

The Formation of Management Skills in Junior School Children: The Analysis of the Problem

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Abstract: The formation of management skills in junior school children as one of the topical issues in pedagogical science and practice is proposed in the study. These skills are an important factor of the development of children's subjectivity leading to success. Within the frame of competence-based approach the ability to learn acts as a key competence of the junior school children and provides a possibility of continuing education during life. The purpose of our research is a theoretical and practical analysis of the problem of the formation of the management skills in junior school children. Scientific novelty is represented by the structured analysis of the condition of the problem of the formation of management skills in junior school children.

Key words: The ability to learn, the formation, the educational and informative competence, the management (managerial) skills, the level of management skills of junior school children, self-management

INTRODUCTION

The considered educational problem depends on modernization processes and tendencies of educational system development not in Kazakhstan only but also around the world.

By the end of the last century, it became obvious that the progress of the society would occur in case of people's life improvement-the level of their education, health care and safety. Now a days the most important characteristics of personality in terms of strategic problems solution are the initiative, the capability to think creatively to find the non-standard way out, the ability to choose a professional way, the readiness to be trained during all life. All these skills are formed during the childhood. The school is a crucial element in this process. Such features of the modern world arouse a keen interest of society in quality of school education in general which also depends on quality of teacher training. The majority of the teachers should reconstruct their thinking, on the basis of the new goals of the

contemporary education. The content of the education was not changed radically and the realization of the new standards demanded from the teachers to be beyond of their subjects, to think about the development of the child's personality, to form universal educational skills which were the prerequisite of the successfulness in steps of education and future professional activity.

From our point of view, the successful teaching in a primary stage of school is impossible without the formation of management skills in junior school children. These skills promote the development of cognitive activity of the pupil as they are all educational and do not depend on specific content of a subject. At the same time, each subject according to specifics of the content takes the certain place in this process.

The normative documents regulating the educational process of school and institute of higher education specify the necessity of the formation of a new type of personality-the Kazakhstani citizen who is cooperative, who makes a decision independently in the situation of the choice, who predicts possible consequences and has

a sense of responsibility for the destiny of the country. Therefore, it is necessary to organize a teaching and educational process at school with the focus on integral formation of the personality of the schoolchild, on development of his identity, effective self-control, self-organization, self-management, the management of his own educational activities leading to successful training of children.

Such scientists as V.V. Davydov, A.S. Lynda, D.B. Elkonin and others, among the conditions providing effective personal development of the junior school children and their high educational success, put emphasis on the formation of junior school children's abilities of self-organization, self-control and management of their own educational activities. On the one hand, the formation of such abilities creates the prerequisite for the development of subjectivity of school children; on the other hand, it allows to improve the quality of training, education and the development of successful school children.

We have already pointed out that contemporary secondary primary education goes through the process of modernization and updating. Therefore, the priorities, the purposes, the content and the values of education have been changed. Moreover, the values of primary school focused on formation of subject knowledge and skills are reoriented on values of development of capabilities, abilities and desire to learn.

The international monitoring research of PISA, TIMSS and PIRLS are the important instruments of external estimation of the quality of education now a days. The functional literacy is one of the main indicators of quality of knowledge and abilities of pupils within the frame of the international comparative research. The goals of the State Program of Education Development in the Republic of Kazakhstan for 2011-2020 and the National Action Plan for Developing Functional Literacy in School Children for 2012-2016 initiate the work for the improvement of the results of the Kazakhstani secondary schools in the international comparative research of PISA, TIMSS and PIRLS.

The participation of Kazakhstan in the World Economic Forum (WEF) which estimated the level of competitiveness of the countries, testified the necessity of the modernization of the system of the secondary primary education. According to the results of the annual Global Competitiveness Report 2015-2016, the Kazakhstan has the 42nd place with 4, 49 GPA. The rating was raised by 8 points in comparison with last year (2014-2015 the 50th place). The weakest positions of Kazakhstan according to GCI (Global Competitiveness Index) are the health care and primary education. In 2015, Kazakhstan had the 93rd place; in 2014, it was the 96th position.

The innovative developments in the system of primary education are the most important issues of the international research.

Within the frame of implementation of the State Program of Education Development in the Republic of Kazakhstan for 2011-2020 the National Academy of Education named after Y. Altynsarin together with "Nazarbayev Intellectual Schools" work to update the content of secondary education in two directions:

- The development of new State Compulsory Standard of Education for primary school, standard curriculum and training programs for primary school

The partial updating of 11 years school with strengthening of project activities with orientation for development of all types of speech activities, ICT and critical thinking, i.e., the creation of training programs and curriculum for linguistic disciplines, informatics and project activities in 5-11th forms.

