

THE TEACHING TECHNIQUE OF DEVELOPMENT OF PEDAGOGICAL COMPETENCE DURING THE STUDY OF HUMANITIES

^a INNA I. SOKOLOVA, ^b ILYUZA V. GILMUTDINOVA

^a *Kazan Federal University, Institute of International Relations, History and Oriental Studies, Kazan, Russian Federation, 18 Kremlevskaya Street, Kazan, 420008, Russia*

^b *Kazan Federal University, Institute of International Relations, History and Oriental Studies, Kazan, Russian Federation, 18 Kremlevskaya Street, Kazan, 420008, Russia*

Email: ^ainna.academ@yandex.ru, ^bi.v.gilmutdinova2016@gmail.com

Abstract: The relevance of the research problem is defined by practical and theoretical components. The practical relevance of the problem is determined, on the one hand, the new demands of society and the production to the pedagogical component of the vocational training teachers' activity and lack of reflection in The Federal State Educational Standards, on the other hand, the need to realize the potential of the humanities in development of the pedagogical competence of future vocational training teachers and the insufficient development of educational conditions promoting to the effective implementation of this process. The purpose of the article is to ground the new complex technique developed by authors as one of the necessary conditions for the formation of pedagogical competence of future vocational training teachers. The leading method of this problem study is a scientific experiment comprising ascertaining and formative stages. The result revealed that the implementation of the teaching conditions improved the efficiency of formation of pedagogical competence of future vocational training teachers in the process of studying the humanities. There is a positive dynamics of the level of development of pedagogical competence in the experimental groups before and after the forming stage of the experiment due to detailed, reasonable selection of the modules content, the forms and methods of training, when each task was chosen with a focus on the formation of a particular component of the pedagogical competence. Article proceedings are valuable for organizers of vocational training of teachers, vocational teachers, researchers in the field of competence formation.

Keywords: education, pedagogical competence development, vocational training teacher, interactive teaching techniques, Humanities.

1 Introduction

The vocational training teacher is becoming increasingly in demand not only in secondary vocational institutions, but also in the training centers of applied qualifications, in organizations engaged in training for short-term educational programs, as well as in the production acts as a mentor and organizer of working activity (Zagladina, 2016). Therefore, future trainers in addition to owning a great professional competence, equipment and technology, need psychological and pedagogical competence, required for the organization of the learning process of students in educational institutions or in the management of personnel working in the company (Federal state educational standards, 2009). Statistics show that only 18-20% of vocational training teachers coming to work in the production (Bagautdinova et al., 2014) have the ability to manage staff effectively and motivating workers to provide psycho-pedagogical influence (Kamaseva et al., 2015). This fact suggests that high level of general culture, outlook, humanistic worldview, professionally-relevant qualities, pedagogical orientation of the mind, and therefore the pedagogical competence of the future vocational training teachers are important for a successful professional-pedagogical activity (Fakhrutdinova et al., 2015).

In turn, such a problem as the formation of pedagogical competence of the future vocational training teachers in the process of studying the humanities (Yow, 2005), requires search and use of innovative technologies. At this stage active searches devoted to the study of professional and pedagogical competence of the teacher are conducted in educational psychology, pedagogy and sociology of education. The ways to improve the professional and pedagogical competence are discussed in studies of N.V. Kuzmina, A.K. Markova, V.A. Slastenin (Kuzmina, 1990; Markova, 1996; Slastenin, 1997). The list of professionally important qualities of teacher's personality were outlined in researches of A.S. Batyshev, O.G. Groholskaya, E.F. Zeer (Batyshev, 1985; Groholskaya, 2011; Zeer, 2003). A number of scientists studied the means and conditions for the formation of certain components of professional pedagogical

competence (Gilmeeva, 2006; Gilmeeva, 2012; Verbitsky, 2004; Klarin, 1995); another highlighted the gradual formation of professional pedagogical competence (Karelskaya, 2004; Volvenko, 2006; Kudzoeva, 2006).

