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DIAGNOSTICS OF THE FORMATION OF ORGANIZATIONAL SKILLS OF FUTURE TEACHERS

The article discusses the problem of the development of organizational skills of future teachers. The relevance of the research problem was determined based on the regulatory documents, a review of scientific and pedagogical works related to the research topic was conducted, as well as the issue of forming organizational skills was analysed. Motivational, meaningful, activity-based and reflexive- evaluative components, criteria and indicators of the formation of organizational skills of future teachers are identified carefully as well as skills, formation, high, medium and low levels are described. A scheme of meaningful characteristics of the organizational skills of future teachers is drawn up by giving explanations for each organizational and managerial area. At the stage of the experiment, quantitative data are obtained, diagnostic methods for organizational knowledge, emotional value sphere, and skills are used. As a result of the diagnosis, it was found that the state of formation of organizational and managerial directions among modern students is at average and low level, especially in the complete absence of a high level of activity component. Due to the fact that the organization and the future is professionally important for teachers, special attention was paid to the development of a program for their formation in the educational process of a pedagogical university.

Keywords: future teacher, organization, knowledge, skills, abilities, management, emotional- value sphere, diagnostics.

Introduction

In the context of renewal of all spheres of society, the teacher's function is becoming much more complicated. A modern school needs to train professionals in higher education institutions who are able to model and systematically improve their professional activities, quickly and effectively introduce scientific achievements and innovative practices into the pedagogical process.

The training of future teachers involves the formation of their professional competencies i.e. organizational, leadership, creative, creative, meta-subject, etc. It is known that the formation of skills serves to strengthen the modern model of the student. The main direction of modernization of education in the country is characterised by an orientation towards openness, universal values, integration of the learning and upbringing process which requires the development of professional knowledge and educational activities, organizational skills, and personal qualities in the training of future teachers.

The third mission of the university was the concept of development of higher education and science of the Republic of Kazakhstan for 2023-2029: "a comprehensive system of student education will be created that meets the goals, content and achieved results of the state policy in the field of education and upbringing of youth" [1]. One of the possible ways to improve education in a modern university in this regard is to improve the organizational skills of future teachers in educational activities. This, in turn, will significantly increase educational activities. It is argued that the organizational skills of future teachers have a great influence on the implementation of subjective program ideas in the development of the university's third mission.

The solution of the tasks set for the training of future teachers is reflected in the regulatory documents, including the state mandatory standards of education of the Republic of Kazakhstan, as "achieving a balance between the academic and practical orientation of the educational content" [2].

Here organizational skills of future teachers play a high role in increasing the importance of practical and academic orientation.

Research in the field of training future teachers in a university setting shows the need for future teachers organizational skills to form an educational environment, organise educational activities, and commit to mass training of talented teachers at the university. Increasing the organizational skills of future teachers makes it possible to solve the problems of organising the educational activities of students in the future in general education institutions, to organise a productive learning process based on the acquired skills.

The ideas of future teachers about the management and organization of the educational process were examined in a joint scientific study by Kaufman and Moss. The results showed that respondents' answers were strongly influenced by the way the questions were presented and varied depending on their structure and students' interpretation. The study also revealed contradictions between students' views on management and organization and their theoretical orientations, as well as insufficient attention to their own professional development. The authors concluded that students need to deepen their understanding of organization and management and receive support in bridging the gap between theory and practice [3]. These findings point to the need for purposeful development of organizational skills among future teachers and emphasize the relevance of the research problem.

This issue has also been addressed in domestic research. Kastaev and Grinshkun examined the organizational skills of future teachers and identified their main components, emphasizing the importance of their development in teacher education [4]. Yertileuova et al. further examined the strategic and organizational literacy of future educators in relation to their managerial potential [5].

Krepf and König focused on lesson planning as an important aspect of organizing learning activities and examined lesson structuring as a component of teachers' professional planning competence [6]. Their study emphasizes the importance of planning lesson structure and organizing instruction as interconnected aspects of teaching practice. Gidalevich and Bigman also highlighted organized behavior among the professional characteristics of future teachers, including time management, task completion, and adherence to established requirements [7]. Furthermore, Agranovich et al. investigated the self-organization of prospective primary school teachers through time-management technology and emphasized the importance of planning and regulating academic activities [8]. Together, these studies highlight organizational skills as an important part of future teachers' professional preparation. The main future of educational activity can be distinguished as "self development", "self educational activity" and its main result is the development of a person's skills, orientation, and personal qualities. In this regard, the teacher must have certain organizational skills necessary for the organization of purposeful educational activities.

