

Deontological readiness of future teachers

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Abstract. This article is devoted to the deontological readiness of future teachers to the professional activities. The article examines the questions of working with children of deviant behavior in health saving school conditions and patriotic education. The main aspects and directions of the university work for the formation of future teachers with deontological readiness are discussed. Kazakhstani, Russian and worldwide experience of studying this problem is analyzed in this article.

Key words: deontology, readiness, professional readiness, professional duty, self-consciousness, consciousness, credo, deviation, health saving school, health saving space, health, psychological, spiritual and social health, patriotic education.

Introduction

This problem is directly related to the problem of readiness for professional activities that in psychological and pedagogical literature is widely presented.

The category of “readiness” is defined by psychologists N.D. Levitov [1], Sh.A. Nadirashvili [2], A.S. Prangishvili [3], N.D. Uznadze [4], as a special long-term condition that is associated with the concept of the guideline. In the works of A.G. Asmolova [5] we find a generalization of Georgian scientists, where the researcher concludes that the process of the guideline appearance depends on the needs of predictors of activity, activity as the moment of work and the situation of the needs satisfaction.

Psychologists M.I. Dyachenko and L.A. Kandybovich consider “readiness” as “professionally important quality of a personality that considers to be a difficult psychological condition and includes the following components: a) cognitive, b) emotional, c) motivational, g) volitional” [6,58].

In the context of studies of the structural components of activity, characteristics of its functioning, the psychological characteristics of the teacher, the teacher's personality requirements, readiness is considered in the work of V.A. Kan-Kalik [7], N.V. Kuzmin [8], V.A. Slastenin [9], V.A. Sukhomlinskiy [10] and etc.

Professional readiness as a complex structural formation, the central core of which is positive settings, motives, values of the teaching profession, professionally important features of character are determined by K.M. Duray-Novakova [11,254].

L.I. Ruvinsky, based on the concept of professional activity training of future teachers to educational work in the school believes that the most important activities for teachers are intelligent pedagogical knowledge and skills of teaching techniques included in emotionally volitional sphere of the teacher's personality [12].

V.A. Slastenin points out to the readiness as one of the indicators of professional orientation of the teachers' personalities and sees it as a “holistic education, in which the

guidelines, motives, values, on the one hand, and the knowledge, skills, on the other hand, specify each other" [9,123].

Everything said above shows that in modern psychological and pedagogical literature the concept of "readiness" to the professional activities is considered from different perspectives, that is due to the specific characteristics and theoretical approaches.

Consequently, in the context of our research the importance of methodology of deontological science, knowledge is growing and its relation with the basic concepts of pedagogy, psychology, philosophy, because deontology studies a human being primarily through such objective concepts as consciousness, self-consciousness, self-knowledge, and professional interaction, relationship, development.

In this connection it is necessary to disclose the essence of the concepts of "deontology" and "deontological readiness of future teachers" as important aspects of training students of pedagogical specialties.

Deontology (Greek *deontos* – due to, proper, *logos* - study) is a part of ethics, which examines the issue of debt problems and generally adequate, that is all that expresses the demands of morality in the form of regulations. The term "deontology" was first introduced by the English philosopher - utilitarian I. Bentam, who used it to refer the theory of morality in general. However, later deontology was distinguished from axiology which is the doctrine of good and evil, then they used it to refer the science of professional duty and professional human behavior. If the subject of axiology is the nature of values, valuable person's attitude to the world, the subject matter of ethics is a debt problem, the moral requirements and standards of morality as a specific form of manifestation of social necessity [13]. One of the features of the moral consciousness as a specific form of social consciousness is that it reflects objective social need, the needs of people, society and the historical development of special subjective form - in the form of ideas about the proper (that "should be"), determining how this representation corresponds to the actually existing. Moral consciousness assesses the phenomena of life from the point of view of how they are justified by virtue of its moral values. From the idea of necessity moral requirements are developed, imagining what actions people should do.

Concerning humans, these requirements come out as its duties: last ones in a generalized form of rules, applicable to all of them; they are formed in moral norms, commandments. All these ethical categories and are the subjects of a special part of ethics - deontology. The concept of "deontology" is equally applicable to any professional field - medical, educational, juridical, etc. Consequently, deontology is the science of duty, the moral duties of a man.

The founders of pedagogical deontology and deontological readiness of teachers are K.M. Kertayeva [14] and K.D. Levitan [15].

Educational deontology is considered by scientists and as science about teachers' professional behavior and professional ethics, guaranteeing confident relationship between participants of activity and communication. Educational deontology means teaching competence, tolerance for students and other people, their ideas, attitudes, beliefs, moral responsibilities for decisions in educational and training activities solutions.

Analysis of the concept of pedagogical deontology reveals its close connection with the philosophical categories such as morality, ethics and duty. Moreover, among them an emphasis is made on the concept of professional duty, which is interpreted as a system of moral demands, causing the effective implementation of teachers' professional activities. Moral aspects of this phenomenon are determined by the points of contact with

the concepts of morality and ethics. Each of these concepts is the subject of scientific study of different scientific branches. Thus, the concept of professional duty is in focus of deontological research.

