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**THE STRUCTURAL MODEL OF PHILOLOGICAL TRAINING OF
STUDENTS TO DEVELOP SPIRITUAL NEEDS OF SECONDARY SCHOOL
STUDENTS BY MEANS OF PREVENTIVE MEASURES**

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The Structural Model of Philological Training of Students to Develop Spiritual Needs of Secondary School Students by Means of Preventive Measures

The novelty of our approach in developing the technological aspect of philological training students is to use the principles of preventive educational activities that provide personal orientation and democratic style of teachers.

Key words: structural model, educational experiment, pedagogical correction, Methods, training activities, spiritual needs, corrective action, preventive educational activities.

The need of structural modeling of educational preventive activity with help of philological subjects is important for students, which want to be teachers in future, this importance can be explained by increasing changes in qualification of their future work, such skill as "ability to form spiritual needs of pupils" shows high level of their successful preparedness and means that targets were successfully completed during activity. (Fig. 1).

During the development of educational theory, V. Sukhomlinsky [6, 7] proved that the school should draw new skills from the spiritual treasury of the society, produce a new approach to the solving of educational problems. He connected the education theory with formation spiritual needs of children and with looking for the purpose of life. The task that appears from the education technology is – to see the movement of the human soul in small elements. When the depth of human's heart is faced with real occurrence of daily life, then it should become the base of relationships between teacher and pupil, pedagogical support in education.