The process of preparing a future teacher for professional organizational activity is based on the acquisition of knowledge, specific skills, the assimilation of specific behavioral patterns, etc. The implementation of educational activities depends on pedagogical competencies. Skill is a complex psychological and pedagogical concept. In pedagogical research, the definition of this concept is given as follows: "skill is the effective performance of actions in accordance with set goals and set conditions. It is possible to state a high level of abilities of a person who quickly and efficiently mastered the skill" [9].

The university lays the foundation for a high level of not only for general but also specialised professional skills of a person, formed primarily on the basis of general skills, the ease and speed of mastering professional skills by a student.

In order to fulfill educational tasks, B. D. Krasovsky understood organizational business as readiness to implement a system of practical actions based on knowledge and experience aimed at regulating the activities of the Team [10].

It is known that the main activity of a teacher is planning, organising, the educational process and evaluating it. In other words, there is a need for instruction, that is for the organisation of pedagogical activity. Pedagogical activity serves to implement the functions of teaching, evaluating, and fostering the development of students' knowledge [11].

V.G Suranov formulated the definition of organizational competence as follows: “we mean the teacher’s ability and willingness to carry out organisational activities based on acquired skills, knowledge, and accumulated experience and developed activities” [12].

According to S.K Kastaev, a teacher's organisational skills refer to the ability to be conscious, effectively and timely carry out practical actions aimed at planning, organising, and regulating the activities of a group of students in order to solve pedagogical tasks in accordance with established values (as a component of training) [13].

Thus, it was established that the structural components of the organisational skills of teachers in the organization of the learning process in schools from the point of structural substantive, professionographic, functional, conceptual, competency pedestals consist of knowledge, activity (skill) and, accordingly, qualitative personal qualities. Each of the listed components has its own content and is clarified by skill types according to the phrases.

In the course of studying the topic of the conducted research and the written scientific literature, we were convinced of the insufficiency of diagnostic studies confirmed by specific quantitative data, and we noticed that the problem of the formation of organizational skills of future teachers was not fully considered.

The purpose of the study is to identify the current state of organisational skills of future teachers, identify components and directions, and diagnose the level of formation.

The main provisions:

Skill is the ability to carry out some actions competently.

Organizational skill is the organizational ability that includes the activities of design, planning and implementation.

The importance of the formation of organizational skills of a teacher is to ensure the effectiveness of the teacher's work, to make the learning process productive.

In the course of the study, the essence of the concept of organizational skill is considered, the importance of the formation of organizational skills of future teachers, directions are determined, and the diagnosis of the state of formation is carried out.

Materials and research methods

Since the research problem is related to the relevant topic in the higher education system, it requires a comprehensive analysis from a pedagogical and methodological point of view. In the course of the research, the analysis of the consideration of key concepts in scientific research using the theoretical method was carried out and the level of developing organizational skills of future teachers was diagnosed using empirical research. Based on the analysis of the literature on the issue under consideration and in accordance with the specifics of organizational skills, we determine the components, criteria and indicators for the formation of organisational skills (Table 1).

Table 1 - Components, criteria, indicators for the formation of organisational skills of future teachers

Components	Criteria	Indicators
Motivational	Activity, awareness, curiosity, aspiration	- the desire to learn the essence of the learning process and the activity to do it; - conscious awareness of the theoretical foundations of training activities; -the desire to fully implement the skills of organizing training activities.

Content	In accordance with the implementation of organizational skills	- knowledge of the essence of educational activities; - knowledge of the theoretical foundations of the learning process; -knowledge of a detailed description of the organization of training activities.
Activity	Activities in accordance with the implementation of organizational skills	- development of necessary documents (planning) for the training process; - Organization of the educational process; -Organization of assessment in training activities.
Reflexive-evaluative	Analysis and evaluation of actions in accordance with the implementation of their organizational skills	- analysis of organized training activities; -control and evaluation of organized training activities; -make adjustments to organizational activities for training.

