

Scientific Basis of the Future Teachers Extracurricular Activities Organization (Educational Aspect)

Saltanat Ganiyevna Tazhbayeva

Department of Pedagogics of Abai Kazakh National Pedagogical University, Almaty, Kazakhstan

E-mail: tazhbayeva_s@mail.ru

Received for publication: 07 June 2015.

Accepted for publication: 23 September 2015.

Abstract

The study outlines the theoretical basis of extra-curricular activities of students, which represent one of the subsystems of the educational process of pedagogical university, professional and personal development and self-development of future teachers on the basis of individual creativity. To test the hypothesis, a survey has been conducted which covered students from different courses and faculties, university professors, school teachers, methodists, so a total of over 1525 people, including in the experiment involved the future experts in the amount of 369 students, 56 teachers of Russian language and literature, and 50 school administrators. The models of management of students' extracurricular activity and the education concept have been elaborated for the purpose of improving preparation of future specialists. The results indicate that the implementation of a comprehensive programme for the organization of the educational process in extracurricular activities helps to increase from stage to stage of formation of the students' levels of professional and personal qualities.

Keywords: education; extracurricular activities; pedagogy; student-centred approach

Introduction

The topicality of study is caused, firstly, by weakening of the cultural environment outside the university, the growth of crime among young people and students, secondly, by the specificity of the student youth, their active life, and at last, by the objective circumstances of the young people socialization over the past fifteen years. The way out of this situation is to build a new system of students' education, the definition of its goals and objectives in the new life conditions of the state, society and the universities themselves in a state of reform.

Education of students at the university is traditionally based on the unity of the educational and training process. In addition, their conditional division to the education during learning and education outside the classroom is necessary and rightful in relation to the objective existence of two forms of university activity: educational and social in a broad sense. Each of these areas is characterized by specific objectives, content and tools.

Literature review

At the present time there has been achieved some progress in building a scientific basis for professional and pedagogical education. To date, there are completed a number of major studies that reveal the structure of the educational activities and psycho-pedagogical regularities of the personality of a teacher (Abdullina, 2009), Vasilyev, 2003), Gonobolin, 1977), etc.)

In the aspect of our research works of leading scientists, revealing the general theoretical and methodological aspects of the future teachers training take particular importance (Wulfov, 1998), Novikova, 2001).

Our work is based on the theory of the professional education of the individual (Arkhangelsky (1987), Bakshtanovsky & Sogomonov (2005) etc.), moral education (Dubasenyuk & Ivashchenko (2002), Kairov & Bogdanova (1975), Maryenko (1985) etc.), psychological theories of personality (Asmolov (1990), Rubinstein (1989) etc.), communication (Kan-Kalik (1987), Leontiev (1975) and others).

Works of S.G. Vershlovskiy, L.N. Lesokhina, A.G. Kovalev and many others are devoted to general problems of professional preparation of a future teacher, which defines the basic professional requirements for a future teacher (Tazhbayeva, 2000).

In the context of our study works on issues of students' education are very important. In terms of history and pedagogy problems of students' education were considered in the study of K.B. Berzhanov, K.B. Zharikbaev, R.D. Irzhanova; in modern conditions - in the works of R. Basharov, K.K. Zhampeisova, M.A. Kudaikulov are devoted to the improvement of issues of moral education (Tazhbayeva, 2004a).

Currently in pedagogical science there are studies devoted to the problems of special preparation of future teachers to work on moral and legal students' education (V.V. Trifonov, L.K. Kerimov, L.A. Bayserke, etc.); there is being developed a theory of professional preparation of a teacher for the moral education of students (A.A. Kalyuzhniy); there has been revealed the role of folk pedagogy in preparing students for the challenges of moral education of pupils (Zh.S. Khassanova, R.K. Toulebekova, E.A. Urunbassarova) (Tazhbayeva, 2005b).

K.B. Berzhanov, A.N. Ilyassova affect the problems of moral education to some extent in studies of historical and pedagogical content. A.A. Beyssenbayeva, S.I. Kaliyeva, K.Zh. Kozhakhmetova, B.A. Almuhambetov and others devoted their works to theories and methods of educational work with students (Tazhbayeva, 2000).

Level of professional and ethical education of future teachers is becoming one of the most important criteria for its suitability, and the issue of its professional education, respectively acquires particular topicality. Formation of professional and ethical qualities of teachers is reflected in a number of dissertation researches. Works of E.N. Pavlovich, I.E. Yushmanova, B.R. Aytmambetova and others present theoretical and practical interest in the aspect of the problem study, in which following issues are considered: personal relationships between teachers and students, the impact of individual teachers on the moral formation of the pupil, teacher confirmation as a person in the early stages of pedagogical activity (Tazhbayeva & Kalyuzhniy, 2000).

Works of K.B. Bozzhanova, S.S. Rakhimova and others are devoted to problems of moral education of students in the national schools; methodological aspects of humanistic education are reflected in the works of K.A. Bekmuhamedova, K.L. Bolatbaeva, G.F. Gurevich. Theoretical and methodological basis of moral education are reflected in studies of S.K. Kaliyev, B.I. Mukanova, G.K. Nurgaliyeva, S.A. Uzakbaeva, etc. In all these works there are explored the ways of forming the foundations of future teachers of professional skill on pedagogical institution terms (Tazhbayeva, 2005a).

Materials and Methods

The theoretical analysis of the literature indicates that the problem of educating students in the organization of extra-curricular activities and their impact on improving professional and educational training of future professionals to date has not received the full resolution thus the opportunities and educational conditions for the implementation of extracurricular activities of students at pedagogical institute in connection with the formation of professional qualities of a future teacher are not sufficiently explored.

