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**ВЕСТНИК**

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## **EDUCATIONAL AUTONOMY OF THE FUTURE TEACHER AS A NEW QUALITY OF THE PROFESSIONAL TRAINING**

**Abstract.** The article considers the problems and ways of formation of educational independence of the future teacher, as abilities to consciously organize their own educational and cognitive activities on the basis of their capabilities, needs and interests. The main contexts of changes in the training of future teachers in this aspect are defined by the Federal State Educational Standard of Higher Education, the professional standard “Teacher” and the requirements of the modern paradigm of vocational education, in which the student takes the position of an equidistant, self-governing subject of educational activity. The article shows, how these circumstances affect the nature of the student’s educational and cognitive activities. The presentation of educational autonomy as a new quality of vocational training reveals a meaningful development of the concept of competence in vocational education. The description of educational autonomy through such components as the result of internal motivation, the activity of the future specialist in the pursuit of knowledge and self-education, including the skills of targeting, planning and control in educational and cognitive activities, allows to investigate this phenomenon empirical. Empirical data of study of educational autonomy of future teachers was presented.

**Key words:** vocational training, new quality of vocational training, educational autonomy, self-educational activity, components and criteria of educational autonomy, cognitive activity, self-education, nonlinear educational process, educational environment of the university, individual educational route.

**Materials and methods.** The main methods of research are theoretical and methodological analysis of normative documents in the field of higher education, scientific works, scientific and methodological literature devoted to various aspects of development of educational independence of the university student, questionnaire of students, analysis of results of educational activities of modules, identification of difficulties in self-educational activities of the students - future teachers.

**Results.** The conditions for the development of educational autonomy through the development and introduction of interactive educational forms in the educational process, in which students by themselves take an active part, have been identified and described. The condition of such activity of the students independently determines their fate in the activities envisaged by these forms.

**Discussion.** Studies of educational autonomy have revealed that this phenomenon cannot be fully formed without targeted pedagogical influence. This influence is connected with the creation of appropriate conditions (non-linearity of educational process, information resources of educational environment, educational navigation), in which the subject position of the student in acquisition of qualities of the educational independence becomes and manifests itself. Implementation of these conditions predeterminates the subject: relations of the participants of the educational process.

**Conclusion.** It is concluded that educational autonomy is a new quality of professional training of the future teacher not only due to the substantive result of educational activities of the students, but also as a result of the change of the value-sense component of education, reflecting the possibilities, motives and interests of the student.

**Basic provisions:**

- Contexts of changes in professional training of future teachers identified;
- Educational autonomy is defined as a new quality of professional training of the future teacher;
- Conditions for achieving educational independence as a new quality of professional training of the future teacher are outlined.

**Introduction.** The preparation of a future teacher capable of meeting modern social challenges is today among the most important national tasks, as the solution of sustainable development of Russian science, culture, economy, society as a whole. Problems of professional pedagogical education are considered from the point of view of improvement of modern pedagogical science and practice and are aimed at formation of teacher's readiness to solve tasks, reflecting new requirements to the quality of professional training. Based on the requirements of the standard of education, the category of self-organization and self-development, recorded, presented in universal competences, reflects the task of vocational education not only as the formation of knowledge, skills of the future teacher, but also the development of ability "... build and implement a trajectory of self-development, based on the principles of education during the life" [1]. In this regard, at present, new understanding of the directions of professional training in the pedagogical university is required, ensuring the quality of pedagogical training of the students from the point of view of requirements for future professional activity. This quality is related to the formation of educational autonomy of the future teacher, as the ability to consciously organize their own educational and cognitive activities on the basis of their capabilities, needs and interests.

**Materials and Methods.** The formation of an independent, creative personality, which is demand and can self-realize in any sphere of life, has always been considered as one of the main tasks of vocational education. In pedagogical science and practice, issues related to the development of educational autonomy are considered from the different perspectives [2], and a variety of teaching tools: through interactive and project technologies [3, 4], use of various e-learning resources and environments [5, 6], establishments subject of the subject relations [4], etc. Its solution implies the development of students "desire, ability to show initiative, non-standard thinking, readiness to adapt in constantly changing socio-economic and political conditions. Such a task is not new for domestic pedagogy, but the process of intellectual integration of the society requires a constant return to the problem of human education, finding ways to implement it throughout the life [7]. Its solution is related to formation of the subject position of the student in the educational process, which implies the presence of abilities for self-study, self-development and self-improvement.