Everything that is mentioned applies to professional and pedagogical debt. However, deontological aspects of educational activities have their own specific characteristics, which are determined by the nature and state of the object of pedagogical activity, the social status of participants of the pedagogical process.

In the context of the problem a deontological readiness is actualized. A combined analysis of basic positions of the deontological theory and the theory of professional training enables to refine the essence of deontological readiness of the future teachers to work with children with deviant behavior. The key position to determine the nature of such readiness is the idea of K.M. Kertayeva, the transformation of consciousness of the teacher in the deontological conviction, regulating and normalizing the behavior and allowing him to take the right decision in any teaching situation, imparting the skills of adequate communication.

In this article we consider deontological readiness of teachers in various spheres of professional activity: when working with children with deviant behavior in the formation of health saving school space, patriotic education.

Working with children of deviant behavior.

Adolescence is one of the most difficult periods in human development. In adolescence, including the period from about 11 to 16 years, character and other personality bases are formed. The transition from childhood to independence, the change of the usual schooling to other social activities make adolescents particularly vulnerable and susceptible to the negative influences of environment. The transition from childhood to adulthood affects every part of a teenager's life, including anatomical and physiological, intellectual and moral development.

The main defining feature of this age, a prerequisite of deviation, according to many experts, is that these changes occur at a noticeable lag of social formation of a teenager. According to the convergence theory, founded by V. Stern, on the mental development of children not only internal inclinations or just external influences are affected, but the interaction of both internal and external conditions. At this age there is a temporary psychological distancing of a teenager from family and school, and their importance in the development of his personality is reduced, at the same time the influence of peers becomes stronger. A teenager tries to evaluate his actions by comparing himself, his capabilities with peers and his actions. Due to these and many other reasons, a desire to be free from the control of relatives, teachers and other educators appears. Often this desire leads to a denial of spiritual values and standards of living of the older generation.

At this age, especially for a teenager, family relationships becomes complicated, it is caused by the fact that parents continue to treat the child as a small child, while he tries to prove his maturity and escape from this care. Therefore, relationships with adults are characterized by heightened conflict, from a position of subordination; a teenager tries to move to a position of equality. In addition to this the changing nature of relationships with peers, the emergence of the need for dialogue with the aim of self-assertion that in adverse conditions may lead to various forms of deviant behavior. But the reason is not only in this problem: everything becomes more apparent if there is a low efficiency of teachers in educational work with teenagers.

The analysis of the psychological and pedagogical literature allows to select several points of view on the definition of "deviant behavior".

According to the definition of I.S. Kon, a deviant behavior is a system of actions that deviate from the generally accepted or implied norms, whether the norm of mental health, law, culture or morality [16, 237].

In the concept of personalization of a human being A.V. Petrovsky considers the need of the individual to be a “perfectly presented” person in other people’s minds, and to be provided with those features that he appreciates himself. The gap between the need and the ability to “be a person” could lead to serious violations of the process of personal development and lead to adolescent deviance [17, 13].

Three key types of “deformations activities” are revealed by M.Y. Kondratyev, which he calls the basic foundations of deviant behavior among adolescents. The first deformation, when a leading in the early school years training activities in its traditional form remains the leading in adolescence. The second deformation, when certain social circumstances of individual development a teenager at previous stages of ontogenesis did not “worked out” a “game period” to the necessary extent. The third deformation, when on the foreground an adolescent puts educational activity, the desire to avoid or reduce adolescence as much as possible.

The development of social or another role has several stages. Initially, a child receives specific information about this role, the rights and responsibilities, recognizes various forms of deviant behavior, clarifying the relationship, the mechanism of settling disputes. The next stage is the adoption of this role when it becomes conscientious and it embeds personal meaning. For a teenager it becomes very important to get the approval of his comrades, it gives him the opportunity to feel comfortable in this role. From the reaction of others largely depends on whether the wrongful act will increase attention, approval, praise of peer or it will not receive such reinforcement and condemnation. This stage is very important not only for the teenager: in the latter case, the probability of re-manifestation of such wrongful act will be significantly reduced. For a teenager, taking alcohol or drugs for the first time, a matter of taste or the impact on human does not take the first place, but the desire and feeling comfort, getting rid of feelings of isolation and anxiety.

The last stage of the adoption of the role is to fix for a selected role, such as a “scapegoat”, “secret avenger”, “snapper” and others on the psychological (when the child knows exactly what emotions accompany this role and how they have to be adjusted) and interpersonal (when lining up certain types of relationships between children playing different roles, just like the actors are in one performance) levels.

Educational value of this approach due to the fact that the behavior of any individual is determined not only by a set of personal qualities and characteristics of the specific situation, but not always taken into account the specificity of the social environment in which the activity is implemented.

The personality of the teacher in this situation plays an important role. Proper and timely intervention can help teachers a teenager escape from the “role” that bothers him and to reassess his actions. At this moment the teenager needs moral support and confidence in his strength. A teacher who is not mentally ready can only exacerbate this process, and then the “role” adopted by a teenager can grow into the essence of the person, in his life, which is very dangerous for both the teenager and for society. In this situation, developed pedagogical skills are necessary that can correspond different positions of teachers, where “professional teaching positions are stable system of relations between the teacher (to a student, to himself, to his colleagues) that determine his behavior” [18,9].

