

Организаторские умения педагога в профессиональной деятельности (на материале вуза)

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Педагог играет ведущую роль в образовательном процессе. Организаторские способности являются одной из ключевых компетенций педагога и исследования в данной области весьма актуальны в Монголии. Основная цель исследования заключалась в разработке модели управления процессом обучения в процессе получения высшего образования. Нами была разработана теоретическая модель, основанная на анализе процесса обучения в Монгольском государственном университете. Это исследование было направлено на выявление уровня компетентности учителей в управлении классом. В качестве методов исследования были выбраны наблюдение, анкетирование и интервью. По результатам проведенного исследования мы выявили, что уровень организаторских способностей преподавателей не является высоким. Для повышения уровня компетентности преподавателей могут быть использованы учебные курсы, тренинги, обмен опытом. Преподаватели также могут на основе анкетных данных своих студентов получить информацию о восприятии своими учениками личности педагога, процесса преподавания и организации учебного процесса в целом.

Ключевые слова: формирование организаторских способностей, управленческая компетентность учителей, моделирование, управление классом, организация учебного процесса.

Organizational skills of a teacher in the professional activities (on the materials of high school)

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Teacher plays a vital role in the development of education. Teaching management is an important and neglected area of research on Mongolia. The main objective of the study was to develop a model of teaching management for higher education in Mongolia. Methodology of the study was teaching analysis and survey. Finding included a model was developed by studying all patterns of training in Mongolian State University and selects the best practice from each model.

This study explored the teachers' competency and conception for classroom management. The study was conducted with 16 managerial personnel and 48 lecturers at Mongolian State University of Education.

Data were collected through the observation, questionnaires and interviews. The questionnaire completed by lecturers and managerial personnel provided data about their actual classroom management practices. The interviews provided insight into teachers' feelings, experiences, and practices concerning classroom management.

The results reveal that lecturers have not high competency for classroom management. When 8 classes were compared, lecturers were found to differ in their self-efficacy for classroom management. In order to improve lecturer's competency for classroom management, in-service training programs and regular meetings where lecturers share their experiences can be held. Lecturers may also spare time for class discussions or administering questionnaires to their students to learn about their students' perceptions of their own teaching and classroom management practices.

Keywords: Lecturer's training methodology, classroom management, training's feature based management and modeling.

1. Introduction

According to Moskowitz & Hayman (1976), once a teacher loses control of their classroom, it becomes increasingly more difficult for them to regain that control. Also, research from Berliner (1988) and Brophy & Good (1986) shows that the time a teacher has to take to correct misbehavior caused by poor classroom management skills results in a lower rate of academic engagement in the classroom. From the student's perspective, effective classroom management involves clear communication of behavioral and academic expectations as well as a cooperative learning environment.

Classroom management, involving all the strategies used by lecturers in order to provide order in the classroom, can be regarded as a prerequisite for effective teaching and learning. Self-efficacy, which is the beliefs people have about their capabilities to accomplish tasks, affects the level of achievement of those tasks. Teachers' beliefs about their own impact on providing a state of discipline in class are significant (Bandura, 1997).

This study investigates the lecturer's competence for classroom management. Data were collected from 48 lecturers and 16 managerial personnel working Mongolian State University of Education.

2. Statement of the problem

Essentially the call is for a lecturer to have professional and management knowledge, compare Mongolian

traditional method with International higher training attitude, implement the advanced methodology into training and to be able in daily teaching management. They must be familiar with classroom management, curriculum management, records management, to use a variety of teaching strategies and an understanding of learning theories and their applications. There is a need to develop a teaching management model of teacher education which not only covers all the requirements of education but also satisfy all the demands of a perfect training system. So the problem for Mongolian lecturers. (Purevdorj.Ch, 2010, p.45).

Research questions;

- Why is changed lecturer’s duty?
- Why is important teaching management?
- How is to manage the training based on management?