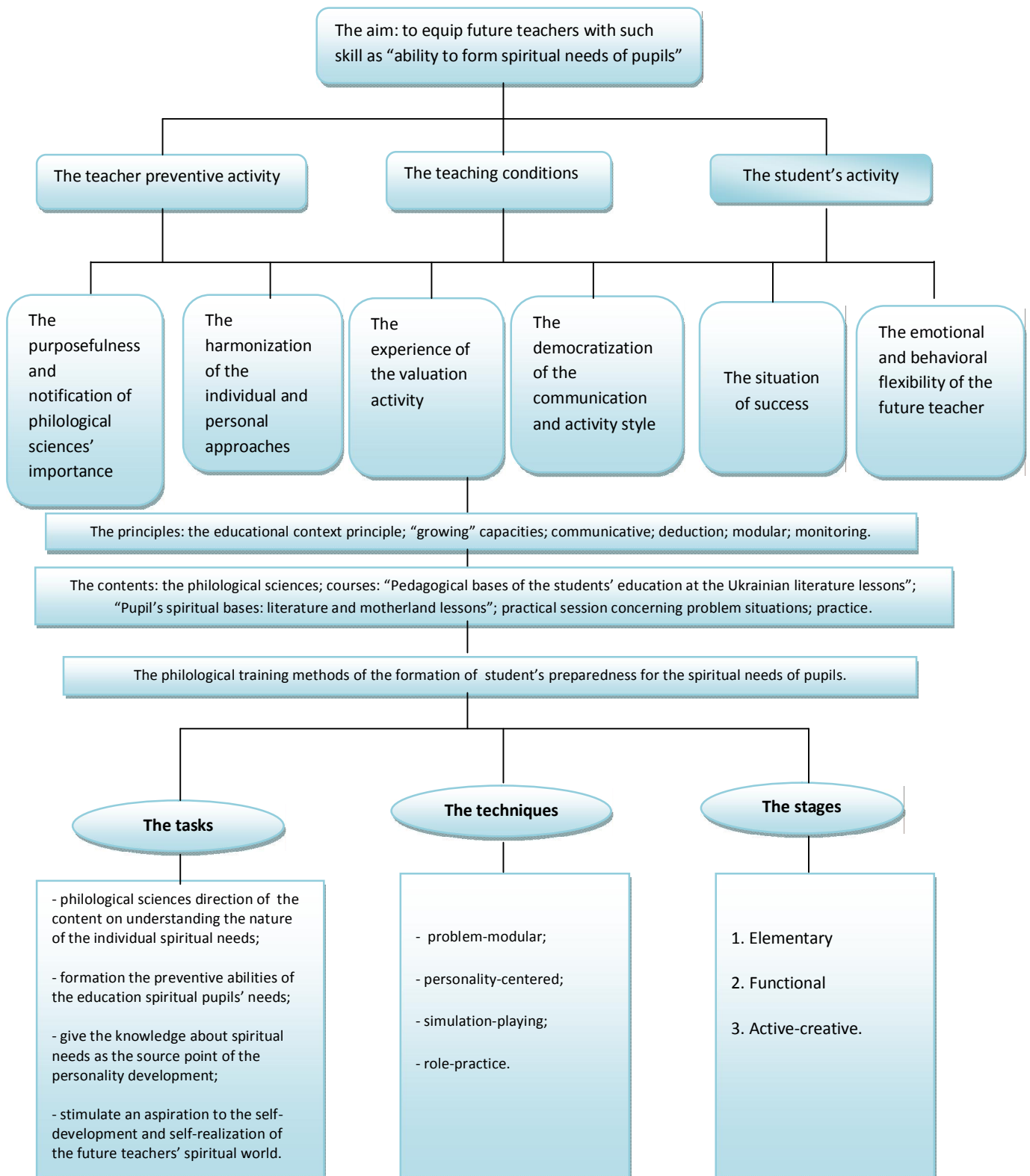


Fig.1. The structural model of educational preventive activity, that helps to gain such skill as “ability to form the spiritual needs of secondary school pupils”

The object of research is – the structural model of forming human spirituality in pedagogical university with the help of educational preventive activity.

The subject of research is – the pedagogical conditions by providing the process of professional training the comprehensive school future teachers on the basis of educational preventive activity correction that is the component of spiritual personality.

The aim of research is the development, theoretically substantiation and correction of structural model that reflects the influence on spiritual education in preventive activity of the future teachers.

The preventive activity is interpreted in the main pedagogical source as an activity that corrects pedagogic neglect of children and regulates antisocial behavior. It is a scarcity of information about the theoretical basis for preventive pedagogy and methods of preventive activity in the pedagogic disciplines and programs of pedagogic training.

During the development of this model the next positions have been used as the basis:

1. The creation of the model should precede student's acquaintance with the specific character of teacher's educational preventive activity and peculiarity of his personality, style of activity and professional position.

Structural components of the model should be presented as interdependent and give a clear idea about professional qualities of a future teacher of comprehensive school, he should do tasks in the process of realization educational preventive activity at philological disciplines and at the classes that elaborate on the theoretical basis of psychological and pedagogical support. The contents of structural models must combine not only philological knowledge but also skills that reveal the essence, forms, preventive methods, specific of their becoming spiritual in the process of teaching material acquisition.

2. The contents of philological training oriented to form a motivational personality sphere of future teacher, positive attitude to preventive educational

activity and necessity to build the relationships on the basis of pedagogical and psychological support.

3. The personality-centered technique of philological training provides with dynamics of performance capacity to forming personal spiritual needs by means of preventive actions from the positive side. It allows imagine and realize the teacher's own limitations in preventive education of pupils.

The technique involves all conditions for revealing personal characteristics. The role-method stimulates activity, where content and process of result connected with each other. In the joining role functions, which express a variety of actions and improvisations, there are emotional wealth and conations help to get developmental effect of the students' preparedness for educational preventive activity. Besides, personality aspect of philological preparedness will be supplied with technique only if shift the emphasis from student's talents and possibilities on his personality; from the process of committed quality progress in the process of pedagogic support, arrangement of conditions for potential demonstration and talent increase inside of him.

4. The organization of lessons by principles of pedagogical relationships, collaboration, role perspective, simulation-playing and task approaches to its structuring. It can provide conditions for formation student's preventive abilities and skills which are necessary for problem solving of formation spiritual needs of pupils. Procedural side of philological training makes for students' arming of spiritual and cultural heritage concepts; fixing interest to it and using educative resources for education spiritual needs of pupils; realization of humanistic principles during teaching material, forms and methods of preventive activity acquisition. Simulation in the process of philological training of initial situations, that provide a communication model in the system of "teacher – student" and playing roles can stimulate activity and self-development of students.

During the students' training of preventive education by positive means of a philological disciplines variety of forms, methods, modes activities, using of

trainings, simulation, business games influence on the students' level of preparedness to the educational activity.

5. The effectiveness of students' philological training model is determining by sticking to the sum total of conditions, which show up in the dominance of personality under individual; mastering the method of exclusion authoritarian activities and consolidation of future teachers' democratic style in the system "teacher-student" and learning activity; unity of concepts about moral standards and rules of conduct during first classes, creating situation of success and realization of collaboration in the teaching and educational process.