In teaching activities different positions of a teacher: the subject of information, subject specialist, practitioner, researcher, organizer of students activity are revealed. In

communication a teacher has the position of organizer, partner and facilitator of this process.

A teenager consciousness at a certain level of development can go into self-consciousness, which includes self-esteem, self-knowledge, self-control and self-analysis. In the development of adolescent self-consciousness an important role can play the maturity of consciousness of the teacher, the ability to properly assess the situation, the ability to manage emotions and to react to the specific situation, i.e. the ability to form the appropriate patterns of behavior. Besides future teacher needs to develop skills related to teaching communication. Obviously, the effectiveness of teachers communication will be caused not only by the level of personal development, but also their knowledge of the laws of interpersonal relationships and, most importantly, the ability to apply them in a real situation of the pedagogical process. Readiness to interact as a joint activity equally with the degree of awareness of the holistic nature of the teacher object of its activity determines the main content of the professional competence of the teacher. In the process of communication teacher can influence on the behavior of a teenager, transforming himself and a teenager in this process.

Thus, the formation of consciousness of the teacher, relevant to deontological readiness to work with children of deviant behavior - includes:

- awareness of his professional duties, especially in the field of communication, professional activities by mastering theoretical knowledge of appropriation during teaching practice;
- impact on his consciousness of rational knowledge through forming self-consciousness;
- transformation of consciousness in the deontological conviction regulating and normalizing the behavior of the teacher and helps him in making the right decision in any teaching situation, imparting proper communication skills.

In the context of our research aimed at studying the problem of forming a professional debt awareness of future teachers to work with children of deviant behavior, emphasizes the need of such a person, who will be characterized by a desire to expand its activities towards sustainable cognition motives associated with a sense of professional pedagogical duty, faith in prevention and correction of deviance among adolescents. In this connection special interest has an abilities hierarchy created by K.N. Levitan that defines the personal qualities of the teacher with the deontological position, among which are: love for the profession, patience, the ability to understand a child, love to children, justice, self-improvement, etc. [15, 58].

Summarizing the various approaches of a problem, we can note that the basic qualities of a teacher - a sense of duty, research abilities, humanity are unchanged, they are necessary for every teacher to work with children of deviant behavior, apart from we emphasize the importance of the ability to recognize, anticipate, correct and prevent the actions of adolescents with deviant behavior.

At this stage of development of pedagogical science and practice it is necessary to master the notion of deontology, to overcome the one-sided view of it as a set of information on debt, see the developing organism in deontology, where the object and knowledge is not the main thing, but the values and norms, understanding and empathy, ways of thinking in creative activities.

Furthermore, analysis of scientific papers of mentioned researchers allows us to conclude that the problem of deontological readiness of the teacher to work with children of deviant behavior has not become the object of scientific and pedagogical research yet. However, accumulated in related scientific fields the experience can be the basis for theoretical and methodological development of problems of deontological readiness of

the future teachers to work with children of deviant behavior. The problem of increasing deviance among adolescents and unpreparedness of teachers to work with children of deviant behavior can serve as a basis for scientific research and development of the problem as an aspect of the training of future teachers. Besides, deontology should be as an internal, intermediate link of any act of teachers' professional activity.

The analysis of psychological and pedagogical literature allowed us to reveal the essence of deontological readiness of the future teachers to work with children of deviant behavior, which is interpreted by us as a state of mind of the teacher, formed on the basis of total knowledge and skills for the prevention and correction of deviance in accordance with requirements of professional duty.

However, teacher skills were fully represented by A.K. Markova, the analysis of her scientific papers allows mark out seven groups of basic pedagogical skills.

We will learn some of them in details which are the most important in the formation of the readiness.

The first group is the ability to see the problem in the teaching situation and complete it in the form of pedagogical problems, in the setting of educational objectives, to focus on the student as an actively developing partner of the educational process, who has his own motives and goals, to learn and transform teaching situation; specify pedagogical tasks and take optimal pedagogical decision under uncertainty, flexibly change pedagogical goals and objectives as they change teaching situation; to cope with difficult pedagogical situations; anticipate close and long-term results of pedagogical problems solutions, etc. The development of skills in this group during the formation of the deontological readiness of the future teachers to work with children of deviant behavior allows to improve the ability to find the right solution quickly in a variety of pedagogical situations connected with deviant behavior.

The second group is related to skills to study the condition of individual mental functions (memory, thinking, attention, speech, etc.) of students and holistic characteristics of types of activities (educational, labor), training and good manners of students, to study the real learning opportunities of students, to distinguish academic performance and personal qualities of the students; identify not only personal level, but also the zone of the nearest development of students, the conditions of their transition from one level of development to another, anticipate possible difficulties and take into account the typical difficulties of students; proceed from motivation of the students themselves in the planning and organization of teaching and educational process, to design and build in students' their missing activity levels; skills of teachers to widen the field for self- learners; to work with gifted and weak students and children of deviant behavior according to individually designed programs. The development of these skills in a meaningful process of deontological training promotes the development of skills forecasting future behavior of children with deviant behavior and the organization of appropriate activities:

- the skills, responding to the question "how to teach": select and apply a combination of methods and forms of training and education, to consider the cost of time and effort of students and teachers, to compare and synthesize pedagogical situations and combine them, to apply a differentiated and personalized approaches to students, organize their independent training activities; find several ways to solve a problem of teaching, etc.
- the possession of skills of evaluation of deviance conditions and its effectiveness in the prevention and correction.

