


Submitted: 15.08.2017
Received: 19.08.2017

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DOI 10.14526/03_2017_250

THE MAIN DIRECTIONS OF A TEACHER PROFESSIONAL TRAINING IMPROVEMENT

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Annotation. Modern period of society development is characterized by unsteady political and social-economic systems, the character change of interrelations between countries, natural
disasters and it demands highly-educated person training with an independent thinking, who is able to orient oneself in difficult political, economic and ecological situation. There appeared an objective necessity to improve state system of training teachers, innovative models of education, theoretical-methodological conceptions creation, the realization of which is connected with the use of means and methods of highly-competent and initiative socially-active personality formation. It is commonly known that not all graduates of pedagogical higher educational establishments come to work into comprehensive school in order to train oncoming generations for highly-productive labor and personality formation. This situation proves low effectiveness of pedagogical higher educational establishments. In this connection, there appeared the necessity to reveal the motives of pedagogical profession choice by school leavers and the methodology creation of applicants’ admission system into pedagogical higher educational establishments. Materials. Theoretical and methodological substantiation of the necessity to improve the state system of comprehensive school teachers professional training. Research methods: scientific and scientific-methodical literature analysis, progressive pedagogical experience summarizing, pedagogical experiment, testing, questionnaire survey, methods of mathematical statistics. Results. The author offered the methodology of the work improvement on school-leavers selection, who are able to fulfill pedagogical activity. Its main ideas are the following: pedagogical classes for senior pupils organization in order to study the peculiarities of pedagogical activity; pedagogical skills diagnostics and development; the level of personal qualities development testing, which are necessary for professional pedagogical activity; personal programs of self-development creation; assistants of F training, who are able to organize and hold cultural-leisure activity, from the pupils of pedagogical classes; pedagogical system “pupil-pupil” use at the lessons. Conclusion. The results of the pedagogical experiment showed the effectiveness of created methodology, which is proved by the dynamics of pedagogical skills development indices analysis. Keywords: career guidance, pedagogical skills, professional training of a teacher, innovative models of education.

Urgency. The main factor of modern society development is its global informatization, which conditions the necessity to create and introduce new educational technologies. Nowadays comprehensive school doesn’t provide fundamental knowledge, which is specified by the standard of education; skills of an independent search and use of information formation. In the national doctrine of the Russian Federation education till 2025, in convention of spiritual-moral upbringing of schoolchildren it is underlined, that the most important condition for country social-economic development is human factor, the importance of which is conditioned by the level of education [1, 3, 4, 8 and others]. It determines the necessity to create innovative models of education, theoretical-methodological conceptions, which help to project effective systems of personality education and upbringing, use the newest means and methods of formation [ 5, 7, 9].
forms of lessons organization and the objectives of professional training.

Philosophic, pedagogical and psychological literature analysis, concerning this problem, showed that the attention of the scientists is mainly directed at University students’ skills and abilities formation of lessons organization with comprehensive school pupils, at the same time, the problem of a future teacher’s personal qualities development stays unsolved. However, the quality of educational process at school is conditioned not only by the level of education and upbringing formation skills, but also by personal qualities of a teacher. In pedagogical psychology education is understood as the way of personality formation and it explains the unity of teaching and upbringing in its content [2, 5, 6].

The peculiarities of a teacher’s professional activity are the following:

- the necessity of self-education and self-development realization during life;

- educational process understanding as an integral phenomenon, the effectiveness of which is achieved by interconditionality and interconnection of teaching-knowledge transfer to students as its one side, and upbringing, directed at personal features formation- another side of education. Teaching without upbringing doesn’t provide spiritual-moral development - human factor, without which further society development is impossible.

The most important aim of a teacher is a student’s need formation for self-development, which is connected with the necessity to place a pupil into conditions, which demand skills for education realization. It conditions the necessity to create educational-upbringing space, taking into account the laws of personality development in terms of unexpected and changing pedagogical situations. Solution of such kind difficult problem is connected with the dependency understanding of pedagogical activity results on the degree of a teacher’s individual peculiarities and skills correspondence with the demands of his professional competence.

