

The Problems of Personification of Student's Educational Activities in the System "Teacher Training College - University"

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Abstract

The relevance of the problem under study is determined by the necessity of self-realization for a student, a future preschool teacher, on the basis of personification of educational activities in the system "teacher training college - university". The purpose of the research is to identify the specific features and problems, the university teachers face in the process of a teacher training college graduates teaching in terms of student's educational activities personification. The leading approach for the study was anthropological approach, which defined the complex of techniques for the analysis of internal elements of a student's personality: motivation for educational activities, the system of values, abilities for self-education and self-development. The result of the research was a model of projective personification of students' educational activities at university. The article may be useful for the teachers of teacher training colleges and universities, who work in the system "teacher training college - university".

Keywords: personification, students' educational activities, system "teacher training college - university", self-education, self-realization.

1. Introduction

1.1 Actualizing the problem

At present time pedagogical science considers future teacher preparation as development of a person, who is a subject of educational activities, aimed at lifelong self-education, self-realization and self-improvement. Both in Russia and in other countries educatee's personality is considered "from the viewpoint of anthropocentrism - as a person (in more personalized (person-developing, subject-oriented form)" (Kalimullin, Gabdulchakov, 2014). It was reported that education has its guaranteed quality if it becomes self-education, development becomes creative self-development" (Andreyev, 2012). Implementation of this approach in pre-school teachers' education is possible if the system of secondary and higher vocational education uses the continuous technology of personification of students' educational activities (Gabdulchakov, 2014).

1.2 Explore Importance of the Problem

According to the enacted Russian state educational standard of pre-school education, the requirements for a teacher's educational status are getting higher. Currently teachers having higher education are in demand in kindergartens in Russia, so Kazan Federal University is developing the system of preschool teachers' education in the system "teacher training college - university". A student, after having pedagogical education of teacher training college, continues his further education at university shortened program. These students differ from others. They are only 18-22 year-old female students. This age is considered to be sensitive for a person's internal sphere development, for personal identity, development of demand for self-realization. They start both studying and working, making their professional career. They want to be individual and independent, that is why they try to combine study and work in kindergarten. As he grows and his development increases, a student stores considerable experience, which can be used as a source for teaching both a student himself and some other people (Petrova, 2009).

Teacher training college graduates are not always ready to study at university, to self-develop and self-educate. Our interviews and watching their study showed that it is difficult for them to listen and make notes of the lectures at the same time. They also have difficulties in making notes of the books, in holding a discussion, judging the events and facts they study. First-year students can't easily acquire verbal information, can't single out the most important items in it, they

cannot be independent in their cognitive activity and have poor progress. At the same time students deeply need independence, self-determination and self-management.

1.3 Features of anthropological approach implementation

In the context of humanitarian model anthropological approach is treated as a system of theoretic statements focused on person as an object. In education anthropological approach requires implementation of the following principles: subjectivity (a university student is considered as an active and independent individual, able for practical activities); dialogue (subject-subject nature of interrelation between a student and a teacher); nature conformity (considering students' age, individual features, developing initiative and independence in educational activities); culture conformity (considering universal, national and regional features) (Firosova, 2014).

1.4 Status of a problem

The problems of educating students in the system «teacher training college - university» have been studied by many scholars. They have considered different aspects: pedagogical conditions for developing distant teacher education in the system of regional complex "teacher training university - college" (Belyj, 2002); projecting of educational system "college-university" in conditions of university complex (Anyschenko, 2006); continuity of professional and personal development of future pre-school teachers (Klimentieva, 2004); continuity in communication culture in the system "teacher training college - university" (Kudriavtseva, 2011); pedagogical conditions of effective educational work in the system "college - high school" (Togushova, 2001) and others. Students' educational activities was also studied: psychological factors of student's educational activities' success (Ishkov, 2004); the relation between motivation and educational activities' self-organization (Vorobieva, 2012; Kogan, 2004; Reunova, 2013). Other researches of students' educational activities are also of interest (Vlasova, 2014; Kamalova, Hulanichka, 2014; Chircina, 2014, Petrova, 2014; Prokhorov, 2014; Prokhorov, Chernov, 2013).

