

# Model of the Formation of Personal Efficiency of the Primary School Teacher in the Conditions of Modernization of Public Consciousness

Abildina S<sup>1</sup>, Bakhtiyarova G<sup>2</sup>, Ayapbergenova G<sup>3</sup>, Saduova Z<sup>4</sup>, Adanov K.<sup>5</sup>

<sup>1</sup> Doctor of pedagogical sciences, professor, Head of the department of pedagogics and methods of primary education, Karaganda state University named after E. A. Buketov

<sup>2</sup> Candidate of pedagogical sciences (Ph.D.), associate professor, Aktobe Regional State University after K. Zhubanov, Aktobe, Kazakhstan

<sup>3</sup> Doctoral candidate of Karaganda State University named after academician E.A. Buketov. Kazakhstan, Karaganda

<sup>4</sup> Candidate of pedagogical, International Kazakh-Turkish University named after Akhmet Yassavi. Kazakhstan, Turkistan

<sup>5</sup> Associate Professor Department of theory and methods of physical culture and sports training. Karaganda state University named after E. A. Buketov. Kazakhstan, Karaganda Kazakhstan, Karaganda

Email: <sup>3</sup>gulsumas@mail.ru

## ABSTRACT

In recent periods primary schools strive to create a unified student development space. The primary school teacher's projective activity can integrate all kinds of teaching and educating schoolchildren, to involve them in a single educational space.

The methodology contains technologies, strategies of building an individual educational trajectory based on the principles of a deep foundation of joint actions in the chosen direction. The research aim includes the formation of a model of personal efficiency with a value-semantic component included.

## Keywords

model of personal efficiency; development of critical thinking; building an individual educational trajectory (IET)

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## Introduction

### Formation of a personal efficiency of a teacher

Today, the totality of knowledge and skills is not the parameters of a teacher's competence. Now in the modern educational environment, new indicators show the competence of primary school teachers in terms of personal, social and professional side: the ability to independently solve problems, analyze and effectively use the results obtained during work [Ayapbergenova G. S., Kulsharipova Z., 2018].

In order to proportionally develop all kinds of abilities of schoolchildren, a teacher needs to master projective methods and be able to invest personal convictions in a child, allowing pupils to solve learning tasks quickly enough due to an increase in personal effectiveness. At the heart of the model of formation of the personal efficiency of teachers themselves is the quality of active interaction that can be observed in the process of developing the cognitive, creative skills of children, the ability to independently construct their knowledge, skills to navigate the information space, the development of critical thinking. For the qualitative development of the primary teacher competency, basic knowledge, skills, and abilities are required, which will be improved in the process of preparation at the modern level [Abildina S. K., Ayapbergenova G. S. 2018].

Preparation for projective activity directs the efforts of the teacher to the development and creation of conditions for improving personal status. Opportunities of project technology are the following: enthusiasm in work, interest in children, connection with their real life,

identification of the leading positions of children, scientific inquisitiveness for building an individual educational trajectory (IET) as a technology for the cognitive development of primary school pupils.

The model of formation of the teacher's personal efficiency as the quality of active interaction is based on the construction of a personality typology in the system of personality-competence development, on the socionic basis of the personality. The system identifies three groups of primary school teacher qualities:

- the identity of the teacher with the ability to reflexively manage teaching activities;
- the ability to understand the inner world of the child;
- the ability to actively influence the pupil and its stability, that is, the ability to control oneself [Levitani K. M. 1990].

The model of the formation of personal efficiency in our research consists of the value-semantic component: the pupil learns knowledge and acquires competences, and the teacher learns the pupil as a subject accepting the teacher's experience.

The value - semantic component of the teacher's personal effectiveness is as follows:

- emotional stability, positive self-esteem, differentiated and systematic planning of professional activity, partner setting for trust;
- the predominance of indirect pedagogical influences, use of methods of interaction between students, avoidance of rigid methods of pedagogical influence, differential use of positive reinforcements, incentives, flexibility, knowledge and consideration of expectations.

