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# Vocational training of future elementary school teacher by means of realization of inter-subject continuity

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## Abstract

The article considers the problem of high school training of future elementary school teacher by means of realization of inter-subject continuity. Scientific approaches of continuity in education are defined and its essence is revealed, which confirm the multidimensionality and universality of this concept. The structure of training of the elementary school teacher marks out the three basic components uniting the characteristics which are most closely connected with each other, acting as significant and steady structural formations at all historical stages of development of ideas about training of the teacher. There are determined such basic components as: knowledge, valuable and personal.

**Keywords:** training, inter-subject, elementary school, vocational, pedagogical.

## Formación profesional del futuro docente de primaria a través de la realización de la continuidad inter-sujeto

### Resumen

Se considera el problema de la formación de la escuela secundaria del futuro maestro de escuela primaria mediante la realización de la continuidad inter-subject. Se definen enfoques científicos de continuidad en la educación y se revela su esencia, que confirman la multidimensionalidad y universalidad de este concepto. La estructura de entrenamiento del maestro de escuela primaria marca los tres componentes básicos que unen las características más estrechamente conectadas entre sí, actuando como formaciones estructurales significativas y constantes en todas las etapas históricas del desarrollo de ideas sobre capacitación del maestro. Se determinan componentes básicos tales como: conocimiento, valioso y personal.

**Palabras clave:** continuidad inter-subject, profesor de escuela primaria, formación profesional, condiciones pedagógicas.

### 1. INTRODUCTION

One of the leading characteristics of the modern education system is flexibility, i.e. ability to respond quickly to changes of requirements of "customer" where that is not only the employer, but also each step of education is in relation to previous one. As the leading principle, providing flexibility of the system and interaction of its components, is continuity between levels and steps of education.

Continuity is the factor of increase in efficiency of education providing continuity; it is the relay race of the educational process and high-quality training of the specialists at higher level. Therefore, realization of this principle has the character of the objective necessity.

The present stage of modernization of the Kazakhstan's higher education system assumes ensuring integration into the European zone of higher education by bringing the content and structure in compliance with the parameters of the Bologna Process. Obligatory, recommendatory parameters within the Bologna Process will be executed: the academic freedom – it will be increased by the elective disciplines in structure and content of educational programs: in the baccalaureate - up to 70%, in the magistracy - up to 80%, in doctoral studies - up to 90-95%.

In this regard, it should be noted that selection of academic disciplines for high school education is a matter of extreme complexity. In spite of the fact that it is very difficult to group disciplines in the same bases, however, it is possible to consider acceptable for the purposes of education and especially for the development of regulatory documents - the classification in the direction of research, the nature of cognitive processes and use of knowledge. In this regard, there are marked out the disciplines: empirical, theoretical, integrative and applied one. In turn, all of them are grouped easily in basic and elective disciplines.

As it mentioned above, by the State program of development of education and science of the Republic of Kazakhstan (2010), there is a

set of the task to develop an integrated methodological approach to ensuring continuity of the content for textbooks on education levels.

The urgency of realization of continuity between disciplines in the pedagogical education of future teachers is caused by a number of circumstances (Tahavieva & Nigmatullina, 2017). The correlation of humanitarian and professional components, the correlation of the pedagogical disciplines with special disciplines, the integration of the general professional and subject pedagogy, aimed at formation of professional and pedagogical competence of the identity of the specialist, are still relevant in the improvement and development of the higher pedagogical education.

According to Slastenin et al. (2002), the students have to acquire not only separate knowledge, but also they have to acquire ways of operating by them that their systems are in the constant movement, leading to generalizations.

The performance of such difficult task on development of creative potential of the identity of future teacher cannot be provided with fragmentary changes of the developed traditional education system. The additional corrections are required, both in the system of cognitive activity, and in contents, methods, means, organizational forms and pedagogical conditions of the training environment taking into account psychological features of the identity of each student. They have to be adequate to the new purposes and tasks of creative educational system. These cardinal changes will allow future teacher to adapt easily in modern educational space (Kabasheva et al., 2017).

