2007).

One of the lessons “The basics of preschool children economic upbringing” began with the discussion of the question: “Should preschoolers use home appliances which are found in great number in the flats of our families? Do you agree with the fact that they will form preschoolers’ labour skills?” In this case another strategy “Snowball” was applied (Panina, Vavilova, 2007).

The group was divided into microgroups of 4 – 5 people. Each student in the microgroup was given a blank sheet of paper and was suggested to write down his/her answer to the given question. Each student had to write down spontaneous answers without exchanging opinions. Then the sheets with notes were handed round clockwise to the neighbours at a quick pace. Upon obtaining the sheet the student had to make a new note different from the previous one. The work was ended after the sheet had been given back to the student. Then it was held a discussion of answers formulated by the participants with specification of main and vital answers. At the end of this work microgroups in turn suggested their variants of answers to the given question. If formulation did not meet opposition of other groups it was included into final list. As a result a general point of view was formed.

The lesson devoted to the discussion of the connection between labour, money and the demand to satisfy preschool children’s needs had also a debatable character. In this case the problem was presented by viewing of a small movie fragment, showing a child’s negative behavior in the shop that caused many associations and memoirs of students. At this lesson the “Role discussion” strategy was used (Panina, Vavilova, 2007).

They were suggested to write down on cards several variants of solving the problem, then to form pairs and discuss, choose common points of view. Then the students formed quads and again discussed their variants and made the same work. One student from each group presented their general solution and affixed it to the board. All the groups expressed this way. At the end under supervision of the teacher the cards were classified, systematization was made and general solution was elaborated. Discussions on small problem issues prepared students for organization and holding the classes based on form of discussions.

The completion of the discussion assumed the obligatory feedback from students, consideration of their educational needs and inquiries concerning the contents, ways of joint cognitive activity and character of interaction (“The face image”, “Schemes”, “A free letter”, “An incomplete sentence”, “Projection”, “A verbal metaphor”, etc.) (Panina and Vavilova, 2007). The same sequence of students’ introduction into the mode of discussion was applied when other themes of the course were studied.

Let us illustrate some results of the research performed.

Table 1. Stating experiment: results of motives research of students studying at a teachers' training college

Motives of students studying at a teachers' training college	Experimental group	Control group
Educational-cognitive motive	50% (15 students.)	53% (16 students)
otive of prestige	20% (6 students)	20% (6 students)
Motive to avoid failures	30% (9 students)	27% (8 students)

Table 2. Control experiment: results of motives research of students studying at a teachers' training college

Motives of students studying at a teachers' training college	Experimental group	Control group
Educational-cognitive motive	70% (21 students)	53% (16 students)
Motive of prestige	20% (6 students)	33% (10 students)
Motive to avoid failures	10% (3 students)	14% (4 students)

Table 3. Stating experiment: the results of students' aggressiveness manifestation research

Indicators of students' aggressiveness manifestation in group work	Experimental group	Control group
Students are moderately aggressive and are quite successful in life	20% (6 students)	27% (8 students)
They manifest excessive aggressiveness depending on the circumstances, but they are seldom unbalanced and excessively cruel towards others	50% (15 students)	53% (16 students)
Do not manifest aggressiveness under any circumstances, they are excessively peaceful, therefore, they are insufficiently sure of own forces and opportunities.	30% (9 students)	20% (6 students)

Table 4. Control experiment: the results of students' aggressiveness manifestation research

Indicators of students' aggressiveness manifestation in group work	Experimental group	Control group
Students are moderately aggressive and are quite successful in life	37% (11 students)	30% (9 students)
They manifest excessive aggressiveness depending on the circumstances, but they are seldom unbalanced and excessively cruel towards others	33% (10 students)	50% (15 students)
Do not manifest aggressiveness under any circumstances, they are excessively peaceful, therefore, they are insufficiently sure of own forces and opportunities.	30% (9 students)	20% (6 students)

The analysis of students' progress allowed to state that in the experimental group some essential changes took place: the indicators had been increased. The number of students increased in the experimental group – by 17%, in the control group – remained without changes. In the experimental group the number of students who got "good" marks did not change. In the control group it had increased by 3%. The percentage of students in the experimental group who are having satisfactory marks decreased by 17%. In the control group this percent made only 3%.

The obtained data of students' and teachers' questioning, conversations with students, supervision allowed drawing the conclusion that in the experimental group where personified technology was applied and debatable forms were actively introduced, there were more essential changes than in the control group. Students of the experimental group even more often began to use in their speech such expressions as "I consider ...", "I do not agree", "I think that ..." etc.

The carried-out experimental work allowed forming teachers' and students' positive attitude to debatable forms. The research of personification technology in a teachers' training college leads to the conclusion about the expediency and efficiency of debatable forms application in the process of education that will allow students to adapt more successfully for the learning environment in the university. Discussion forms should be implemented gradually: from small problem issues provided by the teacher, to independent recognition of problems and problem situations for self-organization of discussion space of training session.

Acknowledgement to teaching staff of Kazan Pedagogical College.

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