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## Practice in the system of training the future educator: Opportunities and advantages

### Olena Khmelnytska

Hryhorii Skovoroda University in Pereiaslav  
08401, 30 Sukhomlynskyi Str., Pereiaslav, Ukraine

### Yuliia Bahno

Hryhorii Skovoroda University in Pereiaslav  
08401, 30 Sukhomlynskyi Str., Pereiaslav, Ukraine

### Olena Serhiychuk

Hryhorii Skovoroda University in Pereiaslav  
08401, 30 Sukhomlynskyi Str., Pereiaslav, Ukraine

### Larysa Tkachenko\*

Hryhorii Skovoroda University in Pereiaslav  
08401, 30 Sukhomlynskyi Str., Pereiaslav, Ukraine

### Svitlana Tanana

Hryhorii Skovoroda University in Pereiaslav  
08401, 30 Sukhomlynskyi Str., Pereiaslav, Ukraine

## Abstract

**Relevance.** The article theoretically and innovatively substantiates the need to strengthen the practical component in the process of professional training of the future teachers of Hryhorii Skovoroda University in Pereiaslav; the features of pedagogical practice organization are covered; the attention is paid to the importance and consistency of pedagogical practices; the advantages and disadvantages in organization and carrying out of the educational practice in secondary educational institutions are identified; the role of methodical and practical training support by the executives of pedagogical practice is revealed.

**Purpose.** Purpose of the article is to investigate and test the effectiveness of the future teacher's competent professional practical training in the course of educational-productive practice in secondary schools. To substantiate the possibilities of organizing pedagogical practice through building of an individual trajectory for the development of a future teacher.

**Methodology.** Used for research methods theoretical: analysis, generalization, comparison; empirical: observation, studying of the products of students' activity, questionnaires, conversations, interviews, discussion, testing, pedagogical prognostication, pedagogical experiment for revealing the results of experimental work; methods of mathematical statistics.

**Results.** The findings reveal that structured pedagogical practices contribute significantly to the professional growth of future teachers, enhancing their motivational, value-oriented, practical, communicative, and creative competencies. The study confirms that a well-organized practice setting supports the theoretical knowledge with practical skills, facilitating a deeper understanding and application of educational concepts.

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\*Corresponding author



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**Conclusions.** The study concludes that pedagogical practices are crucial for the holistic development of future teachers, enabling them to apply theoretical knowledge practically and creatively in educational settings. The structured approach used in organizing these practices ensures the effective development of necessary professional competencies, affirming the relevance of practical training in teacher education programs.

**Keywords:** trainee student; classroom leader; subject teacher; the institution of higher education; professional self-determination.

## Introduction

The modern stage of modernization in higher pedagogical education is aimed at forming the general and professional competences of the future teacher, ensuring his continuous growth and providing a search for the new forms and methods of his professional and pedagogical training. A compulsory component of the educational process in Hryhorii Skovoroda University in Pereiaslav is the passing of pedagogical practice, which aims to form the methodical competence of the future teacher, deepen the theoretical knowledge, improve the professionally significant personality traits, determine the degree of professional ability and creatively responsible attitude of the future teacher, improve the professional skills of pedagogical education applicants [1]. The practical training of the students of Hryhorii Skovoroda University in Pereiaslav is carried out under the legal and regulatory provision, in particular, “Regulations on the practical training of students of Pereiaslav-Khmelnytskyi Hryhorii Skovoroda State Pedagogical University” approved by the Decision of the Academic Council of University [2]; The Law of Ukraine “On Education” [3]; The Law of Ukraine “On Higher Education” [4]; Regulation “On the Practice of Students of Higher Educational Institutions of Ukraine” [5], approved by the Decree of the Ministry of Education of Ukraine; The State Higher Education Development Program [6]; MES Order “On implementation in higher educational institutions of Ukraine of the European credit transfer system” [7]; Letters of the Ministry of Education and Science “On Practical Training of Students” [8] and “On methodological recommendations for the introduction of the European credit transfer system and its key documents in higher education institutions” [9]; Concepts on the Pedagogical Education Development in Ukraine [10], etc.