Here it is necessary the specially organized educational activity through programs and improvement of curricula, management of the educational process, both in higher education institution, and in the system of the general secondary education. Savinkov's (2006) scientific work is interesting from the point of view of the choice of the research object where it is considered the successive management of educational process in a gymnasium. The author emphasized the signs of the successive approach to the problem solution of education management in the gymnasium, the complex of organizational and pedagogical conditions on providing of continuity was defined, the model of successive management of the gymnasium educational process was developed, and the basic provisions of pedagogical technology of continuity for management are formulated (Savinkov, 2006).

Observance of the continuity – is one of the major conditions for realization of systematic nature and training succession. Observance of continuity allows to establish the relationship between knowledge of different disciplines and various course themes, and also between registration materials of different disciplines. Continuity is connected with deep, full mastering of skills and new knowledge, with their strong and multilateral interrelation.

## **2. METHODOLOGY**

Focusing attention that the modern stage of science development is characterized by interpenetration of sciences, one of the main objectives of the research is the development and justification of implementation of inter-subject continuity in higher education institutions as factor for the improvement of quality of professional and pedagogical training at future elementary school teachers.

Relationship between disciplines is revealed, first of all, by the reflection of objectively existing connection between separate sciences and the connection of the sciences with the technique, with practical activities of people. The need of connection between disciplines is dictated by didactic principles of training, educational tasks of elementary school, relationship of training with life, training of the learners for practical activities.

It should be noted that inter-subject connections in school training are concrete expressions of the integration processes happening today in science and in society life. These connections play an important role in increase in practical and scientific-theoretical training of the students, where the essential feature is mastering by schoolchildren the generalized nature of cognitive activity.

"Inter-subject connections are the reflection in the course, formed taking into account its logical structure, signs, concepts, opened at lessons of other disciplines", or another one: Inter-subject connections represent reflection on the content of disciplines of those

dialectic interrelations which objectively act in the nature and are learned by modern sciences (Smirnova, 2006).

In this regard, the realization of inter-subject connections will promote to formation at primary schoolchildren of integral idea about natural phenomena and interrelation between them and therefore knowledge will be more significant and applicable. In turn, it helps the learners to use that knowledge and skills which they acquired at studying certain subjects, while studying other subjects, and also gives the chance to apply them in concrete situations.

By means of multilateral inter-subject connections not only at qualitatively new level there are solved problems of training, development and education of learners, but it is laid the foundation for further self-determination at schoolchildren of elementary schools. For this reason, inter-subject connections are an important condition and result of an integrated approach in training and education of schoolchildren. And in this context, the inter-subject connections should be considered as the reflection in the educational process of the inter-scientific connections, making one of the characteristic features of modern scientific knowledge.

It is possible to emphasize three most general directions at all varieties of types of inter-scientific interaction:

1. Complex studying by different sciences of the same object.



2. Use of the methods of one science for studying of different objects in other sciences.

3. Involvement by various sciences of the same theories and laws for studying of different objects.

There is the need in modern conditions of formation at elementary schoolchildren not of the private but generalized abilities, having property of broad transfer. Such abilities, being created in the process of studying of any subject, then are freely used by pupils at the studying other subjects and in practical activities.

Undoubtedly, the studying of the role of inter-subject connections in the activation of the cognitive activity of elementary school children is especially important, connected with an increase in the volume of information which is subject to learning during school training and due to the need of training of all pupils for work on self-education the particularly.

The following groups of methods were used during the research:

- Theoretical studying and analysis of philosophical, psychological, pedagogical and methodical literature, synthesis, comparison, modeling;
- Empirical observation, poll method (questioning), conversation, testing, studying and synthesis of pedagogical experience, studying of pedagogical documentation, analysis of

products of educational activity of students, pedagogical experiment.

The main task at the stating stage of the experimental work in a higher education institution was the determination of the reached level of vocational training at the elementary school teacher. At the same time, as integrated indicators of continuity in training were acted generality, systemic, sensibleness, stability, breadth and depth of contents in all three components (knowledge, valuable and personal) of vocational training of the elementary school teacher.

The knowledge component was estimated by means of control tests in the form of examinations, testing. Personal and valuable components were estimated by those new growths which acted as key indicators of a high school stage of vocational training, namely the reflection, subjectivity, creativity, flexibility.

