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Development of competitiveness of future teachers on the basis of social partnership

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Abstract

The article aims to describe the didactic conditions for the development of competitiveness of future teachers based on social partnership in the traditional structure higher school-secondary school via the structural model of higher school-secondary school social partnership. As a result, the higher school – secondary school social

partnership has an enormous potential; to disclose the content of each of the above parameters with reference to the conditions for shaping a competitive personality. In conclusion, a high level of competitiveness will be a guarantee of protection of rights and interests of the trained specialists.

Keywords: Competition, Teacher, Development, Social, Partnership.

Desarrollo de la competitividad de los futuros docentes sobre la base de la asociación social

Resumen

El objetivo del artículo es describir las condiciones didácticas para el desarrollo de la competitividad de los futuros docentes basados en la asociación social en la estructura tradicional de la escuela secundaria superior a través del modelo estructural de la asociación social de la escuela secundaria superior. Como resultado, la asociación social entre la escuela superior y la escuela secundaria tiene un potencial enorme; divulgar el contenido de cada uno de los parámetros anteriores con referencia a las condiciones para conformar una personalidad competitiva. En conclusión, un alto nivel de competitividad será una garantía de protección de los derechos e intereses de los especialistas capacitados.

Palabras clave: Competencia, Profesor, Desarrollo, Social, Asociación.

1. INTRODUCTION

The Republic of Kazakhstan creates all necessary conditions for highly qualified and professional teachers to work in the system of education, therefore requirements for teacher training in higher

education institutions are becoming more demanding. The concept of competitive teacher acquires a specific meaning, denoting an educator that has completed a full course of an educational program and acquired necessary professional skills, is able to adapt to the changing social and economic environment and is ready to fulfil professional tasks quickly and creatively. The social significance of this issue causes a special interest to the definitions of competition and competitiveness in psychological and pedagogical studies (Andreev, 2004).

We proceed from the definition of competitiveness reflecting the specifics of the educational paradigm at pedagogical schools of higher education: this is a personal quality manifested in the focus on efficient and effective educational activities that are necessary for students' high-performance indicators, ensuring the continuous growth of efficiency of their studies based on the renewable and developing ability to work, preserving human health and harmonious relationship with other people.

2. METHODOLOGY

Works by Oleynikova and Muravyova (2006) provide a detailed analysis of the structure of social partnerships in the sphere of professional education in the European Union countries. Theoretical studies on the issues related to social partnerships in education expand and deepen our understanding of the structures and prospects in this

field of activity, and they are widely used for social and historical comparative analysis by domestic scholars, whose works objectify the thesis that it is necessary to take into account the regional specifics when considering the issues of social partnership.

Considering the process of shaping students' competitiveness at higher education institutions as a complex multilevel pedagogical system, we follow the recommendations of Angelovsky (2004), identifying its purpose, content, organizational forms, methods and results as the main components of such system. The structural and functional model of shaping students' competitiveness at higher education institutions is seen as an integral multilevel dynamic system consisting of a number of interrelated blocks: educational and organizational activities, as well as activities for the formation and development of personal qualities of a competent specialist.

The range of potential partners of a pedagogical school of higher education is quite limited. Organization of a qualified dialogue on the issues related to curricula, educational programs and students' research activities is not yet on the agenda, although community of interests and approaches is already apparent in the sphere of developing teacher qualification characteristics (Yang et al., 2019; Soo et al., 2019; Fitriani & Suryadi, 2019). The academic mobility, which is actively developing nowadays, should also be built on the basis of partnerships between higher education institutions, which should determine responsibility of the parties in their common activities in the respective contracts and memoranda of cooperation.

We should point out here that the social partnership between higher education institutions and secondary schools is extremely important for teacher training. The parties' interest in the dialogue is particularly evident during the period of students' teaching practice, which is organized nowadays on a continuous basis. We should note that the continuous teaching practice plays an important role in shaping the competitiveness of future teachers. Further work will be related to compiling questionnaires and tests for a psychological and pedagogical experiment, which is necessary to identify the personal qualities of future teachers and to determining the level of their competitiveness. Such tests with a focus on studying characteristics of managers' creative competitive personalities were first developed by (Andreev, 1994).