Teaching practice in pedagogical institutions of higher education is an organic part of the educational process. It provides a combination of psychological and theoretical readiness of future teachers for future practical activities [11-13]. It is during the practice that the future teacher can determine how correctly he has chosen for himself the field of activity and find out the degree of concordance between the personal qualities and profession of a teacher. The pedagogical practice contributes to the formation and development of pedagogical erudition, pedagogical goal setting, pedagogical thinking, intuition, ability to improvise, pedagogical optimism and pedagogical reflection. The main tasks facing the trainee students are the next: realization of the general and professional competences, theoretical knowledge, and application of practical skills acquired during the study of theoretical courses “Pedagogy”, “Fundamentals of pedagogical skill”, “Methods of educational work”, “Practical pedagogy”,

“History of Pedagogy” directly in the educational and disciplinary process of secondary educational institutions.

The content of the practices and the consistency of their conduction are determined through a cross-cutting program. It is the basic educational and methodic document that regulates the purpose, content, the chain of practices and summarizing of their results. It also contains recommendations on the types and forms of control over the level of knowledge, skills, and abilities that students should acquire passing each type of practice at each educational level. Based on a cross-cutting program for practice, teachers of the university departments develop the work programs that correspond to types of practices: educational (in particular didactic, continuous, acquaintance, etc.) and productive ones (educational-productive, undergraduate, etc).

The students of Hryhorii Skovoroda University in Pereiaslav work according to the programs of pedagogical practices, namely: they study the features of methodical, organizational and educational activity of the experienced teachers, in particular, attend lessons, educational events, outline plans for lessons and educational activities, conduct trial and test lessons, developed educational activities, participate in the discussion over the results, carry out the psychological and pedagogical study of schoolchildren and class collective and characterize them, prepare reports and make the results on the teaching practice public. The basic principles of pedagogical educational-productive practice in Hryhorii Skovoroda University in Pereiaslav are the principles of student centricity, humanism, systematicity and consistency, activity, mobility of students and teachers, individualization and differentiation of the educational process aimed at implementation and construction of an individual educational trajectory of the development and improvement of students’ professional knowledge and skills, personal growth of the future teachers and their self-realization.

Theoretical foundations of pedagogical practice organization are grounded in the educational and methodic manuals of the domestic scientists S. Alekseienco [14], V. Arefiev [15], T. Denischits [16], N. Onyshchenko, O. Serhiychuk, O. Khmelnytska [17], V. Tovt *et al.* [18] and others. Among foreign scholars, A. Virtanen & P. Tynjälä [19] have made a thorough study of the factors that influence the formation of professional skills; M. Karlberg & Ch. Bezin [20] study the professional development of Swedish teachers; F. King *et al.* [21], have researched their own practical activities (SoTL); M. Dunn & M. Rice [22] described the future teacher’s level of training through the independent online work and more.

The aim of the study is to investigate and test the effectiveness of the future teacher’s competent professional practical training in the course of educational-productive practice in secondary schools. To substantiate

the possibilities of organizing pedagogical practice through building of an individual trajectory for the development of a future teacher.

## Materials and Methods

Research methods were theoretical: analysis, generalization, comparison; empirical: observation, studying of the products of students' activity, questionnaires, conversations, interviews, discussion, testing, pedagogical prognostication, pedagogical experiment for revealing the results of experimental work; methods of mathematical statistics.

To analyze the link between the educational process of higher educational institutions and pedagogical practice in general secondary educational institutions; to reveal the peculiarities of pedagogical practice and its influence on the formation of general and professional competences, ways of improving its implementation by following the requirements of regulatory documents of Ukraine and the world community, particularly the Concept of Pedagogical Education Development in Ukraine [10] and Dublin Descriptors, Office for Official Publications of the European Communities [23]; which are aimed at applying knowledge and skills to solve the new non-standard situations; to possess the communication skills; have the skills to continue education; to use theoretical and practical knowledge for the development of original ideas; to investigate the problems by integrating knowledge from new areas and finding solutions in the context of incomplete and limited information; to demonstrate leadership and innovation at work; to demonstrate the ability to interact quickly in difficult situations; to bear the social, scientific and ethical responsibility that arises at work.

To accomplish this task, the authors distinguished educational-productive practice, because this type of practice, at the educational level of the bachelor, is provided in the final, 4-th course, after all the students have already a certain base of theoretical and practical knowledge. This type of practice differs in duration (6-8 weeks), the content of educational work and it is carried out on the bases of secondary educational institutions, according to the signed bilateral agreements between the higher educational institutions and institutions of general secondary education. It is provided for curricula in the specialties 014 Secondary education. (History), 014 Secondary education. (Biology and Human Health), 014 Secondary education. (Geography), 014 Secondary education. (Ukrainian language and literature), 014 Secondary education. (Language and Literature (English)), 014 Secondary Education. (Mathematics), 014 Secondary Education. (Music Arts) [2].

