Model of Formation of Teacher’s Readiness to Learning on The Base of Interactive Methods as The Conditions Of Creation of Students Abilities

Adlet Kariyev \(^a\)*, Beibitgul Turganbayeva \(^b\), Tolkyn Slambekova \(^c\), Balgyn Zheldybayeva \(^d\), Almira Kabdualiyeva \(^e\)

\(^a\) B. Momyshuly street h.36 ap.403, Almaty 050032, Kazakhstan
\(^b\) Tel`mana street h.69, Semey 071401, Kazakhstan
\(^c\) Yanushkevich street h.4 ap. 307, Astana 010000, Kazakhstan
\(^d\) Amangeldi street h.47, Semey 071410, Kazakhstan
\(^e\) Parkovaya street h.1 ap.13, Semey 071410, Kazakhstan

Abstract

In the article considered the psychological-pedagogical conditions of formation of teacher’s readiness to learning on the base of interactive methods as a conditions for the development of creative abilities of students. On the base of psychological-pedagogical literature analysis and empirical researches, was developed a model of formation of teacher’s readiness for training based on interactive methods as a condition for the development of creative abilities of students. The model of formation of teacher’s readiness to the learning based on the interactive methods as a condition for the development of creative abilities of students includes the most essential properties and relationship of this process and consists of motivational-target block, theoretical block, meaningful block, procedural and effective blocks. In motivational-objective block reflects the aim, objectives and motivation of the formation of the required readiness. Theoretical block includes a complex of pedagogical principles: the principle of professional orientation, the principle of motivational supporting of the educational process, the principle of humanistic orientation of the pedagogical process. In the meaningful block of the model is determined the structure and content of the process of formation of teacher’s readiness to learning based on the interactive methods as a condition for the development of creative abilities of students. Procedural block includes basic forms and methods of learning, which contributes to the formation of the required readiness. The degree of achieving this aim is reflected in a meaningful block.
Keywords: model, modeling, motive, motivation, readiness to the professional activities, interactive teaching methods, teacher’s readiness to the learning on the base of interactive methods as a condition for the development of creative abilities of students.

1. Introduction

Modernization of kazakhstan education, including of Kazakhstan to the Bologna process, demand and improvement of the content of pedagogical personnels. In the concept of continuous pedagogical education of the new formation teacher of the Republic of Kazakhstan noted, that "teacher of the new formation - is spiritual development, creative person who has an ability to reflection, professional skills, pedagogical grant and desire for the new. Ideally, teacher should clearly understand the self-worth of education, to be a "man in culture", perfectly know their own subject, pedagogics and psychology, to use learner-centered pedagogical methods and have the motivation in order to rise the development of his personality in future.

Modern society feels necessity in teachers, who are able to effectively manage the educational process, using innovative technologies and teaching methods. Today in pedagogical practice using interactive teaching methods. The main feature of interactive teaching methods is initiative of students in an educational process that promotes teacher from positions of assistant partner. Active using of interactive teaching methods in teaching practice, in our opinion, may be, as long as formed readiness of the teacher to the learning based on interactive methods as a condition for the development of creative abilities of students.

2. Methods

For the formation of readiness of the teacher to the learning based on interactive methods as a condition for the development of creative abilities of students we made and justified model. The word "model" comes from the Latin word «model» and means in Russian - measure. Model - it is artificially created object in the form of diagrams, physical structures, symbolic forms or formulas, which, being similar to the investigated object or phenomenon, shows and plays in a more simple and rough as the structure, properties, relationships, and relationships between the elements of the object (Shtoff,1996).

By definition Shtoff "model – it’s such visualization or materially realized system, which, reflecting or reproducing the object of research, able to replace it, so that its studying gives us new information about this object" (Shtoff,1996).

By modeling we understand the process of substitution of a real object - original, nature by other object - model for studying or fixing the most important properties of the original by the means of model (Lebedev,1989) Simulation – is the method of objects research of knowledge in their models; construction and studying of models of real objects, phenomena and objects constructed for determining or improving their performance, rationalization methods of their construction, management (Philosophical Encyclopedic Dictionary).

By definition of Bordovskoy, "Modeling (pedagogical) – is a method of pedagogical reality studying with the help of models; process of design and construction of pedagogical models " (Bordovskaya & Rean,2000).

By developing the model of formation of readiness of the teacher to the learning based on interactive methods as a condition for the development of creative abilities of students we used the data of analysis of psychological and pedagogical literature and the results of empirical research.

