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PEDAGOGICAL MODEL OF BACHELORS' PROFESSIONAL TRAINING AIMED TO DEVELOP PRESCHOOLERS' CREATIVE IMAGINATION

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Abstract

In modern pedagogical science, the problem of professional training of bachelors for the development of creative imagination of preschoolers remains open for theoretical and experimental study. Among the key positions of the renewal of preschool education, a radical change in the training of pedagogical personnel is highlighted, therefore, the social order of our society consists in the training of such specialists who will be able to develop the creative abilities of the younger generation. The article presents a pedagogical model of professional training of bachelors for the development of creative imagination of preschool children, which consists of several components: target, content, technological, motivational-value, emotional-volitional, cognitive, operational, effective-reflective. The practical significance of the article is that the theoretical provisions and conclusions contained in it on the research problem allow us to improve the process of professional training of bachelors for the development of the creative imagination of preschoolers. The research materials, as well as the developed pedagogical model, can be used in institutions of secondary, higher and additional professional education, which in the future will make a certain contribution to the theory and methodology of vocational education.

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Keywords: Professional training, pedagogical model, pedagogical conditions, professional education, training of pedagogical personnel, creative imagination of preschoolers



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1. Introduction

Education in the Russian Federation has undergone significant changes over the centuries of its existence. Particular attention is paid to education as a result of solving the socio-economic problems of society, the preservation and development of science and culture in general. Modern Russian society needs a teacher who will be capable of accepting new ideas, making non-standard decisions, actively participating in innovative processes and subsequently successfully solving research problems (Ibragimova & Kandaurova, 2019).

Professional training is a complex multifunctional system. Each didactic process represents a holistic process of pedagogical training.

In recent years, the activities of the teacher (Professional Standard, Federal State Educational Standards, etc.) have been regulated in state educational documents. These documents attempt to systematize and apply the requirements of the changing world to teacher's professional activity to ensure independent, creative, productive activity of students (Ibragimova & Skobeleva, 2018). The teacher's professional activity is incomplete if it is based only on once mastered working methods. Such activity is defective not only because it does not use objectively existing opportunities to achieve higher educational results, but also because it does not contribute to the development of teacher's personality. A teacher being in constant search reaches the highest levels of pedagogical skill and professionalism much faster. To stay in the profession and be successful, the teacher must constantly update professional knowledge and skills, improve professional qualifications (Ibragimova & Kandaurova, 2019).

The problem of the professional and pedagogical qualification of a modern teacher indicates several basic contradictions between the existing conditions for the training of pedagogical personnel, as well as their personal and professional potential and the requirements for the effectiveness of pedagogical activity (Novikova, 2020b, p. 137). The indisputable fact is the problem urgency and a detailed study of the stated issue. In this regard, the problem of professional training of bachelors for future work on the development of the creative imagination of preschoolers is one of the key issues and is the subject of close study in psychological and pedagogical science.

In their pedagogical research, A.V. Antonova, E.V. Gladkova, I. Yu. Erofeeva, M.A. Kovardakova, N.I. Pinchuk, L.V. Pozdnyak, V.I. Yadeshko, L.G. Semushina paid special attention to the problem of professional training in the field of preschool education (Novikova, 2020b, p. 137).

2. Problem Statement

The theoretical foundations of the professional training of specialists in the field of preschool education enabled to systematize the obtained material and develop a pedagogical model. In pedagogy, modeling is one of the methods used in scientific research. A model being used as a research device is at the heart of modeling. The model can be used for explaining, studying pedagogical objects and as a tool that helps to analyze the pedagogical object. Therefore, modern pedagogy cannot do without the modeling method, which has been proven by the experience of not only theoretical teachers, but also practicing teachers (Yadrovskaia, 2013).

3. Research Questions

Soviet scientists in the field of pedagogy A.T. Kurakin, L.N. Novikova believe that modeling enables to study and represent any object in a holistic model, which in the future will act as a methodology (as cited in Novikova, 1966, p. 111).

G.V. Sukhodolsky, Doctor of Psychology, Professor, Honored Worker of the Higher School of the Russian Federation understands modeling as a process in which a model develops in various aspects and means (as cited in Novikova, 1966).

The model helps to design a pedagogical system and identify ways to improve it. In this regard, modeling is associated not so much with the reflection of the existing properties of objects and phenomena, but also with the construction of various objects.

Having evaluated various approaches to describing the ultimate goals of professional training as a model of the pedagogical process, we have noted that in some cases the model is understood as a characteristic of typical tasks in training a future specialist (V.P. Bespalko., N.G. Pechenyuk, N.F. Talyzina, LB Khikhlovsky) in others – as a list of activities (Yu.K. Vasiliev, A.T. Rostunov, EE Smirnova), and, thirdly, a set of professional knowledge and skills (Yu.A. Lavrikov, E.T. Rubtsova). Researchers believe that the teacher's activities have been subjected to careful analysis in contrast to the activities adherent to other professions (Abdullina, 1989).

Based on the socio-psychological and philosophical definitions of the model, scientists build models of the teacher's pedagogical activity. According to A.I. Shcherbakov, a model should include the socio-psychological characteristics of the teacher's personal qualities and professional and pedagogical knowledge, skills and abilities (as cited in Adolyef, 2012).

V.A. Slastenin, Soviet and Russian scientist in the field of pedagogy, Doctor of Pedagogy, Professor, Honored Scientist of the Russian Federation suggested taking into account personal and professional-pedagogical qualities, psychological and pedagogical training, methodological training in the specialty, the volume and content of special training (as cited in Adolph, 2007).