Scientific and educational organization of extracurricular activities of students, due to its specificity, is an important part of training and acts very important sphere of their professional and personal development. Simultaneously through a relationship to teaching profession, the staff of teachers and students relation to itself is refracted, as a subject of training. Forms of professional and moral formation of the personality of students in extracurricular activities are varied and extensive, but so far they have not been scientifically cataloged and not fully revealed their potential (Tazhbayeva, 1999).

Thus, today a contradiction forms between the need for effective organization of extracurricular activities for future teachers as an important component in their preparation for the challenges of students and the lack of theoretical, methodological and methodical ensuring this process (Tazhbayeva, 2004b). Until now, the process of organizing extra-curricular activities and its impact on improving the quality of professional and educational training of future specialists in high school was not full.

We used a range of research and teaching *methods*: the theoretical level: an analysis of philosophical, psychological, sociological, educational and methodological literature on research, modeling, the thought experiment, the Methods of experimental and empirical level: the study of high school documentation and best practices of pedagogical universities, questionnaires, interviews, compilation of independent characteristics: individual and group interviews curves, teacher observation, research and experimental methods: notes forming, control experiments, mathematical methods of quantitative analysis of the data.

The methodological basis of the study is the study of the social nature of the personality, the relationship between internal and external factors in its formation, the indissoluble connection between consciousness and behavior, a determining role in the professional development of the individual, the theory integrated pedagogical process, and contemporary approaches to education: personality-oriented, activity, system-structured, competence, cultural, integrative.

The study was carried out in a number of interrelated steps.

At the first stage (2000-2003) there were analysed the philosophical, psychological and pedagogical literature, the experience of educational work of pedagogical universities in Russia and Kazakhstan. At this stage, the leading idea of study was defined, the nature and content of professional development of teachers in the educational work of the university were determined.

At the second stage (2003 -2008) there were studied the real state of extracurricular activities of students, developed a system of organization, held formation experiment in which, in the course of working hypothesis solved the problem of the study, modelled, refined conditions of the professional education of future teachers in extracurricular activities.

At the third stage (2008-2012) there were summed up, made a systematic standardization and theoretical generalization of the resulting material, scientifically-practical recommendations for improving the quality of the training of students in extracurricular activities.

The base of an experimental study was chosen Kazakh State Women's Pedagogical University, Aktobe State University named after K. Zhubanov, Kazakh National Pedagogical University named after Abay, Zhezkazgan University named after O.A. Baykonurov, secondary schools № 119, № 9, № 140 Almaty, № 32, № 24, № 21 Aktobe.

The survey covered students from different courses and faculties, university professors, school teachers, methodists - a total of over 1525 people, including in the experiment involved the future experts in the amount of 369 students, 56 teachers of Russian language and literature, and 50 school administrators.

The reliability of the main provisions and conclusions of the study is provided by methodological position of the author; complex methods adequate to the task, a combination of

qualitative and quantitative analysis of the data, the results of experimental work and the comparison of obtained results with the practice of teaching and educational activities of the various institutions of Kazakhstan (Tazhbayeva, 2010).

As the main subject of research methodology we adopted a theory of activity. The structure of human activity is the subject of the relationship, communication, play and work. Each of these activities serve as elements of its private structures - communication and purposeful activity, work and play - has an internal structure, which is the relationship of intellectual, emotional, and an assessment and practice. This in turn has a complex structure. Consequently, the overall structure of human activity is not something one-dimensional and simple, but a complex and contradictory dialectical system of private and multilevel structures that are closely interrelated and constantly interacting with each other (Tazhbayeva, Mashenbayev, & Smanova, 2010).

One of the most important aspects in the disclosure of the nature of the activities is related to the study of the subject of activity and communication - the most important subsystems of human activities, which in conjunction constitute one of its structures.

Human activity is seen as objective activity. Under the subject activity is understood as all human activity associated with exposure to the object (the object). The subject matter, however, lies not so much in determining the activity of this element in itself, but in the fact, how is a substantive effect and, in particular, what types of activities are assumed to be in this case? Of the many attempts to solve this problem are particularly noteworthy scientific papers of B.G. Ananyev and I.S. Cohn, who, analyzing human activity in general, suggested these basic types of labor, knowledge and communication (Ananyev, 2002; Cohn, 1984). M.S. Kagan, the most extensively studied the human activity that is reasonably added to this is another kind of activity, which he called "value-orienting activities" (Kagan, 1974).

Summing up, the human activity generally includes four activities: labour, knowledge, communication and value activities. The important provision of the theory is its structure: in any activity, scholars have identified a component such as needs, goal, objectives, content, tools, forms, methods and techniques.

We have embraced student-oriented, systematic and structural, cultural, competence and integrated approaches.

Thus, student-cantered approach, with basically provisions such as the value of the individual, the uniqueness of subjective experience, focus on the disclosure of personal potential, interacts with the system-structural approach (extracurricular activities as a system of value orientations of future teachers), with the cultural approach (familiarizing students to the universal culture and national values), an integrative approach (how to organize extracurricular activities for future teachers need interaction activities of the educational process).

Results and Discussion

The effective personality development of a professional teacher can only be done within reasonably organized and well-functioning educational systems, which are the two major subsystems of learning process and extracurricular activities of students.

Extracurricular activities of students is one of the important components of the subsystems of the educational process of teaching high school, professional and personal development and self-development of future teachers on the basis of individual creativity. It is a set of interrelated educational activities that reflect social activity of the students, have such features as goal-setting, awareness, productivity, independence. Extracurricular activities are an integral part of the professional educational system, which in modern terms is essential for the functioning of the educational institution (Tazhbayeva, 2004c).

Analysis of studies on the problems of the formation and development of educational system and the existing positive experience has allowed us to identify the following aspects:

1. Essential features of the education and upbringing system: 1) humanistic direction of the world-view content of future professionals; 2) the quality of its performance in high school (the comfort of students, employees, etc.) for self-realization; 3) cultural study curriculum; 4) the presence of positive social and psychological environment; 5) innovation, development of contacts: scientific, creative, teaching with research institutes, universities, other educational institutions; 6) the presence of the student government; 7) modern content of training, education and personal development of students.

