

The Organization of Work with Students at the Belarusian State Pedagogic University

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Abstract. The paper is devoted to the description of the tasks and organization of continuous education and scientific research work of the students at the Belarusian State Pedagogic University.

Keywords. Pedagogic University, student, Belarus

Introduction

High School at all times played a great role in educating intelligency and professional training of specialists capable of not only to reproduce social experience, but also to develop it, to expand professional work, to transform and create new knowledge and values. High School, at which future teachers receive education, is absolutely especial phenomenon. The matter is that in the report «Knowledge management in the learning society», prepared by the Parisian Center of Education Researches, it is spoken about the 21st century as times when management will be carried out by means of knowledge. But nowadays secondary, as well as high educational institutions lag behind other branches of practice immensely. Knowledge updating in sphere of education is carried out improbably slowly. This backlog is obvious. In the 21st century, in the situation of constant reforms and crises, it is in fact necessary for every person to have a number of trades, to be able to reconstruct their professional skills quickly to the needs of the society. And it is only probable if a person is of encyclopedic knowledge, i.e. knows the basic vectors of the knowledge development [1]. Therefore preparation of the future teachers which will educate children in the 21st century according to its basic calls - is the primary goal of our university.

1. Organization of Continuous Education at the Belarusian State Pedagogic University

1.1 Tasks of the University

The Belarusian State Pedagogic University (BSPU) consists of 10 departments, educates 18000 students and has more than 2000 professors. Students' education is carried out at 10 departments: Mathematics, Physics, Natural Sciences, History, Russian philology, Belarusian philology and National culture, Psychology, Music and Pedagogy Department, Special Department, and the Department of Elementary education. There are a number of research laboratories at our university where students can be engaged in scientific work [2].

Speaking about the priorities of our university we should mention the following problems:

1. Training of the future teachers as creative personalities.
2. Training in the person the ability to self-education and self-development.
3. Training of the new way of thinking in understanding the societal processes and the nature of pedagogical activity.
4. Training of constancy and variety of forms in methodical work of the future teachers.

1.2 System of the Continuous Education

So long as we carry out training of the future teachers at our High school, the basic idea of this training is the idea of continuous education. It is a socially-pedagogical system of the interconnected forms, stages, means and ways of teacher training, the increase of his or her professional skill, and development of abilities in the course of the whole life.

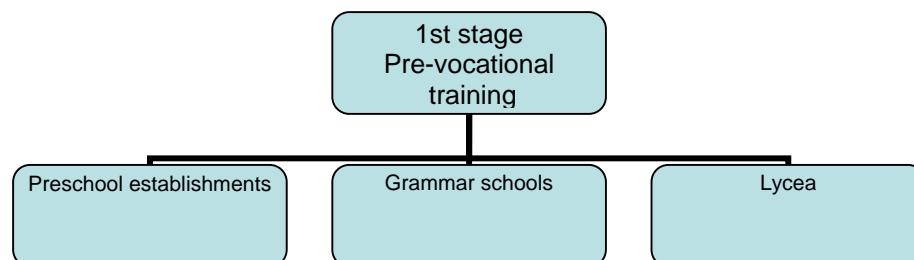
The idea of continuous education takes more and more appreciable place in a line of progressive ideas of 20th century. Our University carries its work in accordance with the project « Continuous education », approved by the Ministry of Education of the Republic of Belarus [1]. Continuous education assists the answer to the 2 primary problems:

- Training of the person for his or her inclusion in system of modern public and professional relations;
- development of the person already included in the system of social production with the purpose of his or her adaptation to constantly changing conditions;

Hence, it is possible to speak about 3 stages of such education (Fig.1.):

- pre-vocational training;
- vocational training;
- post-graduate education.

At our high school this idea is solved as follows. Training of the future entrants at BGPU lyceum (high school), then training at pedagogical college, after that - higher education at university, further education is probable at magistracy, postgraduate study, doctoral studies, and, at last, increase of professional qualification at the University of Retraining of the pedagogical personnel (after university graduation).



