



## Simulation of the Process of Training the Future Primary School Teachers for Organizing Extracurricular Activities

### Geleceğin İlkokul Öğretmenlerinin Öğretim Programı Dışı Etkinlikler Düzenleme Eğitimi Süreçlerinin Simulasyonu

**Natalia V. Gorbunova**, *V. I. Vernadsky Crimean Federal University, Russia*, e-mail: [natalya-gor2008@yandex.ua](mailto:natalya-gor2008@yandex.ua)  
**Aydar M. Kalimullin**, *Kazan (Volga region) Federal University, Russia*, e-mail: [kalimullin@yandex.ru](mailto:kalimullin@yandex.ru)

**ABSTRACT:** The purpose of the article is to develop and validate the model of training future teachers for the organization of extracurricular activities in the conditions of innovative educational environment. The leading method of research of the problem is the simulation, which allows to present systematically the process of preparation of the future primary teachers for organizing extracurricular activities. The article presents the theoretical and methodological bases of preparation the future primary teachers for organizing extracurricular activities in elementary school. It was found that extracurricular activities are an integral part of the educational process in the school, which contributes to the full implementation of the requirements of the federal educational standards of primary education. The model of training future teachers for organizing extracurricular activity of younger pupils is developed and has a block structure: methodological unit including key scientific approaches and pedagogical conditions; diagnostic unit consisting of the criteria and the levels of indicators; meaningful unit comprising the steps of target work form.

**Keywords:** Future elementary school teachers, organizing extracurricular activities, the model of training future teachers, educational standards of primary education.

#### INTRODUCTION

In the process of modernization of Russian education the particular importance is acquired to the openness of education as a public-public system and the transition to a mutual responsibility of society in the field of education, to strengthen the role of all subjects of the educational policy, of their interaction. Between society and education should be a close and constructive co-operation, in which the school becomes a tool for development of the whole society. In such an innovative process the human and professional qualities of the teacher are of special importance, his relationship to the organization after-hour activities (Asadullin et al., 2016; Cao, Kurbanova & Salikhova, 2017; Gorbunova & Mokeyeva, 2017; Valeeva & Gafurov, 2017).

The study and analysis of philosophical, psychological, pedagogical and methodological literature on the study show that in theory accumulated valuable ideas, conceptual positions, methodological approaches to facilitate comprehension of the problem of training future primary teachers for organizing extracurricular activities in elementary school.

In pedagogical science there is a wide range of research, the main theme of which — increasing, deepening students' professional training. The strategic direction of the teacher training developed in the studies of scholars (Chen et al., 2017; Gorbunova & Sabirova, 2017; Kuzmina, 2004; Shcherbakov, 2006; Shen et al., 2017; Slastenin, 2007).

The analysis of the literature on the topic of research shows that the issues of training of teachers for extracurricular activities have been studied quite extensively and at different levels. Category "readiness" in psychological and pedagogical literature is interpreted ambiguously: as a prelaunch condition, state of vigilance, the active state of the person causing activity, a set of professional requirements due to the teacher. Specificity of readiness for pedagogical work is also reflected in studies (Smirnov, 2000). However, despite certain achievements in the field we are considering, the problem of training future teachers for the organization of extracurricular activities insufficiently investigated.

The extracurricular activity is considered as an important and integral part of the process of education of younger pupil; it is an integral part of the educational process and a form of organization of students' free time. The extracurricular activity concerns active interaction of the

teacher with children, aimed at achieving specific educational goals. Under the conditions of implementation of federal state educational standard (FSES) special attention is paid to the educational activity of pupils in nonschool hours. Extracurricular activity according to FSES is included in basic educational program and particularly into the part which is formed by participants of educational process.

In the process of organizing extracurricular activities of students their previously acquired knowledge develops and appears the new ones. In the process of collective planning, preparation and implementation, creates an environment of co-creation, joint collective thinking, joyful expectation and (Babaev, 1989; Golunova, 2006; Vodopyanova, 1987) experience.

The program of extracurricular activities - the list of requirements and organizational measures aimed personality development of students for the lesson framework; it is the basic structural unit of the program-methodical support of a certain model of the organization of extracurricular activities. In the materials of FSES the term "extracurricular activity" is considered as an integral part of the learning process and is characterized as a learning activity which is performed in forms different from class-lesson system. Realizing its aims it is simultaneously directed at achievement of planned results to achieve mastery of the basic educational program of the educational institution.

