

EXPERIMENTAL VERIFICATION OF THE EFFICIENCY OF PRESCHOOL SPECIALISTS FOR PEDAGOGICAL INTERACTION WITH INTERNALLY DISPLACED FAMILIES

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Summary

The article demonstrates an experimental verification of the effectiveness of preparing future preschool teachers for pedagogical interaction with the families of children of internally displaced persons. The levels of maturity of motivational-value, activity and cognitive components of the readiness of future preschool teachers for pedagogical interaction with the families of children of internally displaced persons have been analyzed. The author has specified criteria of the motivational-value component, as follows: a motivational orientation of future specialists within the professional activity, the availability of the formed readiness for using modern pedagogical technologies, a drive towards self-development and self-perfection in terms of the educational activity. An activity component of the readiness of future preschool specialists has been rendered through self-analysis of four groups of skills: projecting, organizational-pedagogical, activity-technical and reflexive-evaluative. The experiment control stage has aimed to prove the efficiency of the author's system of the formation of readiness of future preschool teachers by comparing and analyzing the data demonstrated by an experimental group (EG) and a control group (CG). The author has revealed the outcome of maturity of the motivational-value, cognitive and activity criteria at ascertaining and control stages of the study.

Keywords: professional activity, professional development, preschool children, pedagogical technologies, motivational-value, activity and cognitive components of readiness of future preschool specialists,

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1. Introduction

The issue of the preparation of future preschool teachers for pedagogical interaction with the families of children of internally displaced persons is relevant today. The anti-terrorism operation in the country's east affected the personal being, mental state, individual development of preschool children (for instance, there are problems in communicative and emotional realms, namely, mood disorders, unsociability, aggression, distrust of others, decreased speech coherence); there are noticeable changes in the lives of their families due to the challenges of forced displacement. As a result, they need an appropriate psychological-pedagogical aid of highly qualified specialists.

Therefore, higher education institutions (HEIs) face a critically important task – to have regard to the particularities of preschool institutions in terms of the training of preschool specialists. The abovementioned has necessitated the formation a model of the preparation of future preschool teachers for pedagogical interaction with the families of children of internally

displaced persons (IDPs), which the author experimentally tests for its effective introduction into HEIs.

The purpose of the article is to demonstrate the results of experimental verification of the process of shaping the readiness of future preschool teachers for pedagogical interaction with the families of children of internally displaced persons in the context of professional pedagogical education.

The author has outlined the following academic-research task:

1. To experimentally test the expediency of the mentioned model of shaping the readiness of future preschool teachers for pedagogical interaction with the families of IDPs for its introduction into HEI's pedagogical process.

The paper has used the research methods, as follows: data gathering (observation, survey), processing and analysis (qualitative and quantitative, their systematization and comparison), data generalization, statement of conclusions.

2. The main text

The future preschool teachers, who are students of different HEIs, joined the experimental and control groups.

The study of particularities of shaping the readiness of future preschool teachers for pedagogical interaction with the families of internally displaced persons started with the analysis of a *motivation-value component*. It encompasses the following criteria: the motivation orientation of future specialists within the professional activity, the availability of the formed readiness for using modern pedagogical technologies, a drive towards self-development and self-perfection in terms of educational activity.

Therefore, using Motivational Profile Questionnaire by Sh. Ritchie & P. Martin (*Sh. Ritchie, 2004*), the motivation orientation of future teachers was studied.

In particular, the basic professional needs of most students include: – social contacts (EG – 47,3 % / 126 persons; CG – 48,8 % / 117 persons); – influence and power (EG – 48,9% / 130 persons; CG – 50,3 % / 120 persons). The priority of the needs is combined with the necessity to stimulate their activity financially (EG – 62,2 % / 165 persons; CG – 61,4% / 147 persons); needs for establishing long-term stable relations (EG – 55,5% / 148 persons; CG – 56,2 % / 134 persons); laying the groundwork for comfortable working conditions (EG – 52,2 % / 139 persons; CG – 53,4 % / 128 persons).

The needs for constant search, transformation and use of innovation are traced in the answers of future preschool teachers in the context of a criterion “to be creative” (EG – 29,2 % / 78 persons, CG – 28,8 % / 69 persons). A drive towards personal growth (EG – 26,5 % / 70 persons, CG – 27,8 % / 66 persons) and a need for interesting, socially useful activity (EG – 25,4 % / 68 persons, CG – 26,8 % / 64 persons) are poorly expressed.

