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**TEACHING PRACTICE  
AS THE WAY TO PREPARE  
STUDENTS  
FOR PROFESSIONAL  
PEDAGOGICAL ACTIVITY**

**Ключевые слова:** качество образования, педагогическая практика, цель и задачи, функции и педагогические условия педагогической практики.

At the beginning of the 21st century the problem of education quality in general and pedagogical education in particular has become especially acute. It determines the need for preparation of highly qualified pedagogical staff for school able to solve non-standard teaching and educational tasks connected with implementation of competence-based approach.

It is not a secret that for the past decades the quality of education in Russia in general and in the Northern Caucasus in particular has significantly decreased. Quality as a pedagogical phenomenon has two aspects: the first is compliance to the Federal State Educational Standards (FSES) treated as quality from the point of view of the producer (Higher Educational Institutions); the second aspect refers to meeting demands of the consumer (primarily students). In this respect, education quality is not only a set of professional and pedagogical knowledge acquired by a student, but also the ability to apply it effectively.

Thus, solution to the problem of quality assessment lies within compliance of "educational services" to consumer demands (i.e. students, various state and private organizations). The quality of pedagogical education is characterized by the following aspects: consistency of educational objectives and outcomes at the level of certain educational system (at the level of educational institution); compliance between various parameters in assessment of educational outcomes of every student (quality of knowledge, degree of skills development, etc.); congruency of theoretical knowledge and ability to use it in professional activity.

In this regard, special attention in higher pedagogical institutions is paid to improvement of teaching practice quality which is considered as an integral part of educational process and shapes the

key professional competences and as a result professional integrity of a novice teacher (Goryunova, Kovalyova, 2010; Dzidzoyeva, 2008; Nedyurmagomedov, 2016, 2008; Radzhabova, Nedyurmagomedov, 2017; Westera, 2001).

The concept “teaching practice” is defined in scientific literature in the following way:

- in “The Russian Pedagogical Encyclopedia” (edited by V.V. Davydov) student teaching practice is considered as “a form of vocational education in higher and middle pedagogical educational institutions, the leading part in practical training of teachers”;
- in “The Pedagogical Encyclopedic Dictionary» (edited by B.M. Bim-Bud) it is seen “as a form of vocational education in higher and middle pedagogical educational institutions, the leading aspect of practical training of future teachers”;
- as the main form of methodical training of students (Matveeva, Protasevich, 2010), etc.

The main purpose of student teaching practice is “to put into practice” pedagogical knowledge and turn it into to the effective tool of pedagogical activity, continuous enrichment of general pedagogical and “specific” knowledge in the course of its use in educational institutions at reaching certain pedagogical objectives.

Student teaching practice or teaching internship plays the key role in formation of professional culture of a future teacher. Its main objective is to promote mastering the main types of pedagogical activity of a secondary school teacher by a student-intern. Practice promotes the use of the gained knowledge and application of practical skills in the context of real-life academic setting (independent classroom work), acquisition of experience of organizational and real teaching

in daily educational routine. P.P. Blonsky wrote that “pedagogy cannot be taught by books... one needs practice, not a copying kind of practice (practice like that is terrible) but creative and meaningful” (Blonsky, 1971).

Teaching practice for bachelor degree students is a difficult and responsible stage on the way to teaching profession. During practical training a student takes a dual position, he is simultaneously an active participant of two kinds of activity: learning and teaching. An intern is both an object (in terms of learning) and subject (in professional activity), has reproducing (in learning) and creative (in professional activity) role, and takes the leading (in learning) and auxiliary (in professional activity) position. The problem of professional development in teaching internship is complicated by the fact that incomplete learning overlaps pedagogical activity that has essentially different implementation features (objective, motive, means, control, assessment).

Teaching practice as the means of student preparation for professional pedagogical activity is a multidimensional phenomenon which acts as one of the components of overall pedagogical preparation, as a type of practical activity and as a form of education at higher pedagogical institutions. Student teaching practice is aimed to check students’ theoretical knowledge and practical skills as well as how well pedagogical activity suits their dispositions.