According to the Law of RF "About education" (article 9, subparagraph 6) educational standard indicates that "basic educational programs of primary general, basic general and secondary general education include curriculum, steering documents of education courses, subjects, disciplines (modules) and other materials, ensuring spiritual and moral development, education and quality of training of students" with the following inclusion in it conventionally new element — extracurricular activity. In addition to the above "junction" of the curricular and extracurricular parts of the basic educational program bases on the Program of education and socialization of school children which is an integral part of suggested educational programs of educational institution for primary and secondary schools.

Development and reasoning used when elaborating this program in educational institutions are specified, conceptually and methodically organized for each stage of general education: primary general, basic general and secondary general education. In fact, it includes three successive subprograms of education and socialization of school children, comprising such directions as spiritual and moral development and education of students, their socialization and professional orientation, formation of culture of health and safety lifestyle, environmental culture (Bayborodova & Rozhkov, 1998).

In accordance with requirements of Federal State Educational Standards educational activities on the program of extracurricular activities should be aimed at achievement of the results of development of basic educational program (BEP) of general education (Sineva & Kropocheva, 2015).

Furthermore, extracurricular activity allows:

1. To ensure a favorable adaptation of the child in school;
2. Optimize the workload of students;
3. To improve the conditions for the development of the child;
4. Take into account the age and individual characteristics of students.

In pedagogical literature different tasks extracurricular activities are allocated: the moral formation of the personality, formation of socially significant motives; the formation of a social orientation and valuable orientations of students, political consciousness and social activity, conscious discipline and culture of behavior, sense of justice and civic responsibility; organization of various practical activities (cognitive, labor, technical, aesthetic, physical and sports), which contribute to the full development of the individual; organization of communication between students (in a group, older with younger, adults, teachers, parents); deepening the knowledge and skills acquired during the training, the formation of cognitive activity and independence, the creation of a scientific outlook (Andrushenko, 2005; Baykova, 1993; Boyko, 2010; Fomicheva, 2004; Golunova, 2006; Potashnik, 1983; Volovik, 1998; Vorobey, 1989; Voronov, 1990; Vulfov, 2006).

## METHOD

### Research methods

In the research the following methods were used: theoretical – analysis, synthesis, systematization, modeling; empirical – experimental method (ascertaining, formative, control pedagogical experiment), observation, discussion, testing, interview.

### Experimental research base

Experimental research base was FGAEU HE "Crimean Federal University named after Vernadsky."

### Stages of experiment

The study of the problem was conducted in three stages:

In the first stage the theoretical analysis of methodological approaches, psychological and educational research literature, dissertations on the issue, as well as the theory and methodology of educational research was carried out; highlighted the problem, the purpose and methods of research, made up of the pilot study.

The second stage concerned the developing of a model training of future primary school teachers to organize extracurricular activities; isolated pedagogical conditions that ensure the effectiveness of the process of preparation of the future teachers of initial classes, experimental work was conducted, analyzed, tested and refined the findings obtained in the course of experimental work. The third stage of experimental work, clarified the theoretical and practical conclusions were completed, compiled and systematized the results of work aimed at formation of skills of future primary school teachers to organize extracurricular activities.

## RESULTS

### The structure and content of a model of training future primary school teachers for organizing extracurricular activity of younger pupils

On the basis of environmental, competence-based, system-activity approach there was developed a model training of future primary teachers to organize extracurricular activities, including the purpose, methodological, diagnostic and informative blocks result. Model training of future teachers to the organization of extracurricular activity of younger pupils has a block structure: methodological unit including key scientific approaches and pedagogical conditions; diagnostic unit consisting of the criteria and the levels of indicators; meaningful unit comprising the steps of target work form.

These components of the model in collaboration reveal the organization of the process of training of the future teacher, who is just studying at the university to become a teacher, to the organization of extracurricular activities of primary school children. By the result we mean the readiness of the future primary teachers for organizing extracurricular activities (**FIGURE 1**).

The given model is the basis for the process of preparation of the future primary teachers to organizing extracurricular activity in elementary school.

