

Using the Complex of Educational and Diagnostic Tasks in the Formation of Parenting Competencies in Future Primary School Teachers in the Process of Vocational Training at the University

E Kochetova^{1,a*}, E Gutsu^{1,b}, N Demeneva^{1,c}, and T Mayasova^{1,d}

¹ Minin Nizhny Novgorod State Pedagogical University, 1 Ulyanova St., Nizhny Novgorod 603000
Russia

^{a*}evkoch@mail.ru, ^belenagytcy@mail.ru, ^cdemeneva@gmail.com, ^dvip.mayasova@mail.ru

*Corresponding author

Keywords: competency model, parenting competencies, educational and diagnostic tasks, vocational training process, system of criteria, future primary school teachers

Abstract: The effectiveness of the practical implementation of the competency model in the system of higher education largely depends on the selection of methods that ensure that participants (educators, students) are informed about the results of the process of forming competencies. This implies both the selection of assessment criteria and the selection of diagnostic methods for the formation of competencies. The article presents the developed system of criteria and a set of educational and diagnostic tasks in the process of training future primary school teachers in the formation of their parenting competencies. The purpose of the study is to identify the diagnostic capabilities of educational tasks in the formation of parenting competencies among students (future primary school teachers) as part of the educational course “Educational Systems and Methods of Educational Work with Younger Students.” The developed criteria and tasks can be used by university teachers to diagnose and evaluate the parenting competencies of students. Testing results of the educational and diagnostic complex are presented.

1. Introduction

Reforming the system of higher professional education involves the implementation of a competency model in the training of future specialists [1, 2, 4, 10]. In psychological and pedagogical research, competence is considered as the ability and willingness to use knowledge, skills, and generalized methods of action, learned in the learning process, in real activities [3]. At the present stage of development of higher education, priority is given to the formation of competencies for the education of future specialists [6]. The professional standard of higher education [11] contains a list of the necessary knowledge, skills, and labor actions that a future teacher should master.

At the Minin Nizhny Novgorod State Pedagogical University, there is an active search for optimal ways of forming parenting competencies in future teachers, primary school teachers [2, 3, 5]. Diagnostic methods that allow one to determine the individual advancement of future specialists in mastering the parenting competencies, to assess the level of readiness of future specialists for professional educational activities are of the greatest interest. Advanced training, based on humane principles, involves the development of such diagnostic tools that can provide reliable data on the effectiveness of the process of forming competencies, without violating the integrity of the learning process.

The training content should not be controlling, but developing and teaching in nature, thereby providing an environment that motivates to search for, the manifestation of the initiative of students in the development of professional competencies [2, 8, 9, 10]. In our study, we focus on the educational tasks aimed at the formation of parenting competencies, with the addition of level characteristics that determine the correctness of the assignment. In individual psychological and pedagogical studies, such tasks are defined as control and diagnostic [7].

2. Materials and Research Methods

We have developed a system of educational and diagnostic tasks in the framework of the discipline “Educational systems and methods of educational work with younger students.” A humane approach to the personality of students, activities, and systemic principles were the main provisions of the development. The main criteria for the formation of parenting competencies were identified, according to which the training tasks were selected, which could serve as a measuring material of the formed competencies.

A systematic approach allows one to highlight the levels of formation of parenting competencies. At the initial level, we focus on determining the awareness of students in matters of education. When selecting the content of educational and diagnostic tasks, it was also taken into account that students hold the discipline “Educational Systems and Methods of Organizing Educational Work with Younger Students” in the 4th year of study, which is the final in the training of bachelors.

Awareness in the field of education of primary schoolchildren (theoretical and legal) is considered as the initial stage in the formation of professional competencies of education. The following training and diagnostic tasks were applied:

Questionnaire for determining the initial level of theoretical awareness in the field of education.

Questionnaire questions:

1. How do you understand the essence of the upbringing process? Emphasize the appropriate answers (transfer of social experience, development of socially significant needs, training in the rules of behavior in society, organization of educational events)?
2. What is the purpose of educating a primary school teacher in modern society?
3. List the names of educators known to you who dealt with parenting issues?
4. List three important personal qualities that can determine the level of education of a primary school student.
5. What is the main regulatory document that regulates the activities of primary school teachers in the field of education?

The package of control tasks for the current control, aimed at identifying knowledge on significant topics of the discipline (“Modern Educational Systems of Educational Institutions,” “Goals and Objectives of Education,” “Classification of Methods and Forms of Education”) was determined as the level of ownership of information on a particular topic being studied, as well as the ability to systematize the information received according to the selected criteria.

