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**READINESS OF TEACHERS FOR THE ORGANIZATION
OF EXTRACURRICULAR ACTIVITIES OF STUDENTS
AT HIGHER EDUCATIONAL ESTABLISHMENT
OF ECONOMICS**

Vishnevetskaja L.V., Knjazkova E.V.

The urgency of the article, its theoretical and practical importance are caused by the existing contradiction between the state order for the formation of socially active person and lack of scientifically-practical workings out in the field of pedagogical support of the organization of extracurricular socially useful activity of the students. The settlement of the contradiction is possible in the presence of teachers specially prepared for the given process.

Purpose. *The purpose of the article is the theoretical substantiation and experimental estimation of teachers' readiness for the organization of extracurricular activities of students in higher education establishments of economics.*

Methodology, results. *Complex application of theoretical (element and the structural analysis, comparison, generalization) and empirical (questioning, testing, the expert estimation, included pedagogical supervision) methods has allowed to define the essence of investigated concept as*

integrative personal formation, to develop criteria and its indicators of its formation and experimentally estimate the level of readiness of teaching staff for the organization of students' extracurricular activities in higher education establishments of economics.

Practical implications. *The results of the research can be widely used in the work of curators of academic groups, tutors, teachers-organizers, in the system of training and advanced training of teaching staff.*

Keywords: *the teacher; the student; the organization; extracurricular activities; criteria of readiness of the teacher; a complex indicator of readiness of the teacher.*

In pedagogical theory and educational practice the concept of «extracurricular activities» is understood as extracurricular events; specific activities in leisure time; form of interaction between teachers and students outside of the educational process. In the legal documents an extracurricular activity is considered to be one of the leading activities of students at higher educational establishments of economics. The basic condition for effective organization of extracurricular activities of students at higher educational establishments of economics is the availability of qualified teachers.

Implementation of the above-mentioned conditions in practice is difficult because of the lack of a generally accepted interpretation of the concept of «teacher's readiness to organize extracurricular activities of students», lack of elaboration of relevant theoretical and methodological bases of teachers' training to the implementation of the given process.

Therefore the *purpose of the article* is the theoretical substantiation and experimental estimation of teachers' readiness for the organization of extracurricular activities of students at higher education establishments of economics.

Disclosure of the concept «teacher's readiness to organize extracurricular activities of students» provides for the analysis of its elements. In pedagogical literature «readiness» is understood to be the desire and consent to do something; aiming and mobilization for something; a state of mental and physiological disposition; positive attitude to perform any action. Various aspects of teachers' readiness for professional activity are discussed in the writings of I.I. Cyrkun, I.F. Isaev, E.I. Karpovich, E.N. Shijanov, V.A. Slastenin, I.A. Zimmjaja and others [2, 3, 5].

Structural analysis of the concept of «teacher's readiness» in the studies of the aforementioned authors has revealed the following generic terms that are used by the scientists to define its essence: personality qualities, psychological education, set of properties, competence type and others.

The concept of «organization» is interpreted in three main ways: orderly arrangement, agreement on parts of a whole; specific activities aimed at coordinating efforts of the social group members; specially designed formation of people united by a common purpose.

Analysis and synthesis of the foregoing served as the basis to define the essence of the concept of «teacher's readiness to organize extracurricular activities of students» as a complex integrative personality education, including psychological, theoretical and practical readiness [4].

Psychological readiness is determined by the dynamic and complete state of the teacher's personality. It is conveyed in his inner disposition and ability to mobilize all forces in the science-based, educationally expedient, creative interaction with the students outside of the educational process.

Theoretical readiness includes the set of psychological and pedagogical, as well as expert knowledge needed by the teacher for effective organization of extracurricular activities of students at higher education establishments of economics.

Practical readiness means that the teacher has a group of skills: to plan extracurricular activities of students, predict its result, implement, analyze, evaluate and reflect on the results of the interaction; create a favorable psychological climate; establish communication between the participants of interaction; prevent conflicts; apply adequate pedagogical tools, methods and techniques of interaction.

In order to obtain objective information about the current state of readiness of teachers to organize extracurricular activity of students and its reflection, we have developed criteria and indicators of the formation of this personality education.

The criterion is implied as an indicator on the basis of which the evaluation of something is made. The indicator is a separate quantitative or qualitative characteristic which allows judging the different states of the object [1, p. 74].

The *main empirical methods* were the documentation analysis (individual plans of teachers, curators' diaries), questioning (author profile «Extra-curricular activities of students through the eyes of

teachers»), testing (author test), the survey, expert evaluation included pedagogical supervision. In a generalized form the developed criteria and indicators are presented in the following table [1].

Table 1

***Criteria and indicators of teacher’s readiness
to organize extracurricular activities of students
at higher educational establishments of economics***

Criterion	Index	Variables	Indicators
Orientation of the teacher’s personality to the organization of extracurricular activities of students	<ul style="list-style-type: none"> • need; • motive; • purpose 	<ul style="list-style-type: none"> • the need to organize extracurricular activities of students; • the leading motives; • goal-setting; 	<ul style="list-style-type: none"> • force; • sustainability; • consciousness; • concreteness
Subjective judgments of teachers about extracurricular activities of students	<ul style="list-style-type: none"> • psychological and pedagogical knowledge; • special expertise 	<ul style="list-style-type: none"> • knowledge of the age and individual personality characteristics of students; • knowledge of the theoretical and methodological bases of the organization of extracurricular activities of students 	<ul style="list-style-type: none"> • systemacy; • solidity; • intensity; • sufficiency
Experience in organizing extracurricular activities of students	<ul style="list-style-type: none"> • abilities; • skills 	<ul style="list-style-type: none"> • skills to organize extracurricular activities of students; • interaction skills; • volitional self-regulation skills 	<ul style="list-style-type: none"> • sustainability; • development

In order to assess the level of teachers' readiness to the organization of extracurricular activities of students at higher educational establishments of economics a diagnostic study of 54 teachers of the Belarusian Trade and Economics University of Consumer Cooperatives (Gomel, the Republic of Belarus). In the course of diagnostics the following *main tasks* were solved [2].