2. The content of the education and upbringing system: 1) the goals and objectives of professional and educational activities; 2) the social and pedagogical ideas; 3) the nature of the system-professional and educational activities; 4) the dominant component; 5) modern content of education and training; 6) model of training future specialists.

3. The structure of the education and upbringing system: 1) the purpose, the means, the process, the result (who acts as the responsibilities).

4. Stages of education and upbringing system: 1) the theoretical development of the model (general scheme), 2) the establishment of a practical system (specification, further details); 3) the development of the system (corrections and additions).

5. Regulatory-legal and staffing ensure of the education and upbringing system.

6. Criteria of effectiveness of the proposed system, its performance indicators.

The above theoretical and methodological principles were the basis for developing a model of extracurricular activities of students as an educational system. Taking into account the guided activity theory, systems theory, and the theory of a holistic educational process, which is also a socio-educational system, we believe that the extracurricular activities of students is an educational process with all its components: purpose - tasks - content - methods and instructional techniques, job and with participation of stakeholders. Schematic model of the educational process in extracurricular activities, in accordance with the interpretation of the structure of the educational process (N.D. Khmel) is shown in figure 1.

The purpose of educational work in extracurricular activities is to prepare teachers for today's schools, which is implemented in the whole process of the pedagogical university. As the subject of our study educational aspect of extracurricular activities, we had to create a model of professional and personal education of future teachers. In this case, we relied on the educational achievements of science teachers professiogram (N.V. Kuzmina, V.A. Slastenin), and the results of studies on the readiness of the future teachers to the various aspects of educational processes in schools (N.D. Khmel, V.A. Slastenin, N.N. Khan, N.N. Trigubova), the formation of pedagogical skill, competence (N.V. Kuzmina, I.A. Zimnyaya, L.A. Petrovskaya).

Within the variety of professional and personal qualities of the teacher which should be formed in higher educational institution there are:

- Pedagogical quality of the individual teacher's knowledge of the subject and the methods of its teaching, the ability to clearly explain material, passion for a profession, organization, discipline, time management skills, discipline, diligence, accuracy, education, cultural, general knowledge, competent speech, artistry, knowledge of voice, gestures, facial expressions, organizational skills, knowledge of educational work, the ability to maintain documentation, knowledge of child psychology, constant work on yourself;

- Psychological personality traits of a teacher: teacher observation, teacher thinking, imagination, attention, will, self-control, consistency, patience, emotion, love of the arts, sport and nature, empathy;

- Social and ethical quality of the teacher's personality: love and respect for children, kindness, sensitivity, humanity, justice, compassion, fairness, integrity, commitment, pedagogical tact, diligence and responsible attitude, a sense of professional duty demands on himself, modesty, politeness, honesty, ability to establish a sincere, trusting relationships, spontaneity in communication, and sociability.

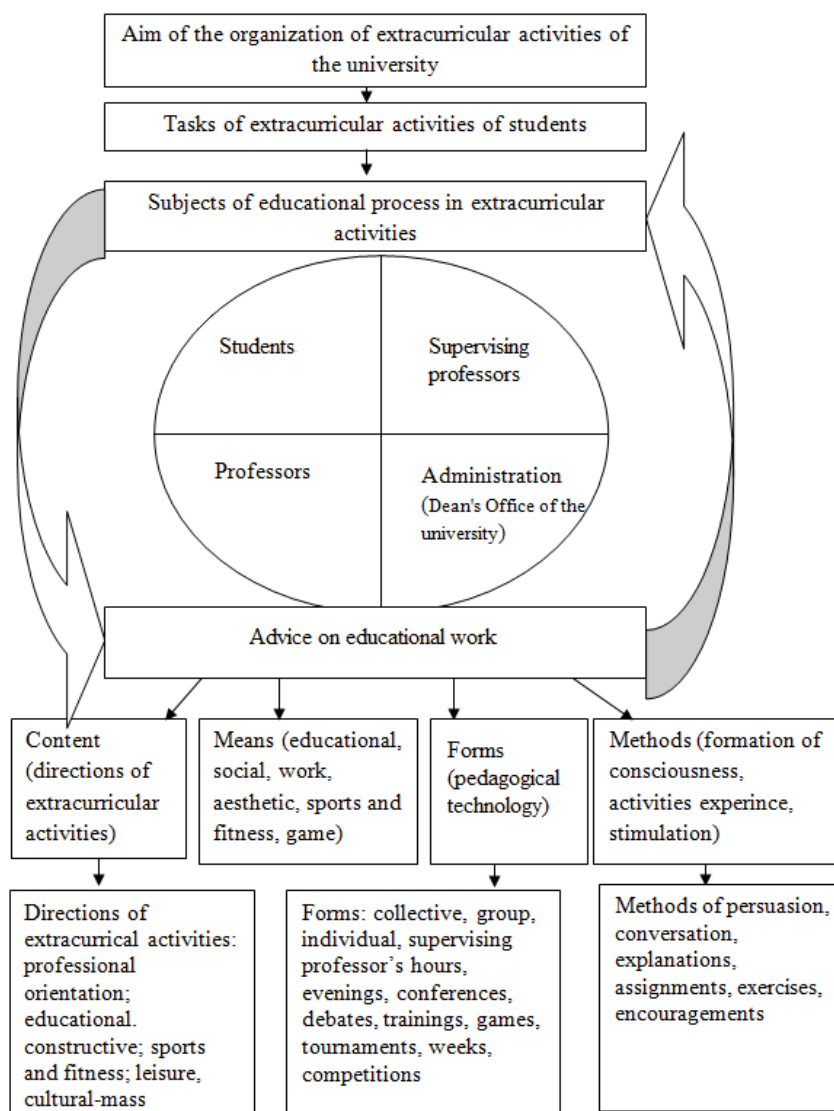


Figure 1. Structural and Substantive Model of the Educational Process of Students in Extracurricular Activities

To determine the rankings on the quality of a teacher's personality there were interviewed students in physics and mathematics and natural geographical schools (275) and teachers (157). Respondents were asked to indicate the degree of importance of a particular quality of their professional work order number: № 1 - the most significant quality, № 17 - the least important quality, the quality of the other positioned between number 1 and number 17. Ranking of

professional ethical qualities of the teacher's personality in terms of their importance by students and teachers is presented in figure 2.