During the forming stage of the experimental work, the special attention was paid both to self-monitoring and self-examination of the students, and manifestation of the active position of future elementary school teachers in the relation to the future profession, where there were created the choice situations, special tasks and exercises.

We carried out the questioning for deep and purposeful studying of the reasons, according to which the students were guided at a choice of profession as the elementary school teacher and the analysis of the happening changes in the relation to the future profession in the course of training.

### **3. LITERATURE REVIEW**

The Genesis of the problem of continuity lies in an extreme antiquity, namely in consideration of its contents by great philosophers: Confucius, Aristotle, Pythagoras, Plato, and Seneca.

It is still paid attention to the problem of the judgment of the concept "continuity" in philosophical compositions of late antiquity, the Middle Ages and Modern times.

The ideas of continuity of training as support of the following knowledge on previous, fixing previous the subsequent, determination of causal relationships between the phenomena and relationships of knowledge on the place and time, found reflection in the works of the Kazakh, Russian and foreign teachers: (Goryachkin, 1972; Kamensky and Komensky, 1940; Disterveg, 1956).

In pedagogical science continuity is understood differently. It is considered as:

- The methodological principle of the organization of pedagogical process at different steps of education (Godnik, 1981; Kyevergal, 1980);
- Pedagogical regularity which is shown in unity of pedagogical process (Oleynik, 1990);

- The general pedagogical principle, providing a continuous connection between various parties, parts, training stages and education (Moroz, 1972; Kustov, 1993);
- The system, including the structural components corresponding to the main components of training process (Batarshev, 1996);
- The requirement to the organization of education which implementation provides interrelation of all its sides (Savinkov, 2006);
- The system of educational work at which it is continued in each subsequent link of the fixing, expansion and improving knowledge, skills and abilities that formed the content of training activities in the previous stage (Lyublinskaya, 1972);
- Realization of connections between components of educational process (Kustov et al., 1999);
- Connection in the system of the lessons (Ananyev, 1953).

All these approaches to definition of continuity in education and to the identification of its essence testify to the multidimensionality and universality of this phenomenon.

The essence of the concept of continuity in pedagogy attracts and presently scientists-teachers of Kazakhstan. Over 15 doctoral and candidate thesis were defended according to this problem.

Separate aspects of training of specialists in the conditions of the continuity between various links of educational space were investigated by Dosanova (2004), Dirksen (2004), and Elyubayeva (2006) in relation to various professional areas.

According to the researches of Feizuldayeva (2017) and others, the problem of continuity is opened in the context of studying of the general features at the adaptation of schoolchildren to an educational process of higher education institution. Theoretical, organizational and methodical continuities and technology of its realization in the conditions of continuous education were considered in the works of Feizuldayeva (2017) and others.

The continuity in researches of the presented authors is determined as the certain approach, necessary condition and important principle in pedagogy which assumes the harmonious system of training with ensuring the organic connection between separate links, steps or stages; expansion and improving knowledge, abilities, skills; creation of educational process in compliance with the successive content, forms and methods of training.

#### **4. RESULTS**

Continuity from the point of view of knowledge formation, ways of cerebation, establishment of the optimum pedagogical conditions, providing realization of this principle in training and

education, requires theoretical justification and development of the pedagogical ensuring use of the inter-subject continuity.

It is revealed in the process of scientific activity that in the researches it is insufficiently complete and systemically characterized the pedagogical conditions, providing the continuity in vocational training of the elementary school teacher taking into account current trends of education.

Also, we allocated a number of contradictions as a result of the analysis of psychology and pedagogical and scientific methodical literature and also pedagogical training process of future elementary school teachers:

- Between the need on improvement of scientific and pedagogical bases for realization of inter-subject continuity in pedagogical training process of future elementary school teacher and lack of the system approach to the continuity problem at the organization of vocational training of future elementary school teacher;
- Between new requirements to process of vocational training of future elementary school teacher and weak realization of the principle of continuity in formation of professional competences of future elementary school teacher;
- Between the social importance of personal qualities and the valuable and motivational component in training structure of the

elementary school teacher and lack of the integrated idea about their successive formation in the pedagogical process of the modern higher education institution.

