

4.8. An integrative approach in the preparation of future primary school teachers

Modern education requires advanced pedagogical and communication technologies. The introduction of such innovations in a modern school depends on the professionalism of the teacher. The training of specialists should be based on the interaction of universal human invariants of educational values and the varying specificity of educational goals and technologies.

Variability in the training of specialists is a developing phenomenon, which is considered in the context of personality-oriented education. In the scientific community, attention is focused on the value of variability for the development of a creative personality of an individual. There are various aspects of the meaningful interpretation of this concept. In scientific works variability considers as diversity, scientists believe that this concept is actually represented as the number of potential states. We consider variability as the number of diverse manifestations.

In various contexts, «variability» is considered in several aspects and is characterized as a complex concept:

- variability as the main principle of the organization of professional teacher training;
- variability as a feature of personality;
- variability as an indicator of creative personality;
- variability as a result of creative activity;
- variability as a condition for the formation of a creative personality;
- variability as a process of action and interaction.

The development of the teacher's creative personality is based on the implementation of the principle of integrity and the principle of variability. The above components suggest the individual character of the student's development, taking into account his or her capabilities and interests. At the same time, substantive and procedural components contribute to the formation of a holistic view of the pedagogical process.

The principle of variability reflects the pattern that determines the essence of differentiated training and education. This makes it possible to implement a personality-individual approach, which is fundamental in a personality-oriented education. The very concept of differentiation implies a form of organization of pedagogical activity, where an important role is played by the interests, abilities, and inclinations of the individual. Teachers write that differentiated instruction does not deny individual and personal approaches. They think that the process of a differentiated approach is provided by varying the didactic conditions and methods of pedagogical influence on the group within the framework of the training of one program. Differentiated instruction involves the development of individual personality and is a manifestation of the individualization of learning.

Variability is closely related to the principle of an individual approach, which focuses on the individuality of the student, his abilities, and capabilities. Personally oriented education, based on the ideas of humanization, determines the value of a person, his freedom, the ability to predict, organize and control his life. Variability is also combined with the principle of integration. Integration of knowledge allows students to get a complete picture of future professional activities. The integrative approach involves the consideration of the relationship of the parts of the whole, which helps in the selection of material and the search for a certain method of assimilation of the material.

Based on the above principles, the training of the future teacher is aimed at his successful adaptation in the profession. Scientists note that variability implies the possibility of choosing exactly the opportunity among educational ones that matches the interests of the individual. Variability as an individual feature of a person is characterized by the diversity of the inner world of the personality, a combination of qualities that manifest themselves in various types of activity and contribute to the realization of the individual in life.

Considering variability as a quality of a creative personality, it should be noted that the personality, manifesting in professional activity, realizes his potential by presenting quality neoplasms. It can be done in a situation where variability is seen as

a condition for the development of the creative personality of the future teacher in the educational process, his substantial, technological, and personal components. As a result of creative activity, the principle of variability is presented in the diversity of the human environment, which in many ways the individual creates by himself in the process of manifestation of his activity in different directions and forms.

If we consider variability as a process of action and interaction, we mean the mechanism of using variants of various methods, forms, and means, depending on the situation that arises in the process of substantive activity or communication. Thus, the more diverse the interaction, the more complicated, interesting the personality becomes.

Communication plays a very important role in the preparation of future teachers. This is a special type of activity characterized by variability of relationships. It includes two main subsystems:

- the process of preparing a future teacher for pedagogical creativity;
- the creativity in the process of interaction with students, the ability to understand the child's action, comprehend the situation, recognize or take into account the opinion of another.

Antoine de Saint-Exupery said that there is nothing more exciting than human relationships. He notes that the effectiveness of interpersonal relationships has a positive effect on the ability to communicate. Each person needs communication, which is expressed by the need for prestige, the need for dominance, the affiliation, the need for a safe, the need to be individual. He believes that the creative attitude should be manifested primarily not in the sphere of creating objects, things, but in the sphere of human relations, in the ability to build them according to the highest humanistic ideals.

Universal norms of communication are the realization that a person is the highest value and respect for his individuality, tolerance towards him, his views, and position are an integral part of these norms. The future teacher must be aware that the sphere of communication of the teacher is diverse, as it is represented by interaction with pupils, parents, colleagues, administration, and the public.

In pedagogical communication, there are communicative and subject aspects, they are closely related. Traditional pedagogy was guided by the subject aspect of communication, the educational sphere, the transfer of knowledge, skills.

Traditional pedagogy left personal communication in the background. This harmed the integrity of the relationship, on the communication process. The scientists think that favorable interpersonal relationships allow both parties to work based on each other's activities.

Since the educational and pedagogical reality is complex and multifactorial, pedagogical activity consists of various situations, therefore, the self-determination of the future teacher is associated with a variety of decisions, judgments that he must make independently. The teacher should use not only the standard solution from the proposed options, but also include his initiative, a creative approach. J. Maxwell wrote that the method of presenting information in more diverse forms is the immediate way to success.