In terms of a future teacher professional training skills are considered as necessary preconditions for the future activity – the main condition of a teacher effective activity.

Skills, according to V.D. Shadrikov, 1996, S.L. Rubinshteyn, 2007, are seen in activity and condition its effectiveness. The problem of pedagogical skills revelation was studied in the works of N.V. Kuzmina, 1998; I.A. Zimnyaya, 2005 and other authors. Together with skills also personal features of a teacher influence the quality of education and upbringing process. It proves that not every person can become a teacher if he wants.

The conditions of pedagogical activity effectiveness are the following:

- own abilities for pedagogical activity realization by a future teacher;

- steady motivation for professional activity, which is seen in the need for own mission realization [6].

Motivation is the most important structural component, which influences the process of pedagogical skills development, which forms professional labor of a teacher; it is conditioned by the interest and propensity for pedagogical activity. Conscious and unconscious motives influence the process of teaching choosing as a profession. Conscious motives are conditioned by professional-pedagogical environment, which provides interest formation in teaching labor under the influence of a favorite teacher personal example. During the lesson students have an opportunity to see and analyze the content of his activity; compare the techniques and ways of the lesson organization, knowledge transfer of teachers with different level of professional activity experience, age, peculiarities of character, estimate the attitude of pupils to different teachers; reveal the reasons why some teachers are not popular among pupils.

Unconscious motives are demonstrated in the desire to reproduce used by a teacher techniques of knowledge transfer; develop the ideas, thoughts, theoretical issues of a teacher after a lesson among friends or at home. The degree of a motive formation is conditioned
by understanding historical, cultural and social importance of pedagogical profession. An important mechanism of motivation is a stimulus. In professional activity of a teacher stimulus is considered as the main means of the need realization for constant development, self-improvement, own pedagogical activity modeling for a definite time period (since entering the class and till graduation).

The process of motivational sphere development has several stages:

I – own skills and personal features comparison with the demands and content of a teacher professional activity;

II – structural content specification of a teaching labor; self-analysis and self-assessment of the propensity for pedagogical activity, correspondence of phenotypic, psycho-physical and emotional peculiarities of an organism;

III – to aim at projection of a future teacher self-development and self-upbringing personal model.

In the Russian Federation, among different kinds and types of activity, pedagogical activity takes one of the main places. However, according to the data of municipal, regional departments of public education, less than half of the graduates with higher pedagogical education come to work at school. As a result, every year schools (first of all, village ones) have vacancies of teachers in different subjects. At the same time, pedagogical higher educational establishments, in terms of great number of graduates every year, don’t provide schools for teachers.

**Results and their discussion.** We held a questionnaire survey in order to reveal the motives of pedagogical profession choice by the graduates of comprehensive schools. 180 first-year students from Ulyanovsk Pedagogical University named after I.N. Ulyanov took part in the questionnaire survey. The answers analysis of the future teachers helped to get the following results. 17,0% of the respondents mentioned the motive “like to work with children”; 3,0% of the respondents study “the necessity of a future teacher constant development”; 9,0% of students consider “teaching profession their mission”, 3,0% of the respondents mentioned “the opportunity to be always the center of children, teen-agers and their parents attention”; 2,0% of the respondents mentioned “the necessity of a constant culture improvement”; 2,0% of students were attracted by “the formation of interaction skills with different people”. The “example of a favorite teacher” was mentioned by 11,0% of the future teachers; 64,0% of the respondents want “to get higher education”; 59,0% of the respondents consider that it is easier to enter pedagogical higher educational establishment than other higher educational establishments; 33% of students were motivated by “the opportunity to get two-months holiday during summer”; 11% of the respondents mentioned “the necessity to be always in a good shape and dress with elegance”.