According to the "Regulations on practical training of students of Pereiaslav-Khmelnyskyi Hryhoriy Skovoroda State Pedagogical University", educational-productive practice is conducted according to the schedule of the educational process in the eighth semester, namely in February-March (2019) [2]. The purpose of the educational-productive practice is to consolidate and deepen the theoretical knowledge gained by students in the process of studying theoretical disciplines of the general, professional cycles and cycles of disciplines of the variable component; improvement of practical skills of pedagogical

activity in the field of specialty; a collection of factual material for the completion of coursework and diploma works [6].

The peculiarity of educational-productive practice is an independent practical activity of the future teachers: 1) realization of tasks on the methods of teaching according to the direction of the specialty: conducting lessons, its analyses and processing of mistakes; 2) consolidation and deepening of the students' knowledge in the theory of education, ensuring of the connection between theoretical knowledge in the methods of educational work and the real educational process at school, performance of duties of the classroom leader in the assigned class: carrying out of the educational activities, classroom parental meetings, discussions with schoolchildren and their parents, its analyses (by taking into account the choice of educational methods, age and individual characteristics of the learners, their level of development, etc); 3) formation of professional competences of the future classroom teacher, application in practice of the theoretical knowledge in professional subjects, pedagogy, psychology, methods of educational work and methods of teaching the specialized subjects; formation of general and professional competencies, including the ability to design, organize and analyze the personal teaching activity; to plan educational, methodical and educational work under the curriculum and plan of educational work of the educational institution; design and carry out the different types of lessons that are most effective in learning relevant topics and sections of the program, adapting them to the existing levels of learners' preparation; ability to analyze the educational, educational-methodic literature and possibilities to use it for preparing presentation of the program material, ensuring the cross-curricular relations; ability to organize the educational, research, and cultural-leisure activities of the secondary school learners, to manage, and evaluate its results; ability to apply the modern techniques and technologies (including information, multimedia, cloud) for ensuring the quality of the educational process; ability to develop in schoolchildren the interest in learning, extracurricular activities, conscious choice of future profession; ability to build partnerships with pupils' self-government bodies; ability to organize different types of collective and individual activity of secondary school learners; ability to develop training materials for different in form educational activities; ability to use methods of scientific and pedagogical researches for studying a class collective, to keep a diary of pedagogical observations; ability to carry out vocational guidance work with schoolchildren; ability to analyze critically, evaluate the results of a personal professional activity and adjust the own activities [24].

In the design and implementation of the educational-productive practice in secondary educational institutions, the principle of student centricity is the decisive one, because from the personality of a student, the future teacher, the level of his theoretical training, the developed skills for professional activity, motivation for professional activity, creativity depend on the content of his practical pedagogical activity, and the choice of methods, forms of work with learners, application of the modern educational technologies. The implementation of the above-mentioned initial provisions and features of the educational

environment of secondary educational institutions will contribute to the personal development of the future teacher and formation of his / her readiness for professional activity based on the individual trajectory.

## Results and Discussion

To identify the state of the future teachers' practical training organization, we surveyed the fourth-year students of Hryhorii Skovoroda University in Pereiaslav in the specialties 014 Secondary education. (History), 014 Secondary education. (Biology and Human Health), 014 Secondary education. (Geography), 014 Secondary education. (Ukrainian language and literature), 014 Secondary education. (Language and Literature (English)), 014 Secondary education. (Mathematics), 014 Secondary education. (Musical Arts), during and after passing of the educational teaching practice which was carried out in secondary educational institutions in Pereiaslav, Kyiv region (January-March 2020).

On the eve of our study, a survey was conducted among students. The survey showed that only some students are confident in their effective educational activity, the available amount of theoretical knowledge, practical skills and personal qualities (10% of respondents – 8 persons), most of them treat with caution the educational work based on the practice, have doubts about personal capabilities and qualities but they are confident in a sufficient amount of knowledge in pedagogy, psychology, teaching methods of professional disciplines and educational work with schoolchildren and wants to try out themselves in terms of practice and increase their pedagogical skills as a teacher and a classroom leader (85% of the respondents – 68 persons). 5% of the students covered by the questionnaire (4 persons) have some doubts about their professional competences, theoretical knowledge, possibilities of their professional use, personal qualities of a teacher and on the whole chosen pedagogical profession.

