

## Organizational Effectiveness of Training Prospective Specialists in Student Extracurricular Activities at the University Level

S.Tazhbayeva

M.Assilkhanova

L.Ilimkhanova

<sup>a</sup>PhD of Pedagogy, Abay Kazakh National Pedagogical University

<sup>b</sup>PhD of Pedagogy, Abay Kazakh National Pedagogical University

Independent Researcher of Social Sciences

lyazzat.ilimkhanova@gmail.com

Doi:10.5901/mjss.2014.v5n20p2608

### Abstract

*This article examines the organizational effectiveness of training prospective specialists in student extracurricular activities at the university level by first evaluating the competence of penultimate-year students and then comparing their initial competence level to the moral and volitional perspectives of prospective specialists in extracurricular activities. After the summarized data was compared with the survey results, the findings indicate that when utilizing student competence as the main criteria, it effectively presented an ideal model of a specialist in extracurricular activities at the university level.*

**Keywords:** student personality formation, student extracurricular activities, student competence, moral and volitional sphere of personality

### 1. Introduction

Changes that occur in all spheres of social life have a significant effect on the relationships between society and individuals. Over time, these relationships become more stringent, thus requiring a higher degree of competitiveness from all the participants. Conversely, because of the need to resolve certain social issues, such associations have inspired self-determination and self-realization, as well as new approaches of organizing activities in integral pedagogical processes through both traditional and nontraditional methods. Currently, there is a need for more innovative research, not only regarding the organization of the educational process but also regarding the structure of relations between professors and students. Therefore, with full cooperation and equal partnership between these two parties, this study examines the organizational effectiveness of training prospective specialists in student extracurricular activities at the university level.

### 2. Materials and Methods

The professor, as an effective organizer and specialist in student extracurricular activities, helps each student discover and fulfill their need for knowledge and introduces aspects regarding modern culture. Based on this perspective, it is important to note that the professor is responsible for organizing the activities and predicting the outcomes, while the student is responsible only for his/her own behavior during the activity. In other words, the educational process is always a purposeful process in which the teacher establishes certain goals and the student can only become the participant in the activity.

The overall goal for professors is to effectively and consciously guide students in their developmental processes. Teamwork, organized by the teacher, is a syncretic unity of the social value of the students' life objects, the social values of the individual transformed into the students' personality meaning, and the functions that bring him/herto interact with reality. The pedagogical value of group work is determined by the active involvement of each group member and the transfer of knowledge through organized activities. In addition, personality is the primary value in group work, and for each member to receive a high level of self-satisfaction this aspect must be recognized. All of these aforementioned assumptions form the basis for this analysis and help formulate the moral and volitional perspective of prospective

specialists in extracurricular activities(Tazhbayeva&Syzykbayeva, 2005).

### 3. Results

Effective pedagogical systems that educate and prepare future specialists in extracurricular activities must include continuous evaluation to achieve the highest outcomes. Therefore, this study compared the initial state of preparedness of pre-graduate students to the moral and volitional perspective of prospective specialists in extracurricular activities. The assessment was performed in three overall stages: the first stage (2005–2007), the second stage (2007–2009), and the third stage (2009–2012), which were based on actual materials utilized by teachers and students from various universities.

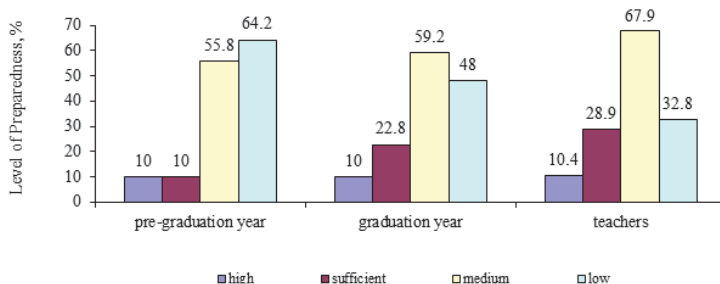


Figure 1 - Preparedness level for formulating an identity as a specialist in extracurricular activities

According to Figure 1, only 10% of students and 10.4% of teachers had a high preparedness level for formulating an identity as a specialist in extracurricular activities. It is important to note that there were some graduates who had previously completed specific training on establishing an identity as a specialist in extracurricular activities. Since students cannot naturally achieve a high preparedness level without repeated contact, we conducted the first and second pedagogical practices over a four-month period. However, for students in the experimental groups, this time period proved to be insufficient for achieving optimal results (Tazhbayeva, 2005).

A comparison of the preparedness level of students in the experimental groups and teachers indicates that they were approximately at the same level; the difference in the sufficient level is 6.1% with an average of 8.7%. The comparative data indicates that students are not specially trained to formulate an identity as a specialist in extracurricular activities. In this case, approximately one in five teachers will have a sufficient preparedness level.