**QUESTIONNAIRE FOR THE STUDENTS OF PEDAGOGICAL HIGHER EDUCATIONAL ESTABLISHMENTS**

**Aim:** the motives revelation of pedagogical profession choice.

<table>
<thead>
<tr>
<th>№</th>
<th>Motivation</th>
<th>Initial data (in %)</th>
<th>Results after pedagogical experiment in %</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Like to work with children</td>
<td>17,0</td>
<td>11,0</td>
</tr>
<tr>
<td>2</td>
<td>Necessity of a constant development</td>
<td>3,0</td>
<td>12,0</td>
</tr>
<tr>
<td>3</td>
<td>It is my mission</td>
<td>9,0</td>
<td>4,0</td>
</tr>
<tr>
<td>4</td>
<td>The opportunity to be always in the center of children teen-agers and their parents attention</td>
<td>3,0</td>
<td>15,0</td>
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</tbody>
</table>
The received results of the questionnaire show that the main part of the applicants, trying to get higher pedagogical education, is not going to work at school and that most pedagogical Universities don’t spent their human and material resources effectively. It is obvious, that such kind of situation can’t be normal for society. The existing forms of work with senior pupils: “Welcome Day”, lectures, conversation and consultations of teachers among the school-leavers – don’t solve the problem of searching for pedagogically gifted youth, who are ready to master the profession of a teacher.

Scientific and scientific-methodical literature analysis, materials of own research works, pedagogical activity experience prove the opportunity to use the following directions of the work improvement on searching and revelation school-leavers, who have a talent for activity of a teacher:

- pedagogical classes organization for senior pupils in order to let pupils study the peculiarities of pedagogical activity, pedagogical skills diagnostics and development; testing the development level of personal features, which are necessary for professional pedagogical activity, personal programs of self-development creation;
- training assistants of form-masters in cultural-leisure activity organization from the pupils of pedagogical classes [3];
- the use of pedagogical systems “pupil-pupil” during the lessons of Mathematics, Physics, Chemistry and others, the aim of which is in the fact that if a pupil gets unsatisfactory mark for independent or control work, his classmate, who gets an excellent mark for this work, helps him explaining the topic.

This methodology was tested by us during the pedagogical experiment. 52 schoolchildren of the 10th form from comprehensive school #13 (Ulyanovsk) took part in the experiment. The control group (CG) - 24 people and the experimental group (EG) - 28 people, which was presented by pedagogical class, were created. Before the pedagogical experiment the initial level of pedagogical skills formation was revealed:

- the ability to transfer knowledge in an interesting, vivid form; 
- the level of speech culture formation; 
- attention paying to the whole class; 
- pedagogical control and estimation of each pupil’s activity.

The degree of pedagogical skills formation was estimated according to 5-points system according to specially created indices, which reflect the clearness of words pronunciation, good diction, logical phrases organization, availability and consistency of material presentation; keeping each pupil in the view.

Evaluation criteria in points:

5 points – good tempo and rhythm of speech, figurative phrases use, taking into consideration the experience of pupils; friendly tone, self-confidence; paying attention to all children, involving into the process of communication passive pupils and supporting active pupils;

