

## **Professional Training Teachers To Nurture The Culture Of Pupils' Behavior**

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### **Abstract**

*The problem of preparation of future teachers to nurture the culture of pupils' behavior. Characterized features role playing game as a form of organization of educational process in higher education. Examples of role playing games in the context of the problems raised.*

**Keywords:** *role playing game, learning process in higher education, culture, behavior, training of teachers*

### **1. Relevance of research.**

An important task facing modern pedagogical science in Ukraine is to improve the training of future teachers. One of the areas of professional training in higher education is to provide students a natural transition from training to professional activities, increasing personal motivation and self-esteem of future professionals and gives them self-confidence. The modern teacher should be prepared to implement active educational influence on the younger person, so she could become an active member of modern society, which is able to simulate their behavior and interact with others.

Formation of pupils' behavioral skills today is particularly significant because in times of rapid social change in the educational process, along with the positive trends observed such negative phenomena as poor socialization, inability to coordinate their needs with the interests and needs of others (peers and adults) and others.

Along with the education of a child regardless of the family targeted actions, is a powerful educational potential of the institution. From teacher, the level of his professional training in higher pedagogical educational institution, his skill and creativity depends on the effectiveness of the education culture pupils' behavior. This activity is particularly important teacher is at the stage of initial training, so that younger adolescents only acquire knowledge, abilities and skills that will continue to form the basis of their behavioral culture in society.

**2. The purpose of this article** is a synthesis of approaches to determining the characteristics of training future teachers to nurture the culture of pupils' behavior.

**3. Analysis of the research.** The problem of training future teachers is in the field of view of many scientists. In modern studies it is considered in various aspects, such as: methodological and methodical bases of teacher's preparation (V. Lugovoy, O. Moroz, A. Pehota, I. Prokopenko and others); establishment of modern teacher professional positions (E. Antipova, Z. Kurlyand, V. Semychenko, L. Krasouska and others); formation of professional competence of the expert (S. Goncharenko, N. Nychkalo, S.Sysoieva and others); preparing future teachers for innovation (I. Zyazyun, L. Karamushka and others). Conceptual bases of training primary school teachers are highlighted in research A. Abdullina, N. Bibik, M. Vashulenko, L. Koval, A. Kramarenko, L. Petukhova, A. Savchenko, L. Khomich, L. Horuzha and others. However, the analysis shows how teaching practice, the problem of training teachers to creating a culture of pupils' behavior needs further improvement.

**4. Presenting main material.** From research, we proceeded to determine the meaning of "culture of behavior" as a certain system of values that are embodied in the behavioral norms and rules. It is in these norms reflected the requirements of society to a person's behavior, defines the limits of actions and deeds that help her act adequately to the principles of humanism, tolerance and culture of compliance.

In teaching science culture behavior is closely related to socialization processes of pupils and is seen as a result of their successful adaptation to life in society. But this process has mixed content characteristic manifestation core qualities in pupils' behavior. In regard to the problems teachers face constant correction of behavioral culture.

The analysis of scientific literature and own teaching experience in institution of higher education give reason to believe that the impact of professional readiness of students for creating a culture of pupils' behavior, primarily depends on how interested they are motivated for future educational activities. This means that successful active mastering of knowledge and skills suitable not all forms of educational tools, but only those that are combined with traditional, on the one hand, create educational and psychological conditions to leverage independent creative and intellectual activity, on the other – modeling substantive content and social future profession. The highest level of readiness is provided during the use of interactive teaching methods, one of which is the role of varieties (simulation) game.

Using the educational process in institution of higher education role playing games allows the teacher to play in the educational process such practical situations and relationships. They are means to develop future professionals oriented vocational and skills training on the behavior of culture. As a role playing game teaching method allows students to motivate certain type of activity, and therefore can be effective at all stages of professional development specialist. During the game, the teacher has the opportunity to assess the readiness of students to creating a culture of pupils' behavior, both at the initial stage – pre-control, and in the final – to check the effectiveness of training at all.

Role playing game can be considered the most accurate model of interaction of communication. It involves the reflection of reality in the form of imaginary and therefore has a considerable motivational and incentive opportunities. In role playing games, as in life itself speech and practical action partners are closely intertwined.

According to the curriculum for elementary school teacher in Berdyansk State Pedagogical University study discipline "Fundamentals of etiquette and methods of teaching pupils etiquette norms". The study which is an important component of the training of teachers to pupils education in culture of behavior based on ethical principles of implementation in the educational process of higher education.

In developing the thematic plan of the course "Fundamentals of etiquette and methods of teaching pupils etiquette norms", we anticipated formation of professional skills, explore pedagogical phenomena and processes in schools under concepts such as behavior, culture of behavior, etiquette; implement the learning process in appropriate forms, methods, means to form pupils' culture of behavior based on principles general didactics with age children.

Methods of study course includes the organization of students in lectures, workshops, individual work, protection of creative tasks, the interview worked on primary sources, the preparation of speeches, lectures, educational and research projects, annotations, comments and more. The training course under study, four thematic modules. The acquisition of the contents of each module ends conducting seminars and practical sessions in the form of role playing game. Role playing games encourage creative thinking and give students the opportunity to develop and practice new language and behavioral skills in a relatively comfortable atmosphere and can create the necessary motivation for learning.