During the study the following research problem was identified: What are the conditions of the formation of pedagogical competence of the future vocational training teachers in the process of studying of humanitarian disciplines in educational institutions of secondary vocational education? As well as the goal was formulated - the formation of pedagogical competence of the future vocational training teachers in the process of studying the humanities; the goal identified one of the conditions presented in this article, it is a complex method (developed and tested by authors in practice) of the formation of pedagogical competence of the future vocational training teachers in the process of studying the humanities.

As a result, the use of an integrated authoring technique helped to increase the activity of students and the formation of pedagogical competence of the future vocational training teachers in the process of studying the humanities.

2 Methods

The leading method of this problem study is a scientific experiment comprising ascertaining and formative stages. The ascertaining stage of the experiment was conducted on the base of Kazan Federal University, at this stage has been developed and used in practice: "Methods for diagnostics of the formation of pedagogical competence of the future vocational training teachers in the process of studying the humanities" and "Success Diary". The formative stage of the experiment was conducted on the base of GBEI of SVE "Kazan vocational training college" (89 people) and GBEI of SVE "Bugulma vocational training college" (56 people), at this stage was developed and tested a complex method of formation of pedagogical competence of the future vocational training teachers in the process of studying the humanities, including the steps of complex interactive technology, specially designed content of the integrative practice-oriented courses and new modules of the disciplines of the humanities cycle, a complex of diagnosing means. At the beginning and at the end of the formative experiment was studied the formation of the pedagogical competence throughout all elements.

3 Results

Thus, the "Methods for diagnostics of the formation of pedagogical competence of the future vocational training teachers in the process of studying the humanities" consists of four techniques, relevant to blocks and ten assessment cards of each component of competence, which contain allegations measured by students in importance. The developed assessment cards were filled by students and experts at the first stage, then the average indicators presented in this study were calculated.

First-year students of GBEI of SVE "Kazan vocational training college" (89 people) and GBEI of SVE "Bugulma vocational training college" (56 people) were tested in order to determine the initial level of the formation of pedagogical competence. The total sample was 145 people.

In the second phase new modules of Humanities were proposed: 1) basic philosophy - modules: "Philosophy and humanistic outlook," "teachers-philosophers of culture", "Humanitarization as a modern trend in vocational education"; 2) psychology of communication - Modules "communication culture of vocational training teachers", "Dialogue of cultures in a multinational state", 3) history - modules: "Teacher training of the future vocational training teachers in the XX century", "Vocational training

teachers - humanitarian resource of modernization of vocational education "; 4) foreign language (English) - modules: «My profession is a vocational teacher», «Key competences of a vocational teacher», «Humanities vs. Professional disciplines in vocational teachers training »; 5) physical training - modules: "The role of vocational training teachers in matters of preservation of health in educational organizations", "Modern health-saving technologies".

Using the resource of a variable part of the standard, we have developed an integrative practice-oriented course "Formation of pedagogical competence of the future vocational training teachers" aimed at the development of the nature and structure of pedagogical activity by students. Special course introduces students to the ideas of humanism, general humanitarian culture of the teacher, with the methods of constructing the training sessions, elements of reflection and self-evaluation, interactive technologies (Plakhova, Rustamova, Kiyashchenko, 2015). Following the principles of integration and the formation of complex competencies our main research objective was to show and prove in practice the close relationship and thereby form a common idea of the humanities, which forms a whole pedagogical competence. The conceptual basis of this special course is a competence-based approach, student-centered learning and the modular design of the curriculum and educational programs. At this stage in the framework of teaching courses and modules of humanities of an invariant part of the standard we used a set of interactive techniques, carefully selected in the course of experimental work: active learning lecture, technology of "buzzing" groups, brainstorming, case-study, reverse communication technology, oral essay-presentation and video-essay, public speaking with PowerPoint presentation, professional orientation games, a master class (Panfilova, 2009; Gubaidullina, Ilyasova, Khakimzyanova, 2015).