These contradictions affect the **research problem**, what pedagogical conditions promoting the realization of the principle of inter-subject continuity in vocational training of the elementary school teacher.

**The purpose of our research** is theoretical justification and experimental check of a set of the pedagogical conditions providing realization of the principle of inter-subject continuity in the process of vocational training of the elementary school teacher.

We determined the main **objectives of the research**:

- To define scientifically the concept “vocational training of the elementary school teacher by means of realization of inter-subject continuity”;
- To characterize the principles of continuity as philosophical and general pedagogical category;
- To prove pedagogical conditions of the realization of inter-subject continuity;
- To develop model of vocational training of the elementary school teacher by means of realization of inter-subject continuity;

- To check by experimental way the efficiency of components of model for vocational training of the elementary school teacher, by means of realization of inter-subject continuity.

The national mandatory education standard of the Republic of Kazakhstan determines the requirements for vocational training of future elementary school teacher. The graduate in this specialty has to know "... theoretical bases of disciplines in elementary school, structure and contents of the existing standards of elementary education, training programs, textbooks and manuals ... the graduate has to be able to organize educational cognitive activities according to age and specific features of schoolchildren ...".

These requirements have to be considered for implementation of all types of professional training of the specialists, including vocational pedagogical training of the students of higher education institutions. The real level of quality of pedagogical training at future teachers does not meet these requirements.

Vershlovsky and Lesokhina (1998) refer to training shortcomings: insufficiently formed pedagogical thinking of the young teacher; lack of the formed system of professional values; weak awareness of motives of professional activity. According to these scientists, the readiness of students for professional growth and self-education is at the low level. The imperfection of the process of professional and pedagogical training at future teachers is the result of weak integration of the disciplines of the psychology and pedagogical cycle.



As Slastenin et al. (2002) notes: "the psychological and pedagogical cycle in its present form exists only nominally, only in its unifying name. There is no in it real integrity and continuity in all parameters: the purposes and tasks, contents, forms of education. The psychology and pedagogy are rather interfaced only chronologically" (Slastenin et al., 2002: 14).

The lack of continuity in the subjects of the psychological and pedagogical cycle reduces the level of professional and pedagogical training of future teachers and constrains the formation at them creative professional psychology and pedagogical thinking, focuses on simple remembering of material.

Studying the category of continuity as the independent general and didactic principle, Kustov (1989) formulates the contradiction which exists in pedagogy between the discrete nature of training and the necessity of ensuring the integrity of the pedagogical process and its results, and allocates methodological and productive functions of the principle of continuity.

The author relates to the first functions: the system-generating, providing ability of the principle to be the main logical knot in the development of the theory of the training process and formulating didactic rules and provisions; the dynamic, reflecting regularities of the dynamics and dialectics of pedagogical process; constructive, connecting three pedagogical dimensions: the past, real and future in their interaction; the integrative, providing integrity of teaching and educational process and its results.

The second - regulatory functions of the principle of continuity, which include structurally-substantial, reflecting the orientation changes in the structure of training content for the purpose of providing conditions on achievement of integrity of results its development; subordinate, connected with the mutual subordination of the components of the pedagogical system, change of nature of interrelation between them, giving the idea about various options for the creation of interaction of teaching and doctrine; coordinating, which is expressed in the interaction of activity of teachers of various disciplines.

Continuity assumes preservation from old all valuable and rational without which the new cannot exist, but it is not simple preservation, not mechanical repetition of elements old into new, that is their preservation in the revised form. Taking the place of old, keeping in it all valuable, positive, the new acts as a higher quality education. It allows with a sufficient degree of reliability to predict and prognosticate the nature of future development of system, the analysis of today's condition of a system, also gives the chance to investigate history of its formation, and consideration of last conditions of the system indicates the need to approach to them with knowledge of its present level of development.

Being guided by the submitted provision on continuity, we consider vocational training of the elementary school teacher as the forward development which is characterized by the moments of

repetition and the subsequent manifestation at a higher level of some set of basic characteristics for the identity of future professional.