3. RESULTS

We created a structural model determining the significance of the higher school – secondary school social partnership for the development of the future teacher's competitiveness. The model defines the didactic conditions for transforming learning activities into professional activities by coordinating motives, goals, and ways and means of organizing various stages of continuous teaching practice. Traditional motivational, activity-oriented and assessment parameters were used as a basis for characterizing the stages of competitiveness development. Pedagogical conditions for the development of competitiveness in the course of the continuous teaching practice were

determined by analyzing the results of observations and teaching experiments:

- Practical classes on pedagogy and particular teaching methods directly in schools, with the involvement of teachers;

- The focus of all forms of trainees' activities on the development of their personal interest in their competitive growth;

- Consideration of problem situations in lecture classes and their resolution during discussions and debates;

The task of identifying the level of competitiveness of each student becomes very important. The key requirements for the teaching practice:

- a) Students should rely on the school ideas about educational work and the activities of teachers and class-masters;

- b) The courses of Introduction to the Teaching Profession, General Pedagogy, General Psychology and Age Psychology that are designed to form the following students' skills:

- To plan extracurricular activities;

- To identify and address specific educational tasks;

- To choose and use various forms and methods of school education;

- To establish relations with a team of pupils, with their parents and with teachers working in a particular class;

- To develop their own approaches to organizing the process of pupils' cognitive activities.

The additional requirements for the teaching practice:

- Basic and specialized disciplines of the specialty and obligatory and elective courses of a methodological orientation.

The teaching practice has the following objectives:

- An acquaintance of students with their future work in the chosen specialty;

- Students' acquisition of practical skills in preparing and conducting lessons and various forms of extracurricular activities related to the school subjects. Implementation of the teaching practice plan is only possible in case of a high level of students' independence – first in the role of assistant teachers and class-masters and then as trainees. It is noteworthy that, in contrast to traditional approaches, pedagogical schools of higher education today orient their graduates to preparing portfolios, the materials of which better reflect the following

aspects of students' activities: acquaintance with the experience of mentor teachers; specification of activities at their major faculties and methodological associations of teachers; creation of the own methodological bank. Such portfolio not only reflects the results of different stages of the teaching practice of each student, but it is undoubtedly an effective and efficient in the method of shaping future teachers' professional identity, being an objective indicator of their competitiveness. Our experimental studies were organized on the basis of the conceptual model and had a systemic nature, with teacher training considered as a set of interrelated elements.

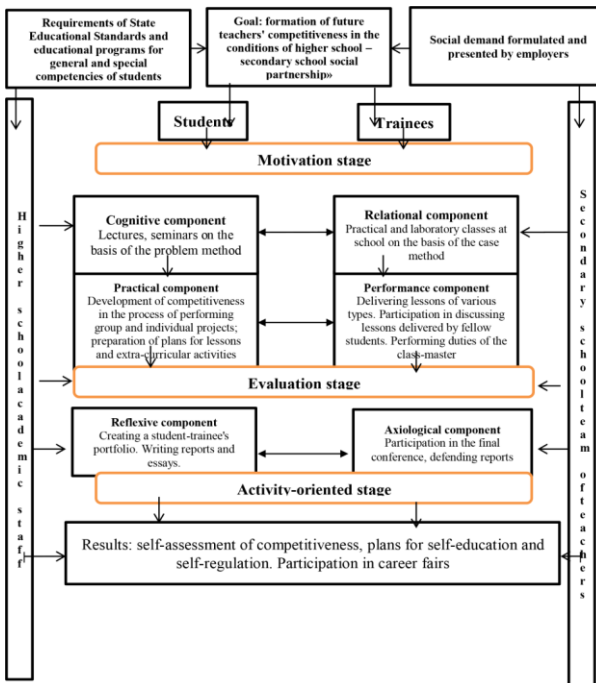


Fig. 1: Model of the higher school – secondary school social partnership for development of future teachers

The teaching practice has a specific character because students become members of the school teams of teachers for a certain period of time, and they, consequently, have to follow all school regulations, are guided by uniform requirements to schoolchildren, follow a unified working schedule and traditions, maintain workplace discipline and follow a unified line of behaviour in relations with pupils. As teaching team members, they take an active part in the organization of educational activities and have the opportunity to demonstrate their competitiveness at the motivational, activity-oriented and assessment stages. That was reflected in the created model, which confirms that the systemic approach to preparation and realization of the teaching practice is oriented to methodological consideration of the objective reality and to acquisition of skills in the practical organization and management of the process of forming professional competence and, consequently, the development of competitiveness in the conditions of higher school – secondary school social partnership (Indriastuti, 2019; Kosari, 2018; Sears, 2018).

