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## 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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### 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

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