In accordance with theoretical research, we have identified the formed level of organisational skills of teachers as follows:

High level. At this level. Future teachers have a high organisation of educational activities, very high knowledge and skills to organise training in structuring basic concepts and terms in educational materials and set out in detail the methodology of organising training. He is fully proficient in the educational material and appropriately selects and evaluates content in accordance with a specific topic and activity.

The medium level. At this level, future teachers better organise educational activities, have knowledge of structuring basic concepts and terms in educational materials, the ability to organise learning and describe the methods of organising learning. The demonstration of educational material and the selection, evaluation in accordance with a specific topic, activity cannot explain the full value.

Low level. At this level students have unsatisfactory skills in organising educational activities, they are able to structure. Basic concepts and terms in educational materials cannot thoroughly explain at the knowledge level characterise the course of instructional abilities and organizations, and the methodology with errors. The selection and evaluation of educational material and regarding the specific topic, activity is performed with small errors.

Thus, the problem of the formation of organizational skills of future teachers can be called a complex structure, which includes such activities as design, planning, analysis, evaluation, orientation, reflection, consisting of motivational, substantive, action and reflexive-evaluative components. Its content description is given in Figure 1.



Figure 1 - Content description of organizational skills of future teachers

In compiling this picture, we intended to cover the main types of activities and professional qualities that characterise organisational skills. The following components are presented as basic concepts in the figure: organisational education, organisational skill, and emotional- value sphere. Based on the individual determination of the level of formation of each of them, the level of development of organisational skills of future teachers is determined.

One of the components of the organisational skills of future teachers is the organisational skills of future teachers is organising knowledge. It corresponds to the content component. The students were assigned diagnostic tasks consisting of 10 open- ended questions aimed at identifying the formation of organisational knowledge. The survey was conducted on Google drive The following issue were covered:

1. Educational activities of students -.... .
2. Are there any (substantive) features of the concepts of" educational activity "and" teaching activity"? If so, write it down.
3. How do you explain what we mean by the teacher's teaching activity?
4. How do you understand the concept of" pedagogical activity"?
5. highlight the types of pedagogical activity of the teacher.
6. How do you interpret the concept of" Organization of teaching activities of a teacher"?
7. write down the stages of the teacher's implementation of the organizational skills of teaching activities.
8. describe the content of the teacher's design (design) activity in the implementation of training.
9. describe the content of organizational activities in the implementation of educational activities of students.
10. describe the content of the reflexive-analytical activity of the teacher in the learning process.

An assessment of the implementation of the task with 1 (low), 2 (medium) and 3 (high) is established, depending on the correctness and completeness. In the overall results, it was planned to mark 25-30 points - high, 16-24 points- medium and 10-15 points - low level.

Organisational skill: specific organizational abilities and skills of the teacher were determined by practical control. Types of organizational skills: analytical-project, communicative-developmental, reflective. To determine the level of formation of organizational skills, the pedagogical task "drawing up a plan of educational activities of students on a given topic" was set."He himself was judged by the type of skill. Interpretation, analysis and design: determining the purpose of the task, identifying possible difficulties; establishing stages, steps to complete the task, drawing up a plan; communicative and Developmental: Organization of students ' activities, assignment of tasks, instruction, distribution of work according to the forms of study, preparation of tasks that increase the activity of students; reflexive: planning feedback forms and reflections. The organization of work for each indicator is estimated at 0-2 points, the total number of points is 6. of these: 5-6-High, 3-4 - medium, 0-2-low.

Components of the emotional and value sphere include student perception; responsiveness; choice of values; value formation; manifestation of values in action. These components work primarily on two components of organizational skills: motivational and reflective-evaluative. To determine the level of organizational skills training of future teachers in terms of the components of the emotional and value sphere, a survey of 10 statements was proposed, which was evaluated on the Likert scale (1-totally disagree; 2-disagree; 3-I can't say for sure; 4-agree; 5 - Completely agree). The result was refined according to high (3850 points), average (2437 points) and low (1023 points) levels.

