

Teaching Managers of Education in the Circumstances of Innovations (As Exemplified by Teaching Elementary School Specialists)

Aziza Zhunusbekova

Kazakh National Pedagogical University named after Abay, Dostyk Street 13,
050010, Almaty, Republic of Kazakhstan

Abstract: The entering of Kazakhstan into the world economic community and the development of free market relations result in drastic changes in all spheres of life in our country. New activities appear and it becomes necessary to teach managerial staff who would be able to work efficiently in the new circumstances. Management and managers being professional directors play the key role at that. This article deals with the problem of psychological support of professional self-determination of students who are going to become elementary school managers of education. One of the forms of psychological assistance described here is the system of group developing sessions oriented to making the pedagogue profession more important and changing the elements of the axiological aspect of personality: the cognitive, the emotional and the behavioral elements.

Key words: Professional self-determination • Psychological assistance • Axiological aspect of personality
• Future elementary school managers of education

INTRODUCTION

Education is the first priority of the Government of Kazakhstan, as mentioned in the strategy of the development of Kazakhstan until 2030 and other programs. The key objective of the education reforms in Kazakhstan is to adapt the education system to the new social and economic circumstances and to enter the list of top 50 competitive countries in the world.

The Intelligent Nation 2020 Program, which was launched in 2009, provides for development of a network of schools for children gifted in humanitarian and technical sciences. The other important initiative is the Government Program of Education Development in the Republic of Kazakhstan in 2011-2020, which was approved by the President's Decree dated December 7, 2010 #1118. The target of this program is the improvement of competitiveness and stable economic growth of Kazakhstan through the development of human capital and opportunities of receiving a higher quality education.

The Government Program of Education Development in the Republic of Kazakhstan in 2011-2020 provides for advanced training of executive staff of the general

education system institutions in management in education. Regular training, additional and advanced training of the executive staff of educational institutions will be carried out on a regular basis with the purpose of implementing advanced management technology. Attendants who have passed the training and the additional training in management in education will be recognized as executive staff of educational institutions [1].

Main directions of the education development in Kazakhstan are the optional humanization of education and the personality-oriented education. The main value of the education is to develop the need in the studied material by a person and to grant him the opportunity to go beyond the studied material, ability to apply his creative potential, orientedness to self-development and self-education during his whole life [2].

The implementation of the concepts of humanistic paradigm in the education process at elementary school requires drastic changes in the attitude to educatees. Impersonalized attitude, expressed as orientation to an "average" student, abidance by precise algorithms of interaction without taking into account the genuineness

of each child, treating the students as objects of pedagogical impact do not allow pedagogues to shift from the conventional paradigm of teaching to the humanistic one and slow down the implementation of the concepts of the developing and person-oriented education and, eventually, slow down the implementation of innovations [3].

The new axiological attitude must be built based on treating every child as an individual, a personality and a character and predetermine the choice of appropriate technology of working with each student taking into account his specific qualities. When used in respect of education, the value of the child's development must be treated to our opinion as one of the universal values, which is the background of the educational and nurturing process. Still, this value will stay formal if it is not accepted by the pedagogue as personality value not only on the level of realization, but also on the level of activity [4].

In view of the above, the role of elementary school managers of education who are called upon to accomplish the improvement of efficiency of educational institutions' personnel management by means of internal reserve, including development of personnel management becomes more important.

Management is defined as a total of principles, methods, means and forms of managing social and education processes, i.e. the art of administration. Management of processes at educational institutions is based on objective laws, management practices and requirements, specified for particular system of nurturing and education [5].

At that, according to scientists, management at an educational institution is based on the following principles: combination of social and governmental elements, unity of command and multiple advocacy, humanization of management, scientific character, objectivity and specificity, optimality and efficiency and systemacity [6, 7].

By the nature of his activity, a manager of education is multifunctional: he is at the same time an organizer, an administrator, a researcher, a pedagogue, an economic executive and a community leader. Most researchers distinguish four elements of the activity of managers of education: the administrative, the pedagogical, the communicative and the exploratory element. At that, the last two elements - the communicative and the exploratory ones - are present in the first two ones. [8, 9]. The pedagogical element plays the leading role in the activity of a manager of education [10].