Experimenting involved taking into account the position that the main components of the future teachers' preparation for professional activity are: motivational-target, value-oriented, practical, communicative, and creative.

The motivational-target component involves the formation of professional motivation for pedagogical activity, where the main purpose is the formation of professional competencies of the future subject teachers. The value-oriented component is aimed at forming the professional competences of future teachers in the process

of studying the pedagogically oriented disciplines. The practical component of the future teachers' professional training for pedagogical activities provides the formation of the future teacher's skills in applying the acquired knowledge into practice and reflects the ability to combine the theoretical and practical knowledge that contributes to such a process. The communicative component is responsible for the development of future teacher's communicative skills and it provides the most effective communication activity of the future bachelor. The creative component contributes to the development of the creative abilities of future bachelors by solving the assigned tasks and non-standard professional situations.

Besides, we found out the students' opinion about the role and place of pedagogical (educational-productive) practice in preparation for the future teacher's profession, the formation of skills with the application of theoretical knowledge in practice, the development of students' creative personality and professional abilities of the students, formation of their research skills, the level of cooperation between the heads and methodists of the higher educational institution and the secondary educational institution, as well as the problems that occurred during the teaching practice. The success of trainee students' pedagogical practice in the institutions of secondary education, as our research showed, largely depends on the understanding by the pedagogical staff of its role in the preparation of the future teacher, the business mood of the pedagogical team, a friendly atmosphere for students and a clear organization of the joint activities of subject teachers and trainee students. Of course, if the pedagogical staff of the school is aware of the responsibility for the task connected with the future teachers' preparation, the pedagogical practice will be successful.

In particular, the question in the questionnaire "Why did you choose the profession of a teacher?" and the discussion that has been carried out on this issue facilitated the detection of the future educators' professional orientation. The results of the work are shown in Table 1. Positive attitude to the chosen profession, respect for the profession of a teacher, desire to be a teacher were expressed by 35% of respondents (28 students), 12 (15%) of the students are confident that they will be able to realize themselves in this profession; the other 30% have a desire to "work with children" (16 students), "satisfies the mode of teacher's work" (8 students); in general, 20% of students had only a desire to get higher education (no matter what) (Table 1).

**Table 1.** Results of the survey "Why did you choose the teaching profession?"

What attracts you to the profession of a teacher?	Total number of students	Number of students in%
Do your qualities and skills meet the requirements of the chosen profession? (positive attitude to the profession)	28	35%
Teaching subjects allows showing the abilities	12	15%
Like to work with children	16	20%
The desire to get a college degree	16	20%
Satisfies the mode of teacher's work	8	10%
In total	80	100%

The value-oriented component reflects the formation of the professional competencies of the trainee student, his /

her personal qualities as a future teacher. We have explored this component in the process of testing, interviewing,

survey and conversations with trainee students. In one of the questionnaires, we asked some common questions, such as: “Did the teacher provide you with practical help during the educational work with learners?” “Did the subject teacher provide you with methodical advice for conducting the lesson?”, “What qualities do you consider to be key ones in the activity of a teacher?”, “What are the negative features of the professional and personal orientation of a teacher which can be harmful to the educational process?” etc.

Most of the students, almost 85% of the total number of respondents (68 students), indicated in their answers to the available worthy assistance of a subject teacher who is well aware of the individual characteristics of the learners in his class. In this case, the teacher’s activity for students is an additional source of pedagogical knowledge. The educational power of a personal example of a teacher for

students is manifested primarily in the fact that they analyze the pedagogical activity of the teacher and deliberately try to imitate the positive experience.

Without having enough practical experience in educational work with children, students carefully observe how the teacher keeps himself in the classroom, how he communicates with children, uses different techniques and methods of educational and educative influences, taking into account the individual characteristics of pupils, their personal trajectory.

The moral-psychological and personal qualities of the subject teachers positively influence the formation of professional interest of the trainee students and cause them a sincere feeling of satisfaction with the pedagogical practice, or vice versa, the lack of desire to be a teacher in the future profession (Table 2).

