

CONTEXTUAL APPROACH AS A PRACTICE-ORIENTED TRAINING OF FUTURE TEACHERS IN ORGANIZATION OF LABOUR EDUCATION AMONG PRIMARY SCHOOL STUDENTS

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Abstract

The article substantiates the context approach of preparing future teachers for labor education of junior pupils. The relevance of the mentioned problem in the conditions of modern Ukraine is proved. It has been found that pedagogical science has accumulated considerable experience in determining the essence and ways of implementing the context approach. The context approach is seen as a professionally oriented learning, in which knowledge, skills, and skills are acquired in the context of future professional activities. The main function of the context-based approach to learning is to create conditions for the transformation of educational and cognitive activity into a professional, thus modeling the educational environment, as close as possible to the form and content to the professional. The methodology of the context approach consists of three basic forms of activity: educational activity with a leading role of lectures and practical classes; quasi-professional, which is embodied in games, special courses; educational-professional (research work of students, technological practice, diploma and course designing). The implementation of the context approach in the process of preparing future teachers for elementary school to organize the work of pupils, promotes the development of professional skills of future professionals, helps to more objectively and accurately determine their professional suitability. The use of this approach sets not only the vector of personality development, but also creates conditions for it to plan a common, unified and compulsory development line, and assists each student, taking into account his available knowledge of knowledge, to improve and realize their individual abilities and successfully pass the formation process personality The context-based approach to the training of future primary school teachers in the context of reforming higher education ensures that the conditions for future vocational and pedagogical activities are brought closer.

Key words: contextual approach; younger schoolchildren; preparation of future teachers; labor training.

Introduction. Nowadays the operation of universities goes through the process of total reformation, that aims the creation of the competitive national system of Ukrainian higher education, integrated into the European Higher Education Area and the European Research Area. According to the requirements of the Bologna process, new priorities for the highly qualified specialists are claimed: competitiveness, teamwork skill, the ability to make decisions and readiness to be responsible for its results. Higher education institutions have to prepare specialists with fundamental knowledge of professional disciplines. They have to be prepared for the current conditions of job market. Today, the foundation of the highly - qualified professional requires an active implication of the whole system of professional training from the first days of students' educational activity. The model of the professional activity, that implies the simulation of the educational area that is extremely close with professional activity according to form and content has to be put forward as a main stain of the educational process.

In the light of the mentioned contradictions, problems and needed reformation transformations of primary school in the concept of New Ukrainian School, the increasing of the quality of professional pedagogical education, the strategizing of the ways of the content direction of the psychological and pedagogical disciplines towards the formation of the holistic view of the essence and structure of pedagogical activity, it's functions in the educational process of young generation among students gain an essential meaning. We guess, that the contextual approach in the

education of future primary school teachers takes the prominent place among others approaches.

The problem of the professional training in contextual approach has been investigated by local scientists: H. Barska, N. Gruzay, N. Guziy, N. Demyanchenko, V. Ishchuk, O. Kovtun, S. Kozushko, A. Melnyk, S. Skvorzova, O. Tkachenko, E. Shirshov, O. Churbanova etc. Theoretical and practical aspects of the implementing of the contextual approach into the educational process of future teachers have been researched by: L. Koval, L. Kostelna, V. Kotkova, T. Sidorenko etc.

At the same time, the usage of contextual approach in the educational process of future teachers in organization of the labour education has not been considered in the works of Ukrainian scientists.

The aim of the article. To substantiate the contextual approach in the education of future teachers in organization of labour education of primary school students.

Materials and methods. Analysis, synthesis, and systematization of scientific sources with the purpose of revealing the development state of the problem, abstracting and generalization to investigate the practical experience of the usage of contextual approach in the educational process of future teacher in organization of labour education of young students.

Results and discussion. Considering the sense of the notion «context», we should know that in linguistics and logic, context is understood

as «a relatively complete semantic passage of a text or speech that reveals the sense and meaning of words or sentences that are included in it as the linguistic environment of a particular language unit» [7]. Also, context can be defined as a system of internal and external conditions of men's life and activity which make an impact on the perception, understanding and transformation of the certain situation, giving meaning and significance to it as a whole and its individual components.