We can include the following to external factors of the formation of personal efficiency: the teacher's behavior as

part of the psychological comfort in the children's team. As internal factors, we have defined interests, needs, motives, and incentives for action [El'konin D. B., 1989].

## Methodology

### Individual educational trajectory

A comprehensive identification of these two factors will give a more complete picture of the assessment of the teacher's personal efficiency due to the accuracy of introducing the IET, a system of joint communication and interaction for the educational process at the primary education level, but the lack of skills in using the methods of projective technology and, as a result, can distort the calculations performance evaluation. This methodology helps to implement IET solutions in the educational process, and then to determine the absolute value - semantic significance. Essential effect of the teacher's model of personal efficiency as the quality of active interaction is, first of all, communication, which is defined as a system of feelings and relationships, which allows to achieve goals in a joint activity [Maskaev, 2010].

Personal efficiency of teachers in situations of communication can be determined as much as possible by observing trust in communication, which provides an opportunity for mutual disclosure of the abilities of each subject of the educational process. In accordance with the logic of interaction, the stages of communication are distinguished, through which the "Personal efficiency" of the teacher and the pupil can be determined (Table 1).

**Table 1-** Personal efficiency in communication

Personal efficiency	Contents
Interaction logic	modeling of the upcoming communication in the process of interaction (setting a cognitive task, choosing methods and methods for solving it, modeling cognitive activity in communication); organization of direct communication in the course of pedagogical interaction; analysis of the results of communication and modeling of children's IET.
Stages of the discovery of the process of cognitive development	design of the IET, during which communication of the interaction corresponding to projective tasks is carried out; organization of direct communication on the basis of personal development strategies of interaction along a joint educational trajectory; design of communication through the implementation of the principles of effective communication aimed at achieving the internal efficiency of the process of cognitive development.
The development of projective technologies on the principles of organization of IET on the personality-developing cognitive process	the reflexivity of communication is realized in the framework of the value-semantic component: the formation of reflection and design skills, meaningfully aimed at the means of knowledge and development of children; purposeful development of skills to transform the world and oneself; stimulating the child's developmental tendencies to personal growth, creating conditions for independently solving cognitive tasks and problems through the IET; the interaction of such elements of personal experience (feelings, feelings, emotions, and the corresponding actions and actions) that will meet the role expectations and standards.

The individually personal approach to the design of the educational trajectory of each child allows the teacher to achieve the most qualitative results in the upbringing and education of school-age children. Analyzing the actions of the developers of individual educational trajectories (IETs), "the path of individual learning", one can state the growth of well-being and the improvement of the quality of education. The educational track or the IET as part of the value - semantic component of the educational process is an innovation for the system of primary school education. And this will allow every child and every teacher to have an opportunity to use the educational conditions in the "school-life" system as a type of preparation for the future.

This is the novelty of our research. This saves time for subjects of the educational process, relieves tension, since it is possible to complete all tasks according to the IET. As it is known, IET includes five main stages, which are known to every teacher and schoolchild. Such a sequence of regime points for IET using the "educational track" provides for maintaining the positive dynamics of changes in the functional state of the body of children and their working capacity. And this is part of the preservation of psychological and spiritual health.

## Results

### Results of the practical work

The formation of the system of primary school education at the modern level as part of the psychological, educational, moral and spiritual activities and the formation of mental stability is a concern for the general resource space of living in the future. And it requires scientists of pedagogical universities to develop new conceptual approaches to understanding global educational processes, developing innovative theories on the globalization of pedagogical competencies and methodological substantiations of the technologies of formation of inter-and trans-professional competencies among primary school teachers. But, in order to go all together, both the academic and the professional pedagogical community need to understand the structural and functional significance of the modernization of public consciousness and the basis of the backbone factors of the overall competitiveness of public policy as the driving force behind the development of the phenomenon of "global competences".