As demonstrated our expertise, training and role playing games simulate professional situations based on a mechanism of individual and group communication and interaction. This helps students to perceive the situation created as a real educational process in secondary schools in the context of culture education students' behavior. Due to the active subject position of the future teachers are able to communicate with each other, exchange information and summarize their knowledge about education etiquette behavior of younger schoolchildren. What methods of practical lessons allows each student to creatively organize their activities designed to address specific educational objectives, taking into account the individual characteristics of pupils and their conditions of life. In front of a teacher teaching situation most clearly faces the task management activities of the student. And this future teacher must produce imaginary ability to put oneself in the pupil, reflect his behavior, to simulate its reasoning to understand how the pupil perceives the situation, why it works that way.

Thus, if active, albeit artificially created situation, future teachers already during their studies in higher education acquire skills that will help them in their own educational activities organized process of education and culture pupils behavior specifically affect them. Our experience in the learning process using role playing games allowed to approach students with theoretical knowledge of educational techniques to the real process of education pupils.

So, to consolidate the knowledge about the nature and function of ethics as guidelines for the development of norms and behavioral development in future teachers the desire to create their image, the ability of the individual to influence others, to attract the attention of people like them. This purpose was realized through role playing game "City scientific-practical conference on ways of creating a culture of pupils' behavior".

For 3-4 days before the occupation on the consultation was planned activity each student, his participation in the discussion of the contents of practical classes, defined roles: head of city department of education, psychologist, teacher, scientist, teachers, lecturers and teachers trainees. It was important to consider and define the main stages of the game, the approximate time distribution. Students according to the chosen role prepared speeches on the issue of creating a culture of pupils' behavior, based on materials research and personal observations, justify shortcomings in the education of children, characterized the modern age features primary school children, offered ways to educate the culture of their behavior. The reports revealed how the emerging culture of behavior of younger schoolboys at lessons of disciplines, "I and Ukraine", "Reading" and in extracurricular activities.

Adopting the theme "Human behavior etiquette and visiting public places" was using role playing game workshop "Education culture of behavior in children". The purpose: to draw students' attention to features of professional competence of future teachers of creating a culture of pupils' behavior. This was determined following roles: teachers, experts and pupils. Originally isolated from the students of experts who had to watch the activities of fellow students, and then analyze and evaluate their actions. Other participants of the game divided into three groups. Each group prepared and played the educational situation for education pupils to label the behavior they proposed theme. To do this, students chose one party, which will hold an educational event, and others – acted as pupils. In this process, the main task of the students was that they had to create pedagogical situations, select and use appropriate instructional techniques, tools, forms, teaching students in a particular situation. And then play in teaching activities not only objective, but also the social aspect – the relationship of different age and social status of people. This is facilitated copying real action subjects teaching activities. With the game of the future teachers modeling skills formed and carrying educational activities, the ability to carry out self-examination and self-education.

Students-experts watched the group that conducted the event with its subsequent analysis. In what was noted that applied methods, techniques, behaved as a teacher, as he talked with pupils how certain contingent into account peculiarities of children. Equally important was to follow and the actions of the pupils.

Practical training in the form of role playing game "Parent Meeting" disclose the essence of building a culture of behavior of children in the family. His aim was to draw students' attention to issues related to the formation of knowledge about the education of parents in children the skills of cultural behavior. The main task that had to be resolved at this training – the development of communication skills of future teachers; ability to organize and direct the parents joint educational

activities in the context of the culture of pupils' behavior. This allowed students to pay attention, to show the specifics of the parents in terms of culture education pupils' behavior.

In order to achieve this purpose in the preparatory phase were clearly identified objectives, defined and distributed roles (class teacher, scientist, parents and educators city department of education), outlines the main matters that need to be explored, to prove its relevance, solutions and to present in class (Eşi, 2010, 41-50).

Future teachers who served as class teacher prepared speeches about the peculiarities of family relations and their impact on the behavior of children, parents decisive role in this process. Students-parents shared their experience with the education of their children in the context of the problems raised by using various examples from life.

In addition, students in the class had to beat the situation of child rearing in different families. One subgroup served as a "prosperous family" consisting of three members of the family (husband, wife, child). The second group served as a "dysfunctional family" (husband, wife, child). A student-teacher had to offer ways of working with parents and children to improve behavioral culture education pupils. Several students-scientists observed the situations, the behavior of each participant play, analyzing teacher interaction with family members. In the end of the training with the entire group discussed the situation created by the students, pondered further work on improving teacher determined the most effective ways of building a culture of behavior based on comparing the conditions of education in "prosperous" and "dysfunctional" family.

The organization of such work contributes to the readiness of the future teachers to perform future joint activities with parents about creating a culture of pupils' behavior. After all, when you perform the role of students develop their own initiative, learn to find the right solutions to the situation. If the student does not participate in a game situation, and acts as expert (observer), then it is necessary to assess the activities of his colleagues, and therefore it requires careful attention to the situation requires updating the necessary knowledge and skills in order to properly assess it.

The positive use of role playing game is the fact that students can try their hand in specific situations. The game also is a variable-situational exercise, which creates the opportunity for multiple repetition of a certain problematic situation and solve it in conditions as close to real.

The use of role playing games learning process is seen as an important condition for us and means of improving the training teaching in institutions of higher education. It is this future specialists formed a professional and skills that allow them to introduce children to the world of human culture, to create the necessary conditions for their harmonious development.

## **5. Conclusions**

For us it was important to establish a balance of content and corresponding methods. The organization of such training carried out on the basis of principles that ensure the accumulation of

relevant experience in their future careers teacher. These principles were: the principle culture of compliance, humanization personalization and more.

Participating students in preparing and conducting role playing game allows us to raise almost all students to study creativity, encourage them to communicate, form the critical thinking of the future teachers the ability to express their opinions and argue. Because of the subjective activity of developing such important personality, individuality, hard work, creativity, initiative. This form of training corresponds to the logic of formation of readiness of students for future professional activities.

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