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THE DETERMINANTS OF THE CONTENT OF THE CONTEXT-BASED TRAINING OF PRIMARY SCHOOL TEACHERS

In the context of the current process of the modernization of the Ukrainian higher education, which is focused on its humanization and oriented to the “personality dimension”, practice-oriented training techniques come to the fore. These techniques help build the educational process in the university taking into account the demands of students’ future profession. In our opinion, the *context-based training technique* is the most efficient in this regard, as it is able to overcome various contradictions that exist in the traditional higher education and cause such disadvantages as the lack of professional motivation, formalism of knowledge, inability to apply it to practice, lengthy adaptation of young professionals to their work, etc.

The theoretical examination of the problem led to the discovery that the *context-based training of primary school teachers* is a multi-paradigm, multi-approach educational system that forms the application and social contexts of the future professional activity. The outcome and the goal of the latter are the process of the formation of the professional competence (especially such its component as self-reflection). *The pedagogical technique of the context-based training* shall be defined as a system of the functioning of all its components, algorithmic sequence of certain actions that are aimed at the reproduction of the future application and social professional context in the process of training primary school teachers.

The study of the definitions of the main notions of our research immediately suggests that the key question of the context-based training technique is “*How to move from learning to practice?*” when dealing not with professional realities, but with their information, sign models and forms traditionally employed in education. In other

words, the question is how to transform knowledge from the subject of education into the means of regulating professional activity. In addition, the significance of the *process of introducing techniques* into the specialized training of primary school teachers increases in the context of implementing the key positions of the new State Primary School Standard, which recommends that new training techniques be brought in primary school. As a result, postsecondary education now needs to train primary school teachers to efficiently use them. We think that the context-based training technique contains significant potential in this regard. The relevance of the investigation of the context-based training technique, and its content in particular, is, therefore, practically assured.

The conceptual foundations of using techniques are grounded in the works of A. Aleksyuk, V. Bezpал'ko, N. Borysova, P. Husak, M. Danylov, L. Danylenko, M. Klaryn, O. Moroz, H. Selevko, D. Chernilevs'ky, and others. We consider H Selevko's approaches to the *structure of pedagogical techniques*, which contain conceptual, substantive, procedural components, to be thoroughly justified. K. Bakhanov, V. Bondar, V. Yevdokymov, M. Holovko, V. Kukushyn, L. Lypova, M. Levina, L. Momot, I. Prokopenko, O. Pometun, L. Pyrozhenko, V. Petyukov, S. Sysoeva, V. Strel'nykov studied *the practical aspects* of pedagogical techniques both in secondary and postsecondary education. There is a number of works devoted to *the implementation of pedagogical techniques into the system of postsecondary education* (I. Bohdanova, P. Husak, I. Man'kus', I. Smolyuk, and others). In her study, I. Bohdanova provided a basis for the so-called *technomatics*, which is a specific area of pedagogical innovations that studies the improvement, transformation, and complex update of the traditional educational process through introducing techniques. *Primary school teachers' training* in the context of various instructional techniques is discussed in the works of L. Koval', O. Komar, O. Miroshnychenko, N. Pobirchenko. *The technique of context-based education* was validated in the research by A. Verbyts'ky. Individual aspects of the *implementation of the context-based technique in the process of training primary school teachers* are addressed by L. Koval'. The works on *instructional techniques oriented to self-*

reflection (L. Kunakovs'ka, S. Selevanova, T. Spirina, R. Stepanov, I. Stetsenko, O. Yunina) are important in the context of our study. Various issues of *the content of training* are discussed in the works of the well-known scholars in the area of didactics (Yu. Babansky, V. Lednyov, I. Lerner, M. Skatkin, A. Khutorskoy). However, despite a significant interest in various aspects of the implementation of techniques into the modern higher education system, scholars have yet to study the issues related to their implementation in the context of training primary school.

Thus, the aim of the article is to identify the *determinants of the content* of the context-based technique of training primary school teachers.

We shall commence the study of these phenomena with the clarification of our own view on the notion of "*the content of training*", as it is a hypernym of the concept of "*the content of the context-based training technique*". Traditionally, the classical didactics defined *the content of training* as "a system of scientific knowledge, abilities, and skills that ensures the all-round development of mental and physical abilities of students, formation of their worldview, morality and behavior, prepares them for life and work in the society" (Yu. Babansky) [7, p. 336]. The transfer of experience accumulated by previous generations was believed to be the leading *social function of education* (I. Lerner and M. Skatkin). We believe, however, that the mentioned approaches have lost their relevance today, since this format of interpreting the content of training is peculiar to *the knowledge-oriented or cognitive education*.