Continuity is an important quality of the certain stage-by-stage reproduction of teaching and educational process, and it means that, it at the certain stage provides strengthening, improving and expansion of knowledge, skills and qualifications which are the content of educational activity of the previous stage. In our opinion, the continuity is formed in the process of change of qualities for the formation of new quality, passing from one level to another. So, it means that continuity provides development of the received indicators at the former stage.

Continuity means that there is the connection between the phenomena in the development process when the new not completely denying old, comprises its valuable data. Not following this rule, the progress is impossible. In other words, continuity provides future development, the following possibilities without which it is difficult to imagine it: 1. In transition on the new to bring the elements which have not lost the vitality in new conditions which are able to help to development. 2. Introduction in the new special formations which are able to introduce other content to old and to provide its development.

Continuity means continuity between varieties of training and subjects. At the same time, firstly, the subsequent type of training not only continues content of previous, but also it is necessary to develop in the subsequent type of training, directly carrying out the connection according to content, to reach continuity between disciplines. The

analysis of literature, in relation to history of the emergence of the problem of continuity in training, shows that in pedagogy this problem arose due to the need to pass on the social experience accumulated by the previous generation of mankind through traditions, ethical standards of behavior, the rules of life, etc.

Researches on successive training of the psychological and pedagogical and special disciplines shown that the important role in the formation at future teachers of professional knowledge and practical skills is played by ensuring inter-subject continuity in which training at the basis of successive training programs gives positive results in the development of a degree of the possibility of training, abilities of creative and independent work.

Studying the psychological and pedagogical bases of the general and the didactic principle of continuity, Kyveralg (1984) includes three interconnected elements in this concept: establishment of necessary connection and the proper correlation between sections of educational process on different phases of its studying; establishment of the interrelation of forms, methods and techniques of subject studying, training material at various stages of training; determination of the requirements to the knowledge of learners, to their ability to establish internal and inter-subject logical connection.

For continuity realization Moroz (1972) considers that it is necessary to provide constantly indissoluble connection of the separate sides, parts, stages and steps of training, both in them, and beyond its limits, to expand and improve knowledge, acquired at the previous

stages of training; to transform separate conceptions and concepts in the harmonious system of knowledge, skills. The scientist suggests building all process of training according to content, forms and methods of work at the obligatory accounting of high-quality changes which are happened in the identity of learners and students.

Baryshnikova's (2000) work is devoted to the continuity problem at students of pedagogical higher education institution, in which it is considered from the position of formation of educational activity. Having carried out the analysis of the difficulties at forming educational activity at students and teachers, Baryshnikova (2000) developed the system of didactic measures which include: formation of educational activity taking into account earlier gained experience; dependence of components of educational activity at all stages of the educational process from each other; formation of the components of educational activity in logic development of the educational process; realization of continuity as management element of the educational process.

Baryshnikova (2000) for ensuring continuity suggests the model of continuity in which there are designated the conditions for interaction of educational systems of higher education institution which are carrying out development of motives, knowledge, abilities, skills and ways of students' activities.

In this model continuity acts as the special purpose of the management of educational activity that is reflected in its content, forms and methods. Pedagogical interaction is organized on the basis

of connection of formation stages of educational activity at students which content is caused by specifics of the studied material. Realization of each stage of formation of educational activity allows to solve the arising contradictions between ways of educational activity which were mastered by the student, and ways of educational activity which are necessary at this stage.

The orientation to this principle, due to the all-methodological importance of continuity, assumes consideration of all possible interrelations of components of educational systems in their variety. At the same time, most of scientists consider continuity the peculiar approach, the necessary condition and the important principle in pedagogy which assumes the harmonious system of training with ensuring the organic connection between separate links, steps or stages; expansion and improving knowledge, abilities, skills; creation of educational process according to the contents, forms and methods of training.

Providing unity, the integrity and systemacy of training and education for an increase in their quality and development of the personality, continuity has certain traits: the new material passes through "prism" of old, already studied, but at a higher level, thanks to that the quantity and quality of knowledge, skills are raised and increased. They become more substantial, differentiated and generalized. Thus, the continuity means the development of the personality by judgment, interactions of old and new knowledge, former and new experience.