Data Analysis of professional and personal qualities of the personality of the teacher shows a relatively stable distribution of the students and teachers of personality traits, which we united in the three groups.

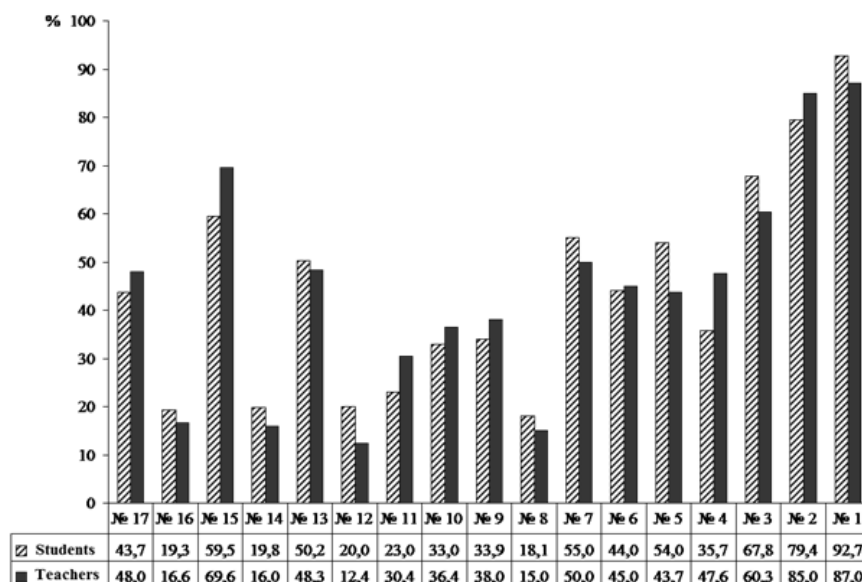


Figure 2. Professional and Personal Qualities of the Teacher

Note: № 1 - Knowledge of subject matter and methods of its teaching, the ability to explain material clearly; № 2 - Love and respect for children, kindness, sensitivity, humanity, justice, compassion, fairness, integrity; № 3 - Teaching observation, pedagogical thinking, imagination, attention, will, self-control, consistency, tolerance; № 4 - ideological conviction, dedication, patriotism, internationalism; № 5 - Organization, self-discipline, diligence, accuracy, ability to allocate attention; № 6 - Education, cultural and general knowledge; № 7 - Teaching time; № 8 - Hardworking, responsible attitude to work; № 9 - a sense of professional duty and responsibility; № 10 - Modesty, courtesy, honesty; № 11 - Strategic, artistry, knowledge of voice, gestures, facial expressions; № 12 - Emotions, love of the arts, sport and nature; № 13 - The ability to establish a sincere, trusting relationships, and sociability; № 14 - Organizational skills, interests and knowledge of educational work, the ability to keep records; № 15 - Knowledge of child psychology; № 16 - Empathy; № 17 - Ongoing work on oneself.

In the first place there were the qualities of the person, as the knowledge of majors and methods of its teaching, the ability to clearly explain course material, passion profession (teaching quality).

The second - love and respect for children, kindness, sensitivity, humanity, justice, compassion, fairness, integrity (the social and ethical quality).

The third - teacher observation, teacher thinking, imagination, attention, will, self-control, steadfastness, patience (psychological characteristics).

Psychologists (A.N.Leontiev, N.K. Platonov), having investigated personality traits, have come to the conclusion that the structure of any quality is the same and consists of four elements: a

sense of (man's relation to anything), consciousness, belief (will) skills and behaviors. However, these elements with respect to each other are in unequal relationships. In some qualities in the first place speaks sense, in others - how to behave. However, the structure of any personality traits are motifs that provide a positive attitude to the appropriate individual behavior, and self-reflection.

Based on this position of personality theory, in our study we have identified motivational, informative, procedural and evaluative components formed personal qualities of future teachers (Table 1).

Table 1. Components Forming Personal Qualities of Future Teachers

| Structural components of forming qualities | Content characteristics |
|---|--|
| Motivational | <ul style="list-style-type: none"> - The presence of a positive attitude towards the teaching profession - Positive attitude to educational work - Awareness of the importance of educational work - Interest in educational work - The desire to master the art technology education - The need for self-actualization |
| Content | <ul style="list-style-type: none"> - Knowledge of the theory of a holistic educational process - Knowledge of modern forms and methods of educational work - Knowledge of the nature of education - Knowledge of professional and personal qualities of the modern teacher - Preparation for the educational work of the university |
| Procedural | <ul style="list-style-type: none"> - The ability of the teacher monitoring - Engineering skills - Gnostic skills |
| Evaluative | <ul style="list-style-type: none"> - Possession of self-esteem, personal reflection behavior - To be able to and formulate educational problems - Finding the best way to solve |

In practice, the model presented in the structural components and attributes are manifested in students are not the same. Therefore, with the help of students thought experiment, we assumed the existence of four levels of formation of the desired personal qualities: low, medium, good, high.

The content of the structural and content characteristics of professional and personal qualities of future teachers was the basis for the selection and performance of formation of these qualities, which was a tool for diagnosis in experimental work (Table 2).