4. DISCUSSION

Professional training in the conditions of a higher education institution in general, and a pedagogical school of higher education in particular, is organised on the basis of dual opposition of competition and solidarity, which are not only inextricably linked but are also opposed to each other. The credit technology of training, which now determines the format of preparing specialists at higher education

institutions, is mostly oriented towards competitiveness, which is clearly manifested in the rating system of assessment, presupposing both the assessment by the instructor and the self-control. The students develop their abilities to critically assess their own knowledge and objectively determine their ratings in the group on the basis of indicators identified in the process of the current control and midterm and final exams. Evplova rightly believes that the higher education environment should ensure the growth of competitive activities between the subjects of learning (students) and promote the formation of their professional qualifications and the development of personal traits that are necessary for a competitive specialist. She recommends organising contests, debates, blitz games and other activities aimed at forming competitiveness (Evplova, 2012).

The studies devoted to different aspects of developing competition in the conditions of an educational social partnership identify two types of manifestation of competitiveness: individual and corporate. The individual type of competitiveness is the orientation of an individual primarily to the satisfaction of own needs through the realization of professional aspirations.

Corporate type of competitiveness is the recognition of the priority of group or team needs over the individual ones for the maximum satisfaction of the future personal need. In the conditions of social partnership, there is a need to identify and describe one more type of competitiveness, adequately reflecting the individual's ability to determine the achieved level of own competitiveness with respect to

those requirements and conditions that are imposed on specialists in the team – in our case a pedagogical team. Such social competitiveness will allow the young teacher to feel comfortable in the team due to the obtained knowledge and practical, adaptive and communicative components of the professional characteristics.

It is noteworthy that different scholars have considered competitiveness from different perspectives: some of them consider it as an economic phenomenon; others – as a social phenomenon. Within the frames of our study, it seems feasible to consider competitiveness in the didactic context – both from the perspective of training school teachers and from the perspective of substantive and educational methodical support of studying subjects of the chosen specialization (Dyakova, 2011).

In this connection, the article by Nevraeva is of particular interest, as it clearly reveals the correlation between the concepts of competitiveness and competency: the scholars identify competencies that increase the competitiveness of a higher education graduate in the labour market from the employers' perspective (Malysheva and Nevraeva, 2006). Using the structuring method, in our study we also strive to bring these concepts closer to show the possibility of realizing the professional and individual qualities of a higher education graduate in the interests of today's school, taking into account the general and specific competencies obtained while passing courses of the educational program.

5. CONCLUSION

Our study of the works by Altbach et al. (2011), a leading foreign specialist in the sphere of higher education (Altbach and Balán, 2007; Altbach et al., 2011), has allowed defining a social partnership in the field of education as one of the most important indicators of leadership among higher education institutions. The research results objectify the need to take into account the characteristics of the social partnership in the course of rating assessment of the universities that aim to prepare competitive specialists (Amsler and Bolsmann, 2012). The findings of our study confirm the thesis that social partnership implies the practice of joint decision-making and shared responsibility. Certain autonomy of a pedagogical school of higher education limits the range of its socially significant potential contacts and predefines different types of schools as the main partner and the employer.

At the same time, speaking about the higher school – secondary school partnership, we do not limit the range of its participants. The specific character of the model of partnerships in the sphere of training and education and the social demand for educational services do not only motivate the social responsibility of the activities of higher and secondary schools, but also determine other ways of interaction – political, economic and cultural. The formation of the partnership system, in scholars' opinion, will take several decades, but society and the state are interested in stimulating and correcting this process.

The development of organizational structures of social partnerships should be accompanied by the processes of strengthening civil society and should involve a whole complex of institutions and interdepartmental organizations. The ways and methods of such involvement could be the subject of further studies, aimed at identifying, defining and substantiating the scientific, theoretical and methodological aspects of the formation of competitiveness in educational activities and, particularly, the formation of competitiveness in the conditions of independent work of students, distance education and continuing education.

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