The modern paradigm of vocational education is based on the idea of creating conditions under which the students should take the position of an equidistant subject of educational activity and learn to manage it. Development of educational independence of the students is connected with the ability to independently set and solve educational tasks, during which the students develop cognitive activity, interest, initiative, creative orientation and formation of skills of targeting and planning of educational and cognitive activities [8]. Educational autonomy manifests itself in the new educational situations, when students need to master the ways of action and find the missing information, organize their own activities effectively. Reflection plays a special role in acquiring the qualities of educational autonomy. The higher level of development of reflexive skills of the students, their autonomy in educational and cognitive activities, during which the required professional competences are formed [9].

In the works of some authors educational autonomy is considered as a set of the skills of the students to determine the educational task, taking into account their capabilities and needs, to select means of training to solve the set tasks, to independently assess the results of educational activity, to possess ways of independent educational and cognitive activity [10, 11].

In view of this perception of educational autonomy as an ability to ensure the quality of vocational training, some common features of the phenomenon can be highlighted:

- Educational autonomy is a purposeful activity of the students, during which the required professional competences are acquired;
- Educational autonomy of the students is a product of internal motivation, reflecting the interest in acquiring professional knowledge and the desire to learn them in depth;
- Educational autonomy implies cognitive activity of the individual and itself ensures the presence of such activity, which manifests itself in the desire for cognition and self-education;

– Educational autonomy of the students includes the skills of targeting, planning and control in educational and cognitive activities, as well as ownership of educational activities.

Summarizing various approaches to research of self-organizing systems, P.I. Tretiakov proposes to consider the structural components of educational autonomy of the students [12]. Their analysis shows that such components are based on the skills that the student should possess and that are manifested in his educational activities. The content of structural components is a complex, which includes a number of components, the basis of criteria, allowing to assess acquisition of educational independence of the students as one of the results of quality of vocational education:

– Cognitive-analytical component, (cognitive-analytical criterion), including knowledge of requirements for professional education of the teacher and ability to analyze own possibilities in mastering professional knowledge;

– Motivational-value component, (motivational-value criterion) as reflection of positive motives in self-mastering of professional knowledge and understanding of values of self-educational activity;

– Practical-effective component (practical-effective criterion) manifested in skills of search for effective ways of self-education and possession of various methods of self-education;

– Control and evaluation component (control and evaluation) reflecting the ability to adequately assess the results of self-education and ownership of methods of self-control and self-education activity.

Analysis of the content of the selected components (criteria) shows that educational autonomy acts as a system of learned professional knowledge, skills and formed motives for vocational and educational activities. These include: the presence of positive motives in the self-mastering of professional knowledge and understanding of the values of self-educational activity, knowledge of the requirements for professional education of the teacher and ways to analyze their own opportunities in mastering professional knowledge, ability to find effective ways of self-educational activity and adequate assessment of results self-education, possession of various methods of self-education and methods of self-control of self-education activities.

**Results.** Educational autonomy, as a pedagogical phenomenon, accumulates a whole range of professional competences, the acquisition of which by students ensures the required quality of vocational education. Therefore, the identification of the level of educational autonomy of students can serve as some significant characteristic of the quality of vocational education.

The proposed criteria allowed to determine the level of the development of the educational independence of students. The article presents the results of the study, carried out at the Faculty of Natural Science Education of the Omsk State Pedagogical University (see eable 1). The study was attended by 109 students of 2 and 3 courses.

Table 1 – Characteristic of the levels of the development of the educational autonomy of the students

Criteria	Manifestation Levels (% percent to number of investigated)		
	High	Average	Low
Cognitive and Analytical	9,2	62,3	28,5
Motivational and Valuable	18,3	50,4	31,3
Practical and Effective	12,0	52,3	35,7
Control and Estimated	20,2	46,8	33,0

Analysis of the data shows the absence of targeted work with the students in the development of the educational autonomy, the most powerful indicators are concentrated around the average level by most criteria. In addition, the study shows that a significant number of the students have shown a rather low level of the educational autonomy by all criteria. Based on the results of the study, it can be concluded that most students have low indicators of the quality of vocational education. Only a small part of the students who have shown a high level by all criteria, the professional competences. The analysis of the products of the students, participating in the study and the results of the educational activities, fully confirmed the study data. In this regard, it can be concluded that educational autonomy is a universal criterion that allows sufficiently deep and accurate determination of the quality of vocational education of the students.