The theoretical basis of extracurricular activities of students as well as the education and upbringing of the university, its theoretical model, and a model professional and personal qualities of the modern teacher let us develop a diagnostic level of education of future teachers. In this case, we have chosen a range of methods that are adequate grounds formed the desired qualities. Signs of the motivational component identified through interviews, questionnaires, essays, teacher observations, signs of substantial component - testing, ranking solutions pedagogical tasks and situations, conversations, process-behavioral component studied traits were studied by observing the process of extracurricular activities (curatorial hours, business games, debates, workshops, etc.), as well as in everyday life (at home, in the dorm, at leisure) evaluation component professional and personal qualities of students revealed using evaluative maps, plans.

Table 2. Criteria and Indicators of Formation of Professional and Personal Qualities of the Future Teachers

| Criterion | The focus on the teaching profession | Knowledge of the pedagogical process and educational work | Pedagogical skills and abilities | Possession of reflection and self-assessment of professional and personal qualities |
|-------------------|--|---|--|--|
| Indicators | <ul style="list-style-type: none"> - Presence of a positive attitude towards teaching; - A positive attitude to the educational work; - Awareness of the importance of educational work; - An interest in educational work; - The desire to master the art technology education; - The need for self-actualization | <ul style="list-style-type: none"> - Knowledge of the theory of integrated pedagogical process; - Knowledge of modern forms and methods of educational work; - Knowledge of the nature of education; - Knowledge of the professional and personal qualities of the modern teacher; - Preparing for the educational work of the university; - The ability of the teacher to monitor; - Designing skills; - Gnostic skills. | <ul style="list-style-type: none"> - The ability of the teacher to monitor; - Designing skills; - Gnostic skills. | <ul style="list-style-type: none"> - Possess self-esteem, a reflection of personal conduct; - Be able to and formulate educational problems; - To find the best way to solve. |

We used complex diagnostic procedures with different variations for ascertaining and monitoring stages of the experiments.

Implementation of the proposed models in the practice of teaching and education at the university requires compliance with a number of pedagogical conditions, these include:

- The implementation of a student-oriented and activity approaches to the organization of extracurricular activities of students (student government activities, work in small groups, missions for the practical-creative nature);

- Professional and pedagogical orientation content of extracurricular activities for future teachers.

- Communication with schools and other institutions;

- Coordination of all parts of the university. It is incumbent upon the Council on educational work created by pro-rector. Council is the main collective body whose task is a scientific research, organization and implementation of extracurricular educational work at the university.

We have included to the Council on the educational work the representatives of departments of pedagogy, philosophy, psychology, physical education, the Vice Deans for educational work, representatives of libraries, dormitories commandants, chairman of the student council, heads of permanent creative teams. The main activities of the Council are:

Openly accessible at <http://www.european-science.com>

- Providing a comprehensive prospective and current planning of extracurricular activities;
- Monitoring the implementation of the plan of educational activities, the monitoring of interests, values students;
- Methodological and practical support of cultural and leisure activities of students;
- Coordination of educational work at the university with the youth department under the administration of the city, region.

In the process, we also found that the professional and personal development includes the formation of two types of readiness: 1) content-information, moral, psychological and operational-activity-readiness, 2) readiness to professional value orientations, professional consciousness, creativity, self-development.

Implementation of the proposed models in the practice of education and upbringing in high school requires the coordination of activities of all links.

The above theoretical and methodological basis for the organization of extracurricular activities of students, a model of the phenomenon we have developed, as well as the pedagogical conditions for its implementation were the basis of the experimental work, in which the technique was tested organizing extracurricular activities of students in professional training in higher educational institution.

Based on the established model of the organization of extracurricular activities of future professionals, we have developed a comprehensive training programme in higher educational institution, which takes into account not only how students want to see the teachers, but also how young people would like to see themselves. The program has been tested in the period from 1997 to 2006 in Aktobe State University after K. Zhubanov, and successfully been implemented in KazStateFemUni in the 2001 academic year, and is currently in use in the educational process at the Department of Pedagogy KazNSU named after Abay for training undergraduates.

We believe that the extracurricular activities of the university as one of the factors of socialization contains the deepest possible formation of professional and ethical qualities of the personality of the future teachers in the relationship teacher ↔ student, a teacher ↔ student team, student ↔ student, student ↔ student team. In this communication system in this relationship becomes professional ethical in the case if the following requirements are met:

- A combination of personal and social goals and interests;
- Responsible attitude to the order;
- Rigor and integrity in relation to themselves and others;
- Self-organization and self-discipline;
- The ability to cooperate, mutual control, obedience, self-development and to the objective critical evaluation and self-identity.

An important area of preparing students for a healthy lifestyle is the organization of the curator of the student group. Curators actively target the students to act as an educator, practitioner, teacher, college professor, secondary and higher education institutions, to school sports and sports and recreational activities.

We paid a special focus of our development work to organizing sports and recreation activities in the hostel. We have achieved that in dormitories of physics and mathematics and music-pedagogical faculty there has been systematically conducted morning exercises, the students actively attended various sports clubs and groups. Attracting students to the sport, the formation of their needs and habits of sports and recreation activities, personal hygiene, help them to manage their free time, including preparation for fulfilling their professional duties at the school (Tazhbayeva, 2003).

Thus, the formed theoretical position and a developed model of the educational process in extracurricular activities of students, educational environment conducive to the effective formation of professional and personal qualities of the future teachers, let us go to the justification of the content and methods to solve this problem.

In order to determine the initial state of formation of professional and personal qualities of students there was conducted an experiment using a set of diagnostic methods described above.

The data in table 3 show a low level of formation of professional and personal qualities and it affects the quality of professional and educational training.

Table 3. Initial State of Levels of Formation of Professional and Personal Qualities of Students in the Organization of Extracurricular Activities at University (in percentage)

| Students | Levels | | | |
|---------------------------|--------|--------|------|------|
| | Low | Medium | Good | High |
| Experimental group | 45 | 35 | 10 | 10 |
| Control group | 26,5 | 50,1 | 13,4 | 10 |

Along with this, we have also identified the levels of formation of the studied traits in teachers working in schools. The obtained data are presented in table 4.