In the third stage, which implies the current test of the level of formation of pedagogical competence of the future vocational training teachers and its components, we used the situation analysis technology. "Methods of assessing the level of qualification of teachers", edited by V.D. Shadrikov, I.V. Kuznetsova (Shadrikov, Kuznetsova, 2010) served as the material. This technology as the most effective tool of formation of pedagogical competence of the future trainers was also used at the stage of final control.

The technology of master-class active learning was used in the final sessions of the special course prior to the final control. The essence of the master class was that the student (future vocational training teacher) showed his/her skills to other students through active learning methods (Panfilova, 2009). One of the main tasks of the student acting as the training teacher was to involve other students in the game, brainstorming, solution of pedagogical situations, etc. and the organization of their activities. As a result, the use of the master class helped to strengthen potential opportunities of participants through the development of respect for the training teacher; clearly demonstrated the formation of the components of pedagogical competence (Khovanskaya, Maklakova, Arzhantseva, 2016).

At the final stage, we conducted the final control of learning and the level of formation of pedagogical competence of the future trainers with the participation of experts, the final inspection of the completion of "Success Diary" was carried out, "Methods for diagnostics of the formation of pedagogical competence of the future vocational training teachers in the process of studying the humanities" was re-used to track the dynamics of the formation of pedagogical competence. So we have got the results showing that in the experimental group there was a significant increase in the percentage of students with an average and high level of pedagogical competence (Table 1).

Table 1. Distribution of students in terms of the formation of pedagogical competence at the beginning and at the end of the formative experiment in %

Levels of formation	Experimental groups (89 people) at the beginning	Experimental groups (89 people) at the end	Control Groups (56 people) at the beginning	Control Groups (56 people) at the end
Low	42	14,9	40,8	34,1
Medium	44,8	38	47,7	50,7
High	13,2	47,1	11,5	15,2

4 Discussion

The complex of diagnosing means (author's methods) for assessing the formation of the pedagogical competence of future vocational training teachers, developed and tested in the course of experimental work, made it possible to identify the initial state, the final result, to track the dynamics of the formation of pedagogical competence of future vocational training teachers.

The complex method of forming of the pedagogical competence of future vocational training teachers in the process of studying the humanities consisted of several stages. For each stage, a careful selection of interactive techniques and methods, forms of study and learning tools was carried out, in addition, each task was selected with an orientation toward the formation of a certain component of the pedagogical competence, which ultimately promoted the activity of students and the realization of the third pedagogical condition for the formation of the pedagogical competence of future vocational training teachers in the process of studying the humanities.

Logically aligned content of the integrative practice-oriented course "Formation of pedagogical competence of the future vocational training teachers", and modules of Humanities, as well as a set of interactive innovative techniques, forms, methods and means of teaching, used in the process of introducing a

special course, contribute to the formation of the pedagogical competence of future vocational training teachers.

5 Conclusions

After the implementation of an integrated complex method in practice, we worked on the data, the results of empirical studies have shown an unambiguous increase in the level of formation of pedagogical competence, as the percentage of students with a high level of development of the pedagogical competence indicators was 47.1%.

Summarizing the results above, it should be noted that the combined application of interactive technologies designed in a holistic method of formation of pedagogical competence of the future vocational training teachers in the process of studying the humanities, was made possible thanks to a detailed, reasonable selection of modules' content, forms and training methods, when each task was chosen with a focus on the formation of a specific component of pedagogical competence (Shaikhutdinova, Sokolova, 2013). As a result, it contributed to the increase of the activity of students and the formation of pedagogical competence of the future vocational training teachers in the process of studying the Humanities.

Further works can be devoted to the development of educational and methodological support for the process of forming the

pedagogical competence of the future vocational training teachers and improving the diagnostic tools for assessing it.

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