The problem of personification of student's education at university is widely discussed. The authors consider personification "as an algorithm of reflexive activity of two subjects in educational cognitive process (a teacher and a student)"; (Gabdulchakov, 2013), as "making educational process person oriented, search and actualization of inner personal recourses in every subject of educational activities" (Bolycheva, 2010); as "transferring a student to the position of self-learning, adjusting content of education to himself" (Esaulova, Sukhobskaya, Shadrina, 2011). Some scholars believe that the basis for understanding the matter of personification is the process of conscious self-direction of a student's behavior in educational process. Only this way is possible in transferring for self-learning and further self-education (Esaulova, Sukhobskaya, Shadrina, 2011; Prokhorov, 2014 and others). D.M. Krynitin studied the phenomenon of professional self-projecting in professional education at higher education institution.

Theoretical study and work experience in pre-school teachers training proves that the problems of personification of educational activities of future kindergarten teachers in the system "teacher training college - university" is not fully studied yet.

2. Hypothesis

Creating the components of professional and personal development of future pre-school teachers in the system "teacher training college - university" may be successful if the model of projecting personification of students' educational activities is designed and realized.

3. Materials and Methods

3.1 The tasks of the research

The tasks of our research are: 1) To reveal the problems of personification of future preschool teachers' educational activities in the system "teacher training college - university". 2) To design the model of projective personification of students' educational activities in the system "teacher training college - university". 3) To verify the proposed model.

3.2 Theoretical and empirical methods

The following methods were used to test of hypothesis:

- theoretical: analysis of philosophic, culturological, psychology-pedagogical literature on the problem. Content analysis of Federal State Standard of preschool education, Federal State Standard of secondary professional education in 050144 speciality (preschool education) dated November, 5, 2009, No 530; Federal State Standard of higher professional education 050100 (pedagogical education), (bachelor degree) dated January, 17, 2011, No 46;
- empirical: watching, educational experiment, survey, interview, study the results of teacher training college and university students' educational activities.

3.3 The trial infrastructure and stages of the research

In the opening stage of our research we studied the possibility for personification of students' educational activities at teacher training college and at university.

In the second stage we analyzed educational standards, curricula and academic programs, created associated curriculum for teacher training college and university for shortened preschool teachers' training.

In the third stage we developed and introduced into practice the projected model of personification of students' educational activities in the process of studying at university.

3.4 Evaluation criteria

The evaluation criteria were: the level of students' readiness for self-realization and self-education; the change in educational activities motivation for professional and cognitive, the rise of importance of professional-system of values and advance in academic progress.

3.5 Experimental procedure and its description

Diagnostic study of some individual internal components, which define educational activities personification of the students who had entered preschool department, allowed us to reveal the problems, arising in students' educational activities when they move from teacher training college to university. As methodological basis of our research we used famous scientists' works on educational activities motives (Ilyin, 2002), students' systems of values (Rokeach, 1973); ability for self-realization (Andreyev, 2013). The research methods were: interview; "Assessment of ability for self-realization and self-education" test by V.I. Andreyev; (Andreyev,1996); diagnostic technique of students' educational activities motives by A.A. Reyan, V.A. Yakunin (Ilyin, 2002); technique of students' system of values diagnostic by M. Rokeach (Zeyer, Pavlova, 2008). 70 students, teacher training college graduates took part in the research. The research was carried out for 3 years.

4. Results

4.1 The significance of students' educational activities personification

The research allowed concluding that teacher training college graduates have prerequisites for joining the process of self-regulating studying at university, but they need to work for creating internal mechanism, instrument for self-creation of the future teacher personality. So, it is necessary to provide the conditions for advantageous development of the students' reflexive personal qualities.