**Table 2.** Results of the survey “What qualities are important for a teacher?”

Qualities of Teachers Separated by Trainee Students as Important	Number of students who have identified a particular quality as an important	Number of students (in%)
love and respect for children	76	95%
deep knowledge of the subject	68	85%
friendly and attentive attitude towards trainee students, willingness to assist	68	85%
enthusiasm for their work	60	75%
high overall culture	56	70%
creative approach to work	40	50%
pedagogical tact	32	40%

The students note different aspects of the teacher’s activity, which awakened and intensified their love for children and pedagogical work in general. Most trainee students have the following qualities of a subject teacher: deep knowledge of the subject (85%), positive attitude towards trainee students (85%) and pupils (95%), enthusiasm for their work (75%). Of course, the personal qualities of teachers distinguished by students are made on the basis of the moral and psychological qualities of teachers with whom the students worked directly during

the pedagogical practice, and they reflect the subjective perception of the students. At the same time, the image of the best teachers (experienced, with extensive experience, high-ranking) has become a pedagogical ideal for many students, a worthy example to follow. However, some trainee students have also had to deal with teachers who inhibit future teachers’ interests in educational work while they pass the educational-productive practice. The students include to such qualities the following (Table 3):

**Table 3.** Results of the survey “What qualities of a teacher reduce the professional orientation of practical students?”

Teacher’s qualities that reduce the professional orientation of trainee students	Number of students who identified a certain quality as non-professional	Number of students in %
Lack of in-depth knowledge of the subject being taught	72	90%
Ignoring the lessons, extra-curricular activities conducted by the trainee student	48	60%
Excitement during a lesson or educational hour	64	80%
Distrust towards students (the prohibition to rate the pupils, put marks into a journal, diary, etc.)	32	40%
Scorn attitude towards students	52	65%
Interrupting of the student during the lesson (educational hour) with different remarks	68	85%

The indifference and negative personality traits of the subject teachers which we have identified in the indicators adversely affect the organization and conduction of the pedagogical practice. It is important to note that the higher mastery of the teacher, the higher his / her satisfaction with the work and, accordingly, a desire to help the trainee student to overcome difficulties during their entry into the pedagogical profession and practical activity. Thus, the

study proves that among the qualities that characterize the professional mastery of the teacher, students have identified the following: knowledge of the subject and psychological and pedagogical foundations of teaching; providing of the individualized approach to the learners and interdisciplinary connections; working with a class asset; knowledge of psychological and pedagogical bases

of education; the ability to involve in the educational process pupils-parents-teachers.

The practical component of the future teacher's professional training is fully reflected in trainee students' synopses of lessons in the relevant subjects, educational activities, the ability to reflect the existing theoretical knowledge in their practical activity of the subject teacher and class supervisor, their inspections and reports; during the observation of the trainee students' activities; in conversations with pedagogical staff of general secondary educational institutions and pupils. The practical component enables methodists in pedagogy to follow the existing knowledge of students in pedagogy, age psychology, anatomy and hygiene of the different classes schoolchildren; identify gaps in the theoretical base of practitioners' knowledge and correct them through the practical training; to teach students to build educational process following the modern legal framework, to apply the latest approaches in education, methods, forms and technologies of educational process organization, etc.

It is important for today to take into account by the trainee students of child-centrism in the educational process; impartial and fair treatment of every learner, overcoming any discrimination; ability to mark the efforts and successes of all schoolchildren and to build educational activities based on a personality-oriented model of education, humanistic and competence approaches. When planning pedagogical practice, it is necessary to take into account the pedagogical experience and personal professional and moral qualities of the pedagogical workers, as heads of practice from the base of passing. Along with the qualities we have described above, the leaders of the practice bases, the subject teachers should possess the innovative pedagogical technologies, introduce them into the educational process in classes where they teach; to be acquainted with the modern tendencies of education development in the state, peculiarities of education and upbringing under the requirements of the New Ukrainian School.

The communicative component of the future teacher's professional training involves, first and foremost, the creation of a safe educational environment for all participants of the educational process based on the pedagogy of cooperation [25-27]. Among the methods, we used to study the communicative component were: observation, conversation, discussion, and pedagogical design. To ensure the communication skills of the trainee student, some educational activities were carried out with pupils and their parents. The student was encouraged to apply the forms of work in small groups at the lessons, project activities, situation modeling, dramatic education, and more. In such circumstances, the trainee student has established an interaction in schoolchildren's body, motivated the learners for the activity, mutual assistance, ability to resolve conflicts and build the productive relationships. The activities of each future teacher should take into account the communicative component (to find common ground with pupils, to foster relationships with classmates, students with teachers and pupils' parents). The creative component of the future teacher's professional training is ensured by his creative, innovative educational activities, the search for new ways of realizing

the didactic and educational tasks during the practice, and the ability to think critically.