N.F. Talyzina, a specialist in the field of educational psychology suggested that the content of the model could be represented by three composite tasks due to the peculiarities of the century; the nature of the socio-political system of the country; the requirements of the profession, specialty (as cited in Adolphef, 2012). Domestic philosopher V.A. Shtof, who was involved in the construction of scientific models, implies that a model is a mentally imagined or materially realized system that reflects and reproduces the object of research. This system is able to replace the object so that the model of study gives new information about this object (as cited in Einstein, 2000, p. 19).

Despite the fact that the model is multivalued, it is reduced to a conditional image (picture, diagram, description) of some object or system of objects. The relation of the model to the original is concretized as the correspondence of some properties and relations of the model directly with the properties and relations of the original being interesting for the researcher.

The model is used to obtain such data about the original, which is difficult or impossible to obtain by direct examination of the original. The model itself is not an end in itself; it is only a means of studying the object that it represents being with it in relation to some similarity (Yadrovskaia, 2013).

A.N. Dakhin identified the following stages of building a pedagogical model: defining the functions of the analyzed object, its place and role in the education system; building a system of cross-cutting components of the structure of the object under study, determining the criteria for their functional completeness; determination of the minimum permissible set of basic constituent components of the model with the establishment of their interrelationships (logical, functional, semantic, technological, etc.); development of a model of the dynamics of the research object (as cited in Abdullina, 1989).

According to L.A. Ibragimova, E.A. Novikova, the main task in determining the quality of education is to focus on professional training and specific practical activities, namely, on professional readiness for the development of the creative imagination of preschoolers (as cited in Novikova, 2020a, p. 55). This is due to the fact that there are many different approaches to disclose the professional training of bachelors to work on the development of the creative imagination of preschoolers (Novikova, 2020a, p. 55). An analysis of the state of the issue under study in psychological and pedagogical theory and practice has shown that the problem can be resolved if the developed pedagogical model, which will contribute to improving the professional training of bachelors for the development of the creative imagination of preschoolers, is introduced into the educational process of the university.

4. Purpose of the Study

At each stage of the pedagogical model, the goal is determined as an ideal consciously planned result of the educational process. The purpose of the pedagogical model is to provide professional bachelors' training aimed to develop creative imagination of preschoolers.

5. Research Methods

Based on theoretical and methodological approaches to modeling (A.A., Bratko, V.A. Venikov, B.A. Glinsky, A.B. Gorstko, B.S. Dydin, V.I. A.V. Mogilev) Shtoff (1978) a structural pedagogical model of professional bachelors' training aimed to develop creative imagination of preschoolers has been developed. The fundamental idea in modeling this process is to develop a model that would improve the efficiency of this process, bring it into conformity with the requirements of modern education.

6. Findings

The methods and technologies of professional activity used by the teacher are determined by the basic structures of their professionalism: the value-motivational component, the approach to themselves and the child as a model implemented in communication, learning and assessing the results of activities (Novikova, 2019).

The pedagogical model for the formation of professional training of bachelors for the development of the creative imagination of preschoolers includes the following structural components: *target, content, technological, motivational-value, operational, cognitive, reflective*.

The *target component* involves setting the goal of implementing the considered pedagogical model. Purpose: professional preparation of bachelors for the development of the creative imagination of

preschoolers for this direction in professional and pedagogical activities at the theoretical, methodological, practical levels.

The *content component* of the pedagogical model includes an information space, which provides the process of forming the components of professional bachelors' training aimed to develop creative imagination of preschoolers. The content component consists of several blocks: motivational, educational and reflective. At the theoretical stage of the research, the modular approach formed the basis of the content component of the pedagogical model. The content component covers methods, forms of organizing educational activities of bachelors and pedagogical communication with them in the process of professional training. This component is built taking into account the subject-subject interaction of teachers and bachelors in the study of specific educational material.

The *technological component* of the pedagogical model provides the use of modular and project-based teaching technology (discussions, round tables, business games, master classes, etc.). At the same time, project activity involves a combination of traditional and non-traditional forms of work.

The *motivational-value component* assumes the presence of motives of interests and needs in the development of the creative imagination of preschoolers; striving for personal creative self-development, professional self-improvement.

The *emotional-volitional component* involves the desire for volitional effort and self-realization in bachelors' training aimed to develop creative imagination of preschoolers; development of emotionality as a professionally significant personal quality.

The *cognitive component* includes the acquisition of knowledge necessary for the development of the creative imagination of preschoolers.

The *operational component* provides the skills and abilities of the development of the creative imagination of preschoolers.

The *productive-reflexive component* formulates ideas about a certain result of the process of professional bachelors' training aimed to develop creative imagination of preschoolers.

7. Conclusion

Thus, the developed pedagogical model of professional training ensures the development of professional qualities and abilities of future teachers to develop the creative imagination of preschoolers. When developing academic disciplines within the framework of which the pedagogical model is being implemented, the variability of the forms and content of the work of the future teacher is taken into account. The educational process of the university enabled to implement the practical orientation of the relevant training. The educational program showed that the introduction of this model had a beneficial effect on the quality of the organization of professional training and led to more significant learning outcomes. There was also a difficulty in pedagogical model approbation caused by the fact that there was no possibility of diagnosing the components of the readiness of bachelors in the conditions of real professional and pedagogical activity and self-reflection data of graduates of pedagogical higher education establishments.

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