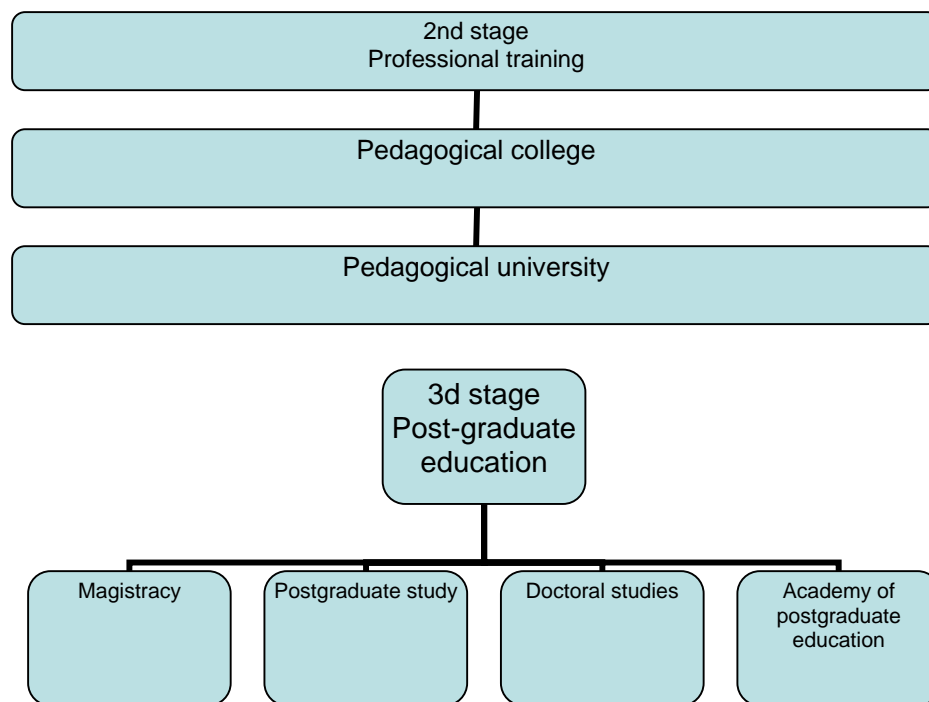


Fig.1. The scheme of continuous education which is carried out at the BSPU

The scheme reflects the basic concept of development of pedagogical education in RB. It has been accepted by council of ministers in the year of 2000 with 10 years term of validity. In 1994 our university became the initiator of expert training based on multilevel system. The pedagogical college directs the graduates for work to children's preschool establishments, pedagogical university - to schools. At grammar schools, lycea and colleges the preference is given to masters and post-graduate students. Two streams are formed on the 3d year of the university education. The first stream - the future teachers finish education according to traditional system. The second stream - the future magistracy post-graduate students continue education after graduating the University. They study pedagogics of the high school, philosophy of education, methodology of scientific research, foreign languages. One of the features of their training is the big relative density of

independent work, development of their analytical qualities and creativity in pedagogical work.

2. Organization of the Pedagogical Process

2.1. Elements of Pedagogical Process

Elements of pedagogical process. One of the major systems of university pedagogical process is professionally directed process of training. Elements of pedagogical process are the purposes, problems, the contents, laws, principles, methods, means, forms, technologies. This is the university didactic system. Beside the Didactics students are taught techniques of basic subjects teaching. These are the particular techniques connected with concrete methods of teaching of biology, chemistry, geography, history, etc. Our high school carries out training of elementary school teachers, teachers of various subjects for secondary school, teachers for preschool establishments, social pedagogues and psychologists, specialists on mental defects and physical handicaps, speech therapists. Students of some departments get two professions - main and additional. This practice justifies itself, especially in conditions of small countryside schools.

2.2. The Contents of Pedagogical Process

The contents of teaching and educational process of a pedagogical high school (subjects and their volume) are defined not arbitrarily; on the contrary, they are worked up during accumulation of the scientific information on subject matters, development of scientific notion of a teacher's trade. The contents, structure and volumes of subject matters are determined by normative documents. These are educational standards on each trade, curricula on each profession, qualifying characteristics, subject curricula. The model of the expert (the qualifying characteristic), in which requirements to the certain profession are contained, is the basis for the development of curricula and teaching programs. Programs serve as a reference point for creation of educational and methodical aids.

There exists 3 blocks of disciplines participating in vocational training of teachers (Fig. 2).

1st block - a cycle of subjects according to the profession. It is called to educate the teacher for training pupils for a concrete profession (physics, mathematics, biology).

2nd block - a cycle of psycho-pedagogical disciplines. It assists the development of pedagogical thinking and professional values.

3^d block - a cycle of disciplines on socio-cultural training of students.

Disciplines of socio-cultural block dominate over the others in the educational process. They are History of Pedagogics, Pedagogics, Theory and Methodology of Educational Work, a Special Course on Pedagogics. Besides, students write course works on pedagogics and degree works if the theme of the ~~topic is integrated~~ (Pedagogics plus the basic subject).