The idea of the content of training in the context of personality-oriented pedagogical paradigm is significantly different. An example is the well-known definition of the content of training by A. Khutorskoy: "The content of training is an educational environment that can cause educational movement of a student and its inner growth" [12, p. 171] and the interpretation of *the content of training* as an integrated system of education and professional experience, which in the process of specialized education becomes individual, subjective, personal experience of a prospective teacher (Ye. Bondarevs'ka, V. Syerikov, V. Sen'ko, V. Slobodchykov).

The ideas of well-known researchers of the personality-oriented paradigm bear some important points in the context of our research:

1. In the process of personality-oriented education, special attention is given to *the personality of the student*, his/her work and the internal educational growth and development. Accordingly, the content of training is divided into *external* (environment) and *internal* (created during the interaction with the environment). Thus, the content of training, as introduced above, is interpreted not as the *subject of learning*, but as the *external component of education* that serves as a medium for the internal changes of the personality. The content of training is formed by the personality. We, however, should note that we agree with the opinion expressed by A. Khutorskoy concerning the significance of the *approach to education emphasizing the role of the environment*. We think it is inappropriate to equate these concepts and consider the environment to be a component of the content of training.

2. The key aspect of the content of training is the *professional experience* and the process of its *internalization*. It is legitimate to separate *the actual experience* (the experience students gain during the process of education) and *the potential experience* (the future professional experience gained under the influence of the actual experience).

We would like to note that these positions are particularly close to the interpretation of the content of training in the context-based theory of learning, which is the approach building the content of training in accordance with the *requirements of the future professional activity* and the *problem-based learning approach* (N. Borysova, A. Verbyts'ky, O. Larionova).

Thus, to sum up the above analysis, we shall make a conclusion that these statements reflect the logics of the transition from the "*knowledge-oriented*" content of training to the content of training that is *focused on the environment*, as well as on the *internalization of the professional experience*.

Taking into consideration the approaches mentioned above, as well as our research interests, we shall define the *content of training in the context of the context-based training technique* as a system of knowledge, abilities, and skills that are synthesized in a specific experience, internalization of which leads to the formation of professional and personal qualities appropriate to the future profession.

An important problem for us is to define *the determinants of the content* of the context-based training technique. In approaching this problem, we share V. Slastyonin's point of view [10] and believe that the determinants in question are those *factors that define the structural components of the content of training and their correlation*.

Thus, according to the statements above, we insist that a significant *determinant of the context-based technique of training primary school teachers* is its *goal*. This approach seems logical because goal-directedness is an important characteristic of the activity in the theory of activity by A. Leont'yev [4], which is quite justifiable with respect to the technique of the context-based learning, the praxiological roots of which are obvious.

In the process of goal formation in the context of this technique, we proceed from the understanding of *the goal* as "a conscious image of a foreseen result that the human action is aimed at" [9, p. 440]. The *goal-setting*, therefore, is a process of forming the image of the future outcome of actions (in the process of communication or independently) and making this image a basis for practical or mental actions [11]. At the same time, the process of goal-setting in primary school teacher's context-based training includes the definition of the *resultative goal* (its definition is given above), as well as *intermediate procedural tasks* that create conditions for achieving the ultimate goal.

The resultative goal of the context-based training technique is the formation of an aggregate of the reflexive constructs of the future primary school teacher that are based on the context-based reflection and contain an independent reflexive construct. This goal, in our case, is *reflexive competence* and *the constructs determined by self-reflection (motivation, personal meanings, and professional subjectivity)*.

The procedural goal of the context-based training technique is associated with *modeling various types of the professional context* of a prospective primary school teacher, the essence of which is to ensure the external and internal conditions of learning that determine the sense and importance of the situation in general and of its components.

