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PEDAGOGICAL CONDITIONS OF FORMATION ANALYTICAL AND PREDICTIVE READINESS FUTURE PRIMARY SCHOOL TEACHERS

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We consider analytical and prognostic readiness to be the most important condition of readiness for the professional activity of future teachers.

In our research, we proceed from the understanding of readiness as a complex psychological education that combines thought processes, knowledge and skills with actions that ensure success in pedagogical work. Therefore, we define analytical and prognostic readiness as an opportunity to carry out actions aimed at investigating possible trends, transformations and prospects for the development of subjects and objects of pedagogical activity.

Readiness is a unity of the following components: knowledge – the content of analytical and prognostic activity, activity – the procedural side of analytical and prognostic activity, thinking – the qualities of thinking that determine the structure of the ability to predict. Analytical and prognostic readiness is studied in various sciences: psychology, pedagogy, politics, sociology and economics, as it is a complex integrative quality of personality.

This article presents pedagogical conditions for improving the effectiveness of the process of forming analytical and predictive readiness of future primary school teachers.

The effectiveness of the formation of analytical and prognostic readiness of future primary school teachers is ensured through the implementation of a set of pedagogical conditions: the study of the professional characteristics of future primary school teachers; the participation of students in research projects; the introduction of elements of analytical and prognostic training into the educational process of a pedagogical university.

Key words: readiness, analytical and prognostic readiness, pedagogical conditions, primary school teachers.

ПЕДАГОГИЧЕСКИЕ УСЛОВИЯ ФОРМИРОВАНИЯ АНАЛИТИКО-ПРОГНОСТИЧЕСКОЙ ГОТОВНОСТИ У БУДУЩИХ УЧИТЕЛЕЙ НАЧАЛЬНЫХ КЛАССОВ

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Важнейшим условием готовности к профессиональной деятельности будущих учителей мы рассматриваем аналитико-прогностическую готовность.

В своем исследовании мы исходим из понимания готовности как сложного психологического образования, объединяющего мыслительные процессы, знания и навыки с действиями, обеспечивающими успех в педагогической работе. Поэтому аналитико-прогностическую готовность мы определяем, как возможность осуществлять действия, направленные на исследование возможных тенденций, преобразований и перспектив развития субъектов и объектов педагогической деятельности.

Готовность представляет собой единство следующих компонентов: знаниевого – содержание аналитико-прогностической деятельности, деятельностного – процессуальная сторона аналитико-прогностической деятельности, мыслительного – качества мышления, определяющих структуру способности к прогнозированию. Аналитико-прогностическая готовность изучается в различных науках: психологии, педагогике, политике, социологии и экономике, так как является сложным интегративным качеством личности.

В данной статье представлены педагогические условия повышения эффективности процесса формирования аналитико-прогностической готовности будущих учителей начальных классов.

Эффективность формирования аналитико-прогностической готовности будущих учителей начальных классов обеспечивается за счет реализации комплекса педагогических условий: изучение профессиональных особенностей будущих учителей начальных классов; участие студентов в научно-исследовательских проектах; внедрение в образовательный процесс педагогического вуза элементов аналитико-прогностического тренинга.

Ключевые слова: готовность, аналитико-прогностическая готовность, педагогические условия, учителя начальных классов.

ҚАЛЫПТАСТЫРУДЫҢ ПЕДАГОГИКАЛЫҚ ШАРТТАРЫ АНАЛИТИКАЛЫҚ-БОЛЖАМДЫҚ ДАЙЫНДЫҚ БОЛАШАҚ БАСТАУЫШ СЫНЫП МҰҒАЛІМДЕРІНДЕ

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Болашақ мұғалімдердің кәсіби қызметіне дайындықтың маңызды шарты-біз аналитикалық және болжамдық дайындықты қарастырамыз.