The introduction of this model suggests the next stage of experimental work:

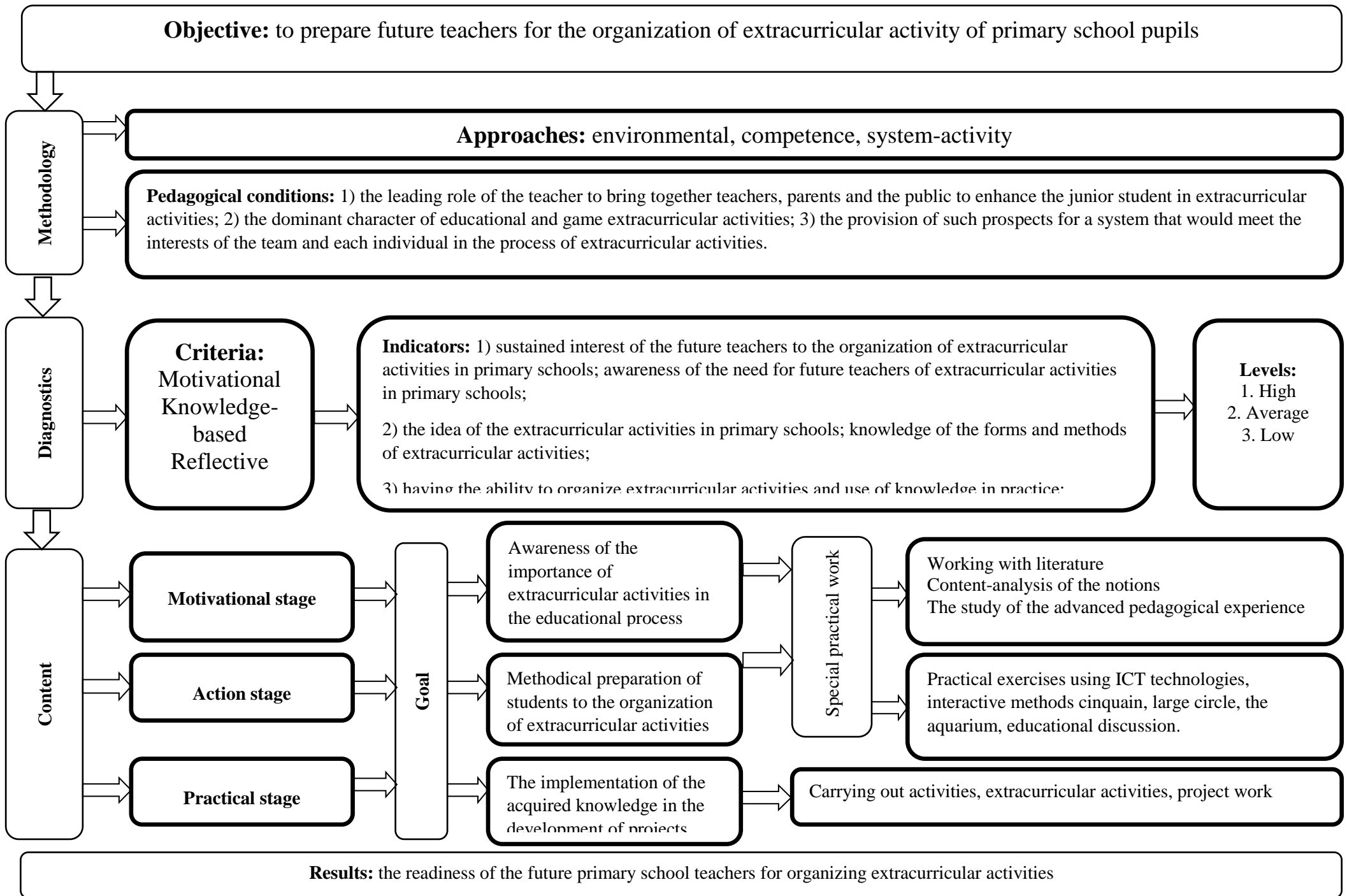
- Definition of the initial level of readiness of the future primary teachers for organizing extracurricular activities using survey methods, introspection solutions, pedagogical situations.
- Development and implementation of scientific and methodological support, contributing to the successful functioning of the model of training future primary teachers for organizing extracurricular activities.
- Determination of the level of readiness and identification the dynamics of future primary teachers to organize extracurricular activities.

### **The establishing step**

The study covered 117 undergraduates, direct experiment participants were 47 undergraduates enrolled in the master's program "Extracurricular activity in primary school". Student groups of participants of the experiment were typical considering representation, group members, progress in studies.