6. The results of university philological preparedness for educational preventive activities depend on the level of students' emotional and behavioral demonstration flexibility, which are the main characteristics of their professional competence.

7. The important component part of the student's philological training model is monitoring of personality-centered and educational-cognitive process. The aim of it consists in finding personal and professional advancement during the knowledge digestion of future teachers, cluttering of preventive activity experience, communication culture and the formation of their preparedness for education personality spiritual needs by means of philological disciplines. The students' training monitoring of educational preventive activity estimates students' general achievements.

The main criteria of this monitoring are: evaluation of subjective experience, individual practice contents, preventive activities, orientation of students' motives and needs, the degree of their activity and self-reliance in educational problem-solving and task performance.

The product of pedagogical training monitoring is the students' preparedness to education preventive work with pupils, positive dynamic of personality development. The criteria to monitoring are:

- Psychoeducational (the learning and skill levels, that provide with effectiveness of preventive activities, positive motivation of learning activity);

- Psychological (the level of psychological comfort in “teacher-student” system, the level of future teachers’ devotion, semantic aims and values of pedagogical process participant);

- Socio-psychological (interpersonal attitudes, atmosphere in students’ group, group cohesion level, psychological security of every student in the pedagogical process);

- Sociological (type of relations of all teaching subjects of philological training, social aims, future teachers’ professional intentions).

8. The total students’ training is the level of students’ preparedness to form spiritual needs by means of philological disciplines, that is the etalon of quality to which students’ personal knowledge and skills should approach every year.

Research and experimental work combined several stages in the content, on the expiry of stage-by-stage character of training future teachers to educational preventive activity. It was realizing stage-by-stage during the students’ philological training to educational preventive activity.

On the first stage (elementary level) was the task of forming basic concepts about the essence of educational preventive activity, teacher-philologist’s functions, the essence of pedagogical and psychological support during the education spiritual needs. On this stage the next tasks are solving:

- Awareness of professional advancement necessity, self-improvement (first acquaint students with an educational basis of philological disciplines, its categories, with conceptions: “pedagogical help and support”, “preventive activity”, “preventive activities of teacher-philologist”, paradigm of learning that orientates on personality”, socialization of the student’s personality by means of teaching lesson”);

- Mastering elementary preventive methods, actions and skills to solve educational problems on the basis of preventive actions during the process of learning philological disciplines;

- Formation of the positive motivation and aim on the preventive pedagogical activity and intention to realize its specificity unlike traditional corrective actions of a teacher-philologist.

- Realization of necessity professional self-improvement, self-development and self-affirmation in educational sphere.

This stage provides for reproductive pedagogical training of students with elements of simulation and creativeness. Information about preventive activity has attendant character according to the volume of knowledge that was put in the content of the educational standard.

Indicators of first stage effectiveness of students' training are:

- 1) Positive motivation towards teacher's occupational choice;
- 2) Desire for learning preventive peculiarities during the educational process;
- 3) Display of creativity during solving educational tasks;
- 4) Awareness of necessity professional development, self-improvement and self-expression.

The objective is realized **on the second stage** (functional level). It is creation of conceptions about specific of philological disciplines' educational possibilities in formation personality spiritual needs. At this stage next tasks can be solved:

- 1) The formation of professional invariants on the personality and active levels;
- 2) The formation of aim on preventive actions during learning philological disciplines;
- 3) The knowledge and ability acquirement of conducting personality-centered lessons, using pedagogical and psychological support technique;
- 4) The acquirement of method of pupils' individual approach and individualization of educational process.

An aspect of the educational process is based on the pedagogical support as on the basis of behavior, pedagogical monitoring is realizing during the studying philological disciplines. The second stage factors of success of students' philological preparedness to preventive activity with pupils are: positive relation to the teacher's work, positive relation to innovations, reflection, empathy and creativity, openness to the social environment and transformation on humanistic basis. The nature of the activity is creative-reproductive. The "Pedagogical basis of education modern

students on Ukrainian literature lessons: theory and practice” course takes the main place among the philological disciplines. The content of this course opens the specificity of preventive activity, the personality-centered education theory as a factor of personality socialization, educational function in the process of personality self-realization. Students get to know new approaches in preventive pedagogical organization, pedagogical techniques in teaching philological disciplines.