Зерттеу барысында біз дайындықты ойлау процестерін, білім мен дағдыларды педагогикалық жұмыста табысқа жетуді қамтамасыз ететін әрекеттермен біріктіретін күрделі психологиялық білім ретінде түсінуден бастаймыз. Сондықтан аналитикалық-болжамдық дайындықты біз педагогикалық қызметтің субъектілері мен объектілерінің ықтимал тенденцияларын, қайта құрулары мен даму перспективаларын зерттеуге бағытталған әрекеттерді жүзеге асыру мүмкіндігі ретінде анықтаймыз.

Дайындық келесі компоненттердің бірлігін білдіреді: білім – аналитикалық-болжамды іс-әрекеттің мазмұны, белсенділік-аналитикалық – болжамды іс-әрекеттің процессуалдық жағы, ойлау-болжау қабілетінің құрылымын анықтайтын ойлау қасиеттері. Аналитикалық және болжамдық дайындық әртүрлі ғылымдарда зерттеледі: психология, педагогика, саясат, Әлеуметтану және экономика, өйткені бұл тұлғаның күрделі интегративті сапасы.

Бұл мақалада болашақ бастауыш сынып мұғалімдерінің аналитикалық және болжамды дайындығын қалыптастыру процесінің тиімділігін арттырудың педагогикалық шарттары келтірілген.

Болашақ бастауыш сынып мұғалімдерінің аналитикалық-болжамдық дайындығын қалыптастырудың тиімділігі педагогикалық жағдайлар кешенін іске асыру арқылы қамтамасыз етіледі: болашақ бастауыш сынып мұғалімдерінің кәсіби ерекшеліктерін зерттеу; студенттердің ғылыми-зерттеу жобаларына қатысуы; педагогикалық университеттің білім беру процесіне аналитикалық-болжамды тренинг элементтерін енгізу.

Түйінді сөздер: дайындық, аналитикалық-болжамдық дайындық, педагогикалық жағдайлар, бастауыш сынып мұғалімдері.

Introduction. Currently, pedagogical science addresses the problem of personality development in the system of continuous pedagogical education, as one of the main conditions for training a teacher. We consider analytical and prognostic readiness to be the most important condition for the preparedness for professional activity of future teachers. I. V. Bestuzhev-Lada, I. V. Buldakova, A. M. Gendin, B. S. Gershunsky, V. I. Zagvyazinsky, E. F. Zeer, A. F. Prisyazhnaya, L. A. Regush, V. A. Slastenin, etc. The works of T. V. Dymova, I. T. Pukova, N. N. Osipova, A. Marques, M. V. Mironova, A. M. Khubieva and others.

The relevance of the problem of the formation of analytical and prognostic support for the expectation of the main future classes involves the definition of a society with the highest efficiency of vocational training of higher primary

classes, the need to search for and develop an effective formation of a certain future educational process of a pedagogical university.

The purpose of the study is to determine the pedagogical conditions and justify their coverage for the formation of the analytical and prognostic readiness of future primary classes.

The methodological basis of the study showed: the theory of personal and psychological readiness (D.N. Uznadze, V.A. Yadov and others); identifying the severity of personality to certain types of professional activity (B.G. Ananiev, V.P. Bepalko); systemic approach (A.N. Averyanov, I.V. Blauberg); axiological approach (Kagan, N.N. Nikitina, N.S. Rozov, etc.); activity approach (S.L. Rubinshtein).

Research methods are the study and theoretical analysis of scientific psychological and pedagogical literature, analysis and generalization of the usefulness of pedagogical experience.

The main part. Conducting an analysis of pedagogical sources, as well as based on the existing experience of the work of pedagogical universities, we came to the conclusion that pedagogical conditions satisfy the needs, being factors in achieving the success of the formation of analytical and prognostic readiness to achieve primary school. Therefore, it is necessary to determine the pedagogical conditions and justify their perception in order to form the desired quality.

In philosophical literature, the condition means "the attitude of the subject to surrounding phenomena, without which it cannot exist. The object itself acts as something conditioned, and the condition is external, relative to the object, the diversity of the external world "[1, p. 707]. Pedagogical conditions are aimed at

revealing causal relationships and ensure the development of the studied phenomenon or process. It should be noted that a combination of conditions often leads to the desired result.