A research program included four phases: theoretical, denoting, forming, controlling. Each stage included the goal, objectives, methodology, content of work. So the aim of the first phase – theoretical one – was to investigate the state of the problem. The goal is concretized in such problems: to clarify the essence of the key concepts; explore the psychological and pedagogical literature on the research problem. At this stage the use of such techniques: systematization of literature concepts content analysis, the study of advanced pedagogical experience. The content of the work included: review of the literature on the subject, the study of educational programs and legal and regulatory documentation, pedagogical supervision.

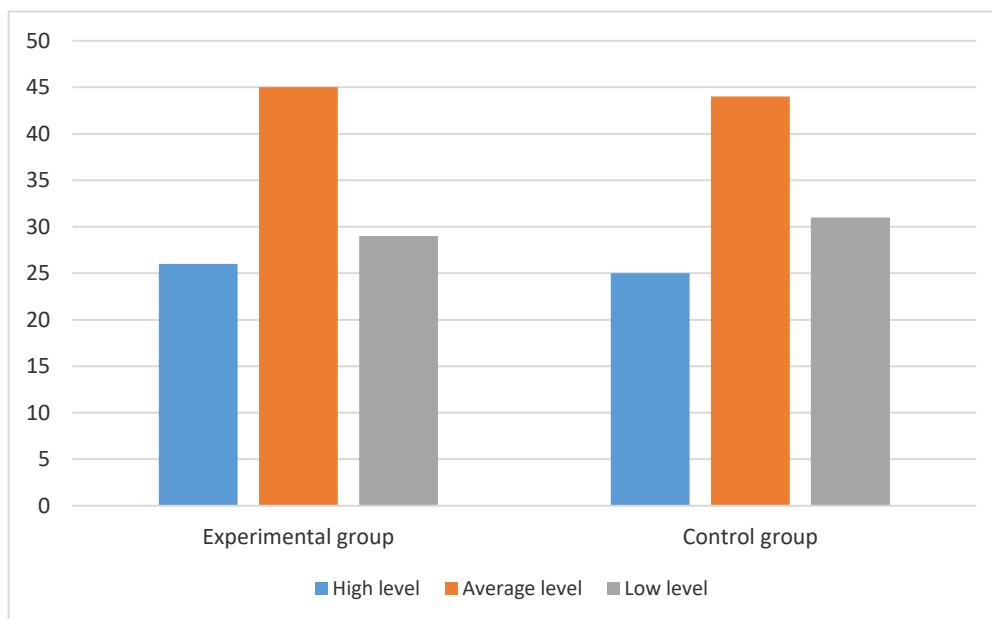
The second phase aimed to determination the initial level of readiness of the future primary teachers to organizing extracurricular activities. At the second stage the following tasks were stated: define the criteria, indicators and characteristic levels of readiness of the future primary teachers for organizing extracurricular activities, analysis of the results of experimental work, tests, carrying out the ascertaining experiment, experiment results analysis. The content of the work included: selection criteria, indicators and characteristic levels of readiness of the future primary teachers for the organization of extracurricular activities; holding ascertaining experiment, analysis of the results of ascertaining experiment.



**Figure 1.** Model Training of Future Primary Teachers

Identifying the level of readiness of the future primary teachers for organizing extracurricular activities carried out in accordance with the selection criteria and indicators: motivational criteria to indicators: steady interest of the future teachers to the organization of extracurricular activities in primary schools; awareness of the need for future teachers of extracurricular activities in primary schools; knowledge-level criteria with indicators: the idea of extracurricular activities in primary schools; knowledge of the forms and methods of extracurricular activities; test with reflective indicators: having the ability to organize extracurricular activities and use of knowledge in practice; students' ability to self-examination. On the basis of these criteria and indicators have been identified and characterized by levels of readiness of the future primary teachers for organizing extracurricular activities: high, average, low. Formedness of such indicator as motivational criterion – presence of steady interest of future teachers for organization of extracurricular activities in primary school – was checked in the process of observation about independent activity of students in the process of pedagogical practice and carrying out extracurricular activities. The second indicator of the motivational criterion – awareness of the need for future teachers of extracurricular activities in primary schools – was checked in the course of discussion with students. Formedness of indicators of knowledge criterion was checked with the aid of interview (indicator: concept about extracurricular activity in the primary school) and tests (indicator: knowledge of forms and methods of extracurricular activity). Formedness of indicators of reflexive criterion was checked with the aid of tests).