In view of this, we face the necessity of forming axiological attitude to the pedagogue specialty through psychological assistance in professional self-determination of students who are going to become elementary school managers of educations.

One of the forms of psychological assistance can be the group developing work, which has the following particular objectives:

- Development of professional reflection with the students by way of enhanced recognition of personal values and learning the sense of professional activity;
- Increase of interestedness in the profession and the study at a higher educational institution;
- Assistance to young people in elaboration and implementation of their professional plans [11].

Development of professional reflection is not feasible without appropriate notion of oneself, of the obtained profession and of oneself in the context of the chosen specialty. In view of this, better notion and recognition of oneself and of the pedagogue profession become especially important, as well as association of personal values with the requirements of the professional activity. Search of personal implication of the current situation by students, determination of what and how something available now can become useful in future can be the internal reserve for achieving the second objective. At the achievement of the third objective, it is important to teach students how to set and achieve goals that are important for them, including the professional ones.

In connection with the above, a 20-hour program of practical lessons is suggested, which lasts three working days. It consists of three blocks, of which each block is associated with the set objectives:

- Me in the profession.
- The sense of the pedagogical profession and teaching.
- Stating the prospects.

The first of the listed blocks is oriented to self-cognition within the pedagogue profession. It includes exercises oriented to improving self-knowledge and knowledge of the future specialty; revealing personal values and values of the profession; defining the extent of their conformance.

The second block includes situations when a person interacts with the pedagogue profession in the course of receiving a degree. Some exercises are oriented to full realization of one's attitude to the profession and the education situation. The specific constituent element of this block is the search of the implication of the future occupation and studying at a higher education institution for the present and the future of the young people.

The third block allows students to master the goal-setting technology and methods of achieving the set goals. The latter is accomplished by dealing with the temporal element of the consciousness, which includes the past, the present and the future.

The central topic of the developing program is the work with values and implications. The exercises and tasks of the first block target realization of personal and professional values, the second one is oriented to formation of positive attitude to the pedagogue profession and to the study at a higher educational institution by way of finding new implications. Finally, the third block, due to the introduction of such concept as "the ultimate goal in life", provides for structuring personal values and defining the immediate plans through the integration of the past, the present and the future. Discussion of future professional and personal prospects must surely include the analysis of how the current study in the higher educational institution could be integrated in the general life sense context by defining its value and practicability. Therefore, every exercise that concerns professional plans is to be ended with similar analysis.

All the three blocks include exercises targeting the creation of trust within the group and positive emotional attitude of each of its members. The reason of that is that the suggested games and tasks in order to be efficiently done require openness, as they involve the sphere of personal values and implications. Besides, every block ends with a discussion of the results of the day: group members express their attitude to the accomplished exercises and assess the extent of their practicability.

Now, we will consider each of the blocks in more details.

The objectives of the "Me in the profession" block (Table 1) are the realization of oneself (one's strengths and weaknesses); formation of positive attitude to oneself; better understanding of the values of the pedagogue's work; identification of interconnection between personality peculiar traits and the profession being obtained.

Second block (Table 2) targets finding reserves for enhancing motivation of educational and professional activity and achieving the following objectives: to find advantages of the future professional activity; to define the practical importance of the knowledge acquired during the study; to determine the personal implication of the educational and professional activity and to include it in the overall contour of the personal conceptual reality; to learn how to associate personal values with the professional ones.

The latter of the blocks (Table 3) targets the development of professional and life prospects. Its main objectives are objectivation of the ultimate goal in life and formation of the ability to elaborate professional and life plans with the future elementary school pedagogues.

The exercises familiarize the students with goal-setting being a constituent element of professional and personal development and the suggested techniques are the main methods of building professional and life plans and of their implementation. Objectivation of the life point, introduced in the third unit of the considered block is carried out using the projective drawing technique. The attendants draw the point of their life both before doing the exercise "Serious talk about the point of life" and after it and then the group-wide point of life is depicted.