Examples of tasks. Compile a system table based on the results of studying the topic “Modern Educational Systems of Educational Institutions” according to the following criteria: (1) basic ideas (theories, concepts, principles) that served as the basis for the development of a specific educational system; (2) goals and objectives of the education system; features of the content of education; (3) basic methods of teaching; (4) requirements for teachers and pupils). The task is carried out individually. Each student carries out a systematization according to one of the author's educational systems, which makes it possible to track both the results of each in solving the problem and general group indicators.

We selected test questions to check and evaluate the level of information ownership. Students in the MOODLE university system performed them. The correctness of the answers reveals the level of mastering the course information.

The next level of mastering the competencies of education is the mastery of learning skills of educational activities by students. Essential skills are setting goals for education, the selection of forms, and methods of educational activities.

The final diagnostic task for assessing the formation of competencies according to this criterion is the preparation of a project of an educational event by students. This form of work makes it possible to assess the ability to select and formulate the purpose of the event, the compliance of the tasks of educating the goal. The following instrumental complex is considered: the correspondence of methods to the tasks of education, their

diversity. Individual work on drafting an educational event makes it possible to determine the capabilities of each student in mastering communication methods (their selection should correspond to the age of the younger student, diversity). To diagnose the ability to establish interaction with children of different nationalities and cultures, the task “Analysis of a Pedagogical Situation” was chosen. An example of a problem situation: “Armen K. entered the second grade of a comprehensive school; his family recently moved from Yerevan to Russia. the boy says, “you.” He ignores the comments. How can a teacher resolve the situation?”

The criterion in tracking the formation of the diagnostic functions of students is highlighted separately. An important labor function of a teacher is to evaluate student behavior. One of the main indicators of the formation of this education is the ability to determine the level of education of a primary school student. For its diagnosis, we have identified a simulation method. Students are encouraged to identify the “Image of an Ideal Pupil” through five important personality characteristics that correspond to the age of maturity of the younger student. The selected characteristics are arranged in order of importance for the compiler. Characteristics that reflect selected personality traits are compiled. In this assignment, students evaluate the degree of conformity of the selected qualities to the social request and the ability to present an integrated model of the “Ideal Pupil.”

The opportunity to complete educational and diagnostic tasks is aimed at assessing the development of labor activities, and students receive it when doing practical training at school. In the process of internship, they organize and conduct educational activities with younger students. Teachers receive the following task: to select methods and techniques for organizing the communicative activities of the participants in the event (children, parents, assistants), demonstrate them during the event. At the same time, it is necessary to take into account the specifics of ways of interacting with children of different cultures.

An essential component of the competence of education is the personality of the teacher. It is the primary school teacher that provides guidelines for behavior, lays the foundation for the morality of students. The system of vocational training of future primary school teachers sets the task of forming the skills of conducting professional diagnostics aimed at self-knowledge, which is maintained in the “work portfolio” folder [5]. Identification of the level of development of professionally significant personal qualities helps to prioritize education [5].

3. Results

The results were obtained for each of the selected criteria and distributed in the columns of the table corresponding to the levels of development by the parenting competence (high, medium, low).

The level characteristics of the development of parenting competence in students include the following:

1. A high level involves the full development and application of technical information and legal documentation on educational issues. The ability to formulate the goals and objectives of education, to plan and implement through a system of diverse methods in organizing educational activities with younger students are taken into account. Age and intercultural characteristics of communication with children, possession of self-development methods, and the possession of stable moral qualities are taken into account;
2. The average level allows some inaccuracies in the application of information on parenting issues. The objectives of education do not sufficiently specify the goals. The planning stages are more general. The selection of methods may be specified or refined. The student knows the basic methods of communication, ways of conducting professional diagnostics;
3. The low level is characterized by a partial mastery of information on the education of a primary school student. This entails incomplete meaningfulness of setting goals and tasks of upbringing, limitations in the choice of methods for their achievement. The student owns certain methods for establishing the interaction of children, performs work on professional diagnostics. This allows one to track both the individual progress of students in the formation of competence and manage group work.

TABLE 1. RESULTS OF EDUCATIONAL AND DIAGNOSTIC TASKS

No.	Criteria	Levels		
		High (%)	Middle (%)	Low (%)
1	Awareness in the field of education of primary school children (theoretical, regulatory, ethical and regulatory)	52.1	38.1	9.8
2	Setting educational goals, the selection of forms and methods of educational activities	28	42	30
3	Possession of the diagnostic functions of studying and determining the level of education of primary school students	32	41	27
4	Planning the educational process (preparation of long-term, annual plans, plans for individual educational activities)	20.2	56.8	33
5	Integration of lesson and extracurricular activities in the organization of educational activities	31	48	21
6	Organization of educational activities based on the establishment of communicative interaction of primary schoolchildren	35.7	40.3	25
7	Organization of educational activities in a multicultural environment	29	41	30
8	Establishing partnerships with parents of primary school students, using cooperation strategies	12	53.9	34.1
9	Self-diagnosis and self-knowledge of personality traits (building a model of moral behavior in professional activities)	32.2	48.5	19.3

Level characteristics make it possible to track both individual progress of students in the formation of parenting competence and manage group work.