The third group is the ability to use psychological and pedagogical knowledge and awareness of the current state of psychology and pedagogy, advanced pedagogical experience; to time, to fix, to register the process and results of their work, to relate

students with difficulties as shortcomings in their work, to see the strengths and weaknesses of their work, assess your individual style, analyze and summarize their experience, to relate their experiences with other teachers; to plan the development of their educational activities. The development and improvement of these skills in the formation of the desired readiness are the basis for future teachers mastering the skills of self-control and self-education.

The fourth group of skills is the ways of organization of a wide range of methods of communication tasks; which is the main one by A.K. Markova, from the skills included in the creation of conditions of psychological safety and implementation of internal reserves of the communication partner. These skills contribute to master the skills of communication of mental health, which are characterized by a high level of communication and the ability to understand the position determined by the other, to show interest in his personality, to interpret and to “read” his internal conditions by the nuances of behavior, to possess the means of non-verbal communication (mimes, gestures), to take student’s point of view (“decentering” of a teacher), to create an environment of trust, tolerance of otherness of another person, to possess the means of augmenting effects (techniques of rhetoric); mainly use organizing effects compared with evaluating and especially disciplining, to use the democratic style of leadership, to possess different roles as a means of conflict prevention in communication (for example, to take a position of a pupil), to be ready to thank a student, if necessary, apologize to him, to support equal treatment for all children; abandon corporate stereotype that “a teacher is always right”; to refer to specific aspects of the pedagogical situation with humor, to ignore some of the negative sides, to be ready to smile, to possess tones and semitones, to listen and hear the student, without interrupting his speech and learning activities; to affect student not directly, but indirectly, through the creation of conditions for the appearance of the desired quality of the student, not to be afraid of feedback from students, to act in an environment of public speaking, close to a theater .

The fifth group is, above all, the ability to hold a steady position of a professional teacher who understands the importance of his profession, able to face the challenges in honor of his social and human values; implement and develop his teaching abilities, including his perceptual to understand and learn the other person to empathize him up on his point of view, and management components (impact not only on the behavior and actions of the student, but his motives, goals), to manage their emotional states, giving them constructive, not destructive character; perceive positive opportunities, as theirs and their students, and thereby contribute to the consolidation of their positive self-concept. The development of this group of skills, a positive effect on the motivational sphere of the future teacher gives deontological preparation of the system.

The sixth group includes the ability to specify the characteristics of students' knowledge at the beginning and end of the school year, to detect changes in the development of personal qualities and to define activity conditions, skills, self-control and self-assessment in learning activities at the beginning and end of the school year; to identify some indicators of learning (activity, orientation, number of measured assistance needed to promote this student), to determine the causes of the lagging and implement individual and differentiated approach, without which the future teacher will not be able to master the skills of assessment conditions of deviance and its effectiveness in the prevention and correction.

The seventh group of skills relates to the assessment conditions by a teacher of education and educability of students: to recognize the behavior of students consistency of moral norms and beliefs of pupils, to see the student as a whole person - in the relationship that he says, thinks and acts; to create conditions to stimulate underdeveloped

personality traits of individual students (for example, stimulate the activity of one student, help to reduce the anxiety of another under by keeping aspiration for leadership of the third one). The development of this group promotes mastery of skills of future teachers skills of selection the method of diagnosis, appropriate objectives, targets the prevention and correction of deviance .

In addition, the pedagogical skills according to A.K. Markova, correspond to different positions of the teacher where the “professional teaching positions are stable system of relations between the teacher (to a student, to himself, to his colleagues) that determine his behavior”. In teaching activities different positions of a teacher are revealed: the subject of information, a subject specialist, practitioner, researcher, organizer of students’ activities. In communication a teacher takes the position of organizer, partner and facilitator of this process.

Thus, the above said allows us to see the inner connection of the concepts of “pedagogical orientation”, “pedagogical centration” and “pedagogical position” and talk about their common correlation with teaching activities, or skills. In view of this, the summation of professional-pedagogical action always reveals positions (centrations, orientations), and vice versa, pedagogical skills represent itself as the personality of the teacher and his activities, and interaction with students.

Knowledge about these skills, their development in the course of professional training in universities helps future teachers to determine their pedagogical position, which largely depends on the success of their future activities.

So, a deontological readiness of teachers to work with children of deviant behavior is “a state of consciousness of a teacher, formed on the basis of a summation of knowledge and skills for the prevention and correction of deviance in accordance with the requirements of professional duty”.