To measure the readiness of future primary school teachers for organizing extracurricular activity is possible on the basis of evaluation of the level of criteria composing it with the following integration of the received indicators. According to the approach proposed by us each criterion can have three levels of development: high, average, low. On the basis of this approach three levels of readiness of primary school teachers for organizing extracurricular activity of younger school children are distinguished and characterized: high, average, low.



**Figure 2.** Results for identifying the levels of readiness of the future primary teachers to the organization of extracurricular activities on the ascertaining stage of the experiment

Analysis of the results of diagnostic examination led to the conclusion that the majority of undergraduates have the lowest (45%) and the average (26%) level of readiness for the organization of extracurricular activities in elementary school (**Figure 2**). (Qualitative indicators received were converted into quantitative and are displayed in percents in diagrams.

On the basis of observation about the practical activity of students during the practice, organization and carrying extracurricular activity in the primary school, analyzing the answers of

students during discussion with them a low level of motivation of future school teachers for organizing extracurricular activity was identified. Low rates identified in the motivational and evaluative criteria are expressed in the lack of motivation of future primary teachers to organize extracurricular activities. Few undergraduates aware of the need to organize extracurricular activities in primary school. Low and medium level of readiness of the future primary teachers for organizing extracurricular activities knowledge criterion expressed in the fragmentation of knowledge about the specifics of the organization of extracurricular activities. Undergraduates have a general idea about the content of extracurricular activities, but found it difficult, if necessary, the organization of extracurricular activities a certain direction (mathematical, artistic and creative, etc.). The results obtained in the ascertaining step on criteria reflective of the experiment showed that there are significant difficulties, inability to undergraduates for reflection, self-analysis and self-assessment.

The study revealed the shortcomings of the educational process in the course of vocational training of the future teachers to the organization of extracurricular activities in elementary school, associated with a predominance of passive teaching methods, which do not allow to build their own educational path. Undergraduates do not bind to achieve this result with the quality of the educational process and the need to create a certain pedagogical conditions.

### **Formative stage**

In accordance with the developed program of the experiment the goal of the third stage (forming) were testing a model of pedagogical conditions and training of future primary school teachers to organize extracurricular activities. The goal is concretized in the following tasks: identification and scientific substantiation of the pedagogical conditions that ensure the effectiveness of the process of preparing future teachers for the organization of extracurricular activities in primary schools; development, scientific study and testing model training of future elementary school teachers to organize extracurricular activities. The leading method of the third stage has been modeling and formative experiment. The content of the work forming step includes the implementation of the model of training future teachers of initial classes to organizing extracurricular activities in elementary school.

Implementation of the model of training future primary teachers to organizing extracurricular activities carried out in stages. The aim of the first stage (motivation) was the realization of the importance of extracurricular activities in the educational process of elementary school; systematization of knowledge about the organization of extracurricular activities. The first phase was carried out work with the literature, the concepts of content analysis, the study of advanced pedagogical experience of primary school teachers on the organization of extracurricular activities in elementary school, held lectures and seminars on the topic "Ways of activation extracurricular activities", "extracurricular forms of employment, activating cognitive activity students "in order to expand and refine students' knowledge about the organization of extracurricular activities for individual subjects. Future primary school teachers are familiar with such forms of extracurricular activities, such as: contests and competitions, themed clubs, excursions.

The second phase (the activity) was a methodical preparation of students to the organization of extracurricular activities. Future primary school teachers on the lecture and practical training on the educational sector and in the process of teaching practice obtained knowledge of the essence, principles, methods, forms, specifics of the organization of extracurricular activities. The educational process at the second stage was carried out with the use of ICT technologies, interactive methods, such as: cinquain, large circle, the aquarium, educational discussion. Writing cinquain is a form of free creativity which demands from the author skills to find the most essential elements in some informational material, draw conclusions and formulate them briefly. It means that the process of writing a cinquain allows the teacher to combine harmoniously the elements of all educational systems: information, activity and learner-centered. Students must have deep knowledge of the topic, have their own opinion, be able to express opinion and draw conclusions.