On the third stage (the system of preparedness for formation pupils’ spiritual needs) the aim includes improvement of preventive activity technique and students’ preventive activities work in solving practice educational problems that can be achieved by problem solving:

1) The development of abilities to act in consideration of specificity and peculiarities of school age on the principles of interrelations and collaboration in the teaching process;

2) The development of future teachers’ abilities to chose role position depending on the content of educational situation;

3) The development of abilities to give a freedom of choice of actions and methods to solve learning tasks;

4) The development of abilities to create a situation of success for every participation of cognitive activity;

5) The development of humanistic style of actions and active professional position;

6) The improvement of pedagogical and psychological support knowledge in the process of formation personality spiritual needs by means of philological discipline.

The individual creative training of students realize on this stage. Teaching has creative character (development of authoring project, programs, personality-centered lessons’ notes with different methods of learning philological disciplines). The key of the discipline is special course “The pupil’s spiritual bases: literature and motherland lesson”, lessons are trainings and organizational and role games.

The performance indicators of future teacher-philologists' training are: preparedness to form spiritual needs of pupils, reflexively and analytical abilities, creative activity, independence and responsibility for result, emotional and behavioral flexibility.

In the contents of the students' training of formation spiritual needs was included "Pedagogical basis of education modern students at the Ukrainian literature lessons: theory and practice" course meant for 72hours, that consists of two modules, every meant for 1 credit (36 hours: 20 in auditory and 16 for privet work). Plan of the subjects is in the Table 1.

Table 1

Curriculum

	Titles of modules and topics	Total	Independen t Work	Lectu res	<u>Practical</u> classes	Labora tory work	Indivi dual work
1		2	3	4	5	6	7
	Module I. General questions of Preventive Pedagogy	36	16				
1.	The subject, the task of spiritual development at the classes "Pedagogical basis of teaching modern students at the lessons of Ukrainian literature and language: theory and practice".			2			2
2.	Socialization of a pedagogical process. Personality-oriented education as a factor of			2	2		2

	personality's socialization						
3.	Socialization of education by means of philological disciplines			2		4	4
4.	Total	36	16	6	2	4	8
Module II. Preventive pedagogical activity as a factor of personality's spiritual needs formation by means of philological disciplines.		36	16				
1.	Teacher's preventive actions in teaching philological disciplines, their specific character and principles of the organization.			2	2		
2.	New approaches in the organization of preventive work at the lessons of philological disciplines.			2		2	
3.	The technological aspect of pedagogical process.					2	2
4.	Pedagogical position in the system of teacher's and students' interaction at the lessons of philological			2		2	

	disciplines.						
5.	Methods of pedagogical and psychological support of students in teaching philology.			2			2
Total for modules		36	16	8	2	6	4
Total for the course		72	32	14	4	10	12

This course provides an opportunity to prepare future teachers for solving the following tasks:

- harmonization of person's relations with environment, society;
- harmonization of intellectual and emotional spheres of personality's development;
- formation of personality's spiritual needs with the help of philological training of students;
- person's adaptation to the conditions of the informational area, creating conditions to meet his cognitive needs.

The goal of this course's program is to open the ways of personality's socialization through teaching philological disciplines, to identify those factors, to reveal the means of harmonizing the society and the personality, to transform a subject from the source of information into a means of personality's development.

Experimental program included training of the main indicators of students' ability to shape the personality's spiritual needs by means of teaching philological subjects. The special attention was paid to dialogical speaking. It is shown through the ability to compare knowledge and personal experience and use them appropriately in concrete problematic situations.

In the development of experimental program of training students for the educational preventive activity we used the position of L. Kondrashova that:

“modern professionals should have some important characteristics: knowledge of theory and necessity of non-typical decision. It is necessary to teach students the culture of communication with scientist facts, the skill to predict the facts which result from examined theories” [1, p. 10]

The students should see problematic task in educational situation as aim at a particular situation, define conditions, their interdependence; define the hidden; to reinterpret it, predict its object and way out of it through the activity. While studying at Pedagogical University, the students should understand that the object of preventive educational activities is a product of interaction in the system "teacher-pupil". This interaction is not only the condition of successful forming of spiritual needs by means of philological disciplines but also its result.