A. Verbuckiy in 1991 developed the concept of contextual education. According to the notion given by the author of the concept, contextual education - is a form of active education, that is assigned to usage in higher education institutions, oriented towards the professional training of students and realized with the help of the systematized usage of the professional context and gradual filling of educational process with elements of professional activity [2]. Contextual education is based on the activity theory (L. Vugotskiy), according to which, the acquisition of social experience realizes as a result of person's vigorous activity. The approach distinguishes the following principles:

- psychological and pedagogical support for the student's inclusion in educational activities;
- sequential simulation of the whole content, form and conditions of specialists' professional activity in the educational activity of students;
- adequacy of organizational forms of the education activity of students toward goals and content of education.
- the main role of the common activity, interpersonal interaction and dialogical conversation of entities that

belongs to the educational process (teacher and students, student and student);

- methodological substantiation of the integrity of new and traditional pedagogical technologies;
- taking into account individual psychological characteristics and cross-cultural (family, national, religious, geographical, etc.) contexts of each student [5].

In the words of A. Verbickiy, the process and content of professional education according to the contextual approach in education have to go from the main goal – the education of highly-qualified specialist. That demonstrates that contextual approach in education –is a designing of pedagogical systems and realization of educational process, in which takes place simulating of subjective and social content of future professional activity with the help of the system of didactic forms. The specialist's comprehension of abstract signing tools is superimposed on the ground of this activity. In a theory of contextual education, the notion «context» acts as content-forming category, and the formation of various living and professional activity contexts in the educational process provides the individual participation of student into processes of cognition and mastering professional activity. That follows, that the fundamental measure of contextual education content is not an information block, but a system with all it's subjective and social ambiguity and inconsistency [2].

For the achievement of the goals formation of high-qualified specialist's identity in a higher education institution, the education that provides transformation of educational and cognitive activity into

professional one with the certain changes of needs, motives, goals and results is requested. In a professional activity specialist unlike a student in a traditional education the analysis of situation goes first, then goes the statement of the problem, it's solvation and proving the truth of the solvation. This action scheme of the future specialist is used as the general model of student's educational – cognitive activity in the active education of contextual type. It is known that some students enters university with neutral or even negative attitude toward professional activity, and this attitude may stay till the end of the university education. The first positive attitude toward the profession can be changed to neutral or even negative in the process of education. That leads to the conclusion that the content and process of education have to provide not just subjective and social training of the future teacher, but to develop professional motivation. According to A. Verbickiy, one of the conditions of this activity is the including of various elements of the future professional activity in the educational process, that may be realized through the contextual approach in professional education. There is also including of elements of future activity at different lessons [3].

The main function of contextual approach in education is the foundation of conditions to transform the education-cognitive activity into the professional one. It means, that simulating of the educational environment has to be extremely similar to the form and content of the professional environment. Contextual education – is an education, in which the subjective and social content of the future professional activity of the students simulates

consecutively with the science language and the help of the educational system of forms, methods and tools [3, p. 54].

The significant characteristics of the identity of the future primary school teacher are diligence and patience. Also, it is important to be able to analyze and take responsibility for your own actions. It is appropriate at the lessons to use business, imitative and didactic games, that are extremely close to the real situations, and which gives student and opportunity to analyze a situation and to substantiate his choice. To achieve success in a future profession, a future teacher of the primary education must emotionally present the material, publicly present the empirical data obtained.

Teaching general education subjects is proposed to be interpreted in the context of professional activity, which goes against the academic representation of the material. Methods of active learning (or methods of context learning, according to A. Verbickiy) are suggested as the tools of realization of theoretical approaches in contextual education. At the same time, the necessity of contextual approach to use different forms, methods and tools of active learning in organic combination with traditional methods is mentioned.

Methodology of contextual approach consists of three basic forms of organization of educational activity: academic type of educational activity with the leading role of lectures and practical lessons; quasi-professional activity that is implemented in business, role-playing and imitation games, elective courses, trainings; education-cognitive activity (separate, individual, research work, pedagogical practice, performing of qualification works). The foundation of the

educational process on the basis of contextual education technology allows to bring the content and process of students' educational activity as close as possible to their future specialization. The content of the future specialization slightly begins to form in various forms of educational activity. It allows to carry out the general and professional development of the future graduates. These forms correspond to three basic learning models – semiotic, imitation, and social.