The task "Large circle" was aimed at the development of the ability to reproduce and master new knowledge, kinds, forms of activity in information environment; formation of readiness for team work with the use of information technologies; skill to choose necessary information, develop ideas; formation of skills to communicate with the use of information means and technologies. Use of such technology as "Aquarium" promotes actualization, revision and consolidation of knowledge gained, individual construction of new knowledge; mastering the culture to discourse, skill to give personal judgment and give arguments. In the course of conducting educational discussion students were proposed to express their opinion about different problems prepared in advance. For educational discussion the following is characteristic: discussion-argument, encounter of points of view, attitudes.

On the first and the second stage was carried out specialized practical "Preparation of the future teachers to the organization of extracurricular activities in primary school."

The goal of the third stage (practical) was: the realization of the knowledge gained in the development of projects, organization of extracurricular activities. Achieving this goal promoted by such forms of work, such as: event extracurricular activities, the project activity. Future primary school teachers together with younger school children during their pedagogical practice developed environmental projects on different topics: "Live, live, conifer tree", "Birds of our yard passing the winter", "Sea birds - sea hunters", and others. Besides future teachers conducted out-of-class activities: "Intellectual club "What?" Where? When?", "The cleverest boys and girls" and others.

Implementation of the work at this stage was aimed at the development of skills of future primary school teachers necessary for organizing different extracurricular activities (sports and health, tourist, regional natural history, cognitive and others).

In the formative stage of the implemented pedagogical conditions: 1) the leading role of the teacher to bring together teachers, parents and the public to enhance the junior student in extracurricular activities; 2) the dominant character of educational and game extracurricular activities; 3) the provision of such prospects for a system that would meet the interests of the team and each individual in the process of extracurricular activities. The choice of these pedagogical conditions was conditioned by the specificity of organization extracurricular activities in the primary school; game and learning as leading types of activities of younger school child; realization of learner-centered paradigm of education.

In implementing the model of training future primary school teachers to organizing extracurricular activities in elementary school has created an atmosphere of goodwill and mutual support, which greatly improves work efficiency, facilitate co-operation and collaboration. The atmosphere of goodwill, mutual support, psychological comfort for children, conditions for joyful and rich in content living by them the period of younger school age is realized through immediate educative and teaching influence, organization of situations providing developing interaction of children with each other, creation of subject environment by pedagogues, initiating co-operation, creation of the atmosphere of advantageous psychological comfort. Atmosphere of creation of psychological comfort is defined by: the behavior of the pedagogue, traditions, rules of life, life style. The general atmosphere of psychological comfort and attitude was created with the help of establishing emotionally positive relations with each child and with all children generally.

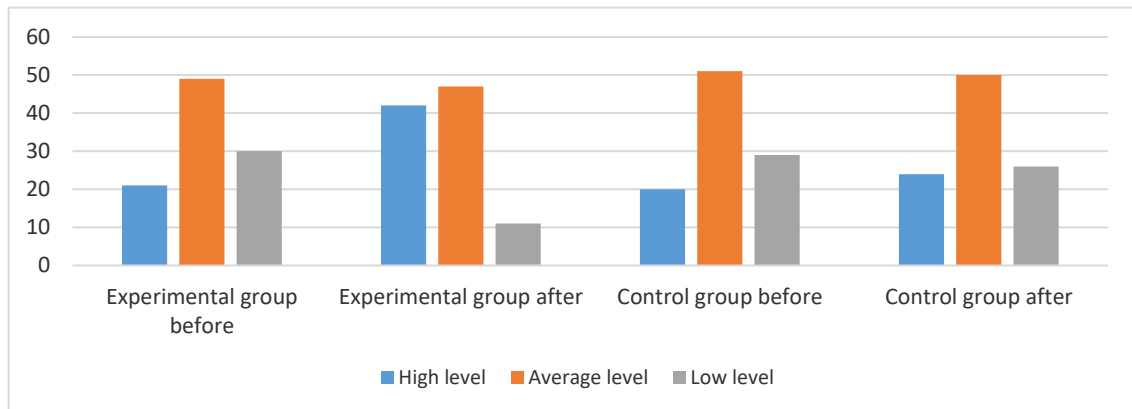
### **Control stage**

The goal of the fourth stage (the control) was checking the effectiveness of the implementation of the model of training future primary teachers to organizing extracurricular activities, and a comparative analysis of the results of experimental work. The goal is concretized in the following tasks: ordering and data processing of experimental work, drawing conclusions, the formulation of the work materials. The leading methods of controlling phase were: analysis, control experiment, the quantitative and qualitative results of the study treatment. pilot phase of the work which the alleged conduct of a control experiment, the quantitative and qualitative comparative analysis of the results of experimental work.