A number of scientists have researched into different aspects of teaching practice (Mkrtchan, Petrilevich, 2010; Nedyurmagomedov, 2008, 2016; Radzhabova, Nedyurmagomedov, 2017; Tarantey, 1991; Kalu-Uche, et al., 2015; Tomaševska, 2010;; Westera, 2001). However, these aspects are still insufficiently reflected in scientific literature, the issues related to functions, objectives

and tasks of student teaching practice, principles of its organization, and efficiency criteria in the conditions of transition of school to new standards have not been covered in much detail.

The need for further research into some aspects of organization of student teaching practice also arises from the following contradictions: between modern requirements to the expert (teacher), his/her personality and professional activity and the focus, nature and contents of vocational training; between the considerable potential of the contents, forms, methods, organizational and pedagogical conditions of teaching internship as conditions of their effective preparation for future professional activity and their insufficient realization in terms of its organization in modern conditions.

The purpose of teaching practice is to further develop professional and pedagogical skills of organization of teaching in real-life conditions of an educational institution (where an intern is supposed to work later); deepening theoretical knowledge of pedagogical and professional disciplines; developing the valuable attitude towards teaching profession and responsibility for the results of one's pedagogical work. I.F. Kharlamov and V.P. Gorlenko believes that the purposes of student teaching practice come down to development of interest in teaching profession, development of pedagogical skills received in the course of training and allowing to act as a teacher; estimations of pedagogical skill of a future teacher (Kharlamov, Gorlenko, 1997). Conversely, L.N. Kulikova is sure that we need new interpretation of teaching internship, she sees student teaching practice not as the way to master traditional teaching methods but as a critical attitude to activity of school teachers, aspiration to find one's own, in some way more valuable equivalents to pedagogical

decisions, various options, to see possible consequences of one's own pedagogical activity (Kulikova, 1997).

Thus, the main objectives of teaching practice include:

- making students familiar with the modern system of teaching and moral instruction in educational institutions and analyzing their state, organization of academic process and features of its management, standard documentation;
- making students familiar with practical pedagogical methods, acquaintance with pedagogical experience, system of work of the subject teacher;
- analysis and studying of the system of moral instruction for pupils in educational institutions; development of the system of work as a class teacher including interaction with bodies of school self-government (at the level of a class, school), pupils' organizations and associations, parents, society in general; studying pupils' personalities, class as a collective and relations arising in it;
- development of skills associated with organization of teaching process, exercising control by means of monitoring, specific control tools, forms of assessment.

Thus, the *main* task of student teaching practice (which has the binary nature and covers teaching and educational work of the subject teacher and work of a class teacher) seems to be mastering and development of the main components of professional and pedagogical culture by future teacher in real pedagogical conditions of an educational institution.

Reaching the specified tasks and objectives of student internship presupposes inclusion of students into real school environment by involvement into gradually becoming more complicated types of pedagogical activity which evolves

necessary professional and pedagogical competences depending on the student's (graduate's) ability to apply the gained psychological, pedagogical and special knowledge to the successful solution of day-to-day tasks.

The system of overall didactic training of future teachers is characterized by poly-functionality which is expressed in interdependence and interconditionality of the general (educative, developing, and disciplining) and specific (diagnosing, correcting and motivational or stimulating) functions of student teaching practice. Other functions include:

- adaptation – acquaintance with different types of educational institutions, work organization and corporate culture in them, pace of educational process; development of skills essential in the system of horizontal and vertical communication and relations;
- planning and projecting (learning to plan subject teaching within an academic year, a term, a separate module, work on a definite topic; to define and formulate the lesson objectives and possible learning outcomes taking into account learning functions; to think over structure of lessons of various types with the use of a variety of methods and techniques);
- organizational (rules of teaching and classroom management, developing skills connected with keeping students attention, organization of individual and group work, different formats of pupils' work at a lesson, activation of their cognitive activity);
- teaching (educational) – developing skills to apply knowledge in a complex way, skills received during studies (at a higher education institution) and which are applied according to the presented model and later in a new situation and at the level of creative endeavors; obtaining new knowledge,

experience of teaching and research activity;