The significant is the opening of the content of students' quasi-professional activity and corresponding educational models. Quasi-professional activity is so named because it is characterized by the features of both the actual educational and future professional activities (intermediary activity). In the form of quasi-professional activity in the student audience and in the language of educational information, the conditions, content and dynamics of the production process, the relationships of people employed in it are modeled. Quasi-professional activity is fully consistent with the content and motivational components of the scientific and methodological model of future primary school teachers training.

In researchers conducted by A. Verbickiy, quasi-professional activity is a «lecture presented by two», which conducts with the student who has volunteered to participate. Before offering it to students, it is advisable to warn that it models the algorithm for preparing a school lecture of the «lecture with the help of students» Type [4, p. 84]. Preparation for the lecture begins with the announcement of the topic and suggestions for students to take part in structuring its content, determining the plan. Next, the

teacher suggests that students prepare a specific question. Feedback conditions and conditions for correcting what has been learned are jointly developed with students.

We believe that practical classes in methodological disciplines in the context of a contextual approach to preparing future primary school teachers for the organization of labor training of students can take the form of:

- a methodical workshop aimed at developing students' methodical thinking through solving problematic professional and methodological problems in simulated pedagogical situations;
- training sessions as a form of interactive learning, the purpose of which is to develop competence, interpersonal and professional behavior in communication;
- methodical theater, the purpose of which is to search, test, adapt, develop and distribute new technologies for teaching professional disciplines.

It should be mentioned that such classes provides an opportunity to investigate the pedagogical theory not as a still knowledge, but as an intellectual process, that leads to personal comprehension of the main laws and regularities of pedagogical process by the future primary school teacher. It inevitably effects the ability to organize a critical research work, to develop and experimentally use new pedagogical ideas.

The significant part of the implementing of contextual approach is taking into account the needs of employers, thoughts of scientist who works in the field of education, experience of leading local and foreign higher

educational institutions and scientific institutions based on the student-centered approach. Realization of this task is supported by various forms of including of stakeholders into the development and improvement of educational programs of pedagogical training, realization of educational process during the conditioning of auditory lessons and management of various types of practices.

Under the notion «stakeholder» usually understood a person or a group of people, who influences organization of educational process of the higher education institution and realization of the educational program. Also, it can be understood as the group of people who feel the impact of educational activity of higher educational institutions and are able to provide suggestions, recommendations toward the improvement of effectiveness of educational process in the higher educational institution, the increasing of its social standing and indexes [1, c. 218].

Taking into account interest of all interested people and the ability to interact with crucial stakeholders groups in external and internal educational environments are the key factors of the increasing of the quality of educational process.

The main forms of cooperation between the institution of higher education and stakeholders in the process of training future primary school teachers are round tables, methodological seminars, scientific and practical conferences, meetings, questionnaires, involvement in the development and updating of educational programs, reviewing, managing practices, conducting classroom classes, participation in commissions for the protection of qualification works and their review,

internships, open days, Career Guidance events, days of professions, etc.

It has to be mentioned, that the practice of stakeholders' implication into the process of developing and implementing of educational programs is new for both sides of the process. However, higher education institutions, in the context of modern requirements of organizing the educational process and meeting the criteria for accreditation of educational programs, are actively trying to attract various groups of stakeholders. Establishing of cooperation between higher education institutions and various groups of stakeholders is one of the main point of increasing the effectiveness of educational process and quality of specialists' training.

The cooperation of higher educational institutions and stakeholders allows to strengthen the students' educational and professional motivation, improve educational programs, integrate the activity of departments and increase the qualification of the science workers. This type of collaboration implies a willingness to work together, sharing resources, risks, and responsibilities.

One of the examples of integration of professional and academic education is dual form of education, which gives future primary school teachers the opportunity to study and work at school. The dual form of Education provides for the participation of students in various forms of Education: full-time education with work in the specialty provided for in the curriculum; full-time education and part-time work in the specialty; on-the-job training [6].