The developed model of formation of readiness of teachers to learning based on interactive methods as a condition for the development of creative abilities of students includes the most essential properties and the relationship of this process (see. Fig. 1).
Fig. 1 - Model of formation of teacher’s readiness to learning based on interactive methods as a condition for the development of creative abilities of students.

This model consists of the following blocks: motivational-objective block, theoretical block, meaningful block, procedural and effective block. Motivational-objective block contains aim, objectives and motivation for the formation of readiness of the teacher to learning based on interactive methods as a condition for the development of creative abilities of students. As the main problems we identified the foundations of theoretical bases of interactive...
teaching methods, theory of complete pedagogical process; development of interest in the pedagogical profession; formation of positive motivation for the development of the methodology of using interactive teaching methods; formation of abilities to apply interactive teaching methods in complete pedagogical process.

One of the important elements of any activities, including pedagogical, is the motive. Motive – is, those that motivates people to work, directing him to satisfaction of specific needs. In psychology, the term "motive" is understood not only as a recognized need, or as the subject of needs, but can also be identified with their own needs (Leontyev, 1975). Also to motive relate instincts, appetency (in Western psychology - drives), needs, emotions, attitudes, ideals. In relation to the concept of "motive" is widely used concept of "motivation".

The concept of "motivation" researched by many psychologists (Leontyev, 1975; Rubinshteyn, Aseev, Bozhovich and etc.), but in different ways. In connection with this interpretation of the term is different. Concept of motivation, attributable only to the person appeared in the first third of the XX century. One of them was the theory of motivation of Lewin. Then work was continued by representatives of humanistic psychology (Maslow, Rodzhers). Aseev consider that motivation includes all kinds of motives: motives, needs, interests, aspirations, aims, appetency, motivation installation (or dispositions) ideals. All these motivational phenomenas author combines by the term "stimulation" (Aseev, 1976).

3. Conclusion

Klimov (2002) considers that readiness to professional activity is closely related to motivation activities. He writes: "Successfully perform their professional duties, correctly using of knowledge, experience, personality, to save self-control and rebuild activity with the appearance of unforeseen obstacles helps state of psychological readiness for activity - mental condition characterized by the mobilization of resources on the subject of work or a long-term operational performance of specific activities or labor problems" (Klimov, 2002)

In our opinion, the readiness of teachers to learning based on interactive methods as a condition for the development of creative abilities of students, learning depends on the strength and structure of the professional motivation of the teacher.

Theoretical block includes a set of pedagogical principles. Taking into consideration the specificity of the pedagogical process at the university, we have identified the following principles that contribute to the formation of readiness for teacher training based on interactive methods as a condition for the development of creative abilities of students:

- principle of professional orientation (considered as the main motive of truly pedagogical orientation of the future teacher interest to the content of pedagogical activity, whereby the process of formation of culture of professional thinking, which expresses the necessity for the formation of the logical analysis of the necessities of the professional and educational activities as the most important factor to achieve professionalism in the future professional activity);
- principle of motivational cover of the educational process (implies the necessity for purposeful formation of students' motivation on the basis of professional and pedagogical knowledge, solvation of professional problems and ensuring of conditions for deepening of their motivation, learning activities, developing their interest and responsibility for the results of their activities);
- principle of humanistic orientation of the pedagogical process (expresses the necessity to formation of the future teachers understand the necessity to combine the aims of society and individual, meaning of human values in the modern world).

Meaningful block, developed by us model defines the internal structure and content of the process of formation of readiness of teacher to the learning based on interactive methods as a condition for the development of creative abilities of students and includes:

1) seminar for teachers “Problems of interactive teaching methods using in professional pedagogical education”;
2) addition to the course: "Modern pedagogical technology";
3) elective course "Interactive teaching methods in the modern school" for students;
4) manual "Interactive teaching methods in elementary school."

Procedural block included forms, methods, techniques and means of formation of teacher readiness to learning based on interactive methods as a condition for the development of creative abilities of students. The main teaching
Another important component of the developed model is effective block, reflecting the efficiency of the passing of the educational process and characterizing the degree of achievement of the aim.

Thus, the teacher’s readiness to learning based on interactive methods as a condition for the development of creative abilities of students will be formed in the performance of such organizational - pedagogical conditions: interest in future teachers assimilation of theoretical and practical knowledge about the interactive teaching methods; enrichment of psychological-pedagogical disciplines information about interactive teaching methods; using of interactive teaching methods in the classroom disciplines of pedagogical cycle.

References