Consequently, the content of professional activity doesn't encourage the students for personal development, advancement of professional mastery, and a desire to engage in creative activities. Instead, dominant factors, which motivate them to delve into innovation, are convictions, attitudes, their relationship to modern pedagogical technologies as an effective way to improve the quality of pedagogical process in an education institution.

Based on self-analysis of future teachers, the research examined the motivational readiness for mastering and introducing innovation.

The author has developed “Analysis of Readiness of Future Preschool Teachers for Mastering Modern Pedagogical Technologies” following the Motivational Readiness Test by A. Mayer.

By relying on it, the author has found the following: most of the future preschool teachers have an average level of readiness to study and introduce innovations (EG – 68,8 % / 183 persons; CG – 67,3 % / 161 persons); low level (EG – 22,5 % / 60 persons; CG – 23,8 % / 57 persons), and a small number of students have a high level (EG – 8,7 % / 23 persons; CG – 8,9 % / 21 persons).

The students chiefly didn't show proficiency in mastering creative activity in the course of self-analysis and development, practical approval and application of various pedagogical technologies as well as participation in the activities of creative groups. Thus, an area of their professional growth is at the level of personal advancement, and the further development requires creating the relevant conditions to generate an enduring motivational interest, a craving for using modern technologies in work with preschool children.

Motivational readiness for mastering and implementing innovations is determined by students' aspiration to improve a level of readiness for pedagogical interaction with the families of children of IDPs, become better and grow in this sphere. The author used "Diagnostics of the level of self-development and professional pedagogical activity" by L. M. Berezhnova to set a level of aspiration of the experimental and control groups for self-perfection (Berezhnova, 2005).

According to the data obtained, half of the participants are predominantly characterized by an average level (EG – 64,5 % / 172 persons; CG – 66,2% / 158 persons) that is an index of the positive tendency towards professional self-realization; a lack of the actual desire to boost professional and personal development was found among the representative who had a low level (EG – 22,7% / 60 persons; CG – 23,3% / 56 persons); solely the fifth demonstrated a high level (EG – 12,8 % / 25 persons; CG – 10,5 % / 25 persons).

Following findings, the author established an unwillingness and a negative attitude of the future teachers towards perception and introduction of the new. Moreover, they prefer to conduct their activities by using conventional methods.

The results of quantitative and qualitative analysis of the experiment's ascertaining stage permitted highlighting such general tendencies as:

- the professional motivation of future teachers is caused by the demands for establishing social contacts, a need for moral and financial encouragement; the dominance of needs for participation in creative, socially significant activities aimed at the development of personal potential;
- readiness for mastering and implementing modern pedagogical technologies at an interest level;
- a positive attitude towards professional self-realization.

A level of students' knowledge of the essence, structure and features of the use of pedagogical technologies in preschool institutions was set at ascertaining experiment stage. Using the author's "Education Technologies Method", gaps in their knowledge were fixed. A low level of expertise in modern pedagogical technologies confirms the need for increased attention to the formation of the cognitive component during non-formal (intra-firm) and informal education of future educators. In particular, most students are not aware of the essence of the concept "Pedagogical Technology"; they can't name its types, properties and principal characteristics; they don't gravitate towards organizing activities with children at each step of realizing a particular technology. Thus, the mentioned issues were considered to be dominant in the preparation of future teachers for pedagogical interaction with the families of children of IDPs through using innovative technologies.

To determine the maturity of an activity component of technological competence, “Analysis of activity and personal development of preschool teachers” was applied for self-analysis of educators’ professional skills (the author’s modified version of the self-analysis method by S. Liebiedieva & L. Manievtsova).

An activity component of the readiness of future preschool specialists was rendered through self-analysis of four groups of skills: projecting, organizational-pedagogical, activity-technical and reflexive-evaluative.

The activity and cognitive components are logically connected. Limited knowledge of pedagogical technologies proves a low level of professional-pedagogical skills in terms of their use in preschool institutions.