Indeed, what means, for example, the demonstration by the student low level of educational autonomy by cognitive and analytical criterion? This means that the student has a little idea of professional knowledge of the modern teacher, his pedagogical activity; insufficient knowledge of his capabilities designs his own trajectory of the professional education, building the goals of acquiring the required professional knowledge. The same can be attributed to the average level. A student, who demonstrates an average level of educational autonomy, according to practical-effective criterion, has not full skills of finding effective ways of self-educational activity. At the same time, a high level of educational autonomy provides a reliable result of vocational education. Thus, for example, if we consider the control and assessment criterion, it means that the student owns the skills to adequately assess the results of self-education, to draw adequate conclusions from these results, uses various methods of self-control of educational activities.

**Discussion.** In our research, as we noted above, the educational autonomy becomes and develops in the self-educational activities of the students. However, it cannot be fully formed without pedagogical influence. This influence is related, first of all, to the creation of appropriate conditions, in which the subject position of the student becomes higher. In this research were showed open self-organizing systems [13-15] as an impact on the educational process and the development of the educational autonomy. The external environment with respect to the university is the labor market, the educational environment of the university, the base of practices, information resources of the Internet, etc., at the same time educational independence, on the one hand, is formed and developed under the influence of the external environment, on the other hand, retains its relative stability and adaptability [15]. In this regard, the formation and development of educational autonomy of students' need to predict educational actions, design their own trajectory of educational movement, and find opportunities to use external resources of the educational environment to achieve the goals of education.

In the works of I.S. Yakimanskaya was stated, that the most important condition, forming the position of the subject of educational autonomy, is the introduction of elements of non-linear education into the educational process [16]. Its distinctive features: variability, orientation to individual features of each student consistency, rigor and the study of educational disciplines.

Feature of the educational process, when the elements of nonlinearity are included in it, means that the conditions need to be active and independent in determining the goals of the education, in combination with the requirements of the professional standard and personal self-development, to design an individual educational plan, with the necessary professional knowledge [17].

The student is quite self-sufficient in the design of educational activities and has all the prerequisites for choosing the form of participation in the development of vocational education disciplines and the level of learning. In pedagogical theory and practice, this position is defined as the possibility of building student's individual educational route [18]. Naturally, in the conditions of construction of the educational process on the principles of nonlinearity, traditional ideas about the mechanisms of formation and development of educational independence have almost changed. This is achieved by creating the conditions of conscious necessity of learning content of studied disciplines and selection of shape, depth, order and sequence of their learning.

Justifying the mechanisms of acquiring the qualities of educational independence, O.V. Akulova pointed out that in the construction of the educational process the idea of navigation plays an important role as the management of the student's educational activities [19]. This means that the individual educational route or action plan allows to connect the educational needs of the student with the requirements of the professional standard and the capabilities of the university in the professional education.

In psychological terms, as T.A. Kaplunovich notes, the elements of nonlinearity in education lead the student to the stable equilibrium and force him to independently choose and find new ways of development from many options [13]. The development of educational autonomy of the students, according to E.Ju.Ignatieva, is closely linked with the saturation of the educational environment with the resources and conditions for the realization of the goals of education [20]. The saturation of the educational environment is primarily related to the availability of sufficient information resources, university libraries, educational and methodological complexes, the possibilities of the students to interact with the subjects of social, cultural, economic and other environments in order to obtain the necessary information, interaction with the world sphere of education. The saturation of the educational environment with information resources

allows to create an individual educational route, according to the needs, interests and capabilities of the students.

It is very important for the students to know and use the opportunities of the educational environment as a resource of educational independence. Students' knowledge and use of the educational resources of the university we can find in the table 2.