Results and discussion

The pedagogical experiment involved 3 3rd year students of the primary education program of the Kazakh National Pedagogical University named after Abai (total number - 81 students). In order

to determine the level of formation of organisational skills of future teachers, a determination experiment was carried out on the research work.

In the course of the detection experiment, the initial level of organisational skills of the respondents was determined. To this end, we divided the respondents into two groups; control (41 students) and experimental (40 students). We applied an individual diagnostic method to each organisational skill component. The level of formation of organisational knowledge was identified by the diagnostic task, the level of formation of skills was described by the practical task, the level of formation of organizational knowledge was determined by the diagnostic task, the level of formation of skills was determined by the practical task, the level of organizational business of future teachers by the components of the emotional and value sphere was determined by the questionnaire. The analysis of the answers to the diagnostic task given in order to predispose the level of organizational knowledge gave rise to the following conclusions, i.e., in the overwhelming majority of students:

- describes the educational activities of students in a general manner, does not give an exhaustive and clear answer;
- does not fully distinguish the substantive features of the concepts of "educational activity" and "training activity". It cannot describe that educational activities are aimed at organizing educational activities and that educational activities are carried out independently by the student, the basis of which is motivation;
- the teacher cannot fully explain the fact educational activities are carried out through a unity of actions aimed at the purpose and results of learning, and through the stages of this training related to design before training ;
- the concept of «pedagogical activity» poorly characterises what consists of educational, educational and instructional activities;
- there is a confusion of the teacher with the types of pedagogical activity, its functions;
- cannot fully explain the concepts of "teacher's organizational skills" " teacher's organizational skills in educational activities" ;
- does not fully reflect the stages of realization of the teacher's ability to organize educational activities;
- knocks down the assembly (design) activity of the teacher when teaching with other skills;
- to disclose the content of students' organizational activities in the implementation of educational activities;;
- the description of the content of the reflexive and analytical activity of the teacher in the learning process is not exhaustive.

The level of students' organizational knowledge can be seen in Table 2 and Figure 2.

Table 2 - The level of manifestation of organizational knowledge (by diagnostic stage)

Formation level	Results	
	EG, % (40)	CG, % (41)
High	5	4,9
Medium	25	21,9
Low	70	73,2

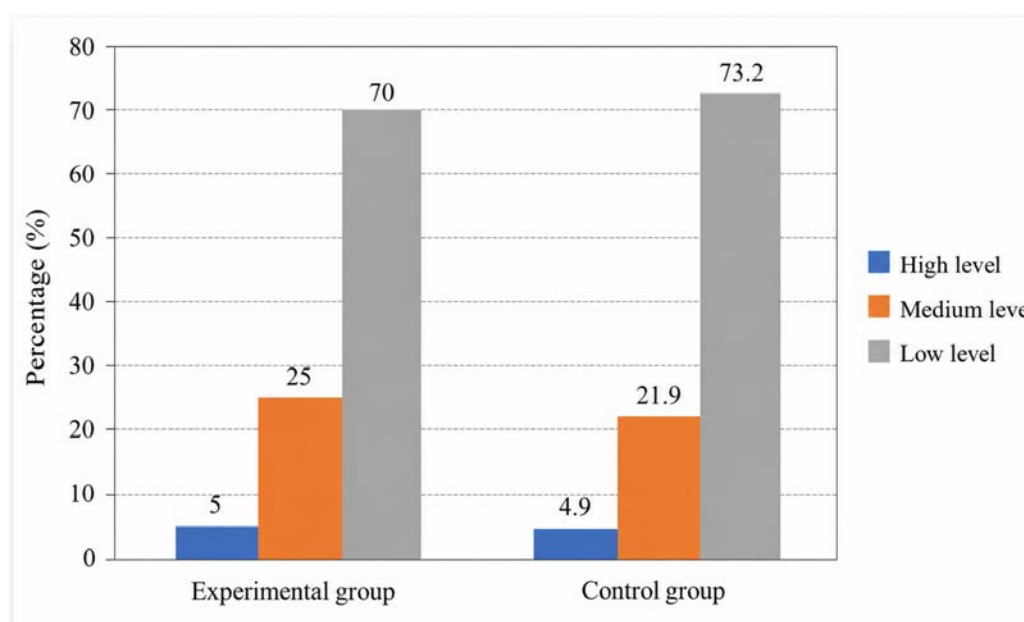


Figure 2 - The level of manifestation of organizational knowledge (by diagnostic stage)

Following that components of organisational skills were identified. The results of the implementation of the pedagogical task by future teachers we have shown in table 3.