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<table>
<thead>
<tr>
<th></th>
<th>Constant culture improvement</th>
<th></th>
<th>Interaction skills with different people formation</th>
<th></th>
<th>The example of a favorite teacher</th>
<th></th>
<th>The interest in a definite subject</th>
<th></th>
<th>To get higher education</th>
<th></th>
<th>It is easier to enter pedagogical higher educational establishment, than technical higher educational establishment</th>
<th></th>
<th>A teacher always has a long-term holiday and always in summer</th>
<th></th>
<th>It is necessary to dress with elegancy, to be in a good shape</th>
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<tbody>
<tr>
<td>5</td>
<td>2,0</td>
<td></td>
<td>2,0</td>
<td></td>
<td>11,0</td>
<td></td>
<td>19,0</td>
<td></td>
<td>64,0</td>
<td></td>
<td>59,0</td>
<td></td>
<td>33,0</td>
<td></td>
<td>11,0</td>
<td></td>
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<tr>
<td>6</td>
<td>Interaction skills with different people formation</td>
<td>7,0</td>
<td>The example of a favorite teacher</td>
<td>9,0</td>
<td>The interest in a definite subject</td>
<td>1,0</td>
<td>To get higher education</td>
<td>53,0</td>
<td>It is easier to enter pedagogical higher educational establishment, than technical higher educational establishment</td>
<td>59,0</td>
<td>A teacher always has a long-term holiday and always in summer</td>
<td>33,0</td>
<td>It is necessary to dress with elegancy, to be in a good shape</td>
<td>13,0</td>
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<tr>
<td>7</td>
<td>The example of a favorite teacher</td>
<td>11,0</td>
<td>The interest in a definite subject</td>
<td>9,0</td>
<td>To get higher education</td>
<td>1,0</td>
<td>It is easier to enter pedagogical higher educational establishment, than technical higher educational establishment</td>
<td>59,0</td>
<td>A teacher always has a long-term holiday and always in summer</td>
<td>33,0</td>
<td>It is necessary to dress with elegancy, to be in a good shape</td>
<td>13,0</td>
<td></td>
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<tr>
<td>8</td>
<td>The interest in a definite subject</td>
<td>19,0</td>
<td>To get higher education</td>
<td>1,0</td>
<td>It is easier to enter pedagogical higher educational establishment, than technical higher educational establishment</td>
<td>59,0</td>
<td>A teacher always has a long-term holiday and always in summer</td>
<td>33,0</td>
<td>It is necessary to dress with elegancy, to be in a good shape</td>
<td>13,0</td>
<td>Write other motives:</td>
<td></td>
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</table>
4 points – accurate, correct speech, available character of material presentation; timely activation of pupils’ intellectual activity;
3 points – calm tone without stressing the main issues. Focus on more active pupils;
2 points – not emotional speech without vivid images; insufficient control over the behavior of the whole class;
1 point – inexpressive, monotonous speech, inability to control the behavior of all pupils, the estimation of pupils’ activity is not used.

The research results analysis didn’t reveal considerable differences according to the level of pedagogical skills formation among the students from the CG and the EG, (р>0,05). The lessons in the CG were held in accordance with the curriculum of the traditional methodology. In the EG created by us methodology was used, the content of which provided the peculiarities of pedagogical activity explanation; demands for general and professional culture of a teacher, his personal qualities; the necessity of constant development, self-upbringing and self-education; the elements of rhetoric mastering; the role and place of pedagogical profession among other kinds of activity; its importance for social-economic development of a country. Pedagogical class pupils were distributed according to junior and mid classes as assistants of a form-master; they gained the skills of playing activity organization during leisure time, during the break, excursions, going to the cinema. Teachers shared their experience with pupils, said about the mistakes, unusual pedagogical situations, the ways of interaction with parents; told about great teachers. For senior pupils, who chose the activity of a teacher, programs of personal development were created; they were recommended to read the books of famous teachers, their biographies. They also were in the role of tutors for poor achievers.

After the pedagogical experiment one more questionnaire was held in order to reveal the motives of pedagogical profession choice. The research results analysis showed, that the lessons among senior pupils of specially organized “pedagogical class” helped them to know the specificity of pedagogical profession better, know better the degree of own readiness for education at a pedagogical higher educational establishment, personal qualities and character peculiarities correspondence; try own abilities in the sphere of pedagogical activity. It corrected the motivation of school-leavers while choosing pedagogical profession. At the beginning of the pedagogical experiment 17,0% of senior pupils mentioned the motive “like to work with children”, after the pedagogical experiment this index was 11,0%; 9,0% of the pupils from the 10-11th forms considered teaching their mission before the pedagogical experiment, after the pedagogical experiment only 4,0% realized that they had correctly chosen their future profession.