4.2 Solution of primary tasks of didactics

Formation of a student as an educational activities' subject is a long process of a teacher's and a student's co-operation, that is why the model of projective personification of student's educational activities should be used since teacher training college. In this stage of professional education special attention should be paid to formation of educational activities self-organization skills. We recommend introducing the course "Self-organization of student's educational activities".

At university the model is realized gradually. The first stage is student's adaptation to university's learning

environment. External stimulation of forming educational activities motivation and self-organization is the main content of the first stage. Herewith self-organization is understood as a system of skills of educational activities subject to set the goals, plan, organize, control, estimate, analyze and edit study process independently. In the first-year "Culture of student's educational activities" subject is introduced. In this course the students are able to diagnose their own level of educational activities self-organization and associated mental states. Planned and systematic involvement of students in this process lets them understand their role in successful educational and following professional activities. Students get ambition to regulate the purpose and motives for self-development, obtain skills of self-control and self-regulation of mental states, ability for self-analysis and proper self-acceptance. Students are allowed to elect the study courses.

The second stage is forming individual educational routes, their identifying with the requirements of educational and educational-professional activities. As the students have the certain level of social and professional competence, educational process should immerge the students into new aspects and modern challenges of psychologic and pedagogic science. For this purpose all the teachers prepare and deliver problematic lectures, involving the aspects, which had not been discussed at teacher training college. The lectures content directly or indirectly touches personal education and professional students' interests and experience. Students' activity during the lectures incite them to discussion, helps them outline individual routes of independent project work, aimed at solving the assigned task. The students get new meaning in their life and study. The students are involved into independent work with distant courses in MOODLE system. They perform the tasks of different levels at interactive seminars, workshops, tutorials. The teacher marks student's individual progress in his route.

The third stage is choosing an individual research task, which is interesting for the student, and carrying out different project works: course and later graduate qualification work. This stage finishes with presentation of students' research works at the university annual Research and Practice Conference, international, all-Russia and regional Research and Practice Conferences, profession skill contests. The students' significant achievement is publishing their research works in academic digests along with the university professors' and associate professors' works.

The fourth stage is professional formation self-projecting, realizing their uniqueness and inherent worth. Professional self-projecting is considered to be a process of understanding and foresight the nearest and long-term goal for professional and personal self-actualization, self-analysis and self-education. The students have prospects for the development: entering the Graduate or Postgraduate Courses, making professional career.

4.3 The procedure and results of the experiment

The experiment results showed the tendency for improving the mentioned indexes, which can be seen in the Table and Bar chart.

The students were suggested answering 18 questions of V.I. Andreyev's test, which help to estimate the ability for self-realization and self-education. After the students' answers processing we got the following results.

Table 1. The levels of ability for student's self-realization at the start and at the end of the experiment

The Name of the Levels of Ability for Self-Realization and Self-Education	At the Start of the Experiment		At the End of the Experiment	
	Points	Students Number (%)	Points	Students Number (%)
Very low	18-25	9	18-25	0
Low	26-28	15	26-28	0
Below average	29-31	25	29-31	12
Just below average	32-34	24	32-34	15
Average	35-37	18	35-37	24
Just above average	38-40	6	38-40	18
Above average	41-43	3	41-43	19
High	44-46	0	44-46	12
Very high	47-54	0	47-54	0

The motives of educational activities of student's, teacher training college graduates analysis was made with the technique, describing 16 motives for educational activities. The students were to select 5 most significant.

1. To become a highly knowledgeable specialist.
2. To get a diploma.
3. To continue study for the following years.

4. To study well, pass exams with "good" and "excellent" grades.
5. Have to study at university in order just to graduate.
6. To get complete and intimate knowledge.
7. To be always ready for the coming classes.
8. Not to neglect the study.
9. Not to be fall behind fellow students.
10. To provide the future professional activity success.
11. To make contacts and communicate with interesting people.
12. To get teacher's respect.
13. To be an example to follow.
14. To get parents' and others recognition.
15. To avoid disapproval and punishment for poor study.
16. To get intelligent development.