Table 3 - indicators of the level of formation of organizational skills (by the period of determination)

Organisational skills	Levels					
	Low		Medium		High	
	EG, % (40)	CG, % (41)	EG, % (40)	CG, % (41)	EG, % (40)	CG, % (41)
Analytical and design	74,1	75,7	25,9	24,3	-	-
Communicative and developmental	54,6	56,2	45,4	43,8	-	-
Reflexive	53,4	53,7	46,6	46,3	-	-
The average value	60,7	61,9	39,3	38,1	-	-

The table shows that organisational skills are divided into 2 levels- low and medium. However, the majority of respondents in the control (60.7%) and experimental (61.9%) groups showed a low level in them. A small part of the respondents (25.9%) of EG and (24.3%) of CG managed to show independence in analysing tasks and finding ways to solve them. Partially, using their new untested ideas, they were able to act strictly according to a given algorithm. The formation of analytical skills of such students was of an average level.

74.1% and 75.7% of the participants in the experiment showed a low degree of analytical and design skills. This was manifested in the incorrect construction of the activities of future teachers in planning, analysing the educational activities of students, identifying and solving difficulties. The vast majority of test students did not take into account the observance of consistency and in the construction of steps to complete the tasks. The ability to design illustrates that the process of setting goals and objectives, when choosing the content and means of organisational activity, students' actions are carried out strictly according to the model, without taking into account the

individual characteristics of students, using well known forecasting methods. The structure of these skills includes actions to develop a lesson plan and prepare a summary. It was determined that they were only copying, and showed a low level. Since this is the most important skill in the professional activity of a teacher, it was concluded that his indicator requires improvement measures.

The indicator for the communicative and developmental skills of 54.6% and 56.2% was revealed under the influence of shortcomings made by future teachers in the organization of students' activities and the allocation of tasks, failure to follow the sequence of specific steps in issuing the necessary instructions, failure to work in a group form and the compilation of developmental tasks. Thus, it has been established that the creative organization of the student team for educational activities is carried out by the respondents strictly according to the model, under the guidance of teachers using certain methods of activity. Only 45.4% and 43.8% of respondents from each group tried to correctly complete the specified tasks, but the organizational skills according to the criteria were not fully realized correctly. That's why they got an average score.

The analysis of the results showed that 53.4% of the students in the experimental group and 53.7% of the respondents in the control group showed insufficient ability to establish feedback and organize reflexive activities. According to this indicator, only 46.6% and 46.3% of future teachers made their actions close to the required level, only mistakes were made in organizing feedback and reflection, did not strive for innovation, thereby did not establish a trajectory of professional development. This suggests that reflexive skills are not fully developed.

In terms of mastering the components of the emotional and value sphere, future teachers showed an average and low level. Failure to receive a high-level response indicates the students' lack of interest in organizational activities in professional and pedagogical activities, internal motivation, and the predominance of only external influences. The results of the diagnostic method performed for this type of activity are presented in Table 4 and Figure 3.

Table 4 - The level of manifestation of the relationship of the emotional and value sphere

Formation level	Results	
	EG, % (40)	CG, % (41)
High	5	7,3
Medium	45	46,3
Low	50	46,4