Table 1 – Dynamics of pedagogical skills development indices

<table>
<thead>
<tr>
<th>№</th>
<th>Indices</th>
<th>Initial data</th>
<th>After the pedagogical experiment</th>
<th>Increase in %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The ability to transfer knowledge in an interesting, vivid form</td>
<td>2.73±0.16, 2.71±0.20</td>
<td>2.79±0.15, 3.87±0.24</td>
<td>2.16, 29.98*</td>
</tr>
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</tr>
<tr>
<td>2</td>
<td>The level of speech culture formation</td>
<td>2.84±0.12, 2.85±0.19</td>
<td>2.96±0.17, 3.79±0.21</td>
<td>4.06, 24.81*</td>
</tr>
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<td></td>
<td></td>
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<tr>
<td>3</td>
<td>Paying attention to the whole class</td>
<td>2.41±0.13, 2.40±0.18</td>
<td>2.54±0.20, 3.86±0.25</td>
<td>5.12, 37.83*</td>
</tr>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Pedagogy control and estimation of each pupil’s activity</td>
<td>2.31±0.14, 2.33±0.19</td>
<td>2.39±0.17, 3.77±0.20</td>
<td>3.35, 38.20*</td>
</tr>
</tbody>
</table>

Note: numerator – the indices of the control group, denominator – the indices of the experimental group; * - validity of the differences in terms of significance level p<0.05.
The dynamics analysis of pedagogical skills development indices proves, that their improvement was in both groups: the CG and the EG, however, in the EG changes turned out to be more considerable (table 1). With the initial results of the ability to transfer knowledge in an interesting, vivid form in the CG 2,73±0,16 points, to the end of the pedagogical experiment the indices improved till 2,79±0,15 points, (p>0,05); in the EG with the initial data 2,71±0,20 points, to the end of the pedagogical experiment the results increased till 3,87±0,24 points, (p<0,05). In the CG with the initial indices of the level of speech culture formation 2,84±0,12 points, to the end of the experiment the results improved till 2,96±0,17 points, (p>0,05); in the EG with the initial indices 2,85±0,19 points, to the end of the pedagogical experiment the results increased till 3,79±0,21 points, (p<0,05). The same tendency of more considerable pedagogical skills indices increase in the EG was revealed according to their other kinds.

Conclusion. Thus, the results of the pedagogical experiment showed that professional training development of a future teacher should be started from its first stage: selection and preliminary training, pedagogical skills diagnostics, conditions for their development creation. Such kind of an approach helped to increase considerably the number of applicants, who consciously chose pedagogical profession and who are oriented at work in comprehensive school. This considerably increased “efficiency coefficient” of pedagogical higher educational establishments, the quality of the future teachers professional training and also teachers’ activity effectiveness at pedagogical higher educational establishments.

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Received: 25.07.2017

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For citations: Nazarenko O.S., Edyshev D.V. The main directions of professional training improvement of a teacher, The Russian journal of physical education and sport (pedagogico-psychological and medico-biological problems of physical culture and sports), 2017, Vol. 12, No.3, pp. 143-150. DOI 10.14526/03_2017_250

DOI 10.14526/03_2017_251

PHYSIOLOGICAL BASES OF CADETS’ MILITARY-APPLIED PHYSICAL READINESS FORMATION AS THE BASIS OF HEALTH PROTECTION AND STRENGTHENING

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Annotation. Cadets' health state at military higher educational establishments in terms of military service modern conditions in the Armed forces of the Russian Federation is conditioned by the ability formation to show high level of physical capacity in terms of combat conduct, and the ways of health improvement are based on a realized approach to the problems of physical and functional readiness, taking into consideration individual health state. In this terms the problem of military-applied physical readiness formation biological substantiation process among cadets, as the basis for health protection and strengthening, becomes very urgent. Materials. The process of military-applied physical readiness formation among cadets is presented as an individual approach realization to health improvement of cadets from military higher educational establishments by means of military-applied physical training. The article is about the structure and content of military-applied physical readiness individualization ways among cadets. Research methods: literature analysis, pedagogical observations, questionnaire survey. Results. The article reveals biological and general scientific bases of military-applied physical readiness formation individualization process among cadets. In terms of cadets’ military-applied physical readiness formation it is necessary to consider an individual approach as the opportunity to select the means and methods of physical and functional training. Individual adaptation of cadets to military-applied physical readiness in terms of studying at a higher educational establishment provides physical