Formation of Health-saving School Space

In the medical, educational, psychological, philosophical literature, the concept of “health” is considered as an integrative personality characteristics covering an inner world and all the uniqueness of the relationship with the environment. It includes physical, mental, social and spiritual aspects, as a state of equilibrium, a balance between human adaptive capacities and ever-changing environmental conditions. Analysis of psychological and educational, medical and sociological literature allows to state that the health is influenced with 3 factors:

- Heredity - properties of the body inherited from parents,
- Living conditions - the environment, living comfort, material prosperity,
- Lifestyle - behavior, habits, ways of solving problems.

The definition of “health” has now more than 80 interpretations. The charter of the World Health Organization states: “Health is a state of complete physical, mental and social well being and not merely the absence of disease or infirmity” [19, 17]. The medical dictionary defines “health” as its ability to maintain psychophysical stability proper to age and sex in a constantly changing external environment [20, 114]. At the moment it is decided to allocate several types of health:

- 1) somatic health - the current state of the organs and systems of the human body;
- 2) physical health - the level of growth and development of organs and body systems, which is based on the functional reserves providing the adaptive response, the motor activity of human good nutrition, personal hygiene and safe behavior in a daily life, the optimal ratio between mental and physical labor, the ability to rest [20, 319];
- 3) mental health - mental state of well-being characterized by the absence of mental disease manifestations and providing adequate conditions for validity of the

regulation of behavior and activity [21, 148]. Ability to control their behavior in accordance with social norms (rules, laws) [22, 173];

4) moral health - a complex motivational characteristics and requirement of the information sphere of life, the basis of which defines a system of values, attitudes and motives of the individual in society. Moral health is mediated by a person's spirituality, as it is associated with the universal truths of goodness and beauty [23, 109];

5) social health - the conditions of human life, his work, rest, nutrition, housing, and education level of culture and education [23, 113];

6) spiritual health - a system of thought, attitude toward the world and orientation in it [23, 14];

7) psychological health - a dynamic set of mental properties of the individual to ensure harmony between the needs of the individual and society, which are a prerequisite for orientation of the individual to perform his task in life [22, 458].

Analysis of psychological and medical literature allows to select multiple signs of health:

- non-specific and specific immune resistance to damaging factors;
- growth and development;
- functional status and backup capabilities of the organism;
- the availability and level of any disease or defect development;
- the level of moral standing and value-motivational attitudes, etc. [24], [25] and others.

This analysis allows us to focus on the most significant in terms of the formation of healthy educational environment of the school, the kinds of health: spiritual, mental and physical. The main priority for human health is the harmonious unity of his spiritual, physical and mental condition. Merging these kinds of health into a single space to optimize meaningful to maintain student health system activities:

- therapeutic;
- extra-curricular and extra-curricular;
- sports and mass;
- psychological support to students;
- interaction with the students' families and after-school sports and health and educational institutions of the city;
- psychological support integrated pedagogical process.

The effects of these systems form a child's ability to work, which is characterized by the ability to organize and mobilize their energy for effective participation in the educational process. Performance as an indicator of the health of students depends on various factors:

- 1) physiological - age, sex, health, nutrition, rest;
- 2) physical - affect the body through the senses: the extent and nature of the room lighting, temperature and humidity, compliance training places (school desk, chair) age of the student;
- 3) psychological factors - being a student, his mood, the impact of incentives and censure;
- 4) spiritual - formed valuable relationships to the environment, to himself and to the activity (employment, training, communication).

In everyday life we see the interdependence of these factors, whereas knowledge of the dynamics of health body allows students to organize their activities. One of the ways to maintain and improve performance of students is the organized health-saving education space, which can provide not only the preservation of the child's health, but also its strengthening and development if properly formed. To substantiate this

claim it is necessary to disclose such concepts as “space”, “educational space” and “health-saving education space”. In order to form health-saving education space it is necessary to integrate several key factors:

- the internal resources of the individual student (physiological and psychological features, installation, needs, aptitudes, interests, motivation, mental attitude, mastering the techniques of self-development, self-management, self-image as the subject of personal formation);
- external resources associated with extra-institutional cooperation structures (family, preschools, secondary and tertiary educational institutions, public agencies, etc.);
- optimize the learning process in order to overcome the negative factors and adverse effects on the health of students (academic load expediency, the improvement of pedagogical techniques, schools modes) to promote a culture of health preservation subjects of pedagogical process in institutional structures.

“Health-saving education space” is quite often linked with such concepts as “health-saving education environment”, “surrounding”, “impact”, “influence”. The existing definitions of the present concepts let point to the changes that take place in the spheres of health and activity. This circumstance brings to the thought of the essence unity of the process and the result of every personality education.

Thus, forming the health-saving education space it is necessary to organize the health-saving environment which will allow with the account of age peculiarities of the students to effectively develop the culture of health-safety by means of the activity appropriate to a definite age period. In a health-saving education space the change of physical, spiritual and psychic health is implementing. The space created inside the school and outside of it may either promote it or prevent. If changes take place in the direction of increasing a number of opportunities to strengthen a student personality health – it means health-saving education space is favorable. Unfavorable space impedes this process. In either case health-saving education space is a kind of conditions’ set that accompany the presence of a student and changes that are taking place.