Continuity in the pedagogical process is considered at two levels: "horizontal" - in the conditions of the same educational institution (continuity between components of the general system of educational process) and "vertical" – in the conditions of various institutions.

The principle of continuity in the content of vocational training of the elementary school teacher assumes preservation at each new stage of basic knowledge, abilities, professional qualities, values, abilities as a result of the previous stages and the possibility of their progress in professional formation.

We developed and introduced in the pedagogical process of higher education institution an elective course in the process of the forming stage of the experimental work, for the purpose of the effective realization of the principle of continuity and formation of valuable and personal components in the training process of future elementary school teachers.

The elective course was determined as "Continuity of the content of vocational training at the elementary school teacher", aimed at the development of personal experience and personal qualities, pedagogical abilities and pedagogical thinking, formation of valuable orientations, creative self-actualization and self-realization of the possibilities at future teachers.

Activity of students, for the purpose of understanding of the professional activity as a creative process, to learn to formulate the

thoughts, to determine the various options of solution of pedagogical tasks, was organized in the form of practical and seminar training as in vigorous cognitive activity the future elementary school teacher can show the personal qualities.

The students in the studying process of content of this course mastered such abilities as:

- Application at lessons of development ways of expressiveness, figurativeness, flexibility of thinking;
- Implementation of interaction with schoolchildren, attraction and retention of their attention;
- Improvement of pedagogical abilities.

We included in the content of elective course the tasks, directed not only for identification by students at themselves any pedagogical abilities, but also the tasks, directed to the understanding of the possibility of their application in certain pedagogical situations. We for development of the students such qualities as creativity, flexibility, possession of skills of professional consciousness and reflection focused attention to creative tasks which are designed to form the personal and valuable component.

The structure of the elective course is divided into three modules which were turned on consistently in the educational process of vocational training of the elementary school teacher. The content of the first module allocates the tasks, aimed at the development of



pedagogical creativity, motives of pedagogical activity, creative imagination and reflection.

The content of the second module reflects the different types of the tasks on material of various reconstructions of pedagogical reality, adapted to the pedagogical activity of the elementary school teacher. In this case, reproduction of realities of school life allows to try themselves in practice and situations of pedagogical reality, to experience themselves as subjects of teaching and educational process.

The tasks in the content of the third module had mainly creative character as in the course of their solution the student had to plan independently, improvising and showing those qualities which are most acceptable in the practical situation.

In addition, the special attention in the process of the forming stage of the experimental work was paid to the questions of self-monitoring and self-examination of students, the manifestation of the active position of future elementary school teachers concerning the mastered profession, the creation of the situation by the choice.

On the basis of monitoring and tracking of dynamics of training of future experts, there was carried out the diagnostics with use of the complex of techniques, directed to identification and estimation of content level and establishment of the continuity connections. The principle of continuity, in relation to the content of vocational training of future elementary school teacher in the context of system approach, assumes identification of structural components of training, the

characteristic of their content and establishment of the continuity connections between them at each training stage.

There were marked out as basic components of the vocational training process of the elementary school teacher: the knowledge, valuable and personal components, uniting the characteristics which are most closely connected with each other, acting as significant and steady structural formations at all historical stages of development of ideas about training of the teacher.

Continuity in vocational training of the elementary school teacher will be provided at the establishment of adequate connections in contents of knowledge (knowledge, abilities), valuable (pedagogical orientation, interests, needs, motives) and personal (inclination, ability, quality) components. It assumes the creation of such system of high school training in which these components are correlated with each other, forming unity and integrity of training stages.

We believe that it is important to complicate and expand consistently knowledge and skills, acquired by students during the entire period of training in the respect of realization of the principle of continuity for vocational training of the elementary school teacher.

The main successive changes at the high school stage are: system of professional knowledge (their depth, recognition), constant need for professional and creative realization, formation of readiness for pedagogical activity in educational institutions; the final strengthening of motivational and professional orientation, the

allocation of its dominant in the form of professional self-knowledge, self-development and self-education, aspiration to self-improvement.

Thereby, it is possible to tell that process of professional training of the elementary school teacher on its structure represents chronologically created set of the various characteristics, providing efficiency of professional activity of the teacher.