Table 2 – Students' knowledge and use of educational resources of the university

Course	I know and use	I know, but I not always use	Those I know are not interested in	I do not know	Did not think of it	Would like to learn, how?
2	11	39.4	14.7	13.8	11	9.1
3	19.2	45.8	13.7	7.3	6.5	6.5

Analysis of the results of the questionnaire is showed, a positive tendency to use the resources of the educational environment from course to course (see table 2). However, you can see non used reserves. More than 30% of the students in both courses have little understanding of their capabilities and need to acquire the professional knowledge. The students, who in the course of vocational training use mainly materials of the lectures of teachers, seminar and practical classes, performance of tasks, in accordance with the model or request of the teacher.

The low level of the development of educational independence of the students was noted in table 1. All lecture material was developed as interaction of the teacher with the students. The theme and objectives of each new lecture were learned by the students in advance. Reports, examples from literary sources were prepared on the basis of the lecture; groups of the students were involved in joint coverage of the purposes of theoretical justification of the pedagogical patterns, theories, principles [21, P.186].

Similar work was carried out in the preparation and conduct of workshops. The plan of each seminar class was developed as a scenario, in which each student performed a certain role: teacher-subject, class head, student, member of the methodological association of the school, parents, well-performing student as a consultant on the subject, etc. The task of each group of the students has prepared the pedagogical situation, showed the essence of the problem, ways of solution. All the students of the group analyzed the prepared materials, participated in the formulation of the pedagogical problem, in search of the methods of its solution, and gave an assessment of the found solutions. Such seminar was a pedagogical performance, in which all participants were the actors. Analysis of the experiment showed the created educational situations in which:

- Students got acquainted scientific works, reflecting the modern challenges to education;
- Students studied the normative and program documents of modern teacher activity;
- Students had the opportunity to choose the content of theoretical and practical materials that complemented the content of the lectures;
- Students could use the information resources of the Internet, libraries, and observations on teaching practices, etc.;
- Students, included in the discussion of pedagogical problems, studied the discipline “Pedagogics”, choose the way of participation based on their interests and capabilities;
- Students during the pedagogical practice kept observations and diaries, in which they noted the peculiarities of interaction between the teachers and students in the educational process.

On the basis of the selected criteria for the development of educational autonomy, the characteristic of the phenomenon was studied, according to these criteria. The study on cognitive and analytical criterion showed that a significant number of students (38.5%) showed high activity in self-mastering of knowledge expressing requirements for the modern teacher, adequately assessed their capabilities, including independent performance of various tasks on the studied discipline. Many students (49.5%) demonstrated an active interest in the independent study of modern education, opportunities for self-realization in the activity forms of the studied discipline.

At the same time, we recorded a high level in 51.4% of students. There are the students who introduced the educational process, acted as the most active and proactive in the self-selection of the content of participation, the search for opportunities for self-realization. It is necessary to note the decrease the number of students, who showed a low level: from 31, 3% to 5.5%.

We attached particular importance to the study of educational autonomy, according to the practical and effective criterion. The content of the indicators reflects the ability to act in the search for effective ways of self-education. In fact, it is an activity of the student to make independent solution. From 35.7%, who showed a low to 8.3%. At the same time, the number of students (33.1%) demonstrated possession of various methods of self-educational activity.

The justification of the components and the criterion of educational autonomy noted the importance of the control and assessment criterion in the development of the phenomenon. The ability to adequately assess, its capabilities, the results of inclusion in the process of learning at a high level was recorded in 36.7% of the students. Organized activities in the proposed forms of education allowed a sufficient number of students to learn their own opportunities [22, P.54].

Thus, the development of educational autonomy, as it was demonstrated during the experiment, can be carried out in the conditions of development and introduction into the educational process of interactive educational forms. The condition of such activity determines the degree of student's participation in the different forms.

**Conclusion.** Summing up the theoretical and empirical stages of the study, we would like to note that the development of the educational autonomy has a significant impact on the quality of vocational training. Indeed, the educational autonomy is caused by the creation of the conditions of determine the goals by the students, content and depth of learning of educational material. Each student designs an individual educational plan at each lesson, already identifies the availability of information resources in the educational environment of the university and the possibility of implementation of the individual plan.

Acquisition of educational independence skills by the students allows to talk about the new quality of the professional training of the future teacher, the substantive result of the educational activity of the students. Educational autonomy as the quality of student's personality changes and reflects the need of professional competence, with the educational goals, capabilities, motives and interests.