In close collaboration with the methodist from the higher educational institution and the head of practice from the institution of general secondary education, the future educator has the opportunity to apply innovative, new pedagogical technologies and introduce them into the educational process, to carry out experimental work in order to reflect it in his scientific-research diploma work. It should be noted that trainee students objectively evaluate their abilities during their pedagogical practice. This is evidenced by their reports after the practice. The student questionnaire contains several questions, including: "What steps it is necessary to take in order to improve the organization and passing of the pedagogical practice?", "What kind of knowledge do you lack to pass the practice?", "Did you have difficulty in communication with schoolchildren?", "What difficulties did you have while working with pupils in the classroom?", "Did you experience difficulties during the lesson or educational hours?" etc.

Under conditions of our research and the components of the future teachers' professional training during passing of the educational-productive practice, we have identified the following criteria for analyzing, generalizing and evaluating the educational activity of the future teacher in the general secondary educational institutions: motivational-prognostic; cognitive-knowledge; result-evaluative; emotional-reflexive.

The motivational-prognostic criterion involves the study of the presence of interest in the pedagogical activity, awareness of the meaning of teacher's profession and opportunities to realize themselves in the productive organization of educational, research, independent and extracurricular activities of schoolchildren for their harmonious and comprehensive development. In our research, this criterion is represented by following indicators, such as definition of the goals for learning activities, responsibility for the learning outcomes; student's awareness of the importance of his intellectual development, presence of a steady interest in the professional activity; awareness of the importance of the level of professional activity, and aspiration for the professional development.

At the heart of the cognitive-knowledge criterion is the level of the future teacher's mastering by the acquired special, professional knowledge, skills, and personal qualities. The indicators of cognitive-knowledge criterion include student's knowledge of pedagogy, psychology, methods of educational work and teaching methods for specialty; disclosure of the level of awareness in the professional field, the level of cognitive activity; formation of trainee student's qualities of thinking (speed, independence, flexibility); possession by operations of thinking; display of creativity in the professional activity.

The emotional-reflexive criterion characterizes the emotional stability and ability of a teacher to reflect as a professional; the ability to carry out self-analysis of the own activity, to be aware of the effect of educational influence. Indicators of the emotional-reflexive component reveal the essence and social significance of the future pedagogical profession, manifestation of a lasting interest

in it, the ability to show emotional stability when working with children, parents, and teaching staff [28-30].

The result-evaluative criterion indicates the ability to regulate, monitor and evaluate student's activity; availability of self-appraisal and self-knowledge skills and abilities; propensity for self-actualization and self-improvement. The indicators of the result-evaluative criterion provide for the verification of the readiness of future teachers to active application of the acquired competences in real conditions of the professional activity based on their ability to solve effectively the real professional tasks; ability to find the main thing from the acquired experience, self-development and self-control skills; independent detection of errors; the ability to evaluate the results of one's activity in its context; personal responsibility for the results of their work.

The substantiated criteria included the presence in trainee students of a set of motives that motivate them to self-education, need for continuous self-development, self-improvement; awareness of personal and social importance in the professional activity; ability to plan and carry out professional activities; ability to work in student and pedagogical teams; ability to make and provide the internally subject and cross-domain links; ability to find independently the optimal ways for accomplishing the tasks set before the trainee student; ability to adjust the results of one's professional activity by exercising self-control, self-examination, and self-appraisal. In the course of the experiment, there were analyzed the results of the experimental work and it was found that the pedagogical conditions introduced into the practical training of the trainee students raised the level of their professional competences in professional activity by all criteria.

Based on the existing criteria, the quality levels of the student's pedagogical activity at the beginning and at the end of the educational-productive practice were determined. Adaptive (low) – when a student solves pedagogical problems and situations through trial and mistakes [31-33]. He cannot use in practical activities the acquired in higher educational institution knowledge, and does not use methodic literature; it is difficult for him to work with the subject teacher. Ill-considered working methods in the classroom, determined spontaneously purpose of the lesson, without taking into account the level of children's preparedness in the classroom, spontaneously selected methods and techniques often lead to the methodic errors; with considerable difficulty and errors, he develops synopses of lessons and educational hours. The activities of such students are unsuccessful, they are not able to assess adequately their capabilities, they are passive, and do not believe in themselves.

An adequate (intermediate) level includes the practical activity of a student which becomes searchable; he widely uses ready-made synopses of lessons and developments of educational hours; can achieve good results by working on a model, copying the methods and techniques of the other educators; when solving non-standard situations he can find an effective solution, mainly using the analogy method; originality of classes and educational activities are usually absent; the work is mostly based on the outdated stereotypes with minor changes.