The need to implement measures to implement reforms is determined by the understanding of the pedagogical community of changes leading to a change in public consciousness in the direction of modernization, dynamism, and flexibility of the image of the general education policy. And there is a need for new conceptual approaches to understanding global processes in international education policy. Development of innovative theories on globalization of competencies and methodological substantiation of technologies for the formation of the process of cognitive development from the initial stage of school education. It is important to understand the task of involvement in the process of continuing work to remove barriers to the development of the export contribution of the educational system to the development of the overall international

education system [Evald F, Zeer, Alexsey V, Streltsov. 2016].

In this regard, the opinion of foreign experts on the education system is very important. In fact, the State Program for the Development of Education is a kind of megaproject in its scope and means. Its main goal is the modernization of all levels of educational systems. The program contains specific mechanisms that determine the priority development of the education system and its intellectual potential [akorda.kz2017].

Thus, the individual educational trajectory (IET) of the subjects of education and the open control and evaluation system is an innovative auxiliary initiative and help the pedagogical community in assessing their own contribution to eliminate excessive bureaucracy and formalism in the society-school relationship.

School education is designed to ensure active self-development and self-realization of the child, to promote the development of children's cognitive activity and initiatives (N.N. Poddyakov, A.N. Poddyakov, O.V. Dybina, O.L. Knyazeva). The scientific search for effective means of complicating the process of cognitive development is a pressing problem that requires a theoretical and practical solution. It is well known that the essential aspect of preparing a child at school at the primary level is raising his inner need for knowledge, manifested in cognitive interest. By nature, the pupil is inherently oriented toward the knowledge of the world around it and experimenting with objects and phenomena of reality. At middle age, children reflect on physical phenomena, such as freezing of water, sound propagation in the air and in water, they know the different colors of the surrounding objects of reality and the opportunity to access the necessary colors of the visual arts. Verbal-logical thinking of children is formed on the basis of visual and visual-figurative knowledge. The project activity allows creating a model of a natural science phenomenon and summarizing the achieved results, as well as concluding, classifying and summarizing the importance of natural phenomena. During project activities, the child should be asked not only how to do this, but also how to do it differently [I. A. Petrov, 2002].

Theoretical and practical research material on this issue gave a definite chance for revising priority forms and methods of building IET in school education, technologies that develop children's abilities for the initial forms of generalization, reasoning, abstraction. And this method is the design of the IET. The conducted analysis of the design of the IET shows that the question of how to organize the process of cognitive development remains open, since it focuses only on creating the experience of children.

Projective activity involves the emergence of reflex directions in cognitive activity and the motive for the implementation of the process to achieve it with a successful result. When using the experience of children, only elements of planning and carrying out experience are considered, an analysis of actions during the passage of an IET. The goals of taking an IET give the teacher a general idea of some phenomena and effects of the process of cognitive development, which gives a systematic understanding of the development of cognitive activity through the passage of an individual educational trajectory by each child in a group and class. Problem solving can be done in 2 ways:

- children take a IET, assuming their results, and thus acquire new knowledge;
- children first suggest a variant of the route, and then check the correctness of their movement, whether the thinking process is correct.

If necessary, teachers assist, advise, and are interested in the results of the child's movement along the route. At the end of the IET, children talk about their achievements. After the lesson, the teacher does not miss the educational moments - the children independently clean up the workplace (clean and hide the equipment, wipe the tables, clean the garbage and wash their hands with soap).

The duration of the movement along the IET determines many factors:

- features of the phenomenon being studied,
- availability of free time
- the state of children, their attitude to this type of activity.
- if the children are tired, the movement on the route can be suspended in time and replaced with a game.

Joint activities of the teacher with children goes in one direction. The joint route of the teacher with children is the main background for the student to undergo an IET.