Therefore, the outlined goals of the context-based training technique and its principles give reason to claim that the primary focus of this technique is the personality of the future specialist, formation of his/her pedagogical reflection (in this case, “context-based reflection”), motivation, as well as personal meanings and subjectivity. However, a complete picture of the content of training can be achieved only if the personality is considered in dynamics (V. Lednyov). *The dynamics of the personality*, according to V. Slastyonin, is the process of its formation, i.e., the change of the features and qualities of the subject over time, which is the essence of the human ontogenetic development occurring in the process of activity [10, p. 218]. At the same time, it is important to emphasize the distinction between the two notions: “the formation of the personality” and “the development of the personality”.

This differentiation is based on the psychological *principle of development* (L. Vygotsky, A. Zaporozhets, I. Zimnyaya, A. Leont’yev, et al.), which postulates the sequential, in general progressive quantitative and qualitative changes of a certain phenomenon. We agree that the category of “formation” is more general, since “formation” may mean both “increase” and “decrease” [5, p. 115]. In other words, “the formation of the personality” can evolve both upward and downward. The notion of “development” emphasizes that changes unfold in certain direction, indicates growth, increase, and the achievement of something new [3]. Thus, the development of the personality in the psychological and pedagogical interpretation is the process of quantitative and qualitative changes. This interpretation of the development of the personality is essential for us in approaching the *dynamic determinants* of the content of the context-based training technique, which are represented by the following processes: *transformation of cognitive motives; genesis of self-reflection; genesis of sense; genesis of the subject*. The text below discusses these processes in detail.

The transformation of cognitive motives into professional. To study this process in the context of the theory of the context-based learning, the explanatory constructs of “*motivational syndrome*” (N. Bakshaeva) and “byproduct” (Ya. Ponomaryov) are used.

The essence of “*the motivational syndrome*” is that it is a *system of the motivational manifestations* of the personality (his/her motivation, goals, values, interests, desires, aspirations, etc.) and the process of their interaction in the transformation of cognitive and professional motives of students in the context-based training. In other words, *the leading forms* of “*the motivational syndrome*” are *educational and professional motives*, which form “*the cognitive motivational syndrome*” and “*the professional motivational syndrome*”, respectively. These syndromes are formed and operate in the learning process as, on the one hand, a relatively independent system of motives and, on the other, as the interrelated in their development elements of “*the general motivational syndrome*”.

“*The byproduct*” emerges outside the conscious intention under the influence of the qualities of the objects and phenomena involved in the action, but not significant from the standpoint of the goal. If the “byproduct” and its application penetrate into the inner, conscious plan, it turns into an intended product, and the *modus operandi* that leads to this – transformed – product differentiates.

The context-based training can empower the mutual transformations of cognitive and professional motives because this educational system is conducive to the emergence of “*byproducts*” of *educational, quasi-professional, and training professional activity proper*. That is to say, there takes place the transfer of the subject of cognition as the main goal and motive of learning on the subject of professional activity, which is represented in a model form. This very subject is a “*byproduct*” itself.

Thus, we interpret *the process of the transformation of cognitive motives into professional* within the context-based training of prospective primary school teachers *as a process of the gradual substitution of cognitive motives with professional ones within the “general motivational syndrome” on the basis of changing the object of the activity into its “byproduct”*.

As for other dynamic processes, it is important to note that their names all contain a common word “genesis” (from the Greek “*gignesthai*” meaning “*be born*”).

or produced”). The notions of “*persogenesis*” (A. Asmolov) and “*professiogenesis*” (A. Derkach) are semantically close to them.

Let us determine the nature of the process of *the genesis of self-reflection* as it occurs in prospective primary school teachers. The phenomenon of self-reflection is one of the basic in the context-based training and is related to its goal orientation. In the process of the realization of the scientific approach uniting self-reflection and context-based ideas, we substantiate the phenomenon of *the context-based self-reflection that is a synthesis of reflexive thinking, reflexive activity, and reflexive consciousness, aimed at self-analysis, self-awareness, redefining oneself, one’s own and common activities, as well as seeing oneself as others see you according to the application and social context of the future profession*. Thus, the definition given above leads to the assumption that *the context-based reflection* synthesizes the leading types of educational reflection and is the basis of *reflexive competence*.

The author’s interpretation of *the reflexive competence of primary school teachers* is based on its understanding as *a meta-competence*. *The latter is an integral feature of the personality represented by an ensemble of components that are adequate for reflexive activities implemented in the effective reflexive processes and determining the successful professional training*.

