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Diagnosis Of Readiness Of The Future Teachers To Work With Students Of Deviant Behavior

Zhanar Baiseitovna Baiseitova ^{a*}, Nurmagambetova Botagoz Amangeldinovna ^a,
Ahatayeva G.B. ^a

^a*Dostyk street h.13, Almaty 020550, Kazakhstan*

Abstract

This article is devoted to the training of future teachers to work with students of deviant behavior. The author analyzes the various approaches to the concept of "deviant behavior" is given its own definition of this concept, which served to clarify the specific activities and readiness of teachers to work with students of deviant behavior. In this regard, founded and constructed a model of readiness of teachers to work with students of deviant behavior. In the structure of readiness of teachers, authors identify motivational, informative, procedural and reflective-evaluative components and the possible levels of its formation at the future teachers. As the basis of readiness of teachers considered orientation of the person. Great importance is given to practical experience, in which the integration of all the selected components. Range of research methods used in the study allowed the authors to justify theoretically and experimentally verify the initial state of readiness of the future teachers to work with students of deviant behavior, thereby to obtain positive results and prove the validity of the assumptions in theory.

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1. Introduction

One of the problems of universities is to create readiness for professional work. Studying in the walls of the university, the future specialist should prepare for upcoming activities. The purpose of training is to prepare the

* Zhanar Baiseitovna Baiseitova. +7 727 3866800; fax: +7 727 3866800.

E-mail address: elmira_uaidulla@mail.ru

person to the chosen activities in specific subject and social conditions, which are expressed in enhancing abilities of this activity and the formation of human creativity.

Pedagogical universities produce the majority of professionally-trained teachers. But why, then, there are a lot of school students who do not perceive their teachers are constantly in conflict with them?

The need to strengthen the training of students for work in microsociety requires the solution of important social and educational issues: What qualities should a teacher, what tasks he must solve in the process of curricular and extra-curricular activities with students, working with the family, with the public, he needs to know and be able to, what are the limits of its activities in the community.

We believe that the training of future teachers to work with students of deviant behavior is an integral part of the general social and preventive measures aimed at finding a humanistic, universal interaction with children, to eliminate the causes and conditions that contribute to delinquency among students.

We believe that training future teachers to work with students of deviant behavior can solve this problem. Scientific and pedagogical problem of deviant children is a set of social, psychological and didactic learning environments and the development of this category of students in the family and pre-school education, general education, higher, additional (non-school educational institutions) non-formal education, as well as in educational institutions, specifically targeted to work with deviant children.

The fact is that deviant behavior is always associated with any mismatch of human behavior, actions and activities, common in the society or group norms, rules of conduct, ideas, stereotypes, expectations, attitudes and values.

At the root of the study of deviant behavior was Durkheim, who introduced the concept of anomie, and a more complete definition of anomie gave a classic work "Suicide" (1912).

Substantially developed and modified the term Merton. From his perspective, anomie is the result of conflict or discrepancy between "culture" and "social structure" normal, legitimate means and motivation to search for new (illegal) ways to meet the needs.

Parsons (1975) expanded typology anemic devices Merton and formulated eight types of deviant behavior. Parsons (1975) explains the emergence of deviant motivations expectations failure. Fisher determines the type of culture deviant behavior, acting in a given social system: if the values and norms change, the very definition of deviation is also altered.

Analyzing the theoretical approaches to the deviation, C. Fraser identifies three main ones: 1) from the point of view of socialization; 2) from the standpoint of social and psychological reaction; 3) with the social position control.

Pedagogical process in high school is aimed at forming professional qualities of the future expert, arming it with the proper knowledge, skills, equipping it with the basics of pedagogical skills. Considering the problem of availability, we note that this phenomenon for a long time been the object of research. First of all, a willingness to be studied in connection with the nature of human mental processes. Most authors consider it as a specific mental state: a holistic description of mental activity for a certain period of time, which expresses "the originality of mental processes, depending on the reflectivity of objects and phenomena of reality, the previous state and psychological properties of the person." It was during this period had the understanding of preparedness as installation.

In general, during the study of psycho-pedagogical literature are two approaches in the study of the phenomenon of readiness. The first approach considers the readiness of both personal formation. At the same time, the readiness appears as the active state of the person causing the activity because of activities such as the quality of the individual, determined by the setting for the upcoming activities. The second approach considers the readiness with two positions: 1) readiness because of the preparation (Belozertsev, Belousov, Slastenina etc.); 2) as a result of the willingness and the initial state of a particular activity (Asmolov, Slastenin, 1982; Hops, 1984 etc.).

Theoretical analysis of the literature and taking into account the above data gives us the opportunity to consider the willingness investigated as an aspect of preparation for professional work. In addition, this aspect of structurally should contain the components that itself readiness for pedagogical activity (Hops, 1990). Of particular interest are studies that give the characteristic investigated willingness to work with students of deviant behavior.

Because of the nature we are considering the problem - work with students of deviant behavior on the basis of generally accepted definitions of "readiness" as one of the aspects of preparation, we propose the following definition: "the readiness of the future teachers to work with students of deviant behavior" - is an integrative quality of a person, includes training in motivational and personal attitude to work with students of deviant behavior,

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