Fig. 1. The motives for university students educational activities selecting

By means of M. Rokeach technique we studied the significance of students' terminal and instrumental values. Terminal values are belief that ultimate purpose of individual existence is worth trying to reach.

Instrumental values are belief that some definite manner or personality property is preferable in any situation. The students were suggested to range the list of values. Let's consider 5 most significant and 5 least significant in each group.

Table 2. Significance ranking of terminal and instrumental values at the beginning of study at university

Rank	Terminal values	Rank	Instrumental values
The most significant		The most significant	
1	Health	1	Education
2	Material security in life	2	Good salary
3	Love	3	Flow of spirits
4	Happy family life	4	Responsibility
5	Interesting job	5	Independence
Less significant		Less significant	
6	Self-confidence	6	Honesty
7	Public recognition	7	Willpower
8	Creativity	8	Open-mindedness
9	Nature beauty and art	9	Tidiness
10	Happiness of others	10	Uncompromising attitude to other people drawbacks

Table 3. Significance ranking of terminal and instrumental values at the end of study at university

Rank	Terminal values	Rank	Instrumental values
The most significant		The most significant	
1	Health	1	Good salary
2	Public recognition	2	Education
3	Creativity	3	Responsibility
4	Development	4	Tidiness
5	Material security	5	Independence
Less significant		Less significant	
6	Love	6	Honesty
7	Self-confidence	7	Willpower
8	Interesting job	8	Open-mindedness
9	Nature beauty and art	9	Flow of spirits
10	Happiness of others	10	Uncompromising attitude to other people drawbacks

5. Discussions

The obtained results show that most of the students, who enter university after teacher training college, have low or mean level of abilities for self-development. We haven't reveal high level of abilities for self-development among these students. The same students in their last year of study at university show not low level: lower than average limits are 27% instead of 49% at the beginning of our experiment. The average level increased by 6%. The better-than-average limits increased by 28%, which means evident progress of this index. 12% of students show high level, which we didn't have at the beginning of the experiment.

The analysis of educational activities of teacher training college graduates showed that academic, cognitive and professional motives dominate in these students, they are oriented at getting the chosen profession more than the students of other groups. In relation to activity these are internal motives. But at the same time getting a diploma was of highest priority for a considerable number of students. It is related to some students opinion that they had studied all the disciplines necessary for work at teacher training college; that they need a university diploma only for promotion in pedagogical career. This is also one of the problems, arising in students' educational activities and weakening the effectiveness of self- processes development. At the end of study we noticed increase in professional motives and becoming a highly qualified specialist becomes especially significant.

The analysis of terminal values allowed us to conclude that the students realize the value of professional education and material values, such as material security of life and good salary dominate for them. Love, family, interesting job and independence are also significant for female students. At the same time such important values as self-confidence, creativity and happiness of other people happened to be less significant for the students. Material values become more important than professional values, which affects the progress in study. This circumstance set us thinking about the problem of advancing motivation of the students' educational and professional activities. At the end of study we observe changes in choosing the values. Among terminal values the group of professional realization (an interesting job, creativity, development and public recognition) became the most significant. The values of self-esteem (salary, education, responsibility and the like) dominate among instrumental values. The obtained results support our hypothesis.

6. Conclusion

Solving the revealed problems in personification of students' educational activities in the system "teacher training college - university" allows thorough forming the continuity in professional activities at different stages of education system. Present-day situation makes it necessary to improve the integrated curricula and academic programs and also studying the experience of the student's internal action and providing psychological support in developing reflexive axiological self-perception, self-control and self-regulation. The model of projective personification and adequate technology form a student as a subject of independent and conscious selection of educational routes and ways to solve the tasks of professional and personal achievements.

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