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**STUDY OF THE PEDAGOGICAL MAGISTRACY STUDENTS’  
PROGNOSTIC ABILITY**

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***Abstract***

The education system of Russia is undergoing fundamental changes due to the constant political and socio-economic changes. It is not enough for the teacher to own a significant amount of information and be able to adapt it to educational practice. Teachers need to be mobile in the educational space, predict possible changes and organize the learning process based on scientific forecasts. The relevance of studying the pedagogical master program student’s prognostic competence is determined by the need of training teachers who are able to work in the constantly changing conditions of the educational space. The aim of the work is to study the prognostic ability level of pedagogical magistracy students. A methodology of studying a prognostic ability developed by L. A. Regush was applied to achieve this goal. The “Prognostic ability” methodology is a model of the prognostic competence structure. It includes such qualities as analyticity, depth, perspectivity and evidence. The methodology implementation assumes to get the respondents’ answers based on observations of typical features of their predictive activities. Two main directions of studying the prognostic competence phenomenon were identified during research. The first direction reveals the forecasting training as part of professional development. The second direction considers pedagogical forecasting teaching as a subject. Theoretical and practical results of the study can be implemented in higher educational institutions. The obtained data can be used not only by universities, but also by secondary educational institutions (colleges) that train teachers.

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## 1. Introduction

A variety of problems and tasks become relevant due to the continuous transformation of the educational system in Russia. Teachers who can effectively carry out their professional activities in a constantly changing educational environment are of great need in education. Training teachers is carried out in all federal and regional universities of the country, regardless of their status (public or private).

The ability to predict is the key factor for the professional development and prognostic orientation in a wide range of innovation instruments of scientific work. There are no comprehensive studies on the problem of studying the pedagogical magistracy students' prognostic ability.

The Federal higher education standard provides a variety of professional competencies which contain prognostic abilities. They include the formulation of educational programs and individual educational routes for students, the formulation and implementation of comprehensive educational programs focused on the needs of various social groups, as well as the ability to develop the educational space, educational route and professional career. Thus, the development of the prognostic ability is an important part of future teachers' training in modern education system.

## 2. Problem Statement

The theoretical analysis of modern researchers' works allowed clarifying two directions in considering the problems of prognostic ability. They were proposed by leading representatives of the Russian pedagogy who differ in their pedagogical approaches.

The first direction is associated with an explanation of the prognostic ability development as a part of personality formation (Regush, 2003; Kraeva, 1999). These researchers convincingly prove that the development of prognostic ability is carried out in a spiral. As Regush (2003) declares "the quality of thought processes creates an opportunity for the formation of a new level of this ability. The ability to predict a new range of phenomena is formed by mastering a special knowledge" (p. 255). However, this approach does not specify the way of changing teaching for more efficient prognostic competence development.

The second direction considers the process of teaching pedagogical forecasting as a special subject in the curriculum. Student's mental characteristics should be taken into account at various stages of his development (Dymova, 1998; Osipova, 2000).

It is worth noting a danger appearing when psychological mechanisms are being identified with the mechanisms of assimilation and being replaced by them. Brushlinsky (1994) notes that assimilation and the psyche are inextricably linked. However, they are not identical.

## 3. Research Questions

Science and education system representatives have an increasing interest in prognostic ability, teacher's prognostic skills and pedagogical forecasting. But the pedagogical support of the prognostic ability formation process and the qualitative implementation of pedagogical forecasting methods is still one of the most acute questions. The requirements for future teachers are emphasized by a set of tasks aimed at improving the level of professional practice projects and unreadiness for their quick solution.

Study of the prognostic ability during the pedagogical magistracy students' training is a very important task.

#### 4. Purpose of the Study

The aim of the study is to identify the prognostic ability level of pedagogical magistracy students

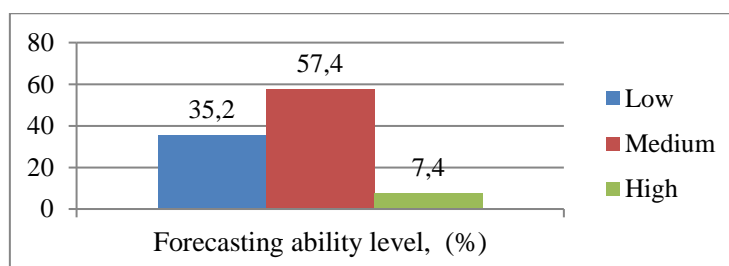
#### 5. Research Methods

We use both theoretical methods (analysis and systematization of methodological literature on the problem of future teachers' prognostic ability), and an empirical method (Regush's (2003) "The prognostic ability methodology"). This technique consists of 20 questions. Each of them contains two answers. "The prognostic ability" methodology is a kind of its structure model. It includes such qualities as analyticity, depth, perspectivity and evidence. The respondents' answers are based on typical features of their predictive activities.

Low, medium and high levels were distinguished based on the results. These levels are determined by the sum of points that the respondent scored after the completion of the test. Low level is determined by 4-7 points and high by 12-18 points. The low level of prognostic ability is defined as a weak orientation of students in the near and distant future. The medium level shows the desire for objective forecasting of the near and distant future. The high level of prognostic ability is a marker of the ability to carry out effective forecasting actions in daily practice.

#### 6. Findings

The study involved 108 pedagogical magistracy students. The pedagogical master program will allow these students organizing professional activities in the school in future. It will also allow them developing and implementing educational programs, as well as students' individual educational routes. The results of the study are presented in the diagram (Figure 01).



**Figure 01.** The identified level of prognostic ability

More than half of the pedagogical magistracy students demonstrated an average level of prognostic ability. The average level of forecasting suggests a good orientation in the near future and weak in the distant future. Such students know what they want, how to achieve this aim and what it will give them in future. They know how to foresee some certain simple actions and what situations will arise. They are

able to find a way out in a difficult situation. They strive for objective forecasting of the near and distant future. Sometimes, often intuitively, they use separate forecasting methods and techniques.

It is worth noting that 35% of respondents showed a low level of prognostic ability. Regush (2003) notes that this level of prognostic ability implies poor orientation in the near and distant future. Such student "goes down the stream" and lives on the principle of "the day has passed and thank God for that." He/she forecasts his/her elementary needs and events. It should be noted that the main forecasting methods for these respondents are various signs and intuition. The identified features of prognostic ability need a consistent and systematic formation due to the current requirements of the educational system.

Only 7% of respondents showed results corresponding to a high level of prognostic ability. This is a very small part of the total number of respondents. We assume that the majority of respondents did not study teacher education at the undergraduate level. Meanwhile pedagogical bachelor's program respondents developed and improved the prognostic ability in the teacher's professional activities throughout the entire time of their study.

The difference in the levels of prognostic ability demonstrates the need for its development in the process of implementing the professional pedagogical practice.

## 7. Conclusion

The results show the lack of attention paid to the formation of the professional prognostic culture in the existing system of preparing the pedagogical magistracy students despite the fact that it is necessary for successful professional socialization in modern conditions.

It should be noted that current educational activity practices emphasize the need to develop a program that can increase the future teacher's prognostic abilities and their work performance.

It can also be assumed that the improvement of the existing pedagogical magistracy students training is possible by providing required conditions for mastering the students' prognostic skills and by involving them in research and search activities. It can be done through participation in forecasting their future professional activity while working at seminars and workshops. It will also show changes in the students' attitude to their future professional activities.

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