Summing up everything said above, it is possible to say health-saving education space is a unity of institutional and extra-institutional structures interactions directed to saving, strengthening and developing of psychic, physical and spiritual health of pedagogical process subjects.

Impact of health-saving education space on students and teachers is going directly to institutional and extra-institutional structures, however, as in all other cases, when we are dealing with human-being studies technologies, primary impact is only running processes of further changes as teaching space and the subjects acting in it.

In order to form health-saving education space it is necessary to use the whole range of forms and methods of an educational activity and create a staff of like-minded teachers who are deontological ready to form health-saving education space. It is expected such teachers by means of professional integration will realize pedagogical conditions in order to develop health-safety culture of students and their parents, to realize health-saving technologies. Here the following principles of pedagogy are taken into account:

- humanism - ideological principle based on the belief that man is the greatest social value, the belief that man is capable of continuous development and fulfillment of all the strengths, opportunities and talents;
- health-safety as the principle “do no harm!”, which directs the activities of teachers to preserve the spiritual, psychic and physical health of children;

– nature congruity as a principle of natural characteristics of students, enabling the use of age and psychophysical abilities of children to preserve, develop and promote the health of children.

To ensure the efficient operation of healthy educational environment the following conditions must be taken into consideration:

- information provision - a mix of all educational space into a single system allowing you to control both macro and micro-objects of the school;
- psychological support - organization of favorable psychological conditions for the preservation, development and strengthening of the spiritual, mental and physical health of children;
- medical care - organization of health professionals activity not only aimed at ascertaining and treatment of diseases, but also for prevention of disorders growth;
- use health-safety technologies by teachers - implementation in the educational process technologies to preserve, develop and promote the health of students;
- organization of psychological comfort during a class;
- maturity of teachers' deontological consciousness to work at health-saving space of schools.

Provision of health-saving education space of a secondary school is possible by means of:

- constructing healthy holistic educational environment, which supports the initiative of students, the cooperation of all members in the care and self-determination;
- implementation of pedagogical conditions that make school attractive for teachers, students and parents;
- development and use of training and education that promote the child's independence;
- the development of new health-saving technologies;
- awareness and the formation of beliefs of teachers and parents to create health-saving education space at school.

The health-saving space formed at school space provides each student a real opportunity to get an education, adequate to his abilities, aptitudes, abilities, needs and interests, while maintaining physical, mental and spiritual health. The systemic nature of work in this direction is realized in the coordinated activities of all the holistic educational process participants. These activities include:

- monitoring the health status of students;
- the work of all pedagogical process subjects aimed at preserving, strengthening and development of students' health;
- maintaining a favorable psychological climate not only at the class, but at the school level;
- individualization of learning processes, training and development of students.

The fact of achieving the system work aims installed on the adequacy of the health status of students to the following criteria:

- the current status of a student body must comply with a sufficient level of physical health - "I can";
- the current state of a psychic sphere of a student must comply with a sufficient level of mental health - "I want";
- the current system of student motivation life must conform a sufficient level of moral health - "I must."

Health-saving education space affects the development of active and creative activity of students, personal and social-role communication, implementation of the

activity of cooperation in the team. Thus, the *characteristics* of health-saving education space in terms of a secondary school are:

- positive foundation of health-saving space expressed in the revitalization of real and potential pedagogical process that contribute to the preservation, promotion and enhancement of the physical, spiritual and mental health subjects of pedagogical process;

- transfer of negative external environmental influences to positive (educational);• the innovative nature of the components processes, the essence of which is a creative use of its advantages, opportunities, and consideration of students' psycho mental and individual characteristics;

- direction of space external influences concerning students' health from negative to positive character;

Involvement of students themselves in efforts to optimize the space , which will help transform students from passive and irresponsible objects into the subjects of health-saving culture development process.

Forming Deontological Readiness of Future Teachers to Patriotic Education

Nowadays the issues of organizing and conducting the process of patriotic education are getting quite urgent. The reason for this is first and foremost the new conditions of the Kazakh society development since getting independence accompanied by economy stabilization. It is in these new conditions of statehood the support on national traditions of patriotism education and ownership of the changes taking place in society is especially necessary. To implement the business goals of building a new society is imperative to determine the main directions of the spiritual development of the younger generation and society in general. Our people anciently famous for its spiritual traditions: respect for elders, younger custody, traditions of hospitality, up-bringing on the example of wise decisions of older people, respect for human rights. All these traditions for centuries have formed a special culture of the people penetrated with philanthropy, humanism, sense of identity, drawing on the spiritual heritage, preserving the best national traditions and customs, and their resumption. All this should be communicated to the younger generation, to instill a sense of respect for the spiritual heritage of the nation in it.

In modern conditions, when an independent Kazakhstan enters the space era of globalization, there is an important task in front of humanity - the problem of educating the younger generation on the basis of progressive ideas of folk pedagogy, spiritual and national culture and human values. And the main task of any independent country, the people is an educational system forming patriotic consciousness of the younger generation. Arming future teachers with knowledge of ethno-pedagogy, determination of educational values traditions of the people can be realized by means of deontological readiness of the future teacher to patriotic education of students. Functions of the teacher in these conditions should facilitate to the establishment of generative, generating structures of thought and behavior of the younger generation.