Finally, we consider how specific courses such as "Activity of Class Teacher in Moral Education of Pupils," and educational textbooks including the "Education of a Future Teacher" and "Preparation of a Future Teacher for Moral Education of Pupils" enhances the preparedness level for prospective specialists in extracurricular activities. To examine the basic criteria and indicators of preparedness, we have developed methods of diagnosis by utilizing appropriate psychological and pedagogical toolsets. Figure 2 summarizes the preparedness level based on the results of the experimental work (Tazhbayeva, 2005).

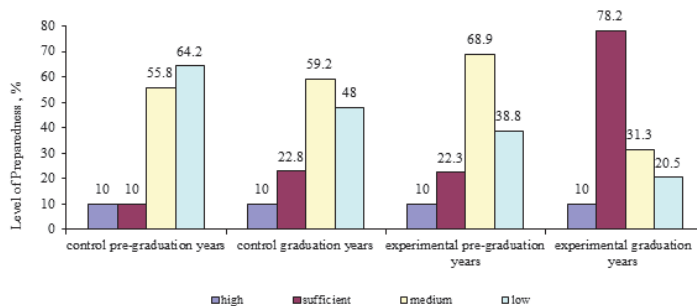


Figure 2 - Preparedness level of students for formulating an identity as a specialist in extracurricular activities

According to Figure 2, 38.8% of the experimental pre-graduation group had a low preparedness level, while the control pre-graduation groups in the same year was 64.2%. Meanwhile, the preparedness level for the control graduation group was 48.0%, while the experimental graduation group was only 20.5%. A comparison of the students in the pre-graduation and graduation groups (experimental and control) groups indicate that 22.3% of students in experimental pre-graduation group had a sufficient level of preparedness. Finally, 78.2% of students in the experimental graduation group had a sufficient preparedness level, while both control groups in the same year were only 10% and 22.8% of students, respectively.

#### 4. Discussion

Since both control groups indicated a slight increase in their preparedness levels, how can we explain this increase? Based on our observations, the students in the control groups indicated a natural increase in their preparedness level through acquisition of practical and pedagogical experiences in school, which suggests that students require such practice to formulate an identity as a specialist in extracurricular activities. For a more objective evaluation of the results obtained from the student surveys, we compared the results of the analysis to the preparedness level of teachers in different regions of the Republic of Kazakhstan. It should be noted that, except for the master teachers, the vast majority of teachers cannot independently formulate moral and volitional perspectives for prospective specialists in extracurricular activities. This finding is confirmed by the results of the practical activities in both the control groups.

After comparing students in the experimental group and schools, we obtained completely different results. For example, graduate students with a preparedness level of 39.3% were approximately twice more than teachers and five times more than the students in the control group. This finding indicates that the training of prospective teachers effectively contributes toward a significant increase in a sufficient of preparedness. With regard to the students in the experimental group, there was a 39.3% increase in the preparedness level. Such growth was due to the reduction of indicators in the medium and low preparedness levels. Similar changes occurred in the analysis of the students in experimental pre-graduation group in which 22.3% of the students had an adequate preparedness level, which was 6.1% more than the teachers. These results again confirm our conclusion of the reasonability and necessity for a more focused preparation of prospective specialists in student extracurricular activities (Tazhbayeva, 2007).

The analysis of the students in control pre-graduation graduation groups suggests that unless there is special instruction, the preparedness of students will remain at low and medium levels. Unless significant changes are made, future students will experience similar difficulties when formulating an identity as a specialist in student extracurricular activities.

A study on the vocational and educational activities of future teachers was conducted by C. Zamfir (under A. A. Rean) based on the concept of internal and external motivation. Table 1 presents the scale of professional activity motives. If motivation of professional activity is based on the aspiration and satisfaction of needs that are external to the content of the activity, such as motives of social prestige, salaries, then it is external motivation. External motives are divided into external positive (EPM) and external negative motives (ENM) (Tazhbayeva, 2007).

**Table 1 – Scale of professional activity motives**

| № | Professional activity motives                                |                                |                                    |                            |                            |                   |
|---|--|--------------------------------|------------------------------------|----------------------------|----------------------------|-------------------|
|   |  | To a very insignificant extent | To a somewhat insignificant extent | To an insignificant extent | To a somewhat great extent | To a great extent |
| 1 | Cash earnings  | 4                              | 3                                  | 2                          | 1                          | 1                 |
| 2 | Job promotions   | 3                              | 3                                  | 2                          | 1                          | 1                 |
| 3 | Avoiding criticism from managers or colleagues               | 3                              | 3                                  | 2                          | 2                          | 1                 |
| 4 | Avoiding penalties or hassles                                | 3                              | 3                                  | 3                          | 2                          | 1                 |
| 5 | Earning social prestige and respect from others              | 1                              | 2                                  | 3                          | 4                          | 4                 |
| 6 | Work satisfaction  | 1                              | 3                                  | 4                          | 4                          | 2                 |
| 7 | Opportunity for self-realization in this particular activity | 1                              | 2                                  | 5                          | 4                          | 3                 |

Data regarding work satisfaction includes a significant correlation with the optimal motivational complex of a teacher (positive significant correlation  $g+0.424$ ). In other words, the higher the optimal motivational complex of a teacher, the higher his/her satisfaction. The self-assessment of professional fitness and abilities of students in teaching plays an important role in determining the effectiveness of formulating an identity as a specialist in student extracurricular activities.