Formation in children of the experience of taking an IET is implemented jointly with the teacher. It is joint substantive activity that is a kind of experience in the transfer of social skills in the sphere of influence of society (Table 3):

**Table 2** - Stages of planning social skills in activities and work

Stages of planning	Contents
Creating conditions	aims in the group and the importance for the organization of pupils' cognitive activity in a developing environment
The presence of a model of the IET activity sequence	to check their assumptions, feel like researchers. What problem did we solve? What conclusion should pupils make?
Problem situation	familiarizing students with the situation and formed the skills of independent activity in solving cognitive tasks; implementation of the knowledge gained in joint activities
The methods and techniques of work	traditional as well as innovative. visual (observations, illustrations, viewing video presentations about the phenomena under study, etc.).
The nature of cognitive tasks in practical activities	activities of a discriminating nature, during which knowledge is formed about the properties and qualities of objects and phenomena; change and transformation of objects;
Verbal methods and techniques of the teacher's work	conversations, reading fiction, using folklore materials
Practical methods	Experimental games, didactic games, role-playing games with elements of cognitive activity; Transformation games, tricks, entertaining experiments help to develop positive emotions.

The use of innovative technologies of pupils' education and training in the process of cognitive development stimulate cognitive interest and their activity. Each level of projective activity is the basis for a high level of development of cognitive activity and is part of the indicators of the level of this activity [Ayapbergenova G.S, 2015].

The teacher and pupils should become like-minded in solving tasks. In order to identify the attitude of children to the development of their own activity, we conducted a study of the results (Table 3).

**Table 3** - Plan of the results' study

By primary results	Contents
Result 1	are happy to fill in the IET
Result 1	interest in the development of cognitive activity
Result 1	positive assessment of visual information
Result 1	positive assessment of individual and group consultations
Result 1	positive assessment of leaflets and recommendations, joint leisure, experience exchange
Result 1	positively relate to classes
By secondary results	Contents
Result 2	have learned how to organize the IET
Result 2	paintings, illustrations, educational games are selected
Result 2	assessment of participation in the replenishment of smart books with informative literature and children's encyclopedias
Result 2	increased knowledge in the process of learning

After analyzing the results of the project activity on the topic "Development of the cognitive activity of children of the middle school age" we came to the conclusion: experience in this area is effective for the process of cognitive development through cognitive activity.

Teachers can always use the parameters of the program "Personality Efficiency" as a practical material for controlling the growth of children's cognitive activity. The most important condition for conducting an IET of the cognitive cycle is to take into account the general tasks of cognitive development and to clothe the content in such a form as to attract the child and stimulate its activity.

The organization of project activities takes place in the form of a partnership between a teacher and a child, which contributes to the development of cognitive activity in schoolchildren, the skills of independent decision-making, and the desire to achieve the effectiveness of the process of cognitive development and social activity. At the beginning of the experience with the introduction of IET, the expected results for the teacher were identified as the implementation of pedagogical conditions when introducing an educational track into the learning process (Table 4):

**Table 4** - Educational track - pedagogical conditions

Educational track - pedagogical conditions	Content
Scientific - methodological base	Complex of methods for bringing pupils to a higher level of cognitive activity. To form pupils' self-confidence through the development of mental operations, creative prerequisites and as a result. The IET of the development of pupils' personal growth, self-confidence and self-reliance. Conditions of enrichment of the subject - developing environment
Methodical literature	Mental activity, practical material to the adaptive conditions of primary school and the creation of a modular program.
Requirements for the educational process	To encourage pupils to formulate their ideas and ideas, express them explicitly. To encourage learners to come up with alternative explanations, suggestions, guesses. To give pupils the opportunity to explore their assumptions in a free and relaxed atmosphere. To give pupils the opportunity to apply new ideas to a wide range of phenomena.

Recommendations on the organization of pedagogical conditions for the introduction of an educational track or IET are found in the works of various authors N.N. Podyakova, F.A. Sokhina, S.N. Nikolaeva. These authors are encouraged to organize the work in such a way that children can repeat the experience shown by the teacher, observe, answer questions, using the result of experiments. Positive pedagogical conditions are created by two routes (Table 5).