Our understanding of the structure of the primary school teacher’s reflexive competence is based on *two positions*. The foundation of the first is the structural-activity feature that is based on the psychological structure of activity defined by A. Leont’ev as the unity and cooperation of the categories of the need, goal, motives, actions (operations) [4] and on the statement by A. Bodalyov [2] who distinguished the two groups of personality formations within the structure of reflexive competence: components that *stimulate* and *execute* subjective activity and behavior.

In this context, the structure of the reflexive competence of the primary school teacher is represented by motivational and axiological, cognitive components, as well as by the components that represent operational and activity sides of the reflexive competence. In other words, the *motivational and axiological component* is the

stimulating component of the reflexive competence; the *executive* component is represented by the *cognitive* and *activity components*.

The basis of the second position is the separation of certain types of *pedagogical reflection*. According to this approach, the structure of this phenomenon includes *personal, intelligent, cooperative, communicative context-based reflection*.

Therefore, *the structure of the reflexive competence* verified in this study is a *synthesis* of these scientific views, which is further proved by the existence of the connection between *the cognitive* and *activity components* of the reflexive competence represented by certain *knowledge* and *skills* with the *reflection types* described above.

The above gives the means to distinguish certain directions of the *reflexogenesis* corresponding to the leading components of the reflexive competence.

The motivational aspects of this phenomenon, for example, will transform as follows: *motives, needs for reflexive activity, reflexive set, valuing context-based reflection*.

The development of *the cognitive and activity reflection* components is associated, respectively, with the changes in knowledge and skills from those that reflect the personal, intellectual type of reflection to the knowledge and skills related to the cooperative and communicative reflection. In other words, the reflection of “*self*” expands to include the reflection focused “*on others*”.

Finally, the development of reflection over time unfolds from the retrospective and situational to the perspective one, which is associated with the processes of anticipation. It is important to note, however, that the reflexive-anticipational processes lay the foundation for the system of the context-based training.

So, *the genesis of the self-reflection of the prospective primary school teacher is a process of the gradual development of reflexive competence components towards increasing their complexity and expanding the scope of different types of pedagogical reflection, which are synthesized in the context-based reflection*.

The text below is devoted to the discussion of the essence of the *genesis* of the personal senses/meanings of the future primary school teacher in the context-based

training. *The genesis of the sense* is a relatively new concept that came to pedagogy and psychology from philosophy (A. Pelypenko). Its psychological and pedagogical interpretation is given by I. Kolyesnikova [3]. It is important to emphasize that the importance of this process is obvious, because these are personal meanings that subjugate other manifestations of the personality (A. Leont'yev) [4]. *The genesis of the sense/meanings* is the internal mechanism of the development of the personality, the inner core around which there evolves a new order of both the internal and the external world of the human [3].

The author's interpretation of *the personal meanings of the future primary school teacher* is based on its understanding as a set of senses/meanings and links among them, which provide the regulation of professional activity in terms of senses/meanings. This said, the personal meanings of the prospective primary school teacher are viewed as a *reflexively determined construct in the format of structural and functional, as well as dynamic approaches*. Consequently, in accordance with *the structural and functional approach*, among the personal meanings of the prospective primary school teacher both *situational* and *stable formations* are important, namely: *senses/meanings set, senses/meanings disposition, and senses/meanings personal values*. It is important to note that these formations interact. According to the ideas of *the dynamic approach*, *the personal meanings* of the future primary school teacher are connected with the *senses/meanings formation, awareness, and construction* in the "low dynamics" of senses/meanings.

The genesis of senses/meanings is based on the synthesis of these approaches, since it is associated with the "low" dynamics of the formation and development of the prospective primary school teacher's personal meanings. Based on the position of I. Kolyesnikova [3], we shall define *the genesis of the sense as a set of sequential transformations of personal meanings connected to ascending through the hierarchy of internal personality structures*. Ontologically, this process is *a transcendence*, i.e., constant emergence of new and updating of existing personal meanings.

The development of personal meanings is *cyclical*, while every cycle of the genesis of the sense is characterized by two phases: *evolutionary* and *critical*, which

are accompanied by the processes of the *hierarchization* and *de-hierarchization* of the personal meanings. In addition to this, the process of the genesis of the sense is associated with dynamic semantic processes of *the formation, awareness, and construction of senses/meanings*. We equate the formation of personal meanings with the emergence of new meanings and refer to the classical “zones of development” (L. Vygotsky) and the well-known psychological sequence of “the entry into the zone of development – actual developmental level – the zone of proximal development – the zone of self-development”, which are the determinants in the trends of the formation of senses/meanings. *The awareness and construction* of the future primary school teacher’s personal meanings means their verbalization and reflection.

