

The effectiveness of the organization of students' extracurricular activities in professional system in higher education

Saltanat Ganiyevna Tazhbayeva^{1,*}, Zhaksygul Lesbekovna Sadykova², Gulaiym Iztleuovna Turetayeveva³

¹PhD in Pedagogy, Professor, Department of Pedagogics, Abai Kazakh National Pedagogical University

²PhD in Pedagogy, Department of Physical Education, Turar Ryskulov New Economic University, Almaty

³PhD in Pedagogy, Department of Preschool and Special Education, K.Zhubanov Aktobe Regional State University, Aktobe

Abstract: This article explains how the results of organizational work of extracurricular activities help at the educational process in higher education institutions. The article presents the work on evaluation of penultimate year students' competence, which was collected before start of educational practice at schools. The obtained results were compared to initial level of students' competence to formation of prospective teachers' moral and volitional side in extracurricular activities. Summarized data was compared with survey results obtained from school teachers. Study of students' competence for formation of professional's personality with use of extracurricular activities was carried out using the main criteria and main indicators of competence, the combination of which presented desired ideal model of teacher working for pupils' education.

Key words: Competence of students; Moral and volitional sphere of personality; Students' extracurricular activities; Students' personality formation

1. Introduction

Changes that take place in all spheres of social life today, affect a wide range of relations of society and the individual. On the one hand, these relationships become more stringent, requiring competitiveness of all the participating subjects, on the other hand give the opportunity for free self-determination, self-realization of the person on the basis of appropriate solution of social problems. These changes require new approaches to the organization of participants' activities of integral pedagogical process both by traditional and non-traditional means and ways. Today there is a need for new and interesting projects and research not only in the organization of education, but first of all in the educational process, in the structure of relations among all participants of integral pedagogical process – professors and students. Full cooperation and equal partnership must be their base.

2. Materials and methods

A professor as an organizer of extracurricular activities of a student introduces him to the world of modern culture helps each student find and fulfil themselves. From this point of view, education, in our opinion, can be defined as a transfer of the social situation of student's development into pedagogical, highlighted for him social significance of the world phenomena and personality meaning of these

phenomena (Tazhbayeva, 2005). It should be remembered that the development of a student is made in the process of his active interaction with the environment (Tazhbayeva & Syzdykbayeva, 2005). However, do not forget that in this disposition equally professor acts as a guide and a student as a guided. The professor is responsible for the organized course of the activities, and the student is responsible only for his own behaviour in the activity of the situation, the professor is able to predict educational result, and the student learns this prediction. Educational process is always a purposeful movement. The subject of the organized process is a teacher holding a purpose. A student cannot be the subject of educational process that can only to become the subject of an own activity and subject of a group activity but not more. The demand for professors – is, above all, the demand for a conscious purpose of the development. Group work, organized by a teacher, as we see it – is a syncretic unity of the social value of the life objects opening up to a student, the social values of the individual transformed into personality meaning of a student and his functions that bring him to the active interaction with the surrounding reality (Tazhbayeva, 2008). Pedagogical value of group work is determined by the criterion of transfer of students' activities in the actions of each member of the group, that is, measure of this transfer: whether involvement in the group was personal act for each student? In any group work each student is in the attention of all. His personality is the value for everyone. Involved in an interesting work, the student realizes that his "I" only in conjunction with

* Corresponding Author.

other "I" is and is able to receive high self-satisfaction (Tazhbayeva, 2005). These very postulates were starting point to analyse the impact on our work to form a special moral and volitional personality of students in extracurricular activities.

3. Results

Preparation of future professors to the formation of personality of students in extracurricular activities assumes a structure of such pedagogical system that would ensure continuous promotion from its low-to-high maximum possible for these conditions temp. Results were compared with the initial state of preparedness of students to the formation of moral and volitional personality of students in extracurricular activities. We performed

this work to identify the initial state of preparedness of pre-graduates before the special work and the first teaching practice at school. Thus these data were primary and presented in results of the first "cut". As we have mentioned above, assessment of preparation state was performed in three stages (the first stage – 2005-2007, the second stage – 2007-2009, the third stage – 2009-2012) on the basis of taken and collected actual material of teachers and students of various faculties of pedagogical universities. We make a special emphasis on that we have previously verified future teachers for the presence of research materials of school teachers. Below we show a consolidated diagram of the average data obtained when measuring the main three (Fig. 1).