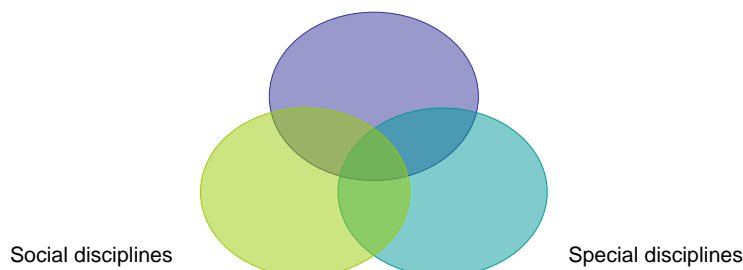


Fig.2. Disciplines of the future teacher education

2.3. Students` research work

The University is based on 2 leading equivalent types of activity: educational and scientific. At our university students are involved in both - educational and scientific. The importance of educational and scientific types of work is determined by the depth of the research, ponderability of theoretical materials and practical conclusions.

These are course and degree educational research works. Course works are carried out by students of the 3d year, it is actually the first scientific research of independent character which can have theoretical or skilled-experimental character. If a student, since his or her 1st year, works at one of the scientific study groups, then the topic of his or her study can be transformed into educational course work. Students perform their study works under department professors' direction. Usually course works become separate sections of further degree works and give an impulse for researches of higher level. Degree work performance is carried out during 2-3 years and can be presented in a number of stages (Fig.3).

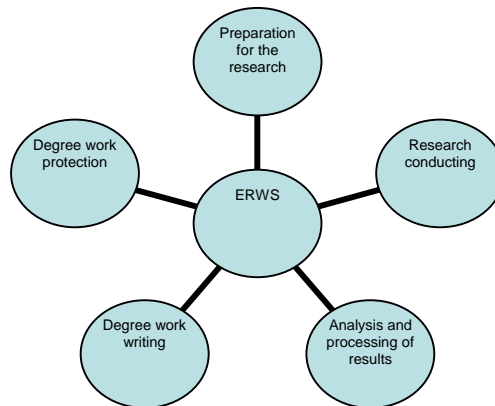


Fig. 3. Stages of degree of work performance

Scientific research work of students has no binding character and can already be carried out on a voluntary basis since the 1st year of study. The students engaged in SRWS,

join the Student's Scientific Organization (SSO). SSO carries out supervision and control over the work of scientific formations and prepares mass scientific events - conferences, seminars, olympiads. Scientific management over SRWS is carried out by high school teachers. They form scientific study groups and clubs, define their problems, supervise sections and debatable clubs, assist in conducting experiments, prepare collections of students' scientific works, make reviews on students' works. For the last 10 years more than 25000 students have participated in scientific activity, having presented 6000 scientific works on conferences of various levels. At our university there function various forms of SRWS. They are the following:

- scientific study groups
- scientific clubs
- student's scientific laboratories
- summer scientific schools
- competitions of students' scientific works
- olympiads on scientific disciplines
- conferences, seminars, symposiums.

Research activity in the process of students training, forms of training.

The curriculum regulates the contents of training, the sequence and intensity of disciplines, kinds of educational occupations. The total amount of school hours which is allocated for the curriculum performance makes 54-hour study week (9 hours per day). It is allocated no more than 50 % of study week time for the students' work in the form of obligatory auditory studies with the teacher. The rest of the time is intended for independent work, meetings with teachers and independent studying of the material.

4. The organization of independent work at the university.

It is distinguished the following kinds of independent work:

- actually independent work, organized by students themselves during rational from their point of view time, motivated by own cognitive needs.
- controlled independent work in the form of teachers' mediated management of the given research problem.

Moreover, all kinds of independent work can be both group and individual.

The chain of controlled individual work is structured as follows:

1. The teacher in common with the student defines the three-level purposes of the activity (reproductive, constructive, creative)
2. Builds up a system of students' motivation
3. Provides them with educational-methodical materials
4. Establishes terms of intermediate and final reports
5. Holds an introduction lecture, gives consultations
6. Corrects and estimates educational results
7. Promotes self-checking and students' self-reflection.

On the whole independent work should make up to 65 % of the 1st year students' studying time, and should increase up to 75 % of the senior students' time. For each discipline it is necessary from 20 up to 30 % of total hours [3].

At our university it is developed the block-modular system of approach to the independent work with use of information technologies. Besides, other effective means

of independent work (IW) are projects, researches, rating system of knowledge estimation. Application of active training methods and forms assumes creation of educational situations which model various kinds of the future trade.

At the university we apply both traditional and innovative methods and forms of training for educating our students. One of the most interesting forms is the problem training. Students are faced with a problem for independent solving during which they come to the realized knowledge. The idea of education lies in the students' search activity.

The basic stages of problem education are the following:

- statement of a problem;
- cognitive problems;
- receiving information;
- hypotheses statement;
- program of the project and search;
- checking the hypotheses;
- decision grounding.

Conclusion

Thus, the students and the graduates of our university seizes the idea of education, on which receiving he or she is not afraid to enter into the new fields of knowledge, and also possesses the cores competence of the present-day person: is able to organize him- or herself as well as others, to work in a mode of dialogue and to study the whole life.

References

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