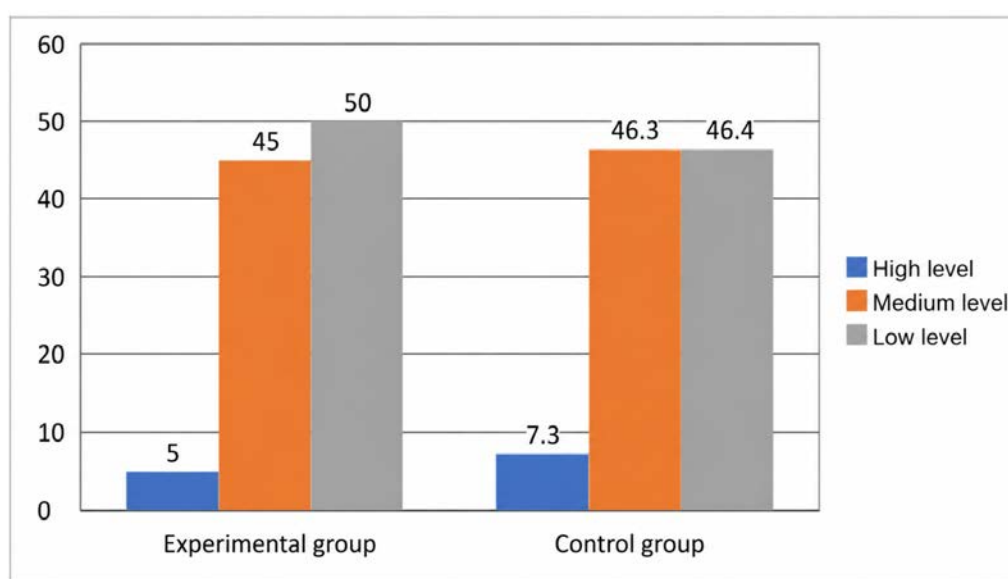


Figure 3 - The level of manifestation of the relationship of the emotional and value sphere

A comparison of the experimental and control groups in terms of the emotional- value sphere component of the acquired organisational skills and the level of formation of pedagogical organisational experience in general shows their uniformity.

Thus, the integration of the results obtained through the diagnostic methods applied at the detection stage, calculating that average values, and their graphical representation, made it possible to determine the actual level of organisational skills among future teachers in the contemporary educational context (Table 5, Figure 4)

Table 5 - The cumulative level of formation of organizational skills of future teachers (by the stage of determination)

Formation level	Results	
	EG, % (40)	CG, % (41)
High	3,3	4,1
Medium	36,4	35,4
Low	60,3	60,5

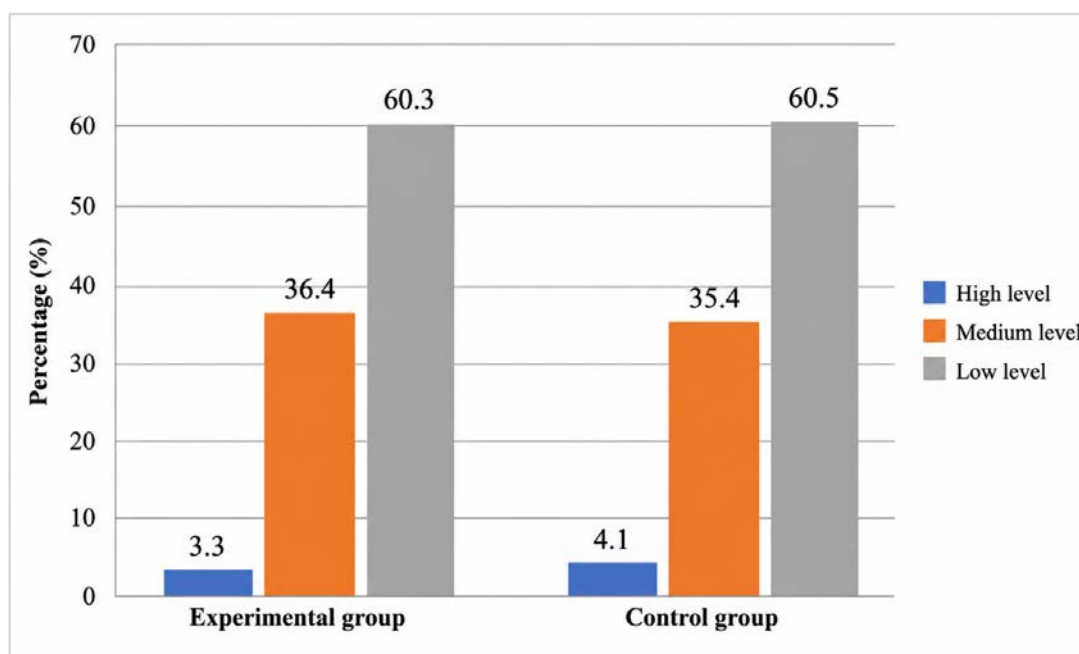


Figure 4 - Diagram of the formation of organisational skills of future teachers

Thus, at the Diagnostic stage, the initial level of formation of organisational skills in the experimental and control group was determined. To calculate the statistical significance of the differences between the results the Pearson's χ^2 criterion was applied.