Table 2

Main tasks and some diagnostic data

Main tasks	Diagnostic data
1) to identify the attitude of teachers to extracurricular activities of students;	The attitude of teachers to extracurricular activities of students: <ul style="list-style-type: none"> • positive (69,44% of teachers), • neutral (27,77%), • negative (2,77%);
2) to assess the knowledge of the essence of extracurricular activities of students;	The essence of extracurricular activities of students are defined by teachers as: <ul style="list-style-type: none"> • «a system of purposeful educational work specifically organized outside of the educational process» (55,55%), • «the extracurricular environment for implementation of students' needs and interests» (38,88%), • «a complex of extracurricular educational arrangements» (22,22%);
3) to identify the main difficulties teachers face in the implementation of this process;	The main challenges for teachers are: <ul style="list-style-type: none"> • high workload and lack of free time to work with the academic group (63,88%
4) to find out the assistance necessary for teachers	The teachers would like to receive: <ul style="list-style-type: none"> • practical assistance (30,55%), • methodological assistance (13,88%), • scientific assistance (11,11%).

The *complex indicator of teachers' readiness* was calculated (R_c) in order to assess their readiness (psychological, theoretical, and practical) to the organization of extracurricular activities of students. Complex indicator of teachers' readiness (R_c) is calculated according to the following formula:

$$R_c = \frac{1}{n} \sum_{i=1}^n R_{ci} \quad (1)$$

where n – the total number of criteria by which evaluation is made;
 R_{ci} – an indicator of teacher' readiness (in %) by the i -th criterion, calculated as follows:

$$R_{ci} = \frac{100}{m_i(n_i - 1)} \sum_{j=2}^{n_i} [N_{ij} \cdot (j-1)] \quad (2)$$

where N_{ij} – number of j -th values of i -th criterion;
 n_i – number of values of i -th criterion;
 m_i – the total number of responses for the i -th criterion.

The level of teachers' readiness was determined by the value of the complex index of their readiness (in %):

$80 < R_c \leq 100$ – high;
 $60 < R_c \leq 80$ – average;
 $40 < R_c \leq 60$ – below average;
 $20 < R_c \leq 40$ – low;
 $R_c < 20$ – very low.

Responses of 54 teachers to the questions of the survey and test were scaled, 3 points for the first answer choice, 2 points for the sec-

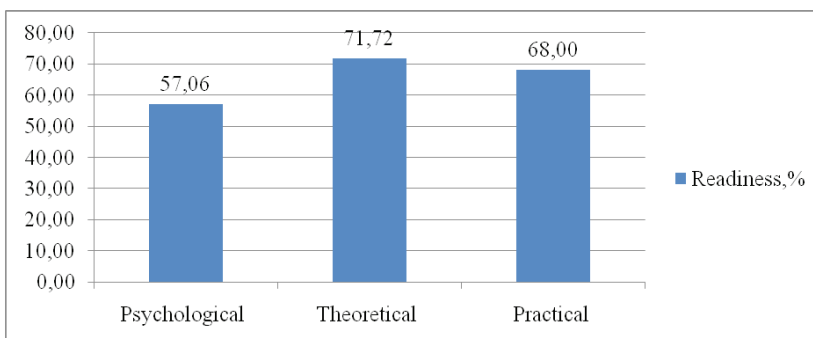
ond answer choice, 1 point for the third answer choice, and 0 points for the fourth answer choice respectively. The data obtained are listed in a special matrix [3].

Table 3

Diagnostic data processing matrix

Criterion number	A total of responses	Criterion value				Weight coefficient by criteria	Results,%	
		0	1	2	3		By criteria	Complex indicator
1	54	0	27	15	12	0,33	57,06	65,59
2	54	0	3	39	12	0,33	71,72	
3	54	0	6	39	9	0,33	68,00	

The results presented in the table 3 have fixed the average level of teachers' readiness to the organization of extracurricular activities of students – 65,59%. At the same time their psychological readiness has been 57,06%, theoretical – 71,72%, practical – 68,00% (picture 1):



Pic. 1. Levels of teachers' readiness to the organization of extracurricular activities of students at higher education establishments of economics

The results of experimental evaluation of teachers' readiness to the organization of extracurricular activities of students at the higher educational establishment of economics have served as the basis for introduction of pedagogical adjustment into the organization of their professional activities outside of the educational process.

The following *methodological recommendations* were made:

- to organize a special training for teachers at the refresher courses using interactive forms, methods and technologies;
- to integrate the theoretical and practical issues of the organization of extracurricular activities of students into the content of educational teachers' training;
- to develop and enrich regularly the bank of methodological and practical course books, devoted to the organization of extracurricular activities of students;
- to conduct purposeful psychological counseling of teachers, arrange psychological training for them.

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DATA ABOUT THE AUTHORS

Vishnevetskaja Larisa Viktorovna, head of the chair of foreign languages,

Ph.D. in Pedagogical Science

Belarusian Trade and Economic University of Consumer Cooperatives

50, pr. Oktyabrya, Gomel, Gomel Region, 246029, Belarus

e-mail: Vischnia@rambler.ru

Knjazkova Elena Vladimirovna, teacher of the chair of foreign languages

Belarusian Trade and Economic University of Consumer Cooperatives

50, pr. Oktyabrya, Gomel, Gomel Region, 246029, Belarus