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#### БОЛАШАҚ МҰҒАЛІМНІҢ БІЛІМИ ТӘУЕЛСІЗДІГІ КӘСІБИ ОҚЫТУДЫҢ ЖАҢА САПАСЫ РЕТІНДЕ

**Аннотация.** Мақалада болашақ мұғалімнің білімдік тәуелсіздігін қалыптастыру мәселелері мен жолдары қарастырылған, өйткені олардың мүмкіндіктері, қажеттіліктері мен қызығушылықтары негізінде өзіндік оқу және танымдық іс-әрекеттерін саналы түрде ұйымдастыра білу. Болашақ мұғалімдерді осы аспект бойынша даярлаудағы өзгерістердің негізгі мазмұны жоғары білімнің Федералды мемлекеттік білім стандартымен, «Мұғалім» кәсіби стандартымен және қазіргі кездегі білім беру парадигмасының талаптарымен анықталады, мұнда студент білім беру іс-әрекетінің бірдей белсенді, өзін-өзі басқаратын субъектісі болады. Мақалада бұл жағдайлар оқушының оқу-танымдық іс-әрекетінің сипатына қалай әсер ететіні көрсетілген. Кәсіптік білім берудің жаңа сапасы ретінде білім тәуелсіздігін ұсыну кәсіптік білім беруде күзiреттілікке негізделген көзқарас тұжырымдамасының айтарлықтай дамуын көрсетеді. Білім беру тәуелсіздігін келесі компоненттер арқылы сипаттау: ішкі мотивацияның нәтижесі, болашақ маманның білім мен өзін-өзі тәрбиелеуге деген белсенділігі, оның ішінде оқу және танымдық іс-әрекеттегі мақсат қою, жоспарлау және бақылау дағдылары осы құбылысты эмпирикалық тұрғыдан зерттеуге мүмкіндік береді. Болашақ мұғалімдердің білімдік тәуелсіздігін зерттеу туралы эмпирикалық мәліметтер келтірілген.

**Түйін сөздер:** кәсіптік оқыту, кәсіптік білім берудің жаңа сапасы, білімнің тәуелсіздігі, өзіндік білім беру қызметі, білім тәуелсіздігінің компоненттері мен өлшемдері, танымдық белсенділік, өзіндік білім, сызықтық емес оқу процесі, жоғары оқу орнының білім беру ортасы, жеке білім беру бағыты.

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## ОБРАЗОВАТЕЛЬНАЯ САМОСТОЯТЕЛЬНОСТЬ БУДУЩЕГО ПЕДАГОГА КАК НОВОЕ КАЧЕСТВО ПРОФЕССИОНАЛЬНОЙ ПОДГОТОВКИ

**Аннотация.** В статье рассматриваются проблемы и пути формирования у будущего педагога образовательной самостоятельности, как способности осознанно организовывать собственную учебно-познавательную деятельность на основании своих возможностей, потребностей и интересов. Основными контекстами изменений в подготовке будущих педагогов в этом аспекте определены Федеральным государственным образовательным стандартом высшего образования, профессиональным стандартом «Педагог» и требованиями современной парадигмы профессионального образования, в рамках которой обучающийся занимает позицию равноактивного, самоуправляемого субъекта образовательной деятельности. В статье показано, каким образом эти обстоятельства влияют на характер учебно-познавательной деятельности студента. Представление образовательной самостоятельности, как нового качества профессиональной подготовки, раскрывает содержательное развитие концепции компетентного подхода в профессиональном образовании. Описание образовательной самостоятельности через такие компоненты как: результат внутренней мотивации, активность будущего специалиста в стремлении к познанию и самообразованию, включающие умения целеполагания, планирования и контроля в учебно-познавательной деятельности, позволяет исследовать данный феномен эмпирически. Представлены эмпирические данные изучения образовательной самостоятельности будущих педагогов.

**Ключевые слова:** профессиональная подготовка, новое качество профессиональной подготовки, образовательная самостоятельность, самообразовательная деятельность, компоненты и критерии образовательной самостоятельности, познавательная деятельность, самообразование, нелинейный образовательный процесс, образовательная среда вуза, индивидуальный образовательный маршрут.

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