Pearson's χ^2 value is intended to test the hypothesis of independence of variables or compliance of observed data with theoretical distributions.

χ^2 - value of chi-square statistics

O_i - empirical frequency

E_i - theoretical frequency

The calculation results showed that $\chi^2_{\text{emp}} = 0.33$. Given the degree of freedom $df = 2$, the critical value was $\chi^2_{\text{crit}} = 5.99$. Since $\chi^2_{\text{emp}} < \chi^2_{\text{crit}}$, there is no statistically significant difference between the results of the experimental and control groups. This indicates that the groups were comparable in terms of their initial level of development and that the study could be further continued under comparable research conditions.

In this way, as a result of the study, it was found that the level of formation of organizational skills of future teachers requires additional work in specially organised conditions. This coincides with the conclusions of an international study. Akbulut and Karabay considered the problem of improving the skills of future teachers creating the content of educational material. It was identified by the experiment that students were not able to adequately conduct the method of selection organisation - integration of information necessary for the organisation of educational content. In accordance with this situation, it was concluded that in order to accustom future teachers to organisational work, well structured support from teachers of higher educational institutions is needed [14]. Moreover, in the study of Street et al., the essence of the organisational and emotional abilities of future teachers is considered. Quantitative data from the experiment showed that the respondents had a low level of organisational competence. It was concluded that one of the reasons contributing to this might be the priority of the cognitive load of the future teacher and the need to develop organisational competence as a center of professional Development [15]. The results of the research leads to the same conclusion.

The formation of organisational skills at a high level is of great importance for the professional development and self- realization of the future teacher, and the effectiveness of the learning process as a whole. To improve the results, it is necessary to identify objective factors that hinder the preparation of a future teacher. In particular, the imperfection of educational programs of preparation for organisational educational activities has been revealed. Most programs do not provide for the development of organisational skills and actions among students, in addition, the system for the formation of these skills during extracurricular activities is not sufficiently developed. Their creation is carried out mainly in practical activities, students do not always perform it, so it does not even give the desired result. Such randomly formed skills are characterised by fragments and limited transference, narrowing the scope of application.

The formation and development of organisational skills become purposeful if students discover the sequence of actions that make up certain skills, and understand the value of mastering them. An important condition for the purposeful development of skills is the creation of a special program for students to master organisational skills.

The organisational and managerial competencies constitute one of the central components in the process of preparing future teachers for educational and instructional activities. Since, organisational and managerial skills are professionally significant for future teachers, special attention should be devoted to developing a program for their formation within the educational process of a pedagogical university. The purposeful development of future teachers' organisational skills is carried out in accordance with the principle of "teaching through development" whereby acquired skills are organised and applied in new ways, subsequently serving as a foundation for the further enhancement of organisational competencies.

Conclusion

Considering the problem of formation of organisational skills of future teachers, it was found that it is a complex integrative structure. The full fledged formation, systematic application and continuous improvement of these skills can pave the way for the effectiveness of the future teacher's professional activities, the professional personal development, and search for solutions to pressing the problems in the education system. In the course of the research, such diagnostic areas of organisational skills as organisational knowledge, skills and emotional value spheres were identified. It has been established that due to the low effectiveness of diagnosing the state of formation of these abilities lines among modern students, especially with the complete lack of a high level of activity component, this issue requires a comprehensive methodological study and the implementation of formative measures.

Based on the data of the scientific and pedagogical analysis of the problem and the results of the research, the following scientifically sound recommendations have been developed:

1. The inclusion in the university's work programs of tasks on the formation of organisational skills of future teachers;

2. Organisation of work in the educational process according to skill types of analytical, project, communicative, developmental, reflective orientation;

3. Inclusion in the long term plan or formative research aimed at determining effective conditions and a methodological system for the formation of organisational skills of future teachers.