3. Objectives of the study

1. To explore the opportunity of teaching management for Higher Education (Mongolia)
2. To implement the new modeling of teaching management for Higher Education

4. Conceptual frame work

There are three dimensions of the proposed teaching management model

1. It fulfills lecturer’s managerial knowledge and methodology
2. It also fulfills the requirements of Modern models of teaching management
3. It fulfills the training of quality

5. Methodology

Methodology techniques and Data collection method

The methodology includes techniques for: 1) development of questionnaires to determine the background and context for training; 2) compile data collected during the survey and analyse; 3) to identify and brief the survey results; for data collection of the survey, both quantitative and qualitative methods such as questionnaires, interviews, analysis and observation will be used.

6. Findings

The findings of the study consist of three parts

- A. Comparison of different training methodology
- B. Teaching Management and its application in Higher Education.
- C. Application model by Namjildagva Raash in Mongolian State University of Education (2011-2013)

A. Comparison of different training at Mongolian State University of Education

After a complete review and analysis of trainings, it is clear that all the training are focused a particular aspect. This means that in the result of each training a specific outcome may achieve. This model is developed by

1. Analyzing all the training on the basis of strength and weakness
2. Following criteria are set for a quality lecturers training

Table highlights the basic structure of different training activities available in Higher Education. The comparison is based upon Traditional training and Training based on management.

Comparison of 8 lecturers’ training activity, which based on traditional and modern training patterns

Table 1

Traditional training	Training based on Management
Teaching tradition was in the majority	Principle of Managerial theory and method was in the majority
Traditional training methods Teacher centered learning Lack of classroom management	Process of creative solution Fine planning Good management Leading ability Quality control method
Not good collaborative management	Collaborative ways of using the powers of labour, wisdom and motivation.
A central position of Pedagogical Method	A central position of Managerial knowledge, skill and genius
Traditional method of problem solving	Managerial method of problem solving
Teaching posture: Too much act as know –it –all Lack help, participation and assessment	Teaching posture of lecturer- manager: Instructing Helping, supporting Comparing the results with goal
Lack of following methods: Recognising the learner’s personal feature; Helping and supporting; Psychic diagnostics Method of learner development	Method of Lecturer – manager: Recognising the learner’s personal feature; Researching for influenced powers of behavioral personality; Determining connection and correlation

Weakness of lecturer's duty and ability of information exchanging and the inner control directed to them	Communication of Lecturer – Mnanger: Inhancing the information getting and development Ablity of exchanging and distributing the information
Lecturer's image: Qualification, knowledge and competence Ethics Humanity Psychology	Lecturer- Manager's image: Qualification, knowledge and competence Ethics Humanity Psychology

It means that the main basic cores to provide with good quality education are fine planning, concrete goal, exertion, hardworking, teaching method and right police of lecturer –manager.

Beside lecturer, who is a researcher always does the survey and analysis in order to improve the training results and works all the people, takes charge voluntary of managerial compulsory job on the other hand.

Scientiest D. Vachigsuren “If lecturers, who can recognize their students, are going to teach with every one coordinated methods according to sciencetific foundation like as needed program and methodology (“Pedagogical technology”, 2001, Page 12), docor, professor N.Begz and Rassian scientist V.E. Ilienkov “If a lecturer manages thr training with together subject-subject relation without sublec- object, then a creative personality with ability of self teaching is going to out grow”,

Scientiest N.Mira” Languge is social relation instrument as such it is very important to manage the training connected this feature” (“Learning process”, 2008, Page 28),

Science Doctor, professor Ch.Purevdorj “Manager leads the managing activity with managerial theory and attitude. Thus a lecturer should manage the teacing professional activity based on the managerial science” (Teaching Management, 2010, Page 11).

We connected the inquiry and questioner in order to describe the levels of lecturers” managerial education knowledge, competence and management.

B. Teaching Management and its application in Higher Education.

Management of Lecturer's activity (lecturers and managerial personnel)

Table 2

SNo	Questions	Aswers	Percent
1	Opportunity to improve the teaching management education	Yes	10
		Rare	25
		No	65
2	How to enhance the teaching competence	With theory or knowledge	40
		From environment	32
		Getting Information	28
3	Weakness of teaching management	Bad preparation	50
		Without planning of purpose and content	20
		Lack for learners diagnosing	20
		Not using Motivation	10
4	Making the self rating about having the human, cultured and communication competence	Yes	82
		No	18
5	Planning of curriculum and activity	Yes	42
		No	58
6	Carriyng responsibility before learner'learning activity	Yes	35
		No	65