Table 4. Initial State of Levels of Formation of Professional and Personal Qualities of Teachers (in percentage)

| Analysis group | Levels | | | |
|-----------------------------|--------|--------|------|------|
| | Low | Medium | Good | High |
| Pre-graduation years | 45 | 35 | 10 | 10 |
| Graduation | 34,1 | 41,9 | 15 | 10 |
| School teachers | 24,6 | 45,8 | 17,8 | 10,4 |

The presented data also point to the lack of preparedness of teachers in secondary school, the practical implementation of extra-curricular activities of students. According to our observations, students and teachers of the school clearly express the view of the close relationship the nature of extra-curricular activities, and improve the quality of professional and educational training. Ultimately, the professional and personal qualities of students and teachers in schools are very important influence in improving performance of both students and pupils.

The experiment data and the above theoretical positions allowed determining the long-term direction of the formative experiment. There is a comprehensive programme of the organization of extracurricular activities of students designed. We presented it in a phased structure-content model, table 5.

At the preparatory stage, there are preparation for the implementation of our modernization programme of activities of students, including organizational issues (creation of the Council on educational work, familiarize members with the concept and programme of extracurricular activities of the university), the coordination of university teachers by organizing seminars on teaching departments 'The scientific basis for the organization of extracurricular activities for future teachers.' Facilitators held methodical seminar 'Technology of the educational process at the university.' At this stage the work was carried out with students: the prospects of improving the extracurricular activities of students familiar members of the student government (in the faculty and student dormitory).

Table 5. Structure-Content Model of Education of Professional and Personal Qualities of the Future Teachers in Extracurricular Activities

| Stages | Goals and objectives | Activity's content |
|---|---|--|
| <i>I. Preparatory stage</i> Training of supervising assistants to organize and plan extracurricular activities of students in the group. | Prepare the conditions and means to modernize the educational system in extracurricular activities. | Prepare the concept and program of education of students, the legal documentation, in accordance with the material base and additional financial support. Hold a special seminar with teachers: 'Scientific basis for the organization of extracurricular activities for future teachers.' Arrange for supervisors methodical seminar 'Technology of the educational process at the university.' Prepare a system of student self-government through a combination of state and public forms of governance |
| <i>II. Formative stage</i> The program of development of the educational system in extracurricular activities | Implementation of the concept of the program of education in the practical work and the educational system in the excretion level of stable system operation. | Conduct with the 1 st year students of educational activities aimed at the motivational orientation of future teachers. Inclusion of students in self-government. The inclusion of all parts of the Teaching and Support Staff in the operation and management of the educational system |
| <i>III. Adjustment</i> | Changes in the concept and program of education of students in extracurricular activities. Improvement of students in the group, transforming it into a full self-government | Conduct educational activities with students in accordance with the comprehensive plan. Implementation relationships with community organizations and cultural and educational institutions. Conduct educational activities outside the university. Exchange of experience in the development of the educational system within the institution to open forms (debates, workshops, seminars, conferences, and print). Improving the system of student self-government on the structure and content of the activities of the government |
| <i>IV. Final effective</i> | Improving the system of educational process in all governance structures extracurricular activities of the university. Monitoring of the educational system and training of teachers | Development of the system of public governance through advanced functions of public administration entities. Preparation of diagnostic techniques, their implementation, processing and data integration |

Thus, in the preparatory phase the problem of organizational measures aimed at motivational value orientation participants of the educational process is solved (students, teachers, supervisors, employees of administration, deans).

At the second stage - the formative stage of experimental work the programme is carried out. This involves a long period. There has occurred formation, the development of extracurricular activities for future teachers. A variety of activities in all areas is outlined in the model (Figure 1). Special attention was paid to the organization of the activities of professional orientation. In this case, the students' attention was paid to the moral and ethical qualities of a future teacher. Significant place in the educational work of familiarizing students with sports and recreational activities and leisure in the dormitories (morning gymnastics, sports groups and clubs, parties, etc).

Throughout the experimental work formation of a positive atmosphere in student groups is carried out. Curators and teachers are held in groups of sociometric 'measurements' of interpersonal relationships, both formal and informal leaders, and based on these data a collaboration of students (Tazhbayeva, Kerimov, Mashenbayev, & Smanova, 2005).

Forms of extracurricular activities of students used in our experiment are not fundamentally new and original. However, we wanted to give them a new meaning, in accordance with the requirements of modern teachers, interactive methods of conducting. With all this activity the second stage of the experimental work has strengthened motivation and value orientations of the future teachers, outlook, Kazakhstan patriotism and citizenship, the expansion of the essence of the moral and ethical concepts, the formation of appropriate experience, reflection, self-assessment and on this basis, attached to self-education (Tazhbayeva, Zhampeisova, Beyssenbayeva & Kalyuzhniy, 2003).

The third – Adjustment stage of the corrective work contents activities of students expanded borders. In close connection with the passage of practice teaching students conducting educational activities with school students, organized campaign - 'landing' in the little ones at home, orphanages, homes for the elderly. Future teachers involved as mentors, assistant curator to work with first-year students, coaches at sports clubs etc. It is in the analysis of the activities of students, we can assess their education and to some extent, a willingness to work as a teacher.

At the fourth - final effectiveness stage- implementation of the programme of education of students in extracurricular activities is continued. However, the main focus was on the determination of the results of all previous work (although the 'slices' of education of professional and personal qualities of students carried out after each step).

The presented comprehensive, phased program of forming professional and personal qualities of the future teachers in extracurricular activities was implemented in the period of 1997-2006 in Aktobe State University named after K. Zhubanov, tested in 2001-2007, in Zhetysay state university named after I. Zhansugurov in KazStateFemPU, and is currently in use at the Department of Pedagogy KazNPU named after Abay in preparing undergraduates.