The components, levels, structural diagnostic directions and empirical data obtained from it, identified as a result of the diagnosis of the formation of organisational skills of future teachers, serve as the basis for the development of a scientific and methodological system for the formation of organisational skills. In the future, it is necessary to continue studying in the following areas; formation of organisational skills of the educational activity of the future teacher on the basis of pedagogical tasks; formation of organisational skills of the future teacher on the basis of game technologies; improving the methodological competence of future teachers based on game technologies, etc.

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БОЛАШАҚ ПЕДАГОГТЕРДІҢ ҰЙЫМДАСТЫРУШЫЛЫҚ ІСКЕРЛІКТЕРІН ҚАЛЫПТАСТЫРУДЫҢ ДИАГНОСТИКАСЫ

Мақалада болашақ мұғалімдердің ұйымдастырушылық іскерліктерін дамыту мәселесі қарастырылады. Зерттеу мәселесінің өзектілігі нормативтік құжаттар негізінде айқындалды, зерттеу тақырыбына қатысты ғылыми-педагогикалық еңбектерге шолу жасалды, сондай-ақ ұйымдастырушылық іскерліктерді қалыптастыру мәселесі талданды. Болашақ мұғалімдердің ұйымдастырушылық іскерліктерін қалыптастырудың мотивациялық, мазмұндық, іс-әрекеттік және рефлексивті-бағалаушылық компоненттері, критерийлері мен көрсеткіштері мұқият айқындалып, іскерліктер мен олардың қалыптасу деңгейлері (жоғары, орташа және төмен) сипатталды. Әрбір ұйымдастырушылық-басқарушылық бағытқа түсініктемелер беру арқылы болашақ мұғалімдердің ұйымдастырушылық іскерліктерінің мазмұндық сипаттамаларының сызбасы жасалды. Тәжірибелік кезеңде сандық деректер алынып, ұйымдастырушылық білімді, эмоционалдық-құндылықтық саланы және іскерліктерді бағалауға арналған диагностикалық әдістер қолданылды. Диагностика нәтижесінде заманауи студенттер арасында ұйымдастырушылық-басқарушылық бағыттардың қалыптасу деңгейі орташа және төмен екендігі, әсіресе белсенділік компонентінің жоғары деңгейі мүлдем байқалмайтыны анықталды. Ұйымдастырушылық қызмет пен болашақ кәсіби қызмет мұғалімдер үшін маңызды болғандықтан, педагогикалық жоғары оқу орнындағы оқу-тәрбие процесінде осы бағыттарды қалыптастыруға арналған бағдарламаны әзірлеуге ерекше назар аударылды.

Түйін сөздер: болашақ педагог, ұйымдастыру, білім, іскерлік, қабілеттер, басқару, эмоционалды-құндылықтық сала, диагностика.

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ДИАГНОСТИКА ФОРМИРОВАНИЯ ОРГАНИЗАТОРСКИХ УМЕНИЙ БУДУЩИХ УЧИТЕЛЕЙ

В статье рассматривается проблема развития организаторских умений у будущих педагогов. Актуальность проблемы исследования обоснована на основе нормативных документов; проведен обзор научно-педагогических работ по теме исследования, а также проанализирован вопрос формирования организаторских умений. Детально определены мотивационный, содержательный, деятельностный и рефлексивно-оценочный компоненты, а также критерии и показатели сформированности организационных умений будущих педагогов; описаны сами умения и уровни их сформированности (высокий, средний и низкий). Разработана схема содержательных характеристик организационных умений будущих педагогов с пояснениями по каждой организационно-управленческой области. В ходе эксперимента получены количественные данные и применены методы диагностики организационных знаний, эмоционально-ценностной сферы и умений. По результатам диагностики было установлено, что уровень сформированности организационно-управленческой направленности у современных студентов является средним или низким, причем высокий уровень деятельностного компонента практически отсутствует. Учитывая профессиональную значимость организаторских качеств для будущих педагогов, особое внимание

было уделено разработке программы их формирования в рамках образовательного процесса педагогического вуза.

Ключевые слова: будущий педагог, организация, знание, умение, способность, управление, эмоционально-ценностная сфера, диагностика.

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