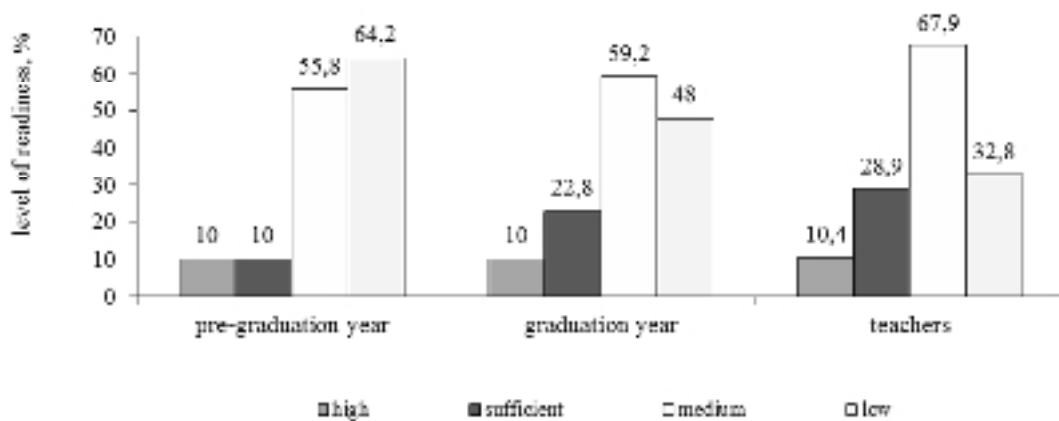


Fig. 1: The initial state of preparedness of school teachers and students of universities in the education of specialist's personality in extracurricular activities

Comparison of the preparedness level of students of the experimental group and school teachers shows that only 10.4% of teachers and 10% of students have a high level of preparedness. Study of the experience of these teachers confirms once again their professional excellence and innovation. For their colleagues and trainees, these teachers are most often experienced masters of pedagogical work and tutors. Later there was a survey of students of the same year after passing the first teaching practice at the school – the second "cut", and finally, after passing the last teaching practice at the graduation year – the third "cut". To make it fair, we should note that there were some of our graduates who have previously passed a specific training on the formation of personality of a specialist under our supervision. Naturally, students cannot achieve a high level of preparedness. This is explained primarily by the fact that they do not have regular contact with learners. Work of students with their learners, even though we tried to keep a principle of succession, was conducted episodically, non-durably, only for 4 months, i.e. only during the first and second educational pedagogical practices. Therefore, it is clear that in such a time interval students of the experimental group could not achieve optimal or

good results in the formation of personality of students in extracurricular activities.

Comparison of the preparedness level of students of experimental groups and school teachers shows that they are approximately at the same level. The difference in a sufficient level is 6.1% and in average – 8.7%. Both of these levels of preparedness we consider as satisfactory, therefore, changes in these levels should be kept in mind. Obtained comparative data give us good reason to state that students who are not specially trained will conduct this work at about the same level as school teachers. Thus, it means that almost one in five teachers will "be" in a sufficient level of preparedness. Now we will finally consider how the system of special purposeful work, i.e. content of specific courses "Activity of class teacher in moral education of pupils", also author educational textbooks "Education of a future teacher", "Preparation of a future teacher to moral education of pupils", "Class teacher", "Organization of educational work in higher and special educational institutions", "Theory of education and educational technology at the university", "Extracurricular work", "Methods of educational work at schools" programmes contributed to the change of the preparedness levels of future teachers to the formation of personality of students in

extracurricular activities. We made control of the preparedness of students to the formation of a specialist's personality in extracurricular activities with the main criteria and key indicators of preparedness, the sum total of which allocated an ideal model of a teacher educating students. To check the basic criteria and indicators of preparedness we have developed methods of their

diagnosis using the appropriate psychological and pedagogical toolset. We present the dynamics, obtained by the results of experimental work, of the preparedness level of students from different faculties to form individual specialist's personality in extracurricular activities in summarized form in Fig. 2.