The skills of projecting and modeling an educational process given modern educational technologies, their logical integration into different types of activity following objectives and tasks – taking into account age peculiarities of children – are the most challenging (EG – 45,4 % / 121 persons; CG – 48,8 % / 117 persons – a low level; EG – 38,8 % / 103 persons; CG – 40,8 % / 98 persons – an average level; EG – 15,8 % / 42 persons; CG – 10,4 % / 25 persons – a high level). For the most part, the students remove obstacles to goal setting and activity planning by picking up forms, methods and technologies according to age and individual abilities of preschoolers.

Activity-technical skills – to develop, test and apply modern pedagogical technologies – are poorly formed. Their indices are below: (EG – 43,3 % / 115 persons; CG – 45,2 % / 108 persons – a low level; EG – 45,4 % / 121 persons; CG – 42,8 % / 102 persons – average; EG – 11,3 % / 30 persons; CG – 12 % / 29 persons – high).

However, they acquired positive skills to create conditions for the development of children’s independence, initiative, creativity and organize joint, subgroup and individual forms of activity of preschoolers.

Consequently, empirical findings of the experiment’s ascertaining stage were obtained due to the use of questionnaires, tests, and self-analysis. As a result, it allowed specifying a level of technological competence – that consists of such core components as motivational-value, activity and cognitive – of the future preschool teachers.

Analysis results of the maturity of the above components made it possible to identify the general level of readiness of the future preschool specialists for pedagogical interaction with the families of children of IDPs. It is represented graphically in fig. 1.

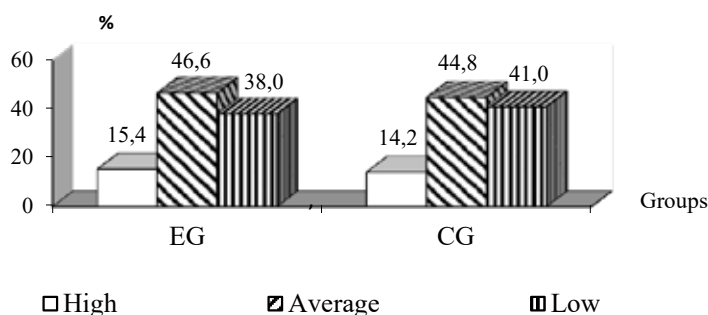


Fig. 1. Readiness of future preschool teachers for pedagogical interaction with the families of children of IDPs (ascertaining experiment stage)

The purpose of the experiment’s ascertaining stage involved proving the effectiveness of the author’s system of shaping the readiness of future preschool teachers by comparing and analyzing EG and CG data.

The author analyses the maturity of motivational-value, cognitive, activity criteria at the ascertaining and control stages of the experiment.

There are highlighted both quantitative and qualitative changes in the context of a motivational-value component. The students of an experimental group altered a system of needs that form the motivation profile of personality. The following needs became principal in professional activity: – personal growth and self-development (74,3 % / 198 persons); creative activity (64,8 % / 172 persons). In addition, the needs for accomplishing complex goals (47,8 % / 127 persons) and social goals (45,6 % / 121 persons) moved to the top. However, the indices of needs for influence and power (36,4 % / 97 persons), financial encouragement (37,7 % / 100 persons) and comfortable working conditions (24,3 % / 65 persons) dropped.

According to diagnostics, a group of needs for personal development, creative attitude towards activity, expansion of communication relationships takes a central place in the structure of a teacher’s motivational profile. It is worth mentioning qualitative and quantitative characteristics almost didn’t shift in the control group.

At the control study stage, there are positive dynamics of the readiness of future preschool teachers (EG) for studying and introducing pedagogical innovations.

The study of cravings of the future preschool teachers for self-development and self-perfection in EG showed a boost in the indicators of this characteristic at a high level (EG – 35 % / 93 persons); at the same time, their amount decreased at a low level (16,7 % / 44 persons). A basic amount is shown by the students at an average level (48,3 % / 128 persons).

Therefore, the obtained figures (fig. 2) confirm the positive dynamics of the maturity of a motivational-value component of the readiness of future teachers for pedagogical interaction with the families of children of IDPs in the experimental group and subtle changes taking place in the control group.