## **5. DISCUSSION**

Since 1995 the content of knowledge component in teacher training has been determined by the State educational standards for higher vocational education and is concretized in the corresponding curricula and programs.

Thus, special knowledge and based on the skills and abilities, having kept the "nuclear" value in the vocational training of the modern elementary school teacher, were extended considerably and were added with pedagogical, psychological, methodological aspects. The modern standards are expanded significantly the list of humanitarian and social and economic disciplines, mathematical and natural-science subjects, the general professional disciplines and disciplines for subject training. It says about the aspiration to make future specialist more erudite, possessing a wide range as the general, and the special knowledge, allowing to improve independently the professional skills further.

Other, not less significant component of vocational training of the elementary school teacher is the valuable component, expressing professionally significant orientation of the personality, i.e. valuable orientations, ideals, interests and motives of the personality.

The motivation, which in domestic psychology is considered as the difficult multilevel regulator of the person activity, including in itself the requirements, motives, interests, ideals, aspirations, aims, emotions, norms, values, etc., acts as the basis of this component.

Practically all researchers in the vocational training process of the teacher, along with knowledge, include in its contents and personal qualities as the main and necessary component of training. So, Slastenin et al. (2002) include in the personal component of training the six groups of professionally significant qualities of the elementary school teacher: personality traits; features of the intellectual sphere of the personality; emotional and strong-willed properties of the personality; social and psychological features; sensitive and perceptual characteristics of the personality; features of self-consciousness of the personality.

The special importance of the personal component in the training structure of the elementary school teacher is emphasized practically by all modern researchers, proceeding from specifics of professional activity and the accruing requirements for the competence of the teacher.

To some extent it was found reflection in the State General Education Standard of the Republic of Kazakhstan in specialty "Pedagogy and methodology of elementary education", in which such personal qualities and characteristics of the elementary school teacher are listed: "... to develop social, emotional and strong-willed, intellectual, mental and other qualities of the personality, to be able to create pedagogical interaction with colleagues, with parents", the adequate self-assessment and self-control, justice and objectivity, ability to successful socialization in society and professional mobility.

It is necessary for future elementary school teacher as the creative professional person at the stage of vocational training to master of pedagogical logic, to develop the pedagogical intuition, observation, ability to improvise, to surprise, expressiveness, i.e. to be the creative person having creative "face", unique and innovative style of the pedagogical activity.

In turn, it provides mastering such practical skills and abilities as the formulation of own thoughts, finding of possible answers of the solution on pedagogical tasks, mastering ways of interaction with students. We have defined for more objective identification of the results of implementation on inter-subject continuity, the main criteria corresponding to the three basic components of vocational training of the elementary school teacher – knowledge, valuable, personal.

The first criterion – knowledge – is directed to identification of professionally significant knowledge and the related skills and abilities which are formed during training. The breadth, depth, sensibleness,

generality, systemacy of the content of this component act as indicators of efficiency and continuity of knowledge formation.

In the pedagogical process of higher education institution by means of knowledge criterion, there is come to light existence, depth, breadth and sensibleness not only general cultural and initial pedagogical, but also special professional knowledge (psychological and pedagogical, methodological and methodical) and the abilities which are based on them:

- Independent performance of the work of the elementary school teacher, competently and reasonably to choose optimum forms, methods and means of the organization of teaching and educational process;
- Creation of conditions for activization of the identity of the schoolchild, his development and formation;
- Planning and modeling of the professional pedagogical activity;
- Selection and structuring of the training material;
- Performing psychological and pedagogical diagnostics;
- Interpretation and the analysis of the obtained information;
- Methodical combination of means, forms, positions and methods of pedagogical activity.

The second criterion – valuable – is directed to identification of professional and significant values and the system of valuable orientations. The indicators of efficiency and continuity of the valuable component of training are stability and systemacy of professionally significant values.