Thus, the main aspects of successful educational activity of school children (subjectivity, educational and informative competence, functional literacy) are:

- The needs of school children as the consumers of educational service
- The capacities of school to offer the consumer (school children) such educational program which would be useful for him and satisfy his expectations

MATERIALS AND METHODS

The purpose of our research is to analyze the state of affairs of the formation of management skills in junior school children. We have obtained the overall assessment of the problem within the frame of our research conducted in 2015, the results of which are given below. We intended to determine the specific factors and conditions which determine the overall assessment of the problem connected with the formation of management skills in junior school children.

The characteristic of modernization processes and tendencies of educational development was compiled based on significant governmental (Laws, Messages, Programs of the Republic of Kazakhstan) and international document analysis.

The theoretical analysis of the normative-legal documentation (State Compulsory Standard of Education, curriculum, textbooks and plans) regulating teaching and educational process at school has allowed us to identify the competence of school children and methods of its formation. It also helped us to reveal the effective

steps of the formation of educational and informative competence the transition of the school children to the position of the subject of education, the subject of cognitive activity management which confirms the relevance of a problem connected with the formation of management skills in junior school children.

It was interesting to find out the opinion of K. Zhubanov Aktobe Regional State University students and the teachers of primary schools of Aktobe (Kazakhstan) concerning the managerial skills of junior school children in the structure of educational and informative competence, the determination of content of the managerial skills and their influence on educational success. In the structure of the practical readiness of the primary school teachers for actualizing their professional activity there is an important aspect which is connected with the formation of the research skills and habits. The fulfillment of the educational research is an irreplaceable form of education for students their involvement in innovative activities.

We did have the aim to compare students' survey results with teachers (however, it should be noted that the results are correlated), we intended to collate data of our poll of K. Zhubanov Aktobe Regional State University students with the poll of the teachers to reveal similar tendencies or distinctions if those are available.

The written form of questioning among bachelor students of the 1-4th courses of the "pedagogy and methodology of elementary education" speciality irrespective of language training was carried out during the independent work of the students under the supervision of the teachers.

The survey of Aktobe primary school teachers was conducted in 2015-2016 during scientific and practical seminars held within the frame of experimental work. About 78 students of university have taken part in a survey.

About 157 teachers of the city and regional secondary primary schools of Aktobe have taken part in a survey. All data obtained by us have been visualized and analyzed by means of the software of MS Excel.

RESULTS AND DISCUSSION

The ranking of the respondents seems rather proportional with percentage ratio of Zhubanov Aktobe Regional State University bachelor students. Possibly, the hypothesis according to which the opinion of students about management skills of junior school children can differ from course to course is true but in our case it was important to receive a general picture, not to find the distinction in opinions depending on these or those factors.

By gender character, the most of the respondents are females-85 and 15% of males. This character reflects the peculiarities of Zhubanov Aktobe Regional State University as the university of the humanitarian profile. While answering the question... "what do you understand by educational and informative competence of pupils?", 100% of respondents gave:

- The complete affirmative answers (47% of teachers and 13% of students)
- Partly true statements (23% of teachers and 39% of students)
- Incorrect statements (30% of teachers and 48% of students)

Only 38% of teachers and 21% of students could give the correct definition of management skills of junior school children. The others have not coped with the task-they confused authorities of managers with managerial abilities.

In addition, they have not determined fully the structure of the managerial skills of junior school children but 58% of teachers and 26% of students marked out the ability of control, planning and assessment. The other part of the respondents suggested various options of managerial skills (the correction of the activities, the solution of the conflicts, the skills of the leadership) which are not related to the considered aspect of the research.

While answering the question... "which level of managerial skills has an influence on success (educational, personal and professional)?" most of the respondents gave a well-defined answer. The 63% of the teachers and 24% of the students pointed out that managerial skills created a basis for success; 10% of the teachers and 35% of the students noticed that they stimulated the efficiency of educational activities and 17% of the teachers and 41% of the students said that managerial skills did not influence on personality at all.

All obtained results have created a basis for the analysis of this problem and have allowed us to express the idea of the declared aspects of a problem concerning the formation of managerial skills.

In order to determine the image of the successful school children of our country, it is necessary to consider the contemporary requirements for the competent personality and ways of competence formation determined by State Compulsory Standard of Education (SCSE). The Educational Standard of the Secondary Primary Education determines the formation of all-educational skills, habits and methods of cognitive activity of junior school children as the major priority. The basic requirements to the content of education are:

“curriculum of primary education for the formation of the identity of the child, the development of his individual capabilities, positive motivation and abilities in educational activities...”, “primary education provides the formation... of the positive attitude to educational process, the development of his individual capabilities and abilities in cognitive activity”.

