



# Pedagogical Practice of Students

## Práctica pedagógica de los estudiantes

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### Contents

- [1. Introduction](#)
- [2. Stages of pedagogical practice](#)
- [3. Conclusion](#)

[Bibliographic references](#)

#### ABSTRACT:

The article presents the experience students' teaching directed toward professional practice. Stages, kinds and peculiarities of professional practices of future teachers of foreign languages are described in the paper. Authors' attention is concentrated on the role of school internship during the process of training a bachelor with high level professional competence. The authors conclude that the educational system needs updating of the pedagogical process using modern technologies that will increase the effectiveness of pedagogical activity and students' professional practices at school.

**Keywords:** Professional Practice, Professional Competence, Self-Development, Self-Perfection, Students, School.

#### RESUMEN:

El artículo presenta la experiencia del proceso educativo de los estudiantes dirigido hacia la práctica profesional. Se describen las etapas, los tipos y las particularidades de prácticas profesionales de futuros maestros de idiomas extranjeros. La atención de los autores se concentra en el papel de la práctica pedagógica de los estudiantes en el colegio durante el proceso de la formación de un bachiller con un alto nivel de la competencia profesional. Los autores concluyen que el sistema educativo necesita la actualización del proceso pedagógico usando tecnologías modernas que aumentarán la eficacia de la actividad pedagógica y prácticas profesionales de los estudiantes en el colegio.

**Palabras clave:** Práctica Profesional, Competencia Profesional, Autodesarrollo, Autoperfección, Estudiantes, Colegio.

## 1. Introduction

The future of every country depends on the sphere of education, and this means that high school should form a personality which corresponds to the requirements not only of today's, but also of tomorrow. School internship becomes one of the leading factors in training a future teacher (Chaaban, Y., 2017; Goh, R. and Fang, Y. 2017; Guarda, M. and Helm, F., 2017; Hinchion, C., 2017; Komarova E.P. et al., 2017; Mažgon J. and Mrvar P. M., 2017; Zonoubi, R. et al., 2017; Vansant-Webb, E. and Polychronis, S., 2016; Yandell, J., 2017). It is known that pedagogical practice is one of the most important stages in the professional training of students. Pedagogical activity and the formation of readiness for its activation are possible only with the mutual penetration and mutual conditioning of the theoretical and

practical training of the future teacher.

During the practice students acquire such skills and skills as:

- the ability to organize their pedagogical activities,
- the ability to plan training sessions in accordance with educational plans and design thematic blocks of lessons;
- the ability to consistently expound material;
- the ability to organize various types of training, which are more effective in studying relevant topics and programs;
- the ability to use the innovative approaches in training.

According to (Akcan, S. et al., 2017; Bamber, P.M. and Moore, J.C., 2016; Carley Rizzuto, K., 2017; Sadeghi, K. and Rahmati, T., 2017; Tsai, C.-H. et al., 2017) the main goal of pedagogical activity is to consolidate and to deepen knowledge which are received by students within the process of training, to acquire the necessary practical skills. Pedagogical practice performs adaptive, teaching, educating, developing, diagnostic functions. Thinking about the organization of pedagogical practice, we need to focus our attention not only on the implementation of the program of practice, but on the fact that every student is a unique personality, who needs help in revealing in him/her strong personal and professional sides.

It is carried out in the conditions as close as possible to real conditions of future professional activity. It contributes not only the formation of professional skills, but also the formation of professionally important qualities. Theoretical base of students' training for school internship provides the integrity of teaching and educational process of the high school, strengthening the creativity in the identity of the student, increases his motivation to knowledge, self-perfection and gaining pedagogical experience.

Analysis of pedagogical literature (Alauddin, M. et al., 2017; Chatterjee Padmanabhan, M. and Rossetto, L.C., 2017; Davin, K.J. and Heineke, A.J., 2016; Freeman, D., 2017; Velliari, D.M. and Pierce, J.M., 2016) revealed that new approaches to the preparation, organization, carrying out and summing up school internship results are required. According to new approaches of Federal State Educational Standard to the organization of school internship in Kuibyshev Branch of Novosibirsk State Pedagogical University there is the following algorithm of actions:

- define labor functions and actions formed while studying profile disciplines;
- provide the list of profile competences;
- define the set of disciplines of various training modules;
- select the content of disciplines and design educational-methodical discipline complex.

Studying the works (Kizilet, E. and Özmen, K.S., 2017; Nguyen, M.H., 2017; Sugimoto, A.T. et al., 2017; Zhang, H. and Ye, L., 2016), we revealed that the key moments of school internship for the students of the philological faculty (profile: "Foreign language (English) and Foreign language (German)") are based on providing the following practical skills, abilities and professional competences:

- abilities to realize training programs of basic and elective courses; readiness to apply modern techniques and technologies including information providing quality of teaching and educational process;
- abilities to apply modern methods of diagnosing students' achievements, carry out pedagogical maintenance of the processes of students' socialization and professional self-determination, preparing them to conscious choice personal and profession development, etc.

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## **2. Stages of pedagogical practice**

Bachelor modules of the pedagogical education include the such stages of professional practices as demonstrative stage, principle stage and final stage of practice.

## **2.1. Demonstrative stage of professional practice**

Observation or demonstration stage is a new type of training internship. During this internship students get acquainted with highly qualified specialists and analyze the professional environment. Training internship focuses students' attention on professional and personal development for solving their own internal problems, activation of their personal resources and professional position formation (Kravchenko, E. V., 2012).

This type of practice is carried out at effective basic schools with which we have tied up a contract on cooperation for the purpose to interact in educational activities to create conditions for the improvement of continuous education quality in the system "Effective Basic School - Pedagogical University" on the basis of collaborative training and methodical work, research and educational work, the organization and carrying out students' school internship.

Students of the third course of the philological faculty (profile: "Foreign language (English) and Foreign language (German)") write the essay "Word about the teacher of English language" built based on the systematic students' observation of the activity of the teacher of English language (the teacher teaching a lesson and after classes, an interview with the teacher of English) and they also describe impressions of meetings with other teachers. Besides the students fill out "The social passport", analyze educational-methodical discipline complex and lessons of the teacher of English language.

At a demonstration stage of the training internship the list of problems and tasks of future professional activity is formed. The first experience of professional tests is carried out.

## **2.2. Stage of professional practice**

In the principle stage of school internship (psychological and pedagogical practice) the model of future professional activity is projected, studied techniques and technologies in the professional environment are approved. Our students-probationers prove benefits and efficiency of the use of the multimedia presentations, an interactive board, project activity and other innovative methods of teaching material at lessons. Probationers' lessons become bright, unusual, productive, and their pupils join in vigorous creative activity with pleasure.

To facilitate entry into the profession at the first pedagogical stage the students-bachelors of the philological faculty (profile: "Foreign language (English) and Foreign language (German)") are offered to create the curriculum of