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TRAINING OF FUTURE PRIMARY SCHOOL TEACHERS FOR THE ORGANISATION OF STUDENTS GROUP ACTIVITIES

Nowadays it is more than ever important to solve the problem of qualitative experts training in modern higher education system. The present world has created a situation where education is simply not a solution. For improving modern economical and social relations in general, it is necessary to renew an educational quality, which is the key to the wealth and prosperity of any country.

At the present stage, there is a certain discrepancy between the level of readiness of future specialists for primary school. One more problem is a low priority of higher education institutions in training. We can observe the lack of readiness of the pedagogical theory of active methods and forms of training and insufficient readiness of teachers to use it. Thus, the lack of didactic theoretical aspects of organization of group work in primary education and their practical significance for the solution of urgent problems of primary school determine the choice of theme of the article: "Training of Future Primary School Teachers for the organization of Students Group Activities".

In connection with the entry in to the European space of Ukrainian higher education need teachers with new thinking, aimed at improving the pedagogical paradigm of the pedagogical process, personal and social activities. In other words, the solution of the problem of higher professional education development is impossible without improving teaching of intellectual culture, active influence of scientists and educators on public opinion, the development and the usage of new technologies in education.

The problem of training future teachers received quite substantial coverage in the scientific literature of the past. Its theoretical and methodological basis is reflected in the works of K. Ushynskiy, M. Drahomanov, O. Dukhnovych, S. Rusovoi, V. Sukhomlynskiy. Modern aspects reflected in scientific heritage of A.Aleksiuk, N. Honobolina, S. Honcharenko, N. Kuzmina, A. Savchenko and others.

At the present stage explores find conceptual bases of professional preparation of future teachers in the context of learner-centered education (I. Bekh, A. Hokyberh, L. Kartashova, V. Lutsenko, S. Sysoieva) and training teachers to implement innovative pedagogical technologies (I. Bohdanova, A. Yevdokimov, A.Kiyashko, I. Rusnak, S. Sysoieva).

A central issue in my article is to explore the pedagogical conditions of preparation of future teachers for group work organization.

Group training activities, in contrast with frontal and individual, are not going to isolate children from each other, and vice versa, they allow to realize the natural desire to communicate, mutual aid and cooperation[1].

R. Astvatsaturov writes: "the training comes in the format of subject – subject interaction. Collective intelligence can solve many problems quickly and efficiently... but it's not just that. Solving the problem, the group maintains cooperation, co-creation. Here everyone works on all... exchange of knowledge, ideas, changing the psychological climate. Even in the group of "weak" pupils also begin to take an active part in discussing and solving problems. During the group discussion, children learn to listen to each other. With each of the training tasks, they improve their tactics in cognitive search. They create a formula for success"[3].

Analyzing psychological and pedagogical literature, we came to the conclusion that it is necessary to enrich the future teachers knowledge about types, features of group work, the features of the lesson, the specifics of the organization of students' activities during these lessons, features of the teacher's activity, creation of comfortable conditions of training and the organization of active interaction in class, organization, reflection, various forms of mutual learning. The process of training future teachers to implement group learning activities implemented during training, which should be organized so that the study of academic subjects and courses occurred with the use of lectures, practical and laboratory classes organized on the basis of group work [2]. The teacher in group learning activities directs the work of each student indirectly through the tasks that he offers the group and regulates the activities of students. The relationship between the teacher and pupils acquire the character of cooperation, because the teacher directly interferes in the work of groups only in that case if students have questions and they seek for the help of the teacher. These are their joint activities.

So, it should be noted that group learning activities improves students' achievement, solves a lot of educational and developmental tasks: fast immersing of a child in learning activities, building of self-esteem and self-regulation, the ability to adapt to the pace of the group work, the formation of students' positive attitudes to learning, preparation them for communication. Systematic work on improving methods of preparation of future teachers and the implementation of the presented requirements will strengthen the practical orientation of training and to ensure that this process was of a systemic and holistic in nature.

LITERATURE

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