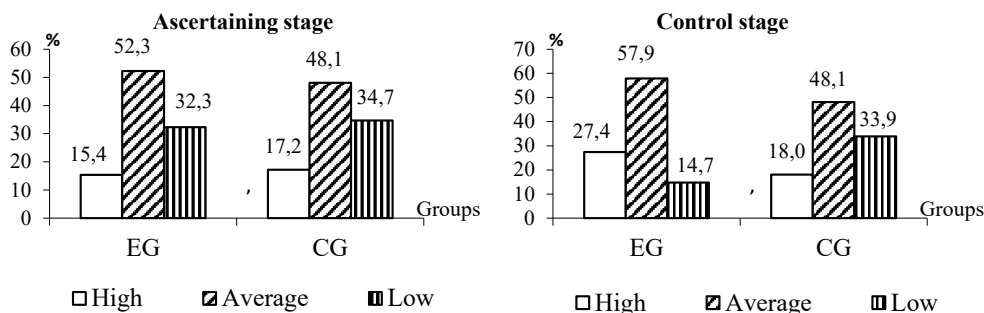


Fig. 2. Motivational-value component of the readiness of future preschool teachers for pedagogical interaction with the families of IDPs (EG and CG before and after the experiment)

The findings of qualitative and quantitative analysis of result indices of the maturity of a motivational-value criterion of the mentioned readiness prove the fact that the professional motivation of future preschool teachers is driven by the needs for self-development

and personal growth in the context of mastering and introducing modern pedagogical technologies.

The diagnostics of indices of a cognitive component indicate their growth: EG advanced a high level of maturity of a cognitive component by 16,3 % (43 persons), and CG – by 1,2 % (3 persons).

The data obtained are presented in table 1.

Table 1

The cognitive component of the readiness of future preschool teachers for pedagogical interaction with the families of IDPs (EG and CG before and after the experiment)

Maturity levels	Ascertaining stage of the experiment				Control stage of the experiment			
	Experimental group (n=266 persons)		Control group (n=239 persons)		Experimental group (n=266 persons)		Control group (n=239 persons)	
	%	persons	%	persons	%	persons	%	persons
high	15,4	41	17,2	41	29,7	79	15,9	38
average	52,3	139	48,1	115	47,0	125	51,0	122
low	32,3	86	34,7	83	23,3	62	33,1	79

According to the data of comparative analysis, the author states that most future teachers of the experimental group mastered the basic, systemic (a high level: 29,7 % / 79 persons) and required knowledge of modern pedagogical technologies (average level: 47,0 % / 125 persons).

The positive dynamics of maturity levels of an activity component of future preschool teachers of the experimental group are evident. The re-analysis of their skills vividly demonstrates 26,5 % (70 persons) reached a high level; their number decreased at a low level: 28,7 % (76 persons).

At the control stage of the experiment, the quality of shaped skills enhanced in all the groups. In particular, 26 % (69 persons) reached a high level of projecting skills, 64,2 % (171 persons) – average, 9,8 % (26 persons) – low. In the control group, the indices are nearly the same: a high level – 10,4 % (25 persons); average – 41,7 % (100 persons) and low – 47,9 % (114 persons).

Activity-technical skills are characterized by mastering of methods for the elaboration of methodological stuff (lesson plans, technological maps), creation of problem situations, cases to organize effective training. Organizational-pedagogical and reflective-evaluative skills assist educators in interacting and cooperating with children and their parents at all stages of realizing pedagogical technologies.

By referring to data obtained from self-analysis, the author marks the positive dynamics of maturity of an activity component among respondents of the experimental group and a lack of its maturity among respondents of the control group (fig. 3).

The data of analyzed dynamics of the variability of the maturity level of the mentioned readiness of future teachers at the ascertaining and control stages of the experiment are shown in table 2 and fig. 4.