The close relationship between theory and practice is the main principle on which the system of dual education is

built, during which the student has the opportunity to get acquainted with the organization of the educational process in primary school and master the knowledge and skills of a primary school teacher. This form of training is a systematic integrated training based on modular-block structuring of educational activities and implementation integrated courses (a combination of theory and practice).

Theoretical knowledge, given students by lectures can be immediately tested and implemented in practice at school. And vice versa, practical problems, research, finds are aimed at a conscious study of individual issues, a deep understanding of the basis of professional skills of primary school teachers. Educational institutions, that are involved in the training process of pedagogical workers, become interested not only in results of education, but in its content and organization process. Future primary school teachers study at two institutions at the same time, where they master their knowledge of theory and practical skills: they acquire knowledge in the higher education institution while at school they form needed competences. Future specialist, who study and work acquire professional experience earlier than their classmates in classrooms, and have a significantly higher level of mobility and competitiveness in the job market. At work students learn to create lesson plans, face the experience of teachers' work, conditions for passing certification, opportunities for advanced training. This sets up future specialists to effective methodological teacher's work at school, and makes them more confident.

Implementing of the dual system elements into the educational environment

of the training primary school teacher is based on the professional level of the pedagogical team and cooperation with school mentors for the purpose of professional training of competent qualified workers with the high cultural level, who will be able to effectively and independently solve non-standard issues, work with new technologies, modern materials, and will be in demand in the modern job market in the field of primary education.

We suppose, that the dual education model may be called an effective tool of reformation of the high pedagogical education in Ukraine, a perspective direction in the field of future teachers' training which is oriented towards professional standards and international requirements. It meets both the requirements of employers in the labor market, as well as professional development, development of critical and creative thinking of higher education applicants, which contributes to their intellectual potential, and this will ensure the competitiveness of graduates of the institution of higher pedagogical education. Such an education system contributes to the effective development of professional competencies, the formation of an active life position, the formation of the personality of a future primary school teacher, passed for self-development, self-realization.

We assume, that the essence of transformational process of education activity of future teachers into the professional-pedagogical activity with the applying of contextual approach consists in saturating the content of their training with themes, problems, questions, that are able to support students' comprehension of

certain knowledge and skills, that mirrors modern theories, concepts, patterns, principles, forms and methods of organization of educational process and facilitates the formation of cognitive readiness and the ability to perform professional and pedagogical tasks in accordance with the overall goal of their professional education. Justifying the need to introduce a contextual approach to teaching students – future primary school teachers, we also take into account that the main characteristic of the content of the educational process within the context approach is modeling not only the subject content, but also the social context of future professional activities through the reproduction of real professional situations in the content of Education.

So, on the basis of semantic and definitive analysis of the concept of «contextual approach», it is found out that its essence is considered as professionally oriented learning, in the process of which knowledge, skills and abilities are acquired in the context of future professional activities. This type of training is most common in the higher education system, but it is pedagogically appropriate to introduce it in colleges, technical schools and vocational educational institutions in the process of forming professional competence, which is usually based on basic and Key (Universal) competencies. The contextual approach involves the development and usage of contextual learning technologies that are multivariate, flexible, provide a high level of motivation for professional and pedagogical activities, the development of professional thinking, cognitive independence of students, responsibility for decisions made.

Conclusions. Thus, the implementation of a contextual approach in the process of preparing future primary school teachers for the organization of labor training of students contributes to the development of professional abilities of future specialists, helps to determine their professional suitability more objectively and accurately. The usage of this approach sets not only the vector of personal development, but also creates conditions for this in planning a common, unified and mandatory line of development, and helps each student, taking into account the experience of knowledge, to improve and realize their individual abilities and successfully go through the process of personality formation. The contextual approach in preparing future teachers for the organization of labor training of primary school students in the context of higher education reform provides an approximation to the conditions of future professional and pedagogical activity. A contextual approach to the training of future primary school teachers in the context of higher education reform ensures the selection of such training content, the assimilation of which guarantees the transition of the information component of the content of education to knowledge and its approximation to the conditions of future professional and pedagogical activity.

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