With regard to self-assessment of professional fitness and abilities, there are a number of attributes that characterize the positive aspects of the ideal teacher. Figure 3 presents the results of a self-assessment survey regarding the professional fitness and abilities of graduates in teaching activities.



**Figure 3** - Self-assessment survey results regarding the professional fitness and abilities of graduate students in teaching activities

According to Figure 3, there was a high formation level (21.1%) characterized by high self-esteem that was sustainable. In this case, future teachers know quite well what qualities they have developed, and thus, they have a sufficient self-education level. The average formation level of students (59.6%) after the experimental work is characterized by the fact that self-esteem was intermediate between the high and low levels. In addition, the low formation level (50.3%), characterized by low and contradictory self-esteem, indicated that these students included no aspiration to improve.

An analysis of the practical activities of students in the experimental group indicates that we were not dealing with the change of teaching style nor the educational situation. Furthermore, the search for such techniques and technologies that promote maximum individual insight can have a positive effect on consciousness, self-detection, the formation of moral and volitional qualities, and responsibility of each student for their actions and behaviors.

Central to the entire process is the ability to communicate with students, initiate their energy, and stimulate the maximum individual expression during the moment of creativity. For example, we conducted educational work with students in the Physics and Mathematics Faculty at the Kazakh State Female Pedagogical Institute and modernized their extracurricular activities by holding competitive games such as "What? Where? When?" as well as a physical and mathematical analogy of the game, "Name That Tune." In addition, we organized educational and interactive activities that taught students and parents about healthy lifestyles. The scripts of the activities are provided in the appendix (Tazhbayeva, 2008).

Working with our proposed methods and the wide array of methodological developments and scenarios, teachers can transform their general educational approach and professional attitudes and adapt them to new educational concepts that help formulate moral and volitional personalities.

## 5. Conclusion

This article examined the organizational effectiveness of training prospective specialists in student extracurricular activities at the university level. The findings indicated that such preparation should be conducted during their learning not only within the system of educational extracurricular activities with the students but also through special courses such as "The Theory of Education and Educational Technology at the University" and "Fundamentals of Pedagogical Skills," as well as

pertinent educational textbooks and learning aids. In addition, the necessity to focus on the moral and ethical qualities of prospective teachers was confirmed during the experimental work with two participating groups (experimental and control) at various schools. The results also confirm that the higher the preparedness level of the teacher, the more fully realized the student becomes both as an individual and as a specialist in extracurricular activities.

We are aware of the fact that the quality and effectiveness of our methods is limited because we focused on a certain group of students and that the overall experiment was conducted within a short time period. However, this study indicated that utilizing our programs and methodological recommendations enhanced the organizational effectiveness of training prospective specialists in student extracurricular activities at the university level.

## References

- Tazhbayeva, S.G., & Syzdykbayeva, G.Y. (2005). The analysis of preparedness level of professional competence of perspective teachers in extracurricular activities in higher education. International scientific practical conference journal (Almaty, Kazakhstan): "History and modern tendencies of the development of the Republic of Kazakhstan," 168-171.
- Tazhbayeva, S.G. (2005). The analysis of preparedness level of perspective teachers in extracurricular activities in higher education. Third international scientific conference journal (Kaliningrad, Russia): "Europe and modern Russia," 25-28.
- Tazhbayeva, S.G. (2005). The analysis of the results of conducted research on preparation of perspective teachers in extracurricular activities in higher education. Third international scientific conference journal (Warsaw, Poland): "Integrated function of pedagogical science in international educational world," 17-21.
- Tazhbayeva, S.G. (2005). The diagnostics of organizational process in extracurricular activities in higher education. "Kainar" university journal, 2 (2), 62-67.
- Tazhbayeva, S.G. (2007). Tendencies in the spiritual and moral development of young students. Thirteenth international scientific conference journal (Sarajevo, Bulgaria): "Comparative education societies," 219-224.
- Tazhbayeva, S.G. (2007). The effectiveness of the work conducted on preparation of perspective teachers in extracurricular activities in higher education. International scientific practical conference journal (Almaty, Kazakhstan): "Preschool and primary education: current state, tendencies and issues of development," 647-655.
- Tazhbayeva, S.G. (2008). Organization of extracurricular activities of students. International scientific practical conference journal (Almaty, Kazakhstan): "Problems of the perspective of innovative technologies for preparation of teaching staff quality upgrade," 551-554.