The process of the genesis of the sense reveals its dyadization, which is realized in its continuous dynamics from the minimum to the maximum: from the indefinite sense to the specific sense in the form of the value attitude; from the sense that is being perceived to the perceived one [1]. The dynamics of the development of personal sense/meanings gives rise to the constant interaction between the situational and stable personal senses/meanings. The development of personal senses/meanings corresponds to the logic of the individual to the universal.

So, the genesis of senses/meanings of the prospective primary school teacher occurs in several directions:

- *Transformation of situational* (personal senses/meanings, personal meanings set, meaning-forming motives,) into *stable structures* (semantic constructs, semantic dispositions, personal values);
- “Filling with the sense” from the minimum to the maximum on the basis of “specification and generalization” (V. Zinchenko);
- *Hierarchy of senses/meanings, their “crystallization”* (A. Leont’yev);
- The sequence of dynamic processes of the *formation, awareness, and construction of senses/meanings*.

These positions of the genesis of the sense, therefore, form the basis for understanding the content of the context-based training technique of the future primary school teacher in terms of the personal senses.

This phenomenon still lacks clear definition. Nowadays, modern science offers several interpretations. V. Petrovsky believes that the genesis of the subject is a human desire to possess one of the biggest values – himself. According to the scholar, the genesis of the subject is realized in ability to estimate the consequences of one's actions. V. Petrovsky insists that this is the readiness to be responsible to himself for the unfavorable consequences of one's own actions allows the person to establish oneself as a subject [8]. A. Ognjev links the genesis of the subject to the auto-evaluation efforts of the person and defines it as the formation of the subject of and by the person, as well as the formation of the ability to self-determination, i.e., to becoming the “reason of themselves” [6].

In our study, the use of the notion of *the genesis of the subject* is connected to the process of the development of the *future primary school teacher's professional subjectivity* as a reflexively determined construct that reflects active and selective, initiative and responsible, transformative attitude to the phenomena of the professional pedagogical activity, self, the environment, and life in general. *We shall view the professional subjectivity of the future primary school teacher as an integral professionally relevant personal quality that ensures purposeful and optimal realization of one's resources to resolve professional and life issues. This quality manifests itself as a need for self-realization.*

This said, we shall define *the genesis of the subject of the primary school teacher* as the process of the sequential transformation *of the elements of the professional subjectivity*, among which are *subjective professional attitudes, pedagogical activity, subjective experience, self-reflection skills, and anticipation.*

Taking into consideration the summarized above approaches to the characteristics of the structural elements of the subjectivity of the future primary school teacher and the criteria of the level of their formation, we can define their *transformational potential*, i.e., how *they change* in the process of the genesis of the subject.

Subjective professional attitudes are transformed from the commitment to “the result” to the commitment to “the process”, to the means of the professional activity-

based learning; from the priority of personal values to the coordination of personal values with professional ones and the priority of professional values; from the unconscious acquisition of social norms and standards without regard to the professional activity to the conscious acquisition of social norms and standards, when the subject is able to articulate his/her attitude to them; from the absence of initiative and responsibility to the initiative and the responsible attitude to education. In general, the development of subjective attitudes goes through the phases of orientation, enrichment, and implementation.

Pedagogical activity changes from unconscious to conscious, from situational to epi-situational, unadapted (V. Petrovsky), integrative activity (K. Abulkhanova-Slavskaya).

Subjective experience develops along the following line: value experience, operational experience, the experience of self-reflection, the experience of the habitual activation, and the experience of cooperation.

Anticipation transforms from the ability to anticipate and predict the results of the activity to the ability to predict and anticipate the actions of others, as well as the ability to foresee the consequences of the interaction with students.

Moreover, we should note that the genesis of the subject is associated with the major forms of professional self-realization, that is, the process of *self-discovery, self-realization, and self-actualization*.

These dynamic processes reflect certain changes in the development of motivation, self-reflection, senses/meanings, and the subjectivity of the future primary school teacher.

Thus, we can conclude that the determinants of the content of the context-based training technique are *the goal* aimed at creating reflexive constructs of the future primary school teacher, as well as *the dynamic processes of the transformation of cognitive motives into professional; the genesis of self-reflection, the genesis of the sense, the genesis of the subject*.