The creative (high) level is characterized by a close connection of theoretical knowledge with great creative

potential; trainee student can develop independently a new idea, methodically effective in the results of classes and other activities; easily and correctly finds the right solutions to non-standard pedagogical situations; possesses a distinct style of the pedagogical activity, constantly strives for a creative search, and professionalism. Upon completion of the educational-productive practice, the future teachers pass the diagnosis in the higher educational institution, which determines the real level of their professional qualities and skills development [34-36].

The theoretical competence includes a system of knowledge in pedagogy and psychology about the development of a certain age category of schoolchildren, age peculiarities of the mental processes in adolescent children; complex of theoretical knowledge about regularities, principles, methods, techniques, means, forms of modern education, innovative pedagogical technologies, possibilities of their implementation in the institution of general secondary education; complex theoretical knowledge about the purpose of education in modern conditions, knowledge about ways for overcoming different types of conflicts, methods of preventing their occurrence; understanding of the essence of methods, techniques, directions, and forms of organization the educational work with a younger generation.

Practical and methodical competence involves becoming in a future teacher of the design, gnostic, procedural, organizational, constructive, and communicative skills. Design skills: can carry out the perspective and weekly planning of the own work and activity of schoolchildren; shows autonomy and initiative in planning of the educational and extracurricular classes according to the speciality. Constructive skills: can define and substantiate the purpose, content, methods, and techniques of training; can draw a detailed synopsis of the lesson, with showing independence and initiative; can determine the content of educational hours in the specialty in accordance with the level of psychophysiological development of learners, can select the appropriate material and model the form of educational activity. Gnostic skills: the trainee student analyzes from different aspects the attended lessons conducted by the teacher; can analyze educational hours in the specialty carried out by other students; can analyze the own activities (the effectiveness of the lesson, educational hours, knows how to make the necessary adjustments in its conduction); Procedural skills: the trainee student has a deep knowledge of the lesson material, doesn't make mistakes; can use different methods for activating the cognitive activity of schoolchildren at the lessons of a professional subject and educational hours; can evaluate the level of knowledge, skills, and competences of learners under the current standards. Organizational skills: the trainee student conducted the required number of lessons and educational hours; timely submitted the properly prepared report on educational-productive practice; actively participated in the discussion on the results of educational-productive practice at the final conference or seminar. Communication skills: non-conflict communication during the practice; has impeccable literary broadcasting (in lessons and after school hours); can react correctly to the comments that arise in the process of practical activity.

The results of the conducted research showed that the dynamics of the levels of quality of student's pedagogical activity at the beginning and at the end of educational-productive practice has been improved significantly: creative (high) level after passing the practice has 25% of students (20 people), sufficient (average) level – 70% (56 students) and a low level of theoretical and practical knowledge is observed in 5% (4 students). At the beginning of the experiment, these indicators were as follows: creative (high) level was demonstrated by 15% of students (12 students), sufficient (average) level – 60% (48 students), and low level of theoretical and practical knowledge – 25% (20 students). That is why students with a low level of quality in pedagogical activity, and, in particular, formation of the general and professional competencies, received the additional teaching and methodic support from teachers-methodists, which consisted in counseling, collaboration, coordination and correction of the synopses of lessons and educational activities. Thus, the methodists implemented a compensatory function in the process of practice: deepened theoretical knowledge in professional subjects, improved skills in the choice of teaching methods, their application, established cooperation with the pedagogical staff of the educational institution and class teams, which affected, in particular, on the improvement of personal qualities and raising of their teaching skills.

To summarize the results on students' passing of the educational-productive practice, the Department of General Pedagogy and Pedagogy of the Higher School of Hryhoriy Skovoroda University in Pereiaslav organized a special seminar on "Modern Challenges in Future Teacher's Preparation" (10.03.2020 p.). Its purpose was to discuss the problems of the quality of pedagogical activity of the student in the process of pedagogical educational-productive practice and his psychological and pedagogical readiness for the practical professional activity. Students of various specialties, methodists, group supervisors, subject-teachers from the practice bases were invited to participate in the seminar (classroom leaders, for whom the trainee students were assigned). Each participant of the seminar had the opportunity to offer the own suggestions on how to improve the process of future teachers' preparation for the educational-productive practice, as a significant step in their professional activity. According to the results of the seminar, was made a decision on the improvement of pedagogical skills formation of the future teacher;

enhancement of the students' training on the problems of studying relationships in the learners' team and individual characteristics of schoolchildren; improvement of students' ability to build lessons in accordance with psychological, pedagogical and valeological features; motivation of the creative ideas for submission of educational material, and it was also recommended to make changes in educational and professional programs for their updating according to the educational necessity.