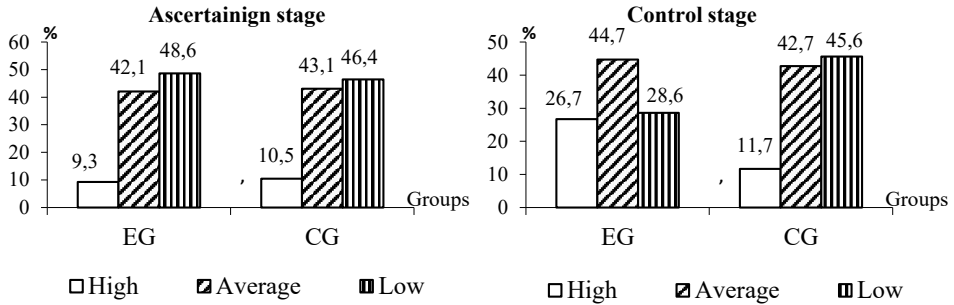


Fig. 3. An activity component of the readiness of future preschool teachers for pedagogical interaction with the families of children of IDPs (EG and CG before and after the experiment)

Table 2

Readiness of future preschool teachers for pedagogical interaction with the families of children of IDPs (EG and CG before and after the experiment)

Maturity levels	Ascertainign stage of the experiment				Control stage of the experiment			
	Experimental group (n=266 persons)		Control group (n=239 persons)		Experimental group (n=266 persons)		Control group n=239 persons)	
	%	persons	%	persons	%	persons	%	persons
high	15,4	41	14,2	34	33,5	89	15,9	38
average	46,6	124	44,8	107	48,1	128	45,6	109
low	38,0	101	41,0	98	18,4	49	38,5	92

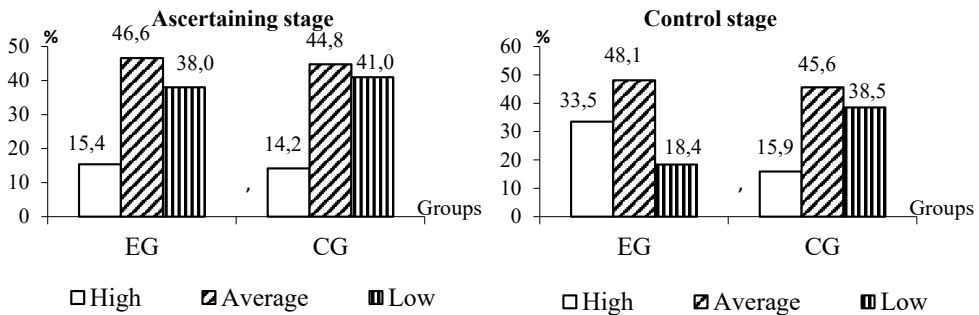


Fig. 4. Readiness of future preschool teachers for pedagogical interaction with the families of children of IDPs (EG and CG before and after the experiment)

The qualitative and quantitative analysis of indices of the maturity of readiness of preschool teachers demonstrates that indices of a high level of readiness increased by 18 % (66 persons) in EG; by 1,6 % (4 persons) in CG; indices of a high level in decreased by 19,3 % (71 persons) EG; by 2,8 % (6 persons) in CG.

The author ran a statistical check of data obtained after ascertaining the experiment stage through an F-test.

Data received are presented in table 3.

Table 3

Maturity levels of the readiness of future preschool teachers for pedagogical interaction with the families of IDPs (a fourfold table for calculating F-test, control experiment test)

Group	“It benefits” – 5-9 points		“It doesn’t benefit” – 3-4 points		Total:
	%	persons	%	persons	
EG	81,6	217	18,4	49	266
CG	61,5	147	38,5	92	239

Positive dynamics of the educational process in a preschool institution is the outcome of impartial quality assessment of the maturity of readiness of future preschool teachers for pedagogical interaction with the families of children of IDPs. The analysis of observations, talks with older preschoolers establishes that indices of socio-communicative development among future educators of EG increased compared to EG. Their annual gain in the high and average levels of EG is 5-6 % (CG – 1 %). Observations illustrate that 85% of future teachers of EG demonstrate shaped skills to work in a team, the ability to respect the interests and feelings of others; 93% of them (compared to CG – 73%) have high and average levels of maturity development that means a skill to conduct a dialogue, display communication initiative, form reasoned responses, formulate questions and join discussions; 86 % of them show the ability in making independent decisions based on their knowledge and skills.

3. Conclusion

Thus, the author’s model of shaping the readiness of future preschool teachers is effective and expedient to be introduced into HEI pedagogical process. Future educators engaged in all types of education – formal, informal (intrafirm), non-formal – express the positive dynamics of maturity levels of motivational-value, cognitive and activity components of readiness for pedagogical interaction with the mentioned category of people.

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