To make effective managerial decisions and successfully overcome all difficulties allow the person to realize the need for self-affirmation and self-realization. Therefore, the child living in this real world has the right to participate in transformation of this life and have appropriate methods of activities.

The formation of all components of educational activity and independence of its accomplishment can be the guarantee that training process would realize the function of the main activities. Thus within the frame of the competence-based approach the ability to learn acts as a key competence of the junior school children and provides a possibility of continuous education during life.

We will note that in 1996 the Council of Europe inserts the concept of the “key competence” which must be considered as the desirable result of education conforming with new requirements of labor market and economic transformations. Jacques Delors-the chairman of the UNESCO International commission on education for twenty first century in his report formulated “four pillars” of the education: to know how to learn to know how to do to know how to live together to know how to live. Therefore, the knowledge of the pupils are not essential aspect any more-the skill is a priority for the modern world.

Key competencies are the requirement of the state to the quality of the personality of the high school leaver in the form of results of education, determined by State Compulsory Standard of Education (SCSE) and curriculum. The National Action Plan for Developing Functional Literacy in School Children for 2012-2016 sets 7 key competencies of the high school leaver. Some of them are very important for our research: managerial competence (the capability to solve a problem), informational competence (the capability to learn independently throughout the life) and personal (the capability of self-organization, self-improvement, vital and professional self-determination and self-realization).

As we see the main competence among key competencies is a sphere of the independent cognitive activity based on assimilation of methods of knowledge acquisition from different sources of information. The personal and intelligent experience of successful implementation of educational cognitive activity is determined as educational and informative competence of the pupil.

Another document-the State Program of Education Development in the Republic of Kazakhstan for 2011-2020 points out the necessity to be guided by “the results providing personal self-development, independence in knowledge acquisition...”. Here the competence-based approach was determined as the priority in the system of the content modernization of the main secondary school within the frame of all system of domestic education upgrading.

The State Compulsory Standard of Primary Education of the Republic of Kazakhstan requires from junior school children the achievement of the following meta subject results (key competencies): personal, social, civil, information, managerial, communicative, technological competences.

It is important to note that contemporary pedagogical science discuss the necessity of the transition of the pupils from the object to the subject of educational activity. Therefore, the condition of the successful formation of educational and informative competence of the junior school children is the transition of the pupil to the position of the subject of educational process.

Therefore, the contemporary primary education overcame the former attitude towards the junior school children as the executor of the educational activities (Sh.A. Amonashvili, G.I. Vergeles, N.F. Vinogradov, L.S. Vygotsky, V.V. Davydov, L.V. Zankov, A.A. Leontyev, A.N. Leontyev, L.S. Rubenstein, G.A. Zuckerman, D.B. Elkonin, etc.). Now, the junior schoolchild is realized as the subject of educational activities. The V.P. Bepalko’s analysis of the domestic and foreign experience confirms that one of the fundamental provisions of the modern pedagogy consists in the development of the personality. Such personality becomes not only the object of the educational impacts but also the active subject of self-cultivation which can be formed by involvement in various types of activity and motivation of own operations in development and strengthening of positive qualities (Bepalko, 1993).

L.S. Vygotsky points out that each personality in a certain stage of the development controls his own behavior and begins to carry out two functions: the subject of activity performing the function of management and object of management, whose actions should be organized. We agree with Yu.N. Kulyutkin who says that the person can act for himself as an object of management as “I am a performer” whose actions should be displayed, controlled, organized and at the same time “I am a controller”, i.e., the subject of management.

Thus, we consider that the junior schoolchild, being a subject of education, becomes the subject of the management of the cognitive activity, confirming the necessity of the formation of managerial skills.

The results of the survey helped to determine the structure of junior school children competence, allowing the marking out of the managerial skills in general structure of educational and informative competence of junior school children and confirming the importance of the formation of such skills.

Based on the results of the analysis we decided to interpret the educational cognitive activity as a self-governed activity of the pupil for the solution of significant personal, social and current informative problems, followed by mastering knowledge and abilities to obtain and process the information.

Within the frame of our research by educational and informative competence as we have noted earlier, we understand the possession by pupils the complex procedure integrating the set of the interconnected semantic orientations, knowledge and skills and allowing to perform effectively self-governed activities for the solution of real educational and informative problems.

It is interesting that self-controllability is determined by foreign researchers as the most important condition of the organization of lifelong training-S. Dietrich S. Kraft, J. Reischmann and others; conditions and ways of the self-regulating doctrine of youth are analysed by P. Faulstich, H.F. Friedrich, F.E. Weinert and others.