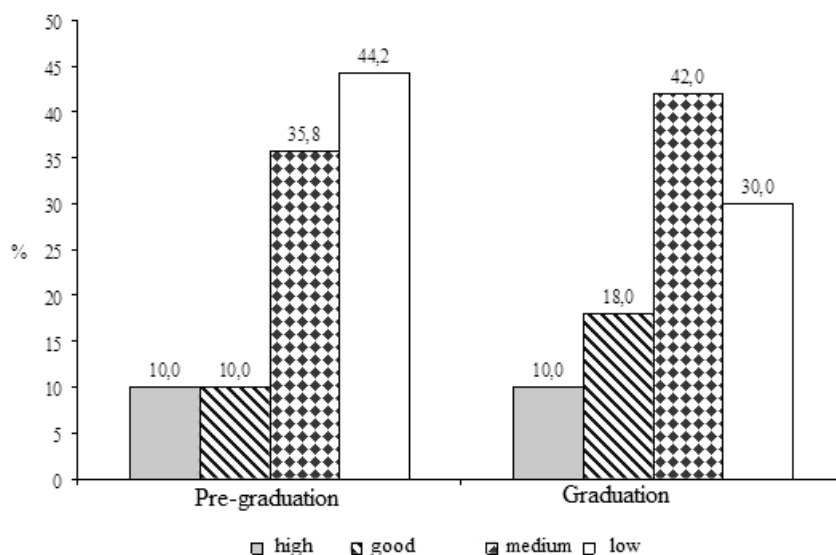
As a result of research, we have clarified the term 'extracurricular activities of students in higher educational institution'. This daily work of teachers and students focused on the formation and development of students' moral belief systems, common cultural and professional and personal qualities that are realized in the future in self-education (Tazhbayeva, 2002).

The obtained results of experimental work were compared with the initial state of formation of future teachers' professional and personal qualities of the basis on which to draw conclusions about the effectiveness of our proposed programme, presented in Table 6 (Tazhbayeva, & Kalyuzhniy, 2000).

Table 6. The Dynamics of Education of Professional and Personal Qualities of the Future Teachers of the Experimental Groups at Different Stages (in percentage)

| Levels | Results of 'sections' | | | | |
|---------------|-----------------------|-----------------|------------------|-----------------|-----------------|
| | initial 'section' | first 'section' | second 'section' | third 'section' | final 'section' |
| Low | 45 | 45 | 32 | 26,5 | 15,5 |
| Medium | 35 | 35 | 43,4 | 50,1 | 24,2 |
| Good | 10 | 10 | 14,6 | 13,4 | 50,3 |
| High | 10 | 10 | 10 | 10 | 10 |

The results indicate that the implementation of a comprehensive programme for the organization of the educational process in extracurricular activities helps to increase from stage to stage of formation of the students' levels of professional and personal qualities. These data clearly reflected in figure 3.

**Figure 3. The Dynamics of the Levels of Formation of Professional and Personal Qualities of the Future Teachers in Extracurricular Activities of the University**

Comparison of the results of formation of professional and personal qualities of the students of the experimental group with the control shows that in the past there have been some changes, but very small. There was not observed advances in good and high levels of the desired qualities of formation. In addition, summary data of formation of professional and personal qualities of the students of the experimental group compared with the materials of a similar survey of school teachers, which have been working. They held special courses "organization of the educational process in the school", "The use of innovative technologies in the organization of extracurricular activities in school." Analysis of the data of school teachers showed that high and good level of formation of the required qualities has been reached, respectively, compared with the original data.

Thus, the effectiveness of experimental work shows convincingly that from stage to stage we can see a steady growth of formation of professional and personal qualities of future teachers, therefore, the proposed methodology of organization of extracurricular activities is effective and can be recommended for implementation in the educational process of the university.

Conclusion

Analysis of the theory and practice of pedagogical education, government documents on the reform of the education system lead to an understanding that the teacher should have a new formation to own professionally-relevant personal qualities. In the preparation of such a teacher, along with the educational process, extracurricular activities of students at the university are very important.

The results of many years of theoretical and experimental studies suggest the following conclusions:

1. We have defined the theoretical and methodological basis of the research of extracurricular activities of students in higher education; as strategic guidelines have been adopted: the theory of activity, systematic and structural, student-oriented, cultural, competence, integrative approaches that combine and interact intelligently enabled to solve tasks.

2. The study outlines the theoretical basis of extra-curricular activities of students, which represent one of the subsystems of the educational process of pedagogical university, professional and personal development and self-development of future teachers on the basis of individual creativity. Extracurricular activities are a training process, which is structurally similar to the theory of educational systems (holistic pedagogical process) function teachers and students, goals and objectives, means, forms, methods, techniques.

3. The above theoretical and methodological principles, the nature of extracurricular activities allowed us to develop a theoretical model of this subsystem professional teacher education at the university, which includes the target set, the subjects of the educational process (students ↔ teachers, ↔ curators ↔ administration staff), educational technology. Coordinating center for the organization of extracurricular activities of students is the Council on educational work.

4. The method for diagnosis of educating future teachers in the organization of extracurricular activities, which is adequate structural component of forming qualities of the teacher, has been developed. We used a range of diagnostic methods: interview, questionnaire, essays, teacher observation, testing, ranking, solutions pedagogical tasks and situations, interviews, observation, map of self-education plan, experimental and empirical, theoretical, the study of university records and advanced experience of pedagogical universities, observations, etc., which can be shaped effectively by means of extracurricular activities.