At this stage of the experiment to determine the dynamics of levels of readiness of the future primary for organizing extracurricular activities during the experimental work carried out



by diagnostic cuts with the same procedures as in ascertaining the experimental stage. Control cutoff data showed no change in comparison with measurements ascertaining experiment on all the criteria, but these changes were significant only in the experimental group, which increased the number of respondents with secondary (47%) and high (42%) levels of preparedness for this type of activity. In the control group, significant changes have occurred. On the control stage of the experiment we compared qualitative and quantitative results of the ascertaining and control stages of experiment in experimental and control groups. Quantitative indicators confirmed positive changes occurred concerning levels of readiness of the future primary school teachers for organizing extracurricular activity of younger school children.



**Figure 3.** Comparison of levels of readiness of the future primary school teachers for organizing extracurricular activities

Changes in the course of experimental work, possible to trace the dynamics of the overall levels of readiness of the future primary teachers for organizing extracurricular activities (**Figure 3**). After forming experiment, which involved the implementation of a model of training future primary teachers to organizing extracurricular activities and pedagogical conditions that ensure the effectiveness of its implementation in the educational process of high school, in the experimental group, there have been significant positive changes on all criteria: motivation, knowledge, reflective.

This was expressed in the fact that the majority of future elementary school teachers formed a high level of motivation to the organization of extracurricular activities in elementary school. Changes in the knowledge sphere appeared in the systematization of knowledge and ideas about the extracurricular activities in elementary school, its essence, content, specific to the organization. Qualitative changes in the framework of reflective test appeared in the presence of the ability of future elementary school teachers to the organization of extracurricular activities in the elementary school and the use of knowledge in practice; students' ability to self-examination. The ability of teachers to self-examination was checked with the aid of test aimed to check ability for self-examination (reflection) which shows ability to reflect and understand inner processes, aspiration to understand people around, ability to study one's own behavior and reaction of the world at oneself.

In the control stage of the experiment revealed the changes in comparison with the data of ascertaining experiment by all criteria, however significant these changes are only in the experimental group, which has been a shift in the number of teachers from middle and high readiness of the future teachers of initial classes to organizing extracurricular activities in elementary school. In the control group, significant changes in the level of preparedness for this type of teaching activities did not happen.

The correctness of the experiment ensured by the fact that the initial characteristics of the groups were similar. This is proved by the data ascertaining experiment, during which it was recorded that the future teachers of initial classes of the experimental and control groups were almost the same starting performance.

The final section is the final diagnostic and allowed to judge the degree of readiness of the future primary to organizing extracurricular activities in elementary school. Its data give reason

to believe that the result of the experimental work of the majority of future teachers (42%) participated in this study, at the end have a high level of readiness for the organization of extracurricular activities, and 47% – the average level of preparedness.

The implementation of the developed model makes it possible to significantly improve the efficiency of the process of preparation of the future primary school teachers for organizing extracurricular activities. It can be seen from the analysis of the dynamics of formation of readiness levels to the organization of extracurricular activities in the elementary school in the experimental group.

## DISCUSSION

The study of philosophical, psychological and pedagogical literature allows to ascertain the absence of specific targeted research on the issue of training of future primary school teachers to organize extracurricular activities. At the same time, the problem of training future teachers, including and teachers of primary education level sufficiently studied and presented in the results of studies of philosophers, teachers, psychologists. In particular, the theory of accumulated valuable ideas, conceptual positions, methodological approaches to facilitate understanding of the problem (Karakovskiy, 1992; Shtilman, 2006; Smotrov, 2000; Solovyova, 1998).

In today's education system demands on the quality of vocational training of future primary school teachers are increasing. Meanwhile, in the training of teaching staff, according to G.V. Suhodolskiy (2008), objective tendencies still insufficiently taken into account inherent development of education as a whole: increase diagnostic in setting goals and evaluating learning outcomes; increasing the intensity of learning through the use of modern educational technologies; development and implementation of educational standards and ensuring the achievement of educational modules; integration and differentiation of courses, types, stages, and educational institutions; strengthening of individual creativity education (Sukhodolskiy, 2008).