Along with this, in terms of creating a new independent state it is essential to correlate a rich spiritual experience of our people accumulated over the centuries with international experience for its application in the education of a new citizen of an independent, democratic and economically stable country. There is no doubt about an important deontological training of future teachers who will have to solve many problems of forming national consciousness among the younger generation. The activity of the teacher having deontological competencies is the basis to raise the interest to know the values of national culture, traditions and customs of people, awakening interest in the

cultures of other nations in order to enrich their own culture. Cultural and educational interest will promote patriotism, accompanied with a sense of respect for other peoples, which is the basis of tolerance.

The folk pedagogy content is based on scientific views of the medieval philosophers, creativity of akyns-zhyrau, biys preaching to preserve and strengthen the position of the native language, national traditions and customs; a special place occupies enlightening activity of the society progressive representatives. The researchers took the basis of case studies of folk pedagogy, which is reflected in the traditions and customs of the people, folk games. Separately covered topics are heroism of public defenders associated with the peculiarities of life in medieval Kazakhstan forced to defend their borders [26, 224]. The present studies, analysis of folk pedagogy samples manifestations identity, identifying patterns of development enables the use of the results of theoretical research in deontological training. Along with these folk pedagogy is based on the formation of personality respecting the mother tongue, and respect for the beliefs of the people, development of customs and traditions of the people, development of cultural values, the use of the latest achievements in the process of a person education. The purpose of a folk pedagogy is to educate a true patriot of his nation endowed with consciousness significance of the nation cultural heritage and its place in world civilization, as a component of universal culture; world human values interconnection and indivisibility is a priori confirmed. Content and nature of deontological training of future teachers can be opened linking together the above concepts and ethical standards of folk pedagogy training.

The level of development of national consciousness, the ability to define the tasks of traditional pedagogy is an essential part of future teachers training. This together is the basis to develop teacher skills, professional individual preparation, and characteristic of its integrative entity. We can observe a direct correlation dependence of a patriotic education organization process on the process of forming the deontological training of future teachers.

Patriotic education includes educational content of the subject of a pedagogical deontology, which is to study the process of mastering and leading in teacher practice the moral norms system, which together define a professional behavior. It should be noted that the behavior of the teacher is determined not only with the knowledge of social norms (moral standards, norms-customs, legal norms, etc.), but also with the relation to the social and, above all, professional values (legal, ethical, aesthetic, etc.) that are protected by these norms.

To achieve the objectives of patriotic education a deontologically prepared teacher has to possess the following skills and abilities:

- to familiarize students with the basic concepts of patriotic up-bringing, basic ideas, and ways of understanding the world;
- to form students' sense of pride, sense of value, internal disposition by means of studying history, language, spiritual traditions, cultural customs of the nation;
- to develop students' skills of legal, economic and logical thinking on the basis of national values, skills to properly build the speech, the main oratory skills, the ability to behave in a society, all of the above qualities will contribute to a competitive personality as an individual competence;
- fencing a younger generation of bad habits, orienteering on spirituality, fostering the skills of developing moral qualities of a personality;
- acquiring the resource-skills, a sense of respect for the natural resources, a sense of national values and the system of human values interconnection, an individual personality to the world civilization;

- in order to stabilize interethnic relations propaganda of deep and meaningful essentially Kazakh patriotic education among the other peoples.

To create conditions to implement the patriotic education tasks of the of future teachers' deontological training it is needed, along with the adoption of the necessary patriotic education to define its main components, methods and techniques to identify features of the national patriotic education. Practical application of knowledge in the implementation of the above process is realized in patriotic education of preparing a teacher and developing his creative potential. It is important to organize the process of developing skills by using different types of activity. The basis of this activity is the interaction and interdependence of activities of the process participants [27, pp. 12-13].

Together with this a deontological preparation of a teacher while organizing the process of patriotic education differs with the level of a personality readiness to work in this direction and personal qualities of the education process participants. Deontological training is an important professional quality and has a number of peculiarities.

To implement the formation process of future teachers' deontological training it is first necessary to determine a possible level of the process development and have an accurate idea of future teacher personal qualities.

Every teacher a priori has a certain level of a deontological training. Since our country has got independence everybody has a certain sense of patriotism. Based on this, every teacher, having identified and diagnosed a level of patriotic consciousness may determine private goals of organizing the process of patriotic education.

Assessment issues of formation evaluation questions deontological training of future teachers for organizing patriotic education are closely linked to the issues of formation of criteria and indicators assessment. This is primarily due to the introduction of clarity in the process of determining the choice of objective quantitative and qualitative characteristics. Typically, the indicator is an integral part of a specific method for measurement.

While researching we have identified an opportunity to reveal the individual components of the model formed with deontological training. To do this, we have derived measures methods suggesting the possibility to characterize performance of each measurement.

Components and performance measures of the investigated model are thoroughly.

The offered deontological training of future teachers to organize the patriotic education process consists of the following motivational components of a teacher personality components model:

- awareness by a future teacher a patriotic education necessity;
- formation and improvement the sense of national patriotism;
- awareness by a future teacher of his professional duty in patriotic education.