In our study, agreeing with E.V. Yakovlev and N.O. Yakovleva, we define the pedagogical condition as "a set of measures of the pedagogical process aimed at increasing its effectiveness" [2, p. 158]. The analysis of scientific literature led to the conclusion that pedagogical conditions are not static, but procedural and active. Most often, they are specially created, that is, artificial in relation to the studied phenomenon, and involve the provision of positive external ones to it. The analysis of research in the field of education made it possible to formulate the following **pedagogical conditions** for increasing the efficiency of the process of forming the analytical and predictive readiness of future primary school teachers:

- study of professional features of future primary school teachers;
- participation of future primary school teachers in research projects;
- introduction of elements of analytical and prognostic training into the educational process of the pedagogical university.

The first condition – the study of the professional characteristics of future primary school teachers - in our opinion, will contribute to the effective functioning of the model and to a greater extent influence its information-receptive and educational-professional components. When choosing this condition, the author's teaching experience in the discipline "Introduction to the pedagogical specialty" was taken into account.

The educational subject "Introduction to the pedagogical specialty" precedes the study of the special course "Fundamentals of forecasting in primary education." It is mastered by students in the field of training 6V01301 "Pedagogy and the methodology of primary education" in the second semester of the first year. Discipline refers to the variable part of the humanitarian and social cycle, respectively, logically connected with other humanitarian, natural and special sciences. The special course is practical-oriented and is more suitable for the development of analysts than other disciplines.

We will describe some of the methods used in special course classes to form the analytical and predictive readiness of future primary school teachers.

The method of problematic questions assumes that the prognostic function is inherent in each question initially. Already when the question is formulated, a certain result is foreseen, the question itself initially contains part of the answer [4, p. 131]. It is always possible to predict finding a solution to any problem using a question system, therefore, in the classes on the special course "Fundamentals of Forecasting in Primary Education," students primarily learn to ask problematic questions. The question itself in a certain way programs both the person asking the question and the answer to it, therefore, the method of problematic questions is indispensable in the formation of analytical and predictive abilities.

The method of problem situations is relevant for the formation of analytical and predictive readiness of future primary school teachers, since the purpose of this method is to identify the main problems in the material using their analytical skills and find ways to solve them using predictive abilities. The activity of the teacher consists in the formulation of a cognitive task, instructions for finding a solution using various approaches and points of view. Students actively master the methods of analyzing educational material, learn how to correctly formulate a problem and predict a way out of the current situation, identify various contradictions and ways to resolve them. The consequence of the application of this method is the formation of independence, analytical and prognostic skills, the development of search and creative activity.

The game modeling method contributes to the formation of the analytical and predictive readiness of students through "immersion" in a specific situation, which is modeled based on educational goals and tasks. Students predict various options for solving problems, critically assess the results of their own activities when solving them. The successful solution to the problem depends both on each student individually and on the group as a whole.

The brainstorming method is aimed at generating new ideas, stimulating the creative thinking of future primary school teachers, which in turn is an integral structural component of predictive abilities. It is advisable to use this method in seminar sessions for collective search for solutions to the task posed by the teacher.

The goal tree method allows you to build a hierarchy of goals, analyze the available resources to solve the problem and the ability to expand them. This method involves a general formulation of the problem, clarification of the general goal that needs to be achieved. To solve the problem in the future, students begin to develop the next level of goals, which are also subsequently branched into the tasks of specific events. Thus, the future teacher masters goal formation and goal setting, which are the basis for the development of prognostic skills.