In the experimental work the preventive activity aspect was a systemically important component of students' philological training. Preventive activities were observed as integration of psychological, pedagogical, methodological and substantive knowledge of humanistic value potential. Students should have realized that preventive activities are focused at the formation of the students' spiritual needs. The process of person's development, formation and self-affirmation demands attention, regular psychological and pedagogical support.

In structuring experimental tasks we took into account the possibility in training future teachers emotional and creative sense, which means the ability to make mental adjustment to preventive activities, to choose necessary emotional means, to organize educational material taking into account the harmonization of the emotional and intellectual activity spheres.

In choosing experimental tasks we paid attention to their creative character. While fulfilling them students should master the ability to find emotional, moral and mental material within themselves and society for creative work, to shape different situations where they can not only act, perceive emotionally, but show an unusual approach in their solving. In situations, which shape their future professional activity, students not only mastered the philological knowledge,

but also studied mentally represent each piece of the teacher-linguist's work, to predict the expected reaction to the pedagogical influence, to create emotional and moral situation which provided creativity, freedom of action and success for every participant of pedagogical process.

Experimental tasks were chosen taking into account the fact that while fulfilling them students should improve their professional skills: restless, farsightedness (ability to predict own actions and see the results), commitment to continuous development of humanistic direction of own individuality. These qualities form basis of preventive position of future teachers. Preventive means a flexible position of teacher-philologist, which allows him to remain flexible in emotions and behavior, to avoid professional illusions, emotional burnout and forming of stereotypes, to build pedagogical process according to developing the spiritual needs of the personality.

Future teacher-philologist should not only plan goal and tasks of preventive activities in teaching philological disciplines but also focus on the students' achievement of the predicted result.

One of the most important aspects of preventive activity is forming the necessity of development of spiritual needs in teaching philological disciplines. The special role belongs to the propaedeutic's course which is one of the ways of psychological and educational support for students for their professional introduction. Pedagogical University graduates should know how to act in changing situations, make decisions and be responsible for their own and pupils' actions.

The aim of course: "Pedagogical basis of teaching contemporary students at the lessons of Ukrainian literature and language: theory and practice" is to prevent the most common future teachers' mistakes and to orient them in solving difficult educational situations, stimulate their independent work in training ability for preventive work, master the technique of forming the spiritual needs of pupils. At the lessons their attention was focused on the development of pedagogical thinking and humanistic value priorities. At the practical lessons students studied to prevent

typical mistakes in behavior and activity, gained experience in preventive actions. Subjective students' experience is the basis of their preventive work in future professional activity.

At the lessons of the course: "Pedagogical basis of teaching contemporary students at the lessons of Ukrainian literature and language: theory and practice" students – philologists' creative skills were trained. We have taken the skills developed by Maznycheko M. [2], V. Pinchuk [3] as basic:

- ability to analyze problem situations;
- to set close and distant aims;
- to put the tasks correctly depending on the aim;
- to make general conclusions independently, to pick out important things;
- to see and to find innovative ways to solve educational tasks;
- to find information quickly;
- not to adhere to the chosen position;
- to make decisions independently;
- to predict the results of decisions made.

Reflexive nature of preventive teacher's activity is seen in everyday teacher's tasks: to express and reproduce something for himself and others. Preventive educational activity is transformed into his professional image of the world, which causes the identification and solving problematical tasks.

Psychological mechanism of problematic content in philological knowledge is a means of cognitive students' needs development. Structurization of literary knowledge in the form of cognitive task creates internal mechanism of answering the spiritual needs and appearance and development of new ones. For example, at the lessons of the course: "Pedagogical basis of teaching contemporary students at the lessons of Ukrainian literature and language: theory and practice" on the topic: "Solution of positive hero problem in Ukrainian literature" we trace the historical development of one of the most important problems –writer's search of a positive image.

The aim of a lesson is formulated in the form of a cognitive task: “Life without meaning, a novel without end”. The task is not to reproduce mechanically obtained literary knowledge but to systematize and to evaluate it, to understand the defect for solution of educational problem, to appeal to the creative transformative reproduction, which is combined with the search for new facts and phenomena. The students have a task: to prove how well the author managed to solve the problem in the image of a main character in a studied work. They are focused on the following questions:

- historical period and characteristics of social and historical conditions of the literary work;
- the main hero is an unusual character, a fighter for humanistic and national ideals;
- the main hero is far from people and is unable to support ruling upper classes;
- whether the author can solve a positive hero problem.