One of the tasks of a modern university is to prepare future teachers for solving problems in the field of educating students. Education plays the role of a key function and is implemented by specialists in the field of education. A teacher who is just starting his career must possess knowledge and techniques for organizing the educational process, be able to determine the target guidelines for the education of students, create an educational environment in the children's team. The organization of interaction with parents of students is also an integral part of the professional activity of the teacher.

The modern educational system has a number of requirements for the teacher's competencies in the field of educational activities organization. One of the priority areas is determined by the development of education in the educational environment. The system sets the following targets for teachers:

- the creation of conditions for the education of a healthy, happy, free personality;
- the formation of a high level of spiritual and moral education;
- the creation of unity, integrity, continuity of education;

- the formation of the child's internal position in relation to society.

So, spiritual and moral education is a pedagogically organized process of assimilation and acceptance by students of basic values. The basic principles of spiritual and moral education begin with the moral example of a teacher and the individual and personal development of the younger generation.

Scientists are of the opinion that forms of educational work should ensure the achievement of the results of three levels:

- the formation of a system of social knowledge among students;
- the development of a positive attitude to the basic values of society;
- the gaining experience in independent social action.

The future teacher should be prepared for the organization of the educational process, be aware of the importance and significance of the educational function both in the classroom and outside school hours. So, the preparation of the future teacher at the university should provide for a separate direction related to the formation of students' competencies, allowing them to effectively solve professional tasks in the field of education. It should be noted that this problem cannot be solved within the framework of one discipline «Pedagogy». The preparation of a teacher for socially educational work should be a holistic system and include not only the formation of a system of knowledge and skills, but also the acquisition of experience of independent educational action, the creation of an educational environment.

For the success of the variative approach in solving pedagogical problems and the effective assimilation of knowledge in the process of training, it is necessary to take into account flexibility as a property of the individual's thinking. The following factors are indicators of the flexibility of thinking:

- approach to the objective as a problem;
- different modes of action;
- ease of restructuring knowledge and skills in accordance with the changed conditions;
- ability to move from one mode of action to another.

The listed characteristics provide great opportunities for varying methods of action, for choosing the most effective options, which allows the individual to maximize his personality. By acquiring skills to creatively solve problems, an individual gains experience of a variative approach in various types of activity, in particular, communicative.

A culture of professional behavior can develop only when an individual creates a free choice of a solution option. Individuality cannot manifest itself without relying on the inner freedom of the individual. The system of personal-activity and individual-creative approaches that ensure the formation of a teacher's professional culture are an integral part in the preparation of future specialists. These factors influence how the teacher will be able to organize his work, how he will be able to use his knowledge, how he will be able to actively and confidently listen to the other person's internal dialogue, helping him to learn his own voice.

In order to teach the future teacher to think variably, it is necessary to organize the process of effective assimilation of knowledge, mental culture, relying on the social experience of a person, his abilities, and real conditions. This will help the young specialist to show independence in his future work in solving communicative problems, in finding new options.

All things considered, the use of a variation approach in the preparation of a future teacher is aimed at developing his creative personality, activation and formation of readiness for creative activity. We consider variability as a systematic organization of the pedagogical process, based on a combination of the principles of integrity and variability, manifested in the creation of variable conditions for students' activities and communication. Variability supports a person's choice of the best possible options for self-manifestation, which contribute to the development of a creative personality.

Interdisciplinary research is becoming a fundamental principle for most sciences. For pedagogy, it means the formation of integrative pedagogy. Integration allows defining new approaches to solving the problems of training and education. Each historical period in the development of pedagogical science is characterized

by its priority areas and problems, various levels of popularity of research objects, implementation of leading methodological studies, various forms of experiments, etc. So, teachers recognized the urgent need for interdisciplinary research through the interaction of pedagogical science and social practice. This is the result of the internal laws governing the development of science in general, and pedagogy in particular. The fact is that the very problem of training and education is initially interdisciplinary. The implementation of the principle of interdisciplinary becomes one of the criteria for assessing the levels of fundamentality, scale, and modernity of pedagogical research.

Despite intensive research in the educational field, the «pressure» of differentiation, analysis, and fragmentation is still present in the educational environment. «Differentiation pressure» at the moment represents individual fragments of pedagogical integration and the lack of its holistic image.

In this regard, it should be noted the rapid development of a new pedagogical direction – semantic didactics, which is the basis for the integration of pedagogical knowledge. Semantic pedagogy considers as its goal the organization of the pedagogical process based on an understanding of the psychological mechanisms of transforming cultures into the world of the individual. Psychology as a factor in the construction of the educational space of a person implies a variative, developing, semantic education. The purpose of such an education is to form a picture of the world in a joint activity with adults and peers to ensure the orientation of the person in life situations, including in situations of uncertainty. During a Varied Teaching, the student joins the culture, learns the ways of thinking and the abilities through which people for many centuries built world civilization.