Proceeding from the described above approach to the content of training and its determinants and the definition of “content” (regardless of its paradigmatic content)

as a set of elements and processes that form the basis of objects and determine the existence, development, and change of their forms, we believe that the content of the context-based training technique contains *structural* (“vertical”) and *dynamic* (“horizontal”) *components* and represents *the holistic experience of the professional activity of the primary school teacher. The interiorization of this experience occurs in the process of the transformation of motives, as well as the genesis of self-reflection, the genesis of the sense, and the genesis of the subject, which leads to the formation of an ensemble of reflexive constructs of the future primary school teacher.*

However, as we know from the dialectical theory, any content takes certain *form*, which is a way of its existence and implementation. That is, they are facets of a whole: the content is a dynamic and the form as a stable system of the connections of objects. The conflicts between the content and the form, which arise in the course of development, are resolved by means of rejecting the older form and adopting a new one, adequate to the new content. It is logical that the implementation of this approach to understanding the content of training within the context-based training technique involves the introduction of certain *forms of the organization of training*. This task will be addressed in our further study.

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Желанова В. В. Детермінанти змісту технології контекстного навчання майбутнього вчителя початкових класів

У запропонованій статті обґрунтовано й визначено феномен змісту технології контекстного навчання майбутнього вчителя початкових класів, розглянуто його детермінанти, якими є мета зазначеної технології та її динамічні складники. Результативною метою технології контекстного навчання автор вважає формування рефлексивних конструктів майбутнього вчителя початкових класів, процесуальною – створення умов для досягнення кінцевої

мети. Динамічними детермінантами змісту технології контекстного навчання майбутнього вчителя початкових є процес трансформації пізнавальних мотивів у професійні в межах “загального мотиваційного синдрому”, а також процеси рефлексіогенезу, смислогенезу, суб’єктогенезу.

Ключові слова: зміст освіти, зміст технології контекстного навчання майбутнього вчителя початкових класів, детермінанти змісту освіти, мета технології контекстного навчання, трансформація пізнавальних мотивів у професійні, рефлексіогенез, смислогенез, суб’єктогенез.

Желанова В. В. Детерминанты содержания технологии контекстного обучения будущего учителя начальных классов

В представленной статье обоснован и определен феномен содержания технологии контекстного обучения будущего учителя начальных классов, рассмотрены его детерминанты, которыми является цель рассматриваемой технологии и ее динамические составляющие. Результативной целью контекстного обучения автор считает формирование рефлексивных конструктов будущего учителя начальных классов, процессуальной целью – создание условий для достижения конечной цели. Динамическими детерминантами содержания технологии контекстного обучения будущего учителя начальных классов являются процесс трансформации познавательных мотивов в профессиональные в рамках “общего мотивационного синдрома”, а также процессы рефлексіогенеза, смислогенеза, суб’єктогенеза.

Ключевые слова: содержание образования, содержание технологии контекстного обучения будущего учителя начальных классов, детерминанты содержания образования, цель технологии контекстного обучения, трансформация познавательных мотивов в профессиональные, рефлексіогенез, смислогенез, суб’єктогенез.

Zhelanova V. V. The Determinants of the Content of the Context-based Training of Primary School Teachers

The article substantiates and defines the phenomenon of the content of the context-based training of prospective primary school teachers; it also examines the determinants of this instructional technique: its goal and dynamic components.

The goal of the context-based training in terms of its outcomes is the formation of reflective constructs in prospective primary school teachers; in terms of its process, the goal of the context-based training is to create the conditions to achieve the ultimate goal. The dynamic determinants of the content of the context-based training of prospective primary school teachers is the process of transforming cognitive motives into professional ones within the “general motivational syndrome”, as well as the processes of the genesis of self-reflection, the genesis of sense, and the genesis of the subject.

The content of training, therefore, has both structural and dynamic elements and is a comprehensive experience of the professional activity of the primary school teacher, the interiorization of which takes place as a result of the transformation of motives and the geneses of self-reflection, sense, and the subject leading to the formation of prospective primary school teachers’ reflective constructs.

Key words: content of training, content of context-based training of prospective primary school teachers, determinants of the content of training, goal of context-based training, transformation of cognitive motives into professional ones, genesis of self-reflection, genesis of sense, genesis of the subject.

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