The contradiction between students’ knowledge of theoretical foundations of professional activity and reluctance to use it in practical situations can be solved by solving cognitive tasks. They are the basis of heuristic technologies. When we used the technology of cognitive tasks, we formed the future teachers’ ability to see contradictions, to distinguished sphere of them, to know the ways to overcome contradictions, to make analysis, to compare and to examine the sense of facts and phenomena.

At the practical lessons students are offered to describe features of Russian and Ukrainian communicative behavior in M. A. Bulgakov’s works (“Bih” [The Run], “Bilaya hvardiya” [The White Guard], “Dni Turbinih” [Days of the Turbins], “Zoykina kvartira” [Zoyka’s apartment], “Master i Marharita” [The Master and Margarita]) in M. U. Lermontov’s works (“Heroy nasheho vremeni” [A Hero of Our Time]), M.V.Gogol’s works (“Vechera na hutore bilya Dikan’ki” [Evenings on a Farm Near Dikanka]), V. V. Vinichenko’s works (“Fedko-halamydyk”, “Chorna Pantera i Biliy medvid” [The Black Panther and Polar Bear], “Mizh dvoh sil” [Between Two Forces], “Zapiski kirpatoho Mefistotelya” [Notes of Snub

Mephistopheles])). National communicative behavior detected in actions and words of hero of studied works.

Analysis of works form the students' attitude to native and foreign languages, helps to understand Russian and Ukrainian love to joke, to despite, specificity of self-determination, categorical and kindness, culture of compliments. Studied dramatic works have authenticity, depth of psychological characters, expressive language, a bright personality images. This enables future teachers to understand the essence of communicative behavior as an important component of teacher's preventive actions and development of students' spiritual needs. Using the texts students have an opportunity to understand that communicative behavior is determined by communicative consciousness, "mechanisms of person's consciousness, which guarantee communicative activity. It consists of mental communication categories and communication facilities of consciousness, which reflect social norms and rules of communication for different communicative situations" [5, p. 300].

So, preventive activity determined by objective and subjective factors is an independent specialized type of pedagogical process. It has own aims, principles, content, form, methods and always was an important part in the system of personality's socialization. It helps to prepare for life and work in the society, to develop spiritual potential of pupils.

The structure of the preventive activities includes: aim and tasks, the system of personality values, principles, forms, methods, means, and educational technologies.

The pedagogical aspect of preventive activity is to form such a position of the personality, which is characterized by spirituality, culture of values, self-actualization, conscious choice of social behavior models. The social aspect of it is the uniting of teachers' efforts, the timely use not only in prevention, neutralization and gradual elimination of determinants that cause negative pupil's behavior, but also to gain experience of the personality's spiritual life. When students work with texts, they learn the communication categories, i.e. general knowledge about human communication and norms: politeness, rudeness, sociability, communicative

optimism / pessimism, breadth of subject matter and expressive communication, speech culture. All that is the foundation of the personality's spiritual needs. While analyzing the forms of communication, future teachers learn purely Slavic communication settings and features: softness, kindness, hospitality, sincerity [4, p. 346].

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Сафонова І. Г.

Структурна модель філологічної підготовки студентів до виховання духовних потреб учнів загальноосвітньої школи засобами превентивної діяльності

Новизна нашого підходу у розробці технологічного аспекту філологічної підготовки студентів полягає у використанні превентивних принципів навчальної діяльності, які забезпечують особистісну спрямованість і демократичний стиль діяльності вчителя.

Ключові слова: структурна модель, педагогічний експеримент, педагогічна корекція, методи дослідження, навчальна діяльність, духовні потреби, корекційні дії, виховна превентивна діяльність.

Сафонова И. Г.

Структурная модель филологической подготовки студентов к воспитанию духовных потребностей учеников общеобразовательной школы средствами превентивной деятельности

Новизна нашего подхода в разработке технологического аспекта филологической подготовки студентов заключается в использовании превентивных принципов учебной деятельности, которые обеспечивают личностную направленность и демократический стиль деятельности учителя.

Ключевые слова: структурная модель, педагогический эксперимент, педагогическая коррекция, методы исследования, учебная деятельность, духовные потребности, коррекционные действия, воспитательная превентивная деятельность.

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