Thus, the development sessions system elaborated by us covers all of the elements of the axiological aspect of the students' personalities (the cognitive, the emotional and the behavioral elements). Changes in all of the elements of the axiological aspect of personality are

Table 1: The content of the "Me in the profession" block

Sq. No.	Unit	The unit contents
1	Acquaintance	Discussion and adoption of the behavior rules within the group "Name "+"", making badges "I will never...", "No one of you knows that I..."
2	Creation of positive emotional attitude and trust within the group	"Hedgehog-hedgehog", "Touch the blue one", "A blind person and the guide"
3	Identification of the group's expectations	Exercise "Test of marginal senses"
4	Self-cognition	The "Who am I?" methodology. The "I am the Gift to the Humankind!" exercise
5	Cognition of the profession	Draw the profession. Drawing following instructions
6	Me in the profession.	"Self-portrait", the "Compliment" game
7	Summarizing the results of the day	

Table 2: The content of the block "Reasons of the profession and the study"

Sq. No.	Unit	The unit contents
1	Creation of positive emotional attitude and trust within the group	"Blind handshake" "What common do we have?" "Compliments"
2	Values and reasons of the profession	The game "Make an impression of your profession", "The moment of glory", "Lawyers and judges"
3	Motivation of educational and professional activity	"The least motivated student in my group", "Pros and cons" of studying at this higher educational institution. A plan of enhancing motivation for studying of the students of the higher educational institution "What would I do to convince my friend not to quit studying?"
4	Professional and personal values "Price negotiation",	"Epitaph", Events of my life "Fences and ravines". Composing a "Looking for a job" advertisement
5	Summarizing the results of the day	

Table 3: The Contents of the "Building prospects" block

Sq. No.	Unit	The unit contents
1	Creation of job attitude and trust atmosphere within the group	"What is in the grandma's coffer?" "Chaos molecule" "Truth or lie?" "Fist" Drawing following instructions
2	Building a time perspective	"A stroll in mountains" "The formula of success" The technology of turning a dream into a goal
3	The point of life	Drawing the point of life. Serious talk on the goal in life. Learning to formulate one's goal in life.
4	Conclusion	Algorithm of the picture of the future. Praising oneself
5	Summarizing the results	

expected to be the main result of the developing work. All these changes in aggregate indicate the improvement of the importance of the obtained profession.

REFERENCES

1. The Governmental Program of the Republic of Kazakhstan "Development of Education in the Republic of Kazakhstan in 2011-2020" of 07.12.2010 No 1118.
2. Lukyanova, M.I., 2008. Person-Oriented Education as a Resource of Health Safety. *Psychology of Teaching*, 5: 49-56.
3. Efimov, V.F., 2007. Humanization of Educational Environment in School as Criteria of Personality-Oriented Education. *Elementary School*, 11: 15-19.
4. Cushman, P., 2005. Let's Hear it from the Males: Issues Facing Male Primary School Teachers. *Teaching and Teacher Education*, 21(3): 227-240.
5. Belousiva, S.A., 2008. Psychology of Subject-Forming Management in Education: Methodological and Theoretical Grounds of Research. Chelyabinsk: IPEMC, pp: 1-285.
6. Carless, D.R., 2003. Factors in the Implementation of Task-Based Teaching in Primary Schools. *System*, 31(4): 485-500.
7. Phillips, B., 1993. Trainers of School Psychologists and Council of Directors of School Psychology Programs: A New Chapter in the History of School Psychology. *Journal of School Psychology*, 31(1): 91-108.
8. Woods, S. and D. Wolke, 2004. Direct and Relational Bullying Among Primary School Children and Academic Achievement. *Journal of School Psychology*, 42(2): 135-155
9. Kukk, A. and E. Vahter, 2012. Forming Professional Skills of a Primary School Teacher in the Reflection of Practical and Didactical Teaching. *Procedia - Social and Behavioral Sciences*, 69(24): 2156-2163.
10. Markushevskaya, E.A., 2013. Didactic and Methodological Skills of Future Teachers of Lower Grades for Personality-Developing Pedagogical Activity. *Elementary School*, 1: 11-19.
11. Chizhov, N.Y., 2010. Psychological Assistance in Professional Self-Determination of Future Elementary School Pedagogues at the Stage of Studying at a Higher Education Institution. *Elementary School*, 9: 25-33.