The "**synquein**" method consists in compiling by students an unfinished poem that synthesizes the information received in the lesson in a laconic form. Sinkwein consists of five lines: 1) the wording of the topic and subject (one noun); 2) features of the subject (two adjectives or participles); 3) actions of the subject (three verbs); 4) the author's attitude to the subject (four-word phrase); 5) a synonym that generalizes or exposes the meaning of a topic or subject (one word). Synquein activates critical thinking at

the stage of reflection, it is a tool for synthesizing and generalizing the information studied, therefore, at its core, this method is a tool for the development of analytical and prognostic skills.

We believe that the presented methods of organizing classes in the special course "Fundamentals of forecasting in primary education" both separately and in complex will ensure the study of the professional qualities of the student and will contribute to the formation of analytical and predictive readiness of future teachers of primary schools.

In the course of work on the first condition, we developed a modular technology for conducting a seminar session on the special course "Fundamentals of forecasting in primary education," which contributes to the formation of analytical and predictive readiness of future primary school teachers. This technology involves four stages of the seminar;

Stage 1 – formation of the student's theoretical knowledge base, development of the value and motivation components of analytical and prognostic readiness;

Stage 2 – reproductive level of knowledge reproduction by students, development of the cognitive component of analytical and prognostic readiness;

Stage 3 – reproduction of knowledge on the model in a pedagogical situation specially organized by the teacher, development of cognitive and operational components of analytical and prognostic readiness;

Stage 4 – creative application of the obtained theoretical knowledge, the end of the lesson, the reflexive assessment stage, the development of the value and operational components of the readiness.

The implementation of the pedagogical condition, the study of the professional characteristics of future primary school teachers will make it possible to form and develop the analytical and prognostic abilities of future primary school teachers.

The second condition is the participation of students in research projects. The implementation of this condition will contribute to the development of students' research thinking, a stable system of knowledge, abilities for scientific search and the ability to generate new non-standard ideas. All of the above qualities are necessary for students of a pedagogical university to form their analytical and prognostic readiness.

The inclusion of research activities in the educational process of a pedagogical university through the participation of future teachers in research projects contributes to the mastery of methods for independently solving research and professional problems, critical understanding of the results of their own research activities, the development of work skills in creative teams, and the development of forecasting skills. All this will ultimately contribute to the formation and development of analytical and predictive readiness.

The scientific activities of future teachers can be considered as predictive and search activities of a scientific nature aimed at solving problems with an unknown result. This activity requires students to develop such personal qualities as introspection, self-control, self-criticism, the ability to anticipate and adequately assess the results of research activities. In our opinion, organizing the participation of future teachers in research projects of various levels is impossible without the development of analytical and prognostic readiness in them, since research activities imply mastering analytical and prognostic skills.

The project is most often understood as a set of tasks and activities aimed at achieving the planned goal, which has a unique and unique character. The research project involves solving problems in a non-standard way, finding a new way out of this situation, creating a new product of activity.

The main requirements for the research project are:

- the creative nature of the research problem and its significance to the student;
- practical and theoretical significance of the final results;
- independent performance of the project by the student, the possibility to carry it out in the course of educational and extracurricular work;
- possibility of a group form of work of future teachers on the project;
- certain structural structure of the project (problem, purpose, tasks, relevance, research methods, main part and summing up);
- presentation of the project in the form of protection of thesis, scientific article, speech at the conference, etc.

Issues of organizing the participation of future primary school teachers in research projects, as well as in competitions and conferences of various levels are considered in a number of dissertation studies. Let's analyze some of them.

The work of M.V. Bulgakova [4, p. 68] presents a characteristic of the student's readiness for research activities, which includes: awareness of scientific research, a conscious focus on scientific search, active research work and reflexivity, the ability to use the obtained scientific information in a further professional career. In our opinion, the organization of the participation of future teachers in research projects should be phased.

The introductory stage includes acquaintance with the content and features of research activities, the formation of positive motivation for it, the development of the ability to work with information sources. Forms and methods of work: selection of educational information and its generalization, observation of conducting small scientific research on current topics.

At an effective stage, future teachers perform small research projects of various orientations using theoretical and empirical methods. At this time, students begin to participate in various scientific competitions and conferences, publish their research under the supervision of a supervisor.