The indicators of efficiency of valuable criterion in a pedagogical process of higher education institution are:

- Steady pedagogical orientation and motivation on receiving a pedagogical education;
- The aspiration to realize himself in professional activity; the resistant need for professional and creative realization of knowledge, abilities;
- Personal readiness for implementation of pedagogical activity i.e. desire to work in the specialty, aspiration to continuous professional development, improvement of the own training, self-development, self-education as the personality and the professional;
- Mastering in the process of professional and personal training according to the new pedagogical values, i.e. creativity, humanity, the active pedagogical position, individual style of pedagogical activity.

The third criterion – personal – is characterized by such indicators as breadth, integrity, stability, the degree of expressiveness of professional and significant personal qualities and abilities.

In the pedagogical process of higher education institution by means of this criterion, it is possible to reveal the development of steady professional abilities (didactic, perceptual, speech, organizing, communicative, and predictive) and also the related with them integrative personal qualities: subjectivity, reflection, creativity, flexibility, resoluteness, endurance, persistence, insistence, responsibility, individuality.

We used such methods as testing and examinations as methods of diagnosing of knowledge component. Together with it, such diagnostic methods were used as the analysis of written student works, products of their creative activity, the method of incomplete sentences, modeling of situations, ranging.

In turn, valuable and personal components were diagnosed by means of the conversation, questioning. Besides, the diagnostics of the condition of personal growth and development of personal qualities were carried out on the basis of the empirical data, reflecting the manifestation of indicators of personal qualities, the creative abilities, received by observations of the students in different types of activity (at the lessons, pedagogical practices, conferences), estimation of results of the certain tasks of creative character performed by the students.



The technique "A creative lesson at elementary school" (for determination of the level of cognitive processes and pedagogical abilities) was used for identification of the student's level of the formation of knowledge and personal components of training.

In this context, we noted that for fuller implementation of continuity of the vocational training process of future elementary school teacher, the experimental work assumed inclusion in the program, expanded system of pedagogical practices, making active their professional reflection, i.e. the students of the first course in specialty "Pedagogy and methodology of elementary education" actively joined in system of the pedagogical practices.

A certain part of these practices had introductory (training) character (for example, "Acquaintance with professional activity", "The first days of school work"). Others were the professional practices ("Extracurricular educational activities", "Test lessons", "Work as the teacher", "Trainee") on which students carried out the future professional activity.

Along with the disciplines directed to common cultural development (a foreign language, mathematics and informatics, etc.) they were entered at the first year education the disciplines of general vocational training (introduction to the pedagogical activity, the general fundamentals of pedagogy and psychology, age anatomy and physiology) and also disciplines of subject training "The methodology of teaching technology with the practical work", "The methodology of teaching fine arts with the practical work) which were directed on

formation of cognitive and creative activity of a future elementary school teacher.

## **6. CONCLUSIONS**

This article on the scientific basis determines the content of scientific and methodical aspects of the use of inter-subject continuity as factor for the improvement of quality of professional and pedagogical training at future elementary school teachers.

With the inclusion of the Republic of Kazakhstan in process of formation of the European educational space, in accordance with modern tasks and in order to meet the growing demands of the society in the trained teaching staff, the further planning of educational process at the higher education determines the necessity of implementation of the following conditions:

- Identification of criteria and indicators of the formation of all components of vocational training model of the elementary school teacher by means of realization of inter-subject continuity;
- Development, application and accounting of results on complex diagnostics of its level in the organization of training at the high school stage;

- Creation and application of program and methodical ensuring continuity in the content of vocational training of the elementary school teacher;
- Use of the personal focused, information and communication technologies and interactive methods of training.

Realization of these conditions will allow improving and expansion of professional knowledge, skills, and the formation of key competences, professionally significant personal qualities and values at preservation of the elements created earlier in all three components of training, and also their further integration and the subsequent formation of the individual style of pedagogical activity at the future teacher.

The scientific novelty of the research results consists in the following:

- It is scientifically defined the concept vocational training of the elementary school teacher by means of realization of inter-subject continuity;
- The characteristics of the principles of continuity which are considered as philosophical and general pedagogical categories are given;
- Pedagogical conditions of the realization of inter-subject continuity are proved;

- The vocational training model of the elementary school teacher by means of realization of inter-subject continuity is developed;
- The efficiency of components of the vocational training model of the elementary school teacher by means of realization of inter-subject continuity is proved by the experimental way.

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