

FORMATION OF READINESS OF FUTURE TEACHERS FOR VOLUNTEER ACTIVITY

Anastasia Kovalenko

VSU named after P.M. Masherov, Vitebsk, Belarus

Currently, the most relevant are the research possibilities of integration of vocational and extracurricular activities of students, promoting the development of professional competence as a system of scientific and theoretical knowledge, operational and technological skills and the motivational – value characteristics of the specialist necessary for future professional activities [1].

In pedagogy and psychology, in domestic and world practice of pedagogical and social education, the advantages of activity and contextual approaches (involvement of future specialists in practical activities as close as possible to the mastered profession) are revealed by the potential of volunteer (volunteer) activity of students. In this regard, scientists have revealed the essence of volunteering as a voluntary activity in accordance with the need of conscience (P. D. Pavlenok, E. I. Kholostova); pedagogical efficiency of volunteer (volunteer) activity (G. p. Bodrenkova, L. K. Ivanova, V. V. Mitrofanenko, N. S. Morova, N. V. Padero, A. A. Safina); various aspects of volunteering (V. G. Bocharova, I. E. Gorodetskaya, N. V. Dementieva, G. V. Ermolenko, P. M. Kulichenko, N. Yu. Slabzhanin, A.V. Khukhlin, K. V. Eirikh, etc.) [2], [3].

The aim is to determine the quality of formation of components of readiness of students of pedagogical specialties to volunteering.

Material and methods. Purposeful research of features of formation of information and cognitive component of readiness for volunteer activity at future teachers was carried out from April to may, 2019 on the basis of faculty of social pedagogics and psychology, pedagogical and philological faculties of SEI "Vitebsk state University named after P. M. Masherov", Institute of inclusive education of BSPU named after M. Tank. To organize the study, a group of full - time and part-time students of 2-4 courses were selected. The total number of persons involved in the study was 130 students. Age of subjects: from 18 to 25 years. 65 students of the specialty of defectological profile made the first experimental group (EG1), the other students of pedagogical specialties made the second experimental group (EG2). The main method of study was a questionnaire.

Findings and their discussion. 47.7% of EG1 respondents believe that volunteering is voluntary participation in the organization and implementation of various types of assistance without payment and reward to the needy, 34% of EG2 respondents share this opinion; 30.8% of EG1 respondents and 29% of EG2 respondents define the meaning of the word "volunteering" as voluntary assistance, 17% of EG1 respondents and 11% of EG2 respondents-as assistance, 20% of EG2 respondents explain volunteering as selfless assistance; 3% of EG1 respondents believe that volunteering is helping people with developmental

disabilities, while 1.5% of EG2 respondents understand volunteering as gratuitous assistance to children and the elderly. Also, 1.5% of EG1 respondents define "volunteering" as an opportunity for professional development. These indicators indicate that the majority of respondents have not sufficiently formed the semantic component of the word "volunteering", this concept is not sufficiently differentiated, since volunteering implies a broader definition than "help", "gratuitous assistance" "assistance to a certain category of people". At the same time, comparing the data of EG1 and EG2 questionnaires, we can say that the respondents' understanding of the meaning of the word "volunteering" is approximately at the same level.

95.3% of EG1 respondents and 86.2% of EG2 students answered that a person of any age can theoretically be a volunteer; 13.8% of EG2 respondents and 3.1% of EG2 respondents believe that a person who has reached the age of majority, not older than 50 years, can be a volunteer; 1.6% of EG1 respondents found it difficult to answer. Such indicators indicate that the majority of respondents have formed an idea about the presence of age limits (restrictions) of participation in volunteer activities, and some respondents need an explanation of this issue.

87,7% of subjects and EG1, and EG2 sure that the basic rule of the volunteer – not to seek their own benefit, but 12,3% of the survey participants insisted that often volunteer activity-is the way to paid work, in volunteer activity there is always an opportunity to prove themselves and to prove the best side, try yourself in different

44.6 % of EG1 students and 40% of EG2 respondents believe that "volunteer activity" and "social activity" are synonymous concepts; 32.3 % of EG1 subjects and 41.5% of future EG2 teachers insist on the opposite; 23.1 % of EG1 respondents and 18.5 % of EG2 students find it difficult to answer. In reality, volunteering can be considered a social activity, but social activity is not always a volunteer activity. Thus, in the majority both future defectologists, and students of pedagogical specialties has no accurate differentiation between concept "volunteer activity" and "public activity".

On the question "define the concept of "tolerance", we received the following answers: 37% of EG1 students and 11% of EG2 respondents believe that this is the acceptance of any dissent, acceptance of someone / something with any characteristics, excluding contempt and condemnation; 53% of EG1 respondents and 69 % of EG2 respondents define "tolerance" as tolerance; 5% of EG1 participants and 2% of EG2 respondents do not know the definition of this concept; 5% of EG1 respondents and 18% of EG2 students understand tolerance as other concepts (education, sympathy and regret, liberalism, hospitality, tolerance, understanding).

It should be noted that the majority (92.3%) of the respondents of both groups consider tolerance to be one of the most important qualities of the volunteer and only 7.7% of the respondents EG1 and EG2 indicate that this quality of the volunteer can be dispensed with.

The results of the study showed that 55.4% of EG1 students and 52.3% of EG2 respondents would like to try themselves as a volunteer in the field in which they receive a specialty; 36.9% of respondents of both groups also have such a desire, but do not have time for volunteer activities, while 7.7% of EG1 respondents and 10.8% of EG2 students believe that they have enough knowledge acquired at the University and volunteering can not improve their practical skills. These indicators emphasize the desire of the majority of future professionals to gain experience in the specialty in the framework of volunteer activities.

To the question "Is there a person or group of people with whom you would like to work as a volunteer?" 31.5% of EG1 participants and 16.7% of EG2 answered - "children with psychophysical development", 18.9% of EG1 respondents and 25.4% of EG2 respondents – "adolescents", 15% of EG1 respondents and 8.8% of EG2 respondents chose the option "persons with disabilities", 12.6% of EG1 students and 16.7% of EG2 respondents are interested in working with adults, 11.8% of EG1 subjects and 8.8% of EG2 students tend to help older people, only 8.6% of EG1 respondents and 16.6% of EG2 respondents do not have certain preferences, and 1.6% of EG1 participants and 7% of future EG2 teachers chose the option "other".

Conclusion. As the study showed, students of defectological specialties are more prepared to work with people with psychophysical development than students of other pedagogical specialties. However, both need to expand their knowledge and skills in the field of practice-oriented volunteer activities, i.e. in the formation of information and cognitive component of this type of activity. Therefore, the data obtained in the course of the study indicate the need to organize volunteer activities and prepare students of pedagogical specialties for it in order to increase their professional competence, including within the framework of educational inclusion.

1. Antonova O. A. Volunteer activity as a basis for the formation of an active life position of a teacher-psychologist in a humanitarian University / / Pedagogical education and science. – 2009. – №. 5. – P. 49-51.
2. Danilevich T. A. Volunteer activities as a factor of professional formation of future teachers / T. A. Danilevich // Education and upbringing. – 2011. – №. 5. – P. 44–48.
3. Sender A. N. Scientific and pedagogical bases of formation of professional orientation of students by means of volunteer activity: monograph / Educational Institution "Brest State University named after A. S. Pushkin". - Brest: BRGU named after A. S. Pushkin, 2016. – 267 p.