5. There have been justified terms and forms of extracurricular activities of students, ensuring that they are brought up in an integrated training, including special purposeful training of university teachers to meet the challenges of educating students outside the classroom, including supervisors, managers, relationship of class and extracurricular activities, especially on psychological pedagogical and methodological aspects of the training, the integration of all areas of the organization of extracurricular activities, the establishment of the university management of the structural unit to the organization and coordination of educational work (advice on educational work), the development of the student government and student activities, the relationship with civil society and the cultural and educational institutions and schools, the continuity in the formation of professional and meaningful qualities of a future teacher (the continuity of research methods from stage to stage, from course to course), monitoring the education of students. During the experimental work there were used both traditional forms of organization of extracurricular activities of students (curator hours, evenings, holidays, contests, SSS, etc.), and interactive (debates, workshops, business games, educational centers, clubs, etc.). The greatest emphasis of educational work outside the classroom was on intercompany relationships and students living in a dormitory.

The use of group and collective forms of creating favorable conditions for the cooperation of students helped to shape the personal qualities of future teachers.

6. Based on the theoretical and methodological principles models of extracurricular activities of students, the results of experimental work there are developed concepts and scientific and practical advice on the organization of extracurricular activities of students.

Thus, there have been solved tasks during the study, proved the hypothesis of research, which is an indication that the situation to be defended, justified and the objective of the work has been achieved.

During high educational institution preparation of future teachers it is necessary to use appropriately the comprehensive diagnostic techniques and models for students' education in extracurricular activities which we have developed.

References

- Abdullina, O.A. (2009). Pedagogical practice. Moscow: Prosveschenie.
- Ananyev, B. G. (2002). A human as an object of cognition. St. Petersburg: Piter.
- Arkhangelsky, L.M. (1987). Values and moral development of the personality. Moscow: Mysl.
- Asmolov, A.G. (1990). Psychology of the individual. Moscow: MGU Press.
- Bakshtanovsky, V.I. & Sogomonov, Y.V. (2005). Ethics of the profession: mission, code, act (Monograph). Tyumen: Institute of Applied Ethics of TSOGU.
- Cohn, I.S. (1984). In search of yourself: Personality and its identity. Moscow: Politizdat.
- Dubasenyuk, O.A. & Ivanchenko, A.V. (2002). Practical work in pedagogy. Zhitomir: Zhitomir State Pedagogical University Press.
- Gonobolin, F.N. (1977). About some mental qualities of the teacher's personality. Moscow: Prosveschenie.
- Kagan, M.S. (1974). Human activity: The experience of system analysis. Moscow: Politizdat.
- Kairov, I. A. & Bogdanova, O.S. (1975). ABC of moral education. Moscow: Prosveschenie.
- Kan-Kalik, V.A. (1987). Pedagogical communication for teacher. Moscow: Prosveschenie.
- Leontiev, A.N. (1975). Activities. Consciousness. Personality. Moscow: Politizdat.
- Maryenko, I.S. (1985). Moral formation of learner's personality. Moscow: Pedagogika.
- Novikova L.I. (2001). Pedagogical ideas of I.A. Il'in: Experience of the contemporary reading. Pedagogika, 10, 62-68.
- Rubinstein, S.L. (1989). Fundamentals of general psychology. Moscow: Pedagogika.
- Tazhbayeva, S. G. (1999). Education of a future teacher. Almaty: Almaty State University named after Abay.
- Tazhbayeva, S. G. (2000). About formation and education of personality of youth generation. Nation's example, 4-5, 117-126.
- Tazhbayeva, S. G. (2002). Work of a supervising professor with a team. Bulletin of Kazakh National University Al-Farabi, 2 (9), 45-50.
- Tazhbayeva, S. G. (2003). Science of the organization of the educational system at the university. Sociology: experience, problems: Scientific-practical conference. Astana: Eurasian State University named after Gumilev (pp. 46-51).
- Tazhbayeva, S. G. (2004a). Activities of supervising professorat the university in the professional training of future teachers. Bulletin of State Pedagogical University named after Abay, 3 (8), 75-80.
- Tazhbayeva, S. G. (2004b). Methodological approaches to the diagnosis of professional and educational suitability of youth in the high educational institution. Bulletin of Eurasian Institute, 1, 181-189.

- Tazhbayeva, S. G. (2004c). The role of the supervising professor of the university in the training of future teachers. The quality of teacher education: problems and prospects: Conference (pp. 474-481).
- Tazhbayeva, S. G. (2005a). Diagnosis of the process of organizing extra-curricular activities of students in high institution. Bulletin of Kynar University, 2/2, 62-67.
- Tazhbayeva, S. G. (2005b). Theory and Technology of Education: educational methodological complex (Syllabus). Almaty: Kazakh State Pedagogical Institute.
- Tazhbayeva, S. G. (2010). Modeling of educational process in the extracurricular activities of the university. Comparative education and training of teachers: VIII International Conference. Plovdiv, Bulgaria.
- Tazhbayeva, S. G. (2011). Methods of teaching pedagogy. Almaty, Kazakh State Pedagogical University named after Abay.
- Tazhbayeva, S. G., & Kalyuzhniy, A. A. (2000). The use of diagnosis in the teaching of psycho-pedagogical disciplines in the university. Psychology at the turn of the century: the science, the practice of teaching: International Conference. Tula: Tula State University (pp. 46-48).
- Tazhbayeva, S. G., Mashenbayev, T., & Smanova, N. (2010). Pedagogical skills: Model program for students majoring in pedagogy and psychology (4th year). Almaty: Kazakh State Pedagogical Institute.
- Tazhbayeva, S. G., Zhampeisova, K. K., Beyssenbayeva A. A., & Kalyuzhniy A.A. (2003). The theory of education and educational technology at the University: Program for undergraduates. Almaty: Almaty State University named after Abaya.
- Vasilyev I.B. (2003). Professional pedagogy (Summary of lectures for students of engineering-pedagogical specialties). Kharkiv: Kontrast.
- Wulfov, B.Z. (1998). Research in Social Pedagogy: base, scientific apparatus, the specificity of the organization. Herald of the University of the Russian Academy of Education, 1, 35-45.