**Table 5** - Routes

First route	Second route
Creating a positive attitude to activities	Creating a positive conscious attitude to activities
Achievement of positive emotions	Understanding the meaning of activities, personal and social significance.
Positive attitudes towards the child and to the activity	Formation through a figurative story about the meaning of the activity
Acquaintance with excellent activity examples	Formation of an accessible explanation and display of a significant result
Belief in the strength and capabilities of the child, approval, help and expression of a positive attitude to the achieved results of its activity	The activity contains essential for the interest of the cognitive nature of the project activity
Public Evaluation	Personal Evaluation
New activity, at least partially connected with the former interests.	Interest arises only in the course of properly organized activity.

In this form of pedagogical conditions, the main recommendations relate to teachers:



- to master the design of a pupil's IET as an activity, and his actions are of a reproductive nature;

- designing a pupil's IET does not become an intrinsically valuable activity, since it arises at the initiative of the teacher himself;

- designing a pupil's IET will become the leading activity, it should arise at the initiative of the teacher himself.

Thus, the design of educational work with children of school age through the construction of IET is carried out through the integration process of cognitive development, which unites educational areas, and value and semantic component. As the expected guidelines, subject to the use of this method of designing educational work can be called the capabilities and abilities of the teacher:

- to design different types and content of IET activities in accordance with the interests of students;

- to rationally organize the process of cognitive development, optimally determine the direction of the cognitive activity of each pupil;

- to implement an individual approach to the implementation of the professional activities of a primary school teacher;

- to create the necessary educational track for students and ways of communication and behavior;

- to manage the process of cognitive development, to use projective technologies and methods, methods aimed at the development of cognitive activity of students, and to reflect the professional activity;

- to see the problem and solve it on their own [Pogozhina I., 2018].

## Conclusions

The main recommendations for creating a model of personal effectiveness are the generalization of effective results obtained when introducing IET into the educational process as a value and semantic component of the discipline.

From all of the above, we can conclude that for primary school teachers, designing the pupil's IET, along with professional activity, is the main activity.

The methodology of criterion evaluation of the effectiveness of the personality of the teacher is intended for the implementation of various types of evaluation of the effectiveness of the educational tracks created. The method of teacher's personality effectiveness is intended for:

- implementation of various types of assessment of effectively created educational tracks, which includes two blocks: "Self-assessment of the effectiveness of educational activities" and "Evaluation of the effectiveness of pedagogical activities by pupils". The method of effectiveness of the personality of a primary school teacher makes it possible to identify in practice the qualitative and quantitative characteristics and types of effectiveness of an educational track.

Monitoring the effectiveness of the teacher's personality makes it possible to talk about the creation of a specific system of work on designing the process of the cognitive development of schoolchildren (Table 6):

**Table - 6** System of monitoring the effectiveness of the teacher's personality

Increase of the level of curiosity; pupils' projective skills	to solve problems, analyze an object or a phenomenon, highlight essential features and connections
	to put forward various hypotheses, select funds and materials for independent activities
	to accept and set a goal, to compare different situations.
Improving pupils' speech development	enriching vocabulary with questions, ability to build an evidence-based speech; to reserve of children in various terms, consolidating the ability to grammatically correct their responses.
Increasing the level of development of cognitive processes	the ability to ask questions, to follow the logic of his statement
The development of pupils' personal characteristics	the ability to cooperate with others, the need to defend their point of view

In conclusion, it can be noted that the positive results of this research activity with primary school pupils testify to the effectiveness of the teacher's projective activity through the introduction of an IET process of development.

The main goal of building an IET for schoolchildren's cognitive development, according to the study, can be achieved only when certain conditions exist for this - the pedagogical conditions for the implementation of the educational track and the training of primary school teachers for these conditions.

Pedagogical conditions need to be developed taking into account the age peculiarities of older students and their interests, and learn how to create an "Educational Track for Children's Art". The data obtained by the organization of IET show a number of positive conditions for the introduction of an educational track. The relevance of the work is obvious: teachers are called upon to be attentive to new pedagogical technologies, study the patterns of the pedagogical process, and identify personal effectiveness as the potential of the modern educational process.

This work proves once again that such a projective method of organizing the work of a teacher in introducing IET for pupils is a necessary activity for the development of cognitive activity.

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