The success of the training specialist to a large extent depends on the specific focus of academic and extracurricular activities on the goal, objectives and content of future professional activity, on the systematic improvement of the system. Improving teacher training requires a search for effective ways of formation of the system of representations about the object of their own professional activities, skills and abilities of its study, the organization and management.

The process of preparation of the teacher is a causal link in the system of unending education, this process will be more efficient and will be manageable, if will meet the requirements of: the sequence, continuity and connection to the high school, undergraduate and post-graduate milestones training, professional-pedagogical orientation of the educational process Institute on the work of students, focus on teacher education model of the teacher's personality, motivation and preparation of the valuable relation to the work of teachers, arming students knowledge of the socio-professional functions, appropriate skills and abilities, provides professional competence and readiness for continuous pedagogical self-education.

The result is professional-pedagogical training should be logical and pedagogical culture as part of the course, since the formation of the higher school is impossible without understanding the role of culture and education, personal and creative self-organization of the teacher and the student.

In teaching science is a wide range of research, the main theme of which - increase, deepening students' professional training. Strategic directions for the preparation of teachers developed in the writings of scholars (Kuzmina, 2004). Some aspects of the formation of these skills are reflected in studies. Development of professional competence of teachers, problems of scientific organization of labor, disclosure, pedagogical skills, including designing, and the conditions of their formation; study of pedagogical thinking of structure formation of general pedagogical skills of the teacher and their various groups is discussed in detail in the works of O. Abdullina (1998), A.V. Usova (1987).

Awareness of the role of extracurricular activities allows to emphasize the problem of adequate training of future teachers, both in practical and theoretical terms. Various aspects of

the preparation of the future teacher to the organization of extracurricular activities are reflected in the works of a number of researchers (Babanskii, 2007).

Particular attention in the theory and methodology of professional education is paid to the pedagogical organization of certain forms of extracurricular activities on the subject. In the works of scholars reflected issues such as disclosure of the educational potential of extracurricular work (Potashnik, 2008); the formation of the motivational, volitional, estimates, and other qualities of the personality of the teacher in the implementation of extracurricular activities on the subject (Woolf, 1999).

It was found that the process of training of future primary school teachers to organize extracurricular activities will be effective if:

- describe a meaningful line of professional and educational competence of students in the relationship of its components: cognitive, educational, constructive and educational, and regulatory and assessment;

- create certain conditions: the unity of theoretical and practical training; vocational teacher education and methodical competence of students in the organization of extracurricular activities in primary schools; the formation of constructive skills and planning skills extracurricular work with younger students; active involvement in professional and educational activities; awareness of students of the importance of and the need for professional self-improvement.

Analysis of literature and educational practice allowed to come to the conclusion that the targeted training of future primary school teachers to organize extracurricular activities have been neglected. At the same time, the theoretical analysis and the experience of higher education institutions for the improvement of professional training of future elementary school teachers to organize extracurricular activities in primary schools showed that the relevant work possible the successful formation of readiness of the future teachers to the organization of extracurricular activities in primary school (Kan-Kalik, 1990, Nikandrov, 1990, Yemelyanova, 1998).

## **CONCLUSION**

The suggested model is personalized and demonstrates continuous process including meaningful and organizational components. It was proved that while implementing the model a qualitative change of students' professional and personal characteristics was observed, their professional activities transformation, the acquisition of student-teacher values that indicate professional and personal development of future teachers were found.

It was also found that the extracurricular activity is interpreted by scholars as an active teacher interaction with children, aimed at achieving specific educational goals. Out-of-class activity is considered as an integral part of the educational process and one of the forms of organization of students' free time. Scientifically grounded model of training future teachers of initial classes to organizing extracurricular activities and proposed the phased implementation of its technology.

The contents of this article can be useful for specialists in the field of primary education, educators, practitioners, students, undergraduates, graduate students organizing extracurricular work with younger school children. The present article considers the issues that could be of great value for primary education specialists, experienced teachers, future teachers of primary schools and could assist in planning extra-curricular activities for young learners.

In the course of the study there are new questions and problems to its decision. We need to continue research on the development and testing of a comprehensive program of the organization in different directions extracurricular activity of younger students by class.

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