- moral instruction – development of pedagogical culture in the course of teaching and educational activity, formation of professional “I-concept” and individual working style;
- motivational (stimulating) – development of strong motivation for future professional and pedagogical endeavors due to success in teaching activity;
- developing – development of pedagogical skills that guarantee future professional efficacy, acquisition and use of new knowledge about purposes and problems of school education, structure and principles of creating academic programs, textbooks, requirements of the State Federal Educational Standards; use of the basics of pedagogical and similar sciences for successful professional growth in the conditions of certain educational institution;
- diagnosing – development of the skill to estimate results of pupils' activity in order to reveal the real level of their knowledge and skills acquisition, finding out reasons for deviation from the planned outcomes for making necessary changes in the academic process; estimation of the level of theoretical and practical readiness of interns for future professional and pedagogical activity;
- correctional – identification and correction of the shortcomings of higher school preparation of students for pedagogical activity.

Student teaching practice at school is carried out in three stages:

- preparatory and reflexive stage when interns prepare for taking up the social role of a subject teacher and a class teacher (setting targets);
- adaptation stage when students get acquainted with the educational organization, pedagogical staff of

school, educational group (class), teaching process, attend and observe classes of subject teachers and extra-curricular activities;

- active stage during which students analyze the attended lessons, prepare and give lessons individually (in one of classes observed by a teacher or methodologists), plan one subject-related extra-curricular activity (a class hour, an excursion, a school holiday, etc.) and masters methods of psychological diagnostics of personality types and groups of pupils.

The contents of student teaching practice (and its stages) is defined by the working programs (worked out by faculty of the departments that provide pedagogical and methodical training of students) and the standard instruction on its organization and includes the following elements:

- acquaintance with educational institution, teaching staff, class, certain pupils;
- teaching the subject;
- out-of-class work on the subject;
- activity aimed at moral instruction (as a class teacher).

The core element of student teaching internship is made up by professional pedagogical activity which includes:

- study of the main directions, contents, forms and modes of work of certain subject teachers, class teachers and pedagogical staff of educational institutions;
- organization of individual and collective educational activity, taking part in art, sports and other kinds of school events;
- mastering the skills of lesson planning and conducting, after-class and out-of-class activities; methods of club work;
- mastering skills associated with planning and conducting work on moral

issues in a class, temporary children's (student's) collective;

- studying age-related and specific features of pupils;
- organization of communication between pupils in small teams, permanent and temporary school groups.

In the course of teaching practice interns gain a variety of teaching technologies (starting from the reproductive level when traditional ways of teaching activity evolve, to advanced independent search for ways of applying the gained experience when students transform traditional teaching techniques, generate and implement new ideas). The reproductive and productive activities are interconnected and make up successive steps in development of teaching competences.

Effective organization of teaching internship presupposes the following crucial pedagogical conditions:

- introduction of an elective course called "Technology and techniques of pedagogical preparation for teaching practice" into academic curriculum (Nedyurmagomedov, 2008);
- stage-by-stage development of all types of professional pedagogical activity (mastering professional functions of an expert);
- gradual complication of tasks at all stages of teaching practice, expansion of a range of social roles and kinds of activity of the intern, increase in workload and complication of different teaching aspects which at each subsequent stage approach activity of a professional teacher;
- realization of the principle of poly-functionality (carrying out various professional functions at the same time, e.g. organizing, educational, moral instruction, developing, correctional, etc.) and mastering various professional roles (organizer of

- educational activity, tutor, assistant, consultant, facilitator, etc.);
- doing invariant (giving lessons, holding disciplinary activities and pedagogical researches) and variable tasks as parts of teaching practice;
- development of scientific, methodical and educational support of teaching practice (variable programs, instructional manuals and guidelines on the organization of teaching practice, scenarios of educational school events and parent meetings, tests, etc.);
- encouraging active position and independence of interns in the course of teaching practice;
- reflection (treated as a professionally important quality providing self-development) on one's own pedagogical activity, development of critical thinking skills (in the course of internship).

Thus, student teaching practice as a highly important part of pedagogical activity is a complicated multidimensional phenomenon, a link between theoretical training of future teachers and their professional activity in educational institutions.

Teaching internship enables to increase knowledge, enhance skills relevant for professional pedagogical activity and develop pedagogical culture. All these issues promote development of successful professional competences of novice teachers of educational institutions.

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