Such understanding of educational cognitive activity determines the value of the educational and managerial skills directed to the formation of the educational and informative aim, the projecting of the aim fulfillment, forces to consider education-informational and education-logical abilities as a means of the aim achievement (Vorovshchikov and Orlova, 2012).

Students think that the first step of education helps junior school children to acquire the actions allowing to organize the educational activities with different degree of abilities and to manage it.

Educational and managerial skills are all-educational skills providing the planning, organization, control, regulation and the analysis of educational activities of pupils. It also includes the abilities to organize the workplace to plan the current work; to be aimed at fulfillment of the task; to perform self-checking and introspection of the educational activities. To conduct the cognitive activity in the group of people, to cooperate in case of the solution of the educational tasks (ability to explain, help and accept the help of the companion, etc.). Self-management is the acquisition of the ability to set the aims and reach them; to find balance between work and other aspects of the life.

The integrative concept of the “managerial skills of junior school children” is determined as the personal new growth of the school children including the methods of

accomplishment of managerial actions stipulated by the set of the acquired knowledge and optimal use of this knowledge in the course of the solution of the tasks of educational activities management.

The works of Kazakhstani and Russian scientists present a great interest for us, US (Koyshibayev and Kamysheva, 1987) integrated approach of the management of an informative activity of pupils, N.L. Rosin (Zavoyskaya, 2000).

In order to disclose the structure of the managerial skills of junior school children, it is necessary to make a comparative analysis of organizational abilities presented in several classifications of all-educational skills at the stage of primary education.

Most of the school children and teachers by the concept of “management skills of junior school children” understand the capability to perform a complex of operations to ensure the integrity of the organized system and the achievement of the goals. They also think that this integrative ability also includes the organizing skills and managerial qualities.

We believe that managerial skills as a structural education includes the target (as an incentive function), cognitive (as a basis for the actions fulfillment), operational (providing the fulfillment of the certain actions directed to the accomplishment of a specific goal).

The direct impact of managerial skills on educational (personal, professional) success has been determined. The success of education and training in relation to junior school children is identified as a certain achievement of the child in socially important activities (learning) and his recognition from other participants of educational process (teachers, parents, a reference group). The doctrine, being the leading type of activity has an important social significance and the progress or failures of junior school children acquire the social function and influence all further school life of the child. Therefore, the success of training and education of the child is not determined by his progress and behavior at school, it has the broader concept of the social and pedagogical aspect.

The American psychotherapist, professor U. Glaser in his book “Schools without Losers” notices that the optimal solution of a problem of losers by all social range is the gaining of experience of success at school. Moreover, he is convinced that “If the child had a chance to be successful at school, he would be successful in his future life”. O.A. Yashnova ranged the allocated social and pedagogical factors in accordance with degree of their importance during the success formation of teaching and educational process: family, teacher, educational activities of junior school children and the group of the school children.

We think that the success of educational activities of junior school children, first, depends on their educational activities, ability to manage it effectively, including the behavior. Therefore, it is reasonable to form the managerial skills in school children of primary school particularly as it will create a strong basis for successful educational performance at the subsequent steps of education.

Therefore, the junior schoolchild, being a subject of the educational process, controls not only his own cognitive activity but also together with the teacher participates in processes of designing of the educational route (the aims, the environment, means and so forth). Obviously, he carries out in educational process the managerial functions which have been delegated by the teacher (system).

CONCLUSION

The scientific-theoretical analysis of the domestic and world literature has allowed to characterize the modernization processes and tendencies of educational development in the world and the Republic of Kazakhstan. New requirements to the methods of the competent personality formation (the educational standard) have been determined. The transition of the pupils to the position of the subject of educational process acts as a condition of the successful formation of his educational and informative competence. Such position of the school children in cognitive activity management leads to the formation of managerial skills. The survey of the students and teachers outlined the structure of the school children competence and the concept of “managerial skills of junior school children” has been determined. Moreover, the structure of the managerial skills of the junior school children was presented and the influence of managerial skills on educational (personal, professional) success has been revealed.

The theoretical analysis of the management skills for the creation of the model of managerial skills formation in junior school children showed the necessity of methodological determination of the managerial skills formation process with all its components.

During the research I have taken part in the international scientific conference “Colloque de L’Academie Internationale CONCORDE 2014” which was taking place in France in the city of Sables d’Ollone from July 4th till July 8th, 2014. The following reports have been introduced: “the formation of research skills in future primary school teachers in the course of students’ practicum”, “Trilingualism in the oil industry of Kazakhstan”, “Training of primary school teachers to use new pedagogical innovations”, “the value of innovative technologies in training of future specialists for success in professional activity”. All reports have been published as scientific articles in the international journal “Bulletin D’eurotalent-Fidjip” (ISBN2101-5317) with Impact factor and Russian index of scientific citingbase.

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