4. Discussion

The percentage expression of the results shows the following:

- The results of mastering the competency of mastering knowledge on issues of education showed the highest percentage of a high level. More than half (52.1%) of students in the study group have mastered the theoretical and regulatory material in accordance with the requirements. The ability to organize educational activities at the level of communicative interaction at a high level was shown by more than a third (35.7%) of students;
- The average level indicators have a relatively small difference in the results. The highest percentage was obtained on the development of students' skills in mastering the planning of the educational process (56.8%) and the ability to establish partnerships with parents and use cooperation strategies (53.9%);
- High percentages of low levels have indicators according to the criteria for building partnerships with parents, using cooperation strategies (34.1%), and mastering the planning of the educational process (33%).

The results allow us to conclude that the criteria-based approach helps to select a set of educational and diagnostic tasks that allow determining the level of formation of competencies in the education of students, future primary school teachers.

5. Conclusion

The development of a system of educational and diagnostic tasks makes it possible to improve the training of competent specialists, primary school teachers, in the field of education.

References

- [1] Bicheva, I. B., & Filatova, O. M. (2019). Designing managerial competencies of the head of a preschool educational organization. *Vestnik of Minin University*, 7(1). Retrieved from <https://vestnik.mininuniver.ru/jour/article/viewFile/928/711/>.
- [2] Gutsu, E. G., Nyagolova, M. D., & Runova, T. A. (2018). Study of the motivation of the university teacher. *Vestnik of Minin University*, 6(3). Retrieved from <https://vestnik.mininuniver.ru/jour/article/view/874/686>.
- [3] Demeneva, N. N., & Kolesova, O. V. (2018). Case summary as a means of assessing the methodological competence of students of pedagogical universities and primary school teachers. *Education and Science*, 20(9), 159-182. <https://doi.org/10.17853/1994-5639-2018-9-159-182>
- [4] Zimnyaya, I. A. (2006). Key competencies – a new paradigm of the result of modern education. “Eidos” *Internet Journal*. Retrieved from <http://www.eidos.ru/journal/2006/0505.html>.
- [5] Kochetova, E. V. (2013). Preparing future educators for professional self-determination. *Nizhegorodskoye Obrazovaniye*, 2, 100-105.
- [6] Panfilova, O. I. (2016). Improving the professional competence of teachers in the field of education in the process of teaching. *Young Scientist*, 15, 488-491.
- [7] Vaganova, O. I., Smirnova, Z. V., Mukhina, M. V., Kutepov, M. M., Kutepova, L. I., & Chernysheva, T. L. (2017). The organization of the test control of students’ knowledge in a virtual learning environment Moodle. *Journal of Entrepreneurship Education*, 20(3). Retrieved from <https://www.abacademies.org/articles/the-organization-of-the-test-control-of-students-knowledge-in-a-virtual-learning-environment-moodle-6919.html>.
- [8] Gutsu, E. G., Demeneva, N. N., Kochetova, E. V., Mayasova, T. V., & Belinova, N. V. (2016) Studying motivational-axiological component of professional competence of a college teacher. *International Journal of Environmental and Science Education*, 11(18), 12650-12657.
- [9] Kochetova, E. V., Gutsu, E. G., Demeneva, N. N., Mayasova, T. V., & Fedoseeva, O. I. (2017). Psychological mechanisms of future pedagogues' professional individualization formation during their studies in a higher educational institution. *Journal of Fundamental and Applied Sciences*, 9(2S), 1484-1493.
- [10] Fedorov, A. A., Papatkova, G. A., & Samerkhanova, E. K. (2018). New design of university educational ecosystem in the context of modernization of teacher education in Russia. *Psychological Science and Education*, 23(1), 52-63.
- [11] Ministry of Labor and Social Protection of the Russian Federation. (2013). *Order of the Ministry of Labor and Social Protection of the Russian Federation “On approval of the professional standard” Teacher (pedagogical activity in the field of preschool, primary general, basic general, secondary general education) (educator, teacher)”* (October 18, 2013 No. 544n). Moscow, Russia.