At the final stage, students under the guidance of teachers continue to develop research skills and skills in the preparation of a research project, which can be both individual and group. The results of research activities are defended in scientific societies of universities and at scientific conferences. Studies that have received the highest expert marks are sent to competitions of various levels.

The presented technology of organizing the participation of future teachers in research projects will allow them to gradually realize the importance of this work for mastering future professional activities. The phased entry of students into research work will form a positive motivation for it and make it an integral part of their educational activities.

Research activities develop in students the ability to introspect, analyze problems that arise during research, and therefore form their analytical and predictive readiness. The participation of future teachers in various research projects creates the prerequisites for the development of their research and creative qualities, which, in turn, contributes to the formation of the motivational, value and cognitive components of analytical and prognostic readiness [5, p. 19].

Thus, the implementation of the second condition will allow future primary school teachers to master the methods of scientific knowledge and the ability to creatively apply them in their daily activities. The participation of students in research projects will contribute to the development of their critical thinking, creative potential, introspection, ability to predict, as well as a value attitude towards all of the above personality qualities. All of this is included in the analytical and prognostic readiness.

The third condition - the introduction of elements of analytical and prognostic training into the educational process of a pedagogical university - is designed to contribute to the formation of students' need for analytical activities, self-organization and self-regulation, interpretation of their own behavior and critical assessment of their activities, the ability to anticipate the behavior of a communication partner, the ability to program and model joint activities. The introduction of such technologies makes it possible to translate the learning process of future teachers into the plane of self-awareness and self-study, which will allow them to comprehend not only knowledge, skills and experience as the results of training, but also the means of achieving them.

Agreeing with I.V. Dubrovina, by training we mean the method of active training, in which the conditions are purposefully created for the acquisition of the necessary experience by students, as well as the development of new skills and skills. First of all, the training is aimed at creating the phenomenon of "group training," which will make it possible to maximize the personal potential of each participant.

Several studies are devoted to the problem of introducing trainings into the educational process. According to G. E. Smirnova, training contributes to the creation of psychological and pedagogical conditions for students to realize the meaning of their professional activities, the need for personal and professional self-development. S.A. Gladyshev believes that training is a specially created favorable environment in which participants realize what personal qualities and professional skills are necessary for effective professional activity. A study by Yu.P. Zinchenko [6, p. 21] states that purposefully organized activities contribute to the development of a conscious, holistic, stable image of relations with themselves and others among students, awareness of value orientations and actions of communication partners.

The inclusion of training sessions in the educational process will allow:

- gain positive experience of communication and support from other students and faculty of the university;
- improve the atmosphere in the team, counteract the alienation of individual team members;
- see yourself from the outside, find out the opinion of others, critically evaluate the results of their own activities;
- better understand your capabilities and limitations by playing the role of another person, identifying with him;
- create an atmosphere of "working tension" in group work, which helps to identify and clarify the psychological problems of each student;
- develop the desire for self-study, self-disclosure and self-knowledge.

All of the above will undoubtedly contribute to the formation of analytical and predictive readiness of future primary school teachers.

Thus, the introduction of elements of analytical and prognostic training in the educational process will allow students to develop independence, the ability to predict their capabilities, the ability to find their own style of pedagogical activity, build an individual route of self-education, and clearly present the goals and results of their professional training. Elements of analytical and prognostic training intensify creative processes in students, activate individual strategies of behavior and mechanisms of self-regulation in the conditions of professional activity.

Conclusions. Summing up the results of our study, we can state that the pedagogical conditions we have highlighted have a significant impact and increase the effectiveness of the process of forming the analytical and predictive readiness of future primary school teachers.

Results: we have identified pedagogical conditions and substantiated their importance for the formation of analytical and predictive readiness of future primary school teachers:

- study of professional features of future primary school teachers;
- participation of future primary school teachers in research projects;
- introduction of elements of analytical and prognostic training into the educational process of the pedagogical university.

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