In deontological training we focus on the motivational component. This is due to the fact that awareness of action and ways of thinking inherent only to a human nature. Only a person can objectively perceive the world, to build a model in his imagination a model of a reality. Based on these representations a person has an ability to predict the actions and results of operations. We have the ability to search for the truth by comparing the objective facts of reality. This in turn enables us to realistically assess our actions and differentiate them. Willingness of a teacher to organize the process of patriotic education is formed only when it reaches the level of a deontological awareness. Only the teacher who realizes the necessity to form students' sense of national identity, the need to build relationships with students based on mutual respect, mutual cooperation is able to reach a necessary preparation level to organize the process of a patriotic up-bringing. Such a new

formation teacher must love students being reserved, tactful, aware of his duty, in a constant self-development process [28, 32].

To determine the motivational components of a future teacher deontological preparation to organize the patriotic education process, the following indicators are defined:

- commitment to the goals of patriotic education;
- critical attitude toward professional opportunities to improve them;
- awareness of the need to fulfill oneself in the process of organizing patriotic education;
- taking into account the patriotic education peculiarities;
- expression the interest to carry out the process of patriotic education;
- the presence of the patriotic education essence;
- mature sense of patriotism;
- possessing the sense of national identity;
- a proper direction of the patriotic education process;
- awareness of permanence and continuity of the process of patriotic education;
- having a sense of professional duty;
- internal need to bring up patriotism.

The necessary amount of knowledge of traditional pedagogy, ethno-pedagogy according to the theoretical justification of this knowledge need to solve problems of patriotic education refers to a substantial component we have studied. Along with this it is necessary to implement the tasks of patriotic up-bringing in accordance with the principles of pedagogical deontology. As indicators of substantial components we have defined the following ones:

- availability of knowledge on pedagogical deontology;
- basic knowledge of theory and ethno-pedagogy and folk pedagogy;
- the presence of teacher knowledge on the patriotic education basics.

As the parameters to measure content components of future teachers' deontological preparation the following ones are defined:

- basic knowledge of pedagogical deontology;
- understanding the nature and content of the deontological training;
- knowledge of the theoretical foundations of ethno-pedagogy;
- basic knowledge of folk pedagogy;
- basic knowledge of patriotic education;
- identifying goals, objectives, and laws of patriotic education.

There highlighted technological components, which constituent methods and techniques are classified in accordance with the practice and pedagogical function. Thus the following parameters to measure technology components are defined:

- the development of teaching skills and processes required to implement the process of patriotic education;
- a future teacher must possess the abilities to consciously manage his behaviour, to manifest personal qualities in organizing patriotic education process;
- creativity, self-improvement of a teacher as a condition to realize the process of patriotic education.

The technology components presented in our study needed to implement the process of patriotic education are defined as a conscious behavior management, the manifestation of the personal qualities of the teacher, creativity, self-improvement, the ability to manage their emotions, continuous personal development [29, 54].

To measure technical components of a future teacher deontological training needed to organize the process of patriotic education, the following parameters are defined:

- gathering information on patriotic education, ability to systematize the information;
- research of various techniques used in the organization of patriotic education, the ability to distinguish and sort out them;
- to know the goals, objectives, laws, methods and components of patriotic education and identify ways to implement it;
- the ability to set goals for the performance of professional duty, the ability to overcome difficulties in achieving these objectives, i.e. to develop the ways of overcoming them;
- having analyzed creative technologies of patriotic education to master the skills of their application;
- the ability to effectively apply psychohygienic foundations of relations;
- availability of knowledge on self-discipline and self-control;
- the ability to carry out coursework and a thesis on patriotic education;
- availability of skills to identify at every step of the process of patriotic education and to select solutions.

As noted above, we pay a special attention to the motivational component in a deontological teacher preparation. This is due to the fact that awareness of action and ways of thinking inherent in human nature only. Only a person can objectively perceive the world, to build a model in your mind reality. Only deontological training will enable to prepare the teacher, ready to organize and lead the process of patriotic education [30, 116].

Findings: Thus ontological readiness of the future teacher to various aspects of professional activity: working with children of deviant behavior, work at a health-saving space of school, patriotic education is considered as the development of consciousness and self-awareness for the formation of beliefs and creeds, which defines future teachers' behavior.

So, of all the definitions of professional readiness we set on understanding it as a state of consciousness, as in contrast to other concepts in ethics particularly actualized the problem of professional duty, responsibility, which can not be solved without understanding by the future specialist the need to observe designed, if required, be sure in the totality of professional activities and professional conduct. In the context of the readiness studied by us, which can only occur in real pedagogical interaction, awareness of the problem leads to the future orientation of the individual teacher. Since a moral orientation of the individual especially the teacher is the core of pedagogical interaction, then he must have a formed high level of morality that meets ethical and deontological norms.

The research prospect is to further develop opportunities of deontological preparedness of a wide range system "person-person" specialists, targeted application of information and communication technologies on the material of the humanities, teaching practice, etc. The study of the relationship and interaction of various social institutions and services by formation deontological readiness of working professionals is of particular interest is.

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