The main attention of semantic didactics is focused on the internal mechanisms of personal protection and psychological health. The semantic didactics goes beyond the understanding of learning only as a process and allows entering it into the context of spatial categories. The semantic didactics distinguish essence and sense creation as the main ways of relationships. The first concept is the foundation that organizes

the «core of the personality», which includes dynamic and stable structures and the second one is considered as the dominant vector of the educational process.

True integration is multimodal; it is carried out in the consciousness, in the depths of the psyche of the subjects of the pedagogical process. Thus, integrative pedagogical knowledge carries a certain semantic load of holistic reflections of reality. Given the above, integration acquires a new criterion: the degree of generalization and the level of the interpenetration of concepts, provisions, and scientific theories, combined into holistic knowledge that has a certain personal value.

Modern education has practically lost upbringing as a scientific category. However, education is a spiritual phenomenon that appeared during the development of mankind, when there was still no idea of communism. The upbringing is an organic, natural-spiritual-moral care of parents and relatives about posterity. Thus, folk traditions and oral folklore of all the peoples of the world contain a wealth of spiritual, moral, aesthetic, mental, labor education of children. We believe that it is very important to maintain the «spiritual» tradition in education today.

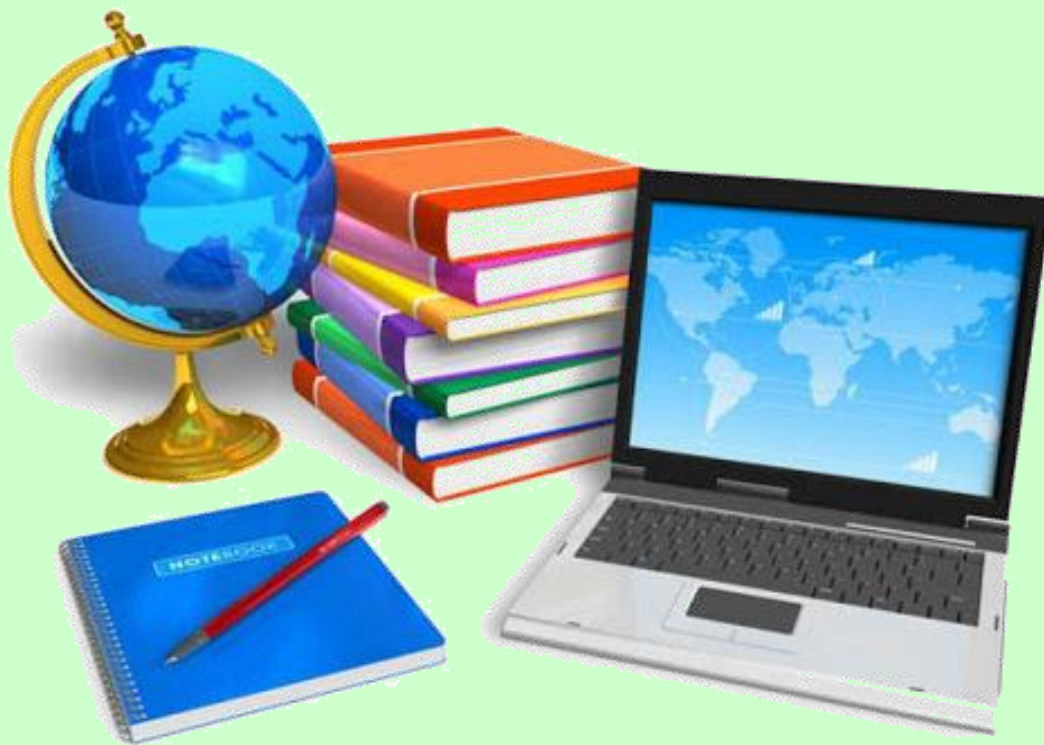
Since pedagogy is interconnected with the economy on many problems, the issues of financing education, teachers' salaries, and improving the material and technical base of educational institutions are current interest. However, even the brilliant development of pedagogical theory will not advance far ahead of the development of education with modern funding.

Interdisciplinary research represents the globalization of space, the technologicalization, the informatization of the modern world, the transformation of understanding of human nature and his place and role in society. Modern science needs to transfer the transition from interdisciplinary pedagogical research to the interdisciplinary of pedagogical technologies. Such factors should be the basis for the formation of general cultural competencies.



*The Academy of Management
and Administration in Opole*

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Opole 2020

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Monograph

*Edited by Sławomir Śliwa
Olga Tsybulko*

Opole 2020

ISBN 978 – 83 – 66567 – 05 – 4

Education pedagogy: problems and prospects for development in the context of reform. Editors: Sławomir Śliwa, Olga Tsybulko. *Monograph.* Opole: The Academy of Management and Administration in Opole, 2020; ISBN 978-83-66567-05-4; pp.386, illus., tabs., bibls.

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Publishing House:

The Academy of Management and Administration in Opole
45-085 Poland, Opole, 18 Niedziałkowskiego str.
tel. 77 402-19-00/01

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