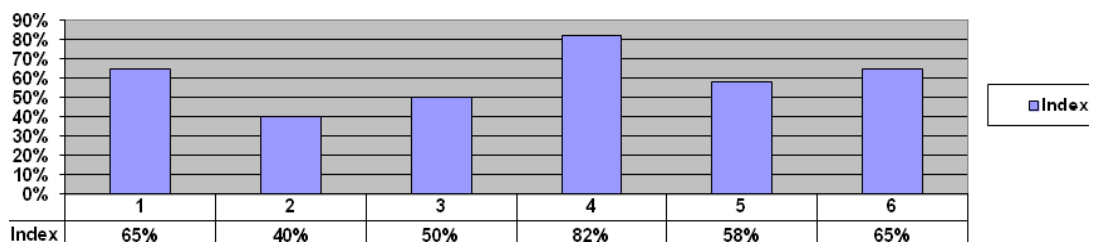


Chart 1 Lecturer's activity

1. Without the opportunity to improve the teaching management educating 65%,
2. Improving the teaching competence 40%,
3. Un successful class wherefore bad preparation 50%,
4. having the human, cultured and communication competence 82%,
5. Not good planning of traing, curriculum and activity 58%,
6. Not carryng responsibility before learner' learning activity 65%

Above survey shows that all the lecturers must improve the managerial education, prepare for regular class, plan fine accurately the training, curriculum and activity and carry out closely lecturer's duty and responsibility.

The requirements

Following requirements were raised on the basis of the inquiry and questionnaire of Lecturer's activity. 8 manarial personnel and 20 lecturers participated in this research. Whereat:

(One) Having a teaching competence:

Requirement 1 Aquiring the methodology to provide the didactic development for teaching the training content
This requirement expresses the next content.

- ✓ Having a complex knowledge of training
- ✓ Using the Internet Information, sources and finding the ability of choice and application.
- ✓ Possessing the knowledge of teaching management, adapting the content, chosing the teaching methodology and of development.

Requirement 2 Aquiring the classroom management skill

This requirement expresses the next content.

- ✓ Good preparation of chosing the life real example and case according to the class content and development the didactic aids
- ✓ Organising the learner's activity related to a pair participation principle during teaching process and applying the teacing method and instructions of making a democratical atmosphere in the classroom

Requirement 3 Having the human, cultured and communication competence

This requirement expresses the next content.

- ✓ Approach and evaluability of esteeming the human value and maintaining the humanitarian concept
- ✓ Aquirement of competences to respect deeply the learners and the others, lead, co-work, learn from others and help

Teaching competence

1. Method of didactic development to teach the training content 54%,
2. Skill of teaching management 56%,
3. having the human, cultured and communication competence 65%

Making the conclusion of the searching, as a result of the survey the appropriate necessary of improving the teaching management is arised, from which it will depend on the success and result of teaching collaboration.

What is Lecturer-Manager's function? (questionnaire)

74.5% of 20 lecturers gave the answers the same ones as Ninzberg's described 10 duties they emphasized teahing planning and management.

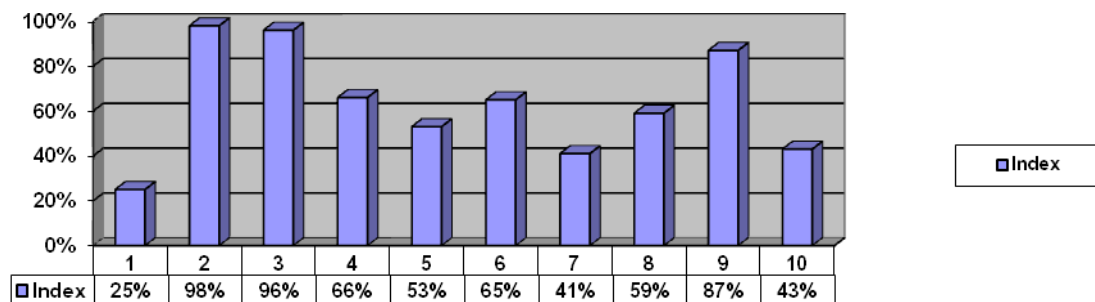


Chart 2 Lecturer-Manager's function

Summarising:

1. Internal and external relations	25%
2. Planning	98%
3. Management	96%
4. Monitoring, supervision and analysis	66%
5. Carrying responsibility	53%
6. Being responsible for leading function	65%
7. Providing the internal and external information	41%
8. Esteeming the information value and monitoring	59%
9. Disseminating the experiences and results of the action	87%
10. Considering whatever risk and working with making solution	43%

This result shows that is changing mentality change of lecturers.