### **Conclusions**

Thus, the conducted research makes it possible to consider at a qualitative level the problem of professional competence formation of the future teacher of secondary educational institutions in the process of pedagogical practice. The substantiated components of organization, carrying out and results of the future teachers' practice (motivational-target, value-oriented, practical, communicative, and creative) point to the thoroughness of the research and its effectiveness. We have substantiated the criteria of the future teacher's activity in the institutions of general secondary education (motivational-prognostic; cognitive-knowledge; result-evaluative; emotional-reflexive) and the levels of quality of student's pedagogical activity (adaptive, sufficient and creative). Selected methods of our research (questioning, survey, observation, testing, experiment, analysis, and generalization of the work results, etc.) contributed to realization of the purpose and objectives of the study.

The results of the study indicate a positive dynamic in acquisition and improvement of the general and professional competences of future teachers in the process of practical training, in particular, educational-productive practice. Besides, the study showed that students have profound and qualitative knowledge in specialized subjects (pedagogy, psychology, teaching methods, etc.). The conducted research proves once again that practical training is an important component in teachers' preparation and their self-affirmation.

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### **Conflict of Interest**

None.

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## **Практика в системі підготовки майбутнього педагога: Можливості та переваги**

### **Олена Хмельницька**

Університет Григорія Сковороди в Переяславі  
08401, вул. Сухомлинського, 30, м. Переяслав, Україна

### **Юлія Багно**

Університет Григорія Сковороди в Переяславі  
08401, вул. Сухомлинського, 30, м. Переяслав, Україна

### **Олена Сергійчук**

Університет Григорія Сковороди в Переяславі  
08401, вул. Сухомлинського, 30, м. Переяслав, Україна

### **Лариса Ткаченко**

Університет Григорія Сковороди в Переяславі  
08401, вул. Сухомлинського, 30, м. Переяслав, Україна

### **Світлана Танана**

Університет Григорія Сковороди в Переяславі  
08401, вул. Сухомлинського, 30, м. Переяслав, Україна

### **Анотація**

**Актуальність.** У статті теоретично та інноваційно обґрунтовано необхідність посилення практичної складової у процесі професійної підготовки майбутніх учителів Університета Григорія Сковороди в Переяславі; висвітлено особливості організації педагогічної практики; акцентовано на важливості та послідовності проведення педагогічних практик; визначено переваги та недоліки в організації та проведенні педагогічної практики в загальноосвітніх навчальних закладах; розкрито роль методичного та практичного супроводу навчання керівниками педагогічної практики.

**Мета.** Мета статті – дослідити та перевірити ефективність компетентнісної професійно-практичної підготовки майбутнього вчителя під час навчально-виробничої практики в загальноосвітніх навчальних закладах. Обґрунтувати можливості організації педагогічної практики через побудову індивідуальної траєкторії розвитку майбутнього вчителя.

**Методологія.** Для дослідження використано методи: теоретичні: аналіз, узагальнення, порівняння; емпіричні: спостереження, вивчення продуктів діяльності студентів, анкетування, бесіди, інтерв'ю, дискусія, тестування, педагогічне прогнозування, педагогічний експеримент для виявлення результатів дослідно-експериментальної роботи; методи математичної статистики.

**Результати.** Результати дослідження показують, що структурована педагогічна практика робить значний внесок у професійне зростання майбутніх учителів, посилюючи їхні мотиваційні, ціннісно-орієнтаційні, практичні, комунікативні та творчі компетенції. Дослідження підтверджує, що добре організована практика підкріплює теоретичні знання практичними навичками, сприяючи глибшому розумінню та застосуванню освітніх концепцій.

**Висновки.** У дослідженні зроблено висновок, що педагогічні практики мають вирішальне значення для цілісного розвитку майбутніх учителів, дозволяючи їм практично і творчо застосовувати теоретичні знання в освітньому середовищі. Структурований підхід, який використовується в організації цих практик, забезпечує ефективний розвиток необхідних професійних компетентностей, підтверджуючи актуальність практичної підготовки в програмах підготовки вчителів.

**Ключові слова:** студент-практикант; класний керівник; вчитель-предметник; заклад вищої освіти; професійне самовизначення.