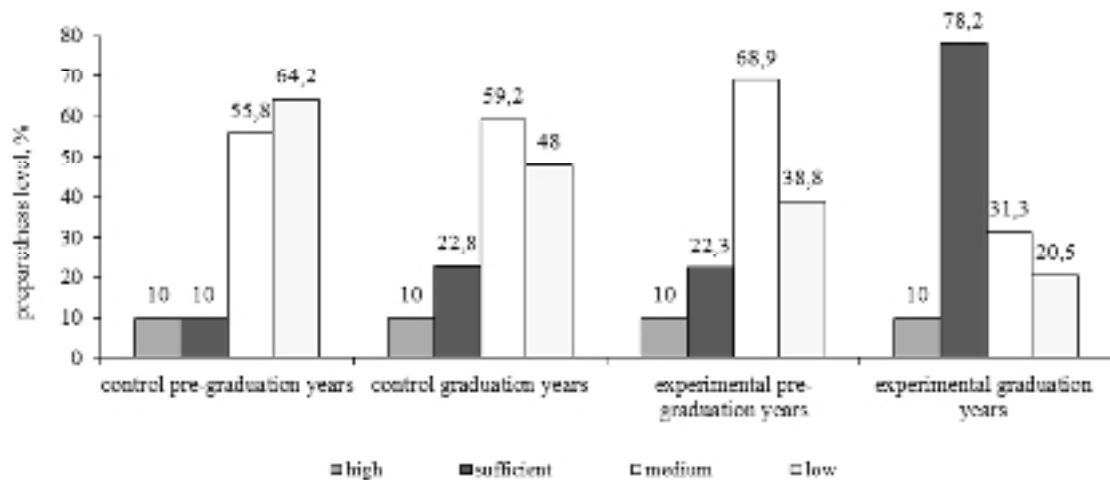


Fig. 2: The dynamics of the preparedness of students of pedagogical institutes to form the personality of a specialist in extracurricular activities

The analysis of available data shows that already in pre-graduation year 38.8% of the experimental group of students have a low level of preparedness and in control groups of the same year the level of preparedness is 64.2%.

Graduate students who have such preparedness level in control group are 48,0% and in the experimental groups is only 20.5%. 68.9% of students in pre-graduation year of experimental group have the average level of preparedness, in control group it is 55.8%. Graduate students of experimental group are 31.3% and 59.2% is in control group.

A survey of students in pre-graduation and graduation years of experimental and control groups showed that 22.3% of students in pre-graduation year of experimental group have sufficient level of preparedness, and there is not a single student in control group of this year with a sufficient level of preparedness, but there a lot of students with low level of preparedness (according to our data they are 64,2%, i.e. more than half of the respondents).

This level of preparedness can be improved by the next academic year with a special and purposeful works with students within the walls of pedagogical university already.

According to results of the final pedagogical practice 78.2% of students of experimental group have a sufficient level of preparedness for the formation of the personality of students in extracurricular activities; in control groups of the same year only 22.8% of students have this level.

4. Discussion

The analysis of extracurricular activities, documentation review and interviews with students provide a basis for the claim that control groups, where has been a special preparation for the formation of the personality of students in extracurricular activities, have a slight natural increase in the levels of preparedness. However, it should be noted that due to the changes taking place in society, lack of a moral ideal and reduced prestige of a teacher importance of morality and leading moral qualities falls (Tazhbayeva, 2005).

No student has a sufficient level of preparedness in pre-graduation year, only 22.8% of students in graduation years of control groups have a sufficient level of preparedness.

55.8% of students in pre-graduation year and 59.2% graduate students have the average level of preparedness.

The low level of preparedness has 64.2% of students in pre-graduation year, the students in graduation years – 48.0%.

How to explain some of the increased preparedness of students in the control group?

As the observations, analysis of student work experience and school documentation study, the students of control groups have a natural increase of level of preparedness through acquisition of some practical experience during pedagogical practice in the school. The practice at school itself, visit of out-of-school events and study of work experience of the

best teachers and tutors suggest students the need of work in extracurricular activities to form the personality of a specialist.

For a more objective evaluation of the results obtained during surveys of the students on the basis of pedagogical practice we will compare with and to the results of the analysis, the preparedness levels of teachers and tutors of schools in different regions of the Republic of Kazakhstan.

Therefore, it should be noted that the vast majority of teachers (except for the master teachers) cannot prepare in dependently to the formation of moral and volitional personality of pupils in extracurricular activities (Tazhbayeva, 2007). This conclusion is confirmed by the results of students' practical activities in control groups.

We obtain absolutely different results when comparing works of students in experimental group and school teachers. Graduate students with a sufficient level of preparedness are more by 39.3% or almost 2 times than school teachers and 5 times than students in control groups. With an average level of preparedness is less by 36.6% than school teachers and 27.9% than students in control groups, i.e. 2 times less. Finally, the ratio of students of experimental group and schools teachers by low level is 12.3% or 3.9 times.

These data indicate that purposeful training of future teachers contributes to a significant increase in a sufficient level of preparedness and decrease especially accordingly to medium and low levels.

Now we proceed to the analysis of the students in the experimental group. As we noted earlier, as a result of purposeful work to prepare future teachers for the formation of personality of students in extracurricular activities, a significant increase of preparedness can be achieved by a sufficient level of preparedness.

Thus, this level of preparedness is increased by 39.3% among the students in graduation year of the experimental group compared to students of control group, and the average level of preparedness has fallen by 36.6% and a low level by 12.3%.

Growth in a sufficient level of preparedness was due to reduction of indicators of medium and low levels of preparedness. Similar changes occurred in the analysis of the students in pre-graduation year of the experimental group.

Thus, students in pre-graduation year, receiving only some of knowledge and skills to build the personality of students in extracurricular activities have their parameters above school teachers. In particular, 22.3% of students in pre-graduation year of experimental group have an adequate level of preparedness, which is 6.1% above the preparedness level of school teachers. By the average level of preparedness similar results of students is lower than that of school teachers, and, finally, by the low level of preparedness 7.2% higher than the school teachers.

The above results once again confirm our conclusion of not only reasonability, but also of the need for focused work on the preparation of future teachers in the formation of the personality of students in extracurricular activities.

Thus, the analysis of the students in graduation and pre-graduation years of control groups suggests that unless there is a special preparation the preparedness of students will be mainly in low and medium levels. Similar findings confirm the analysis of the school teachers of various subjects.

This means that the students in their future educational activities will experience similar difficulties as the school teachers to form personality of students in extracurricular activities.

For greater objectivity and reliability obtained in the course of the survey of teachers and students in graduate and pre-graduate year's results, we used a unique range of psychological and pedagogical methods for the diagnosis of their preparedness for the formation of moral and volitional sphere of students' personality.

Motivation diagnosis of vocational and educational activities of future teachers is carried out by the methodology of K. Zamfil in modification of A. A. Rehan, based on the concept of internal and external motivation. Note that we should say about the type of internal motivation when for the personality activity is important itself. If motivation of professional activity is on the basis of aspiration and satisfaction of other needs that are external to the content of the activity itself (motives of social prestige, salaries, etc.), in this case, we should speak of external motivation. External motives are divided into external positive (EPM) and external negative motives (ENM).

Table 1: Scale of professional activity motives

	Professional activity motives	To a very insignificant extent	To a quite insignificant extent	To a small and insignificant extent	To a quite great extent	To a great extent
1	Cash earnings	4	3	2	1	1
2	The desire for a promotion in job	3	3	2	1	1
3	Avoidance of criticism from manager or colleagues	3	3	2	2	1
4	Avoidance of possible penalties or hassles	3	3	3	2	1
5	Need in achieving the social prestige and	1	2	3	4	4

	respect from others					
6	Satisfaction from the process and result of the work itself	1	3	4	4	2
7	Opportunity of the most full self-realization in this particular activity	1	2	5	4	3

In the issue of the processing the data satisfaction of the work has a significant correlation with the optimality of motivational complex of a teacher (positive significant correlation $g+0.424$). This means the more optimal motivational complex of a teacher the higher his satisfaction, i.e. high weight of

internal and external positive motivation and low – external negative.

Self-assessment of professional fitness and abilities of students in teaching takes an important place in determining the effectiveness of the process to form personality of students in extracurricular activities (Fig. 3).

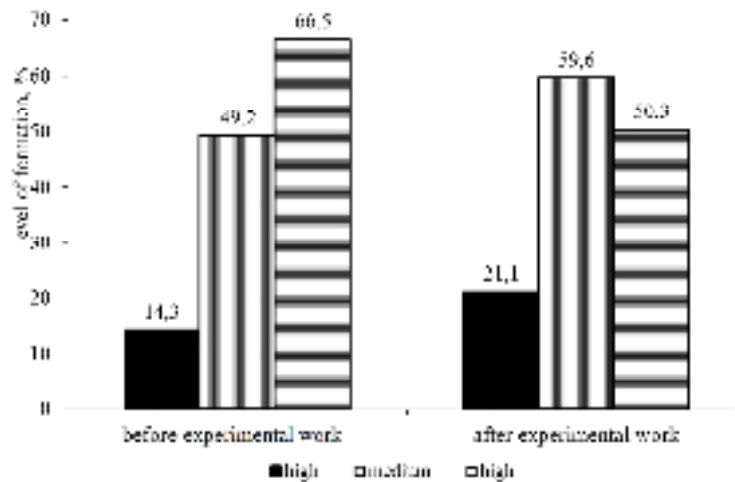


Fig. 3: The dynamics of the self-assessment of professional fitness and abilities of graduate students in teaching activities

In the study of self-assessment of professional fitness and abilities there are proposed a set of attributes from which it is needed to choose and record in the first row those that characterize the positive aspects of his subjective ideal teacher. In the second row there were written the features which his ideal does not have to possess.

The high level of formation (according to our data 21.1%) is characterized by high self-esteem that is sustainable. Future teachers know quite well what qualities they have developed enough, they have a good self-education.

The average level of formation (according to our data 59.6%) of students in graduation year is characterized by the fact that self-esteem was intermediate between high and low.

Future teachers in spite of knowing what qualities should be developed did not make any effort for improvement.

The low level of formation (according to our data, their 50.3%) is characterized by low and contradictory self-esteem; they have no aspiration to improvement.

The analysis of practical activity of students of the experimental group who have passed a special preparation and mastered collective and group forms of organization of the students' activity to build personality of specialist, shows that we are not

dealing with the change of teaching style and certainly not with the educational situation. Phenomenon, fixed in forms of novation – is first of all an elaboration of a new conceptual professional position. And from this point of view the whole range of foreseeable represents not only practical and methodical, but, first of all theoretical interest. Teaching analytical mind will see behind a large organization of group works, firstly the search for such techniques and technologies that promote maximum individual insight, consciousness, self-detection and the formation of moral and volitional qualities, responsibility of each student for their actions, behaviour and deeds.

Summarizing and systematizing the represented in our programmes educational materials and methodological development practical material, we can notice that the modern school requires different professionalism from a teacher. In this new model of professional preparedness a moral and volitional personality of a pupil in extracurricular activities is established (Tazhbayeva, 2007).

Central and important is the ability to communicate with children, to initiate their energy, stimulate the maximum expression of the "I" here and now – in the classroom, outside the classroom and the school, at the moment of creativity.

As an example, we would like to show a fragment of some scenarios of educational activities carried out by students of experimental groups in their classes.

Having engaged in educational work with students during the teaching practice students of Physics and Mathematics Faculty at Kazakh State Female Pedagogical Institute strove to diversify the out-of-school activities, make them modern by form and content. KVN now got a second wind, there have been held competitions 'What? Where? When?', 'Happy event', also physical and mathematical analogy of the game 'Name That Tune'. Also there we reorganized educational activities in schools with the use of interactive teaching methods, such as training on healthy lifestyles among students, parents' meetings, which scripts are provided in the appendix.

Working with our proposed methods, an arsenal of methodological developments and scenarios, we should note for fairness sake, the teacher changes his general educational and professional position, how he perfectly fits in the coming up in our eyes a new concept of humanistic education, which main place takes the formulation of moral and volitional personality.

5. Conclusion

Thus, obtained results in the course of the study show not only the importance and purposefulness, but also the necessity of organization of special work in higher education to prepare future teachers for the formation of the personality of a specialist in extracurricular activities of students. This in turn means that if we want to help the teacher in shaping the personality of the student in extracurricular activities, then such preparation should be carried out in their learning period not only within a system of educational extracurricular activities with the students, but the organization of special courses "The theory of education and educational technology at the university", "Fundamentals of pedagogical skills", "Out-of-class work" and so on, and also use of author's educational textbooks and learning aid in daily practice.

The necessity to maintain a special focus for preparation of future teachers in the formation of moral and ethical qualities of personality of students in extracurricular activities was confirmed during a long experimental work we conducted and eventually in a survey of students of experimental and control groups during the pedagogical practices in schools of various types.

The results confirm that the higher the level of preparedness of a teacher to the organization of educating students, the more fully is realized the student as an individual and its major manifestation as a specialist.

The experimental work which we conducted has proven that the preparedness of teachers for formation of the personality of a pupil is formed spontaneously. Even long-term experience of a

teacher is not enough, in which can have a significant change and influence. Levels of preparedness of teacher and students of control groups are just the right evidence of this.

We are aware of the fact that we are far from the idea to strongly affirm the quality and firmness of our methods of work. This is explained by a number of objective and even subjective (personal) reasons. These include the lack of a continuous pedagogical practice of students in 1-11 years and limited time of pedagogical practice of students in pre-graduation and graduation years, and other factors and circumstances.

Thus, even in modern terms of study at universities when using our programmes and methodological recommendations on organization of the educational work at university in general and moral education at schools in particular, which were developed and tested for a long time, there is a possibility to prepare future teachers for the formation of personality in extracurricular activities.

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