Implementation of function and tasks of teaching methodology

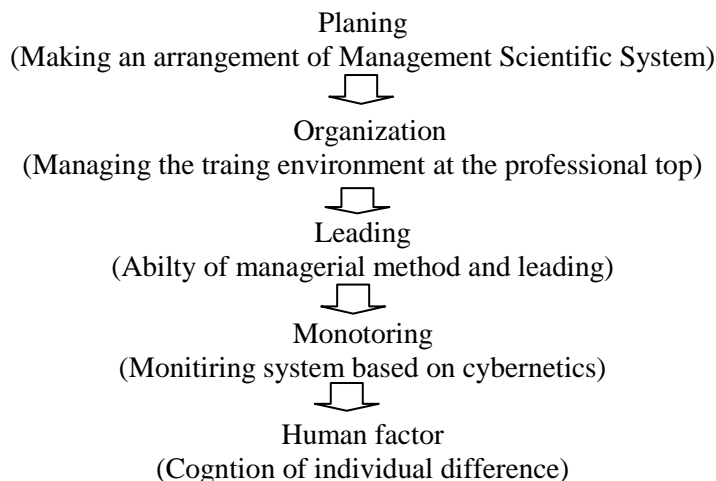
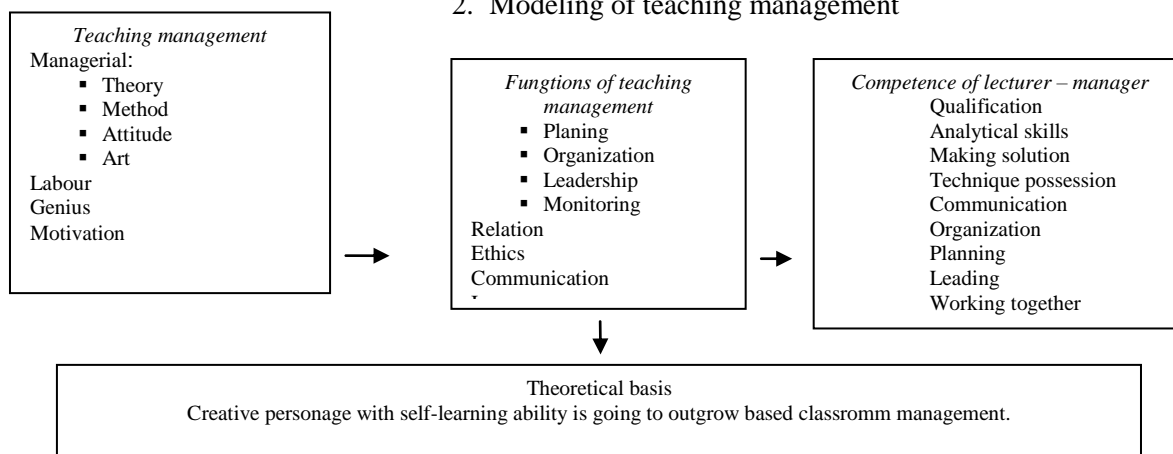
1) Diagnosing	33%
2) Teaching	89%
3) Guiding	87%
4) Developing the skills	35%

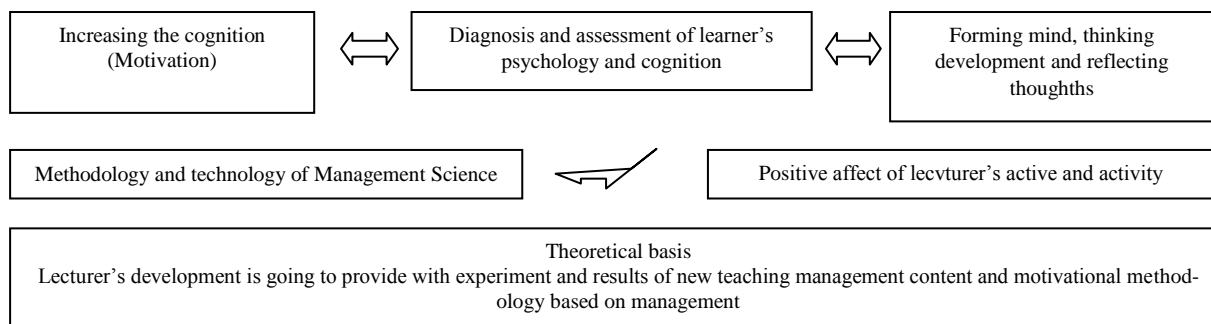
As a result of the observations for 8 lecturers' class and lecturers' interviews 69 percent of lecturers looked over the majority of teaching action and 37.7 percent of them were disagreed with good of diagnosing, guiding and developing the skills.

C. Application model by Namjildagva Raash in Mongolian State University of Education (2011-2013)

New training methodological version of training experiment

1. Teaching management its implementing concept
2. Modeling of teaching management





Making technology reform of the knowledge creating level as above mentioned modeling is chance and way to enhance the learner's desire and motivate the cognition..

7. Outline of the suggested model

In the result of above a trained lecturer will be obtained. This lecturer will be

1. Self motivated lecturers
2. An Excellent speaker and presenter
3. An Excellent professional lecturer

8. Market reputation

The lecturer will be a most wanted lecturer in market. He/she will have sense of pride and greatness as he/she has strong professional skills.

General conclusion

We made the given conclusions based on new idea, research's result, example and other facts on the basis of introduction and special parts in this research work.

✓ We experimented the opportunity to implement planning, organizing, leading and monitoring as main special function of management and made the variation of theory and methodology to organize the training of basic education according to the management on higher education.

✓ Appeared the changes of co-working of lecturers, integration, planning and monitoring according to management using managerial models, connected researches and the instruction of methodology to organize teaching according to management. This is practical result of this research work.

Tasks to implement in the future;

1. To develop teaching management and humanize the learner's active psyche in the teaching process.
2. To intensify teaching management process according to the management functions.

Recommendation

It is vital to improve the capacity and skills of lecturers" in areas of methodology and social relations and a need arises to employ them full-time and to build the capacity of teachers, make regular the activities of teaching management, and to increase the coverage of educational service. Herein:

Managing teaching management:

- ◄ Making an arrangement of Management Scientific System
- ◄ Managing the training environment at the professional top
- ◄ Monitoring system based on cybernetics
- ◄ Cognition of individual difference
- ◄ Improving the lecturer –manager's communication
- ◄ Forming the image of the lecturer –manager

Management for training based motivation:

- ◄ Using the multi didactic materials
- ◄ Enriching the teaching content and planning the methodology very well
- ◄ Recognising and developing the learners
- ◄ Organizing of pair and group
- ◄ Gaming method
- ◄ Observation, measurement and experiment
- ◄ Listening to learners and encouraging them

- ◀ Making their evaluation
- ◀ Giving free choice

Requirements and quality of the training program and materials

- ◀ Fine planning of training curriculum
- ◀ Directed at individual learning
- ◀ Simple, clear, and comprehensible
- ◀ Based on life and application
- ◀ Containing pictures, good quality design and abundant information
- ◀ Containing methodology and recommendations
- ◀ Improving the scientific content the teaching program

Developing and using the integrated programs

We use the mentioned models to our classes according to following recommendation.

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Использование игровых форм в дошкольном образовании в Монголии

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Становление монгольской системы образования носило противоречивый характер, как и во многих странах мира. На процесс развития образования оказывали разные факторы – религиозные (буддизм), идеологические (коммунизм), социальные. Образование подвергалось изменениям, реформам, которые по-разному воспринимались общественностью и учеными. Активная фаза реформы образования началась в 2010 году, реформа затронула все уровни образования: дошкольное, начальное, среднее, высшее образование, особое внимание уделялось педагогическому образованию. В сфере дошкольного образования было начато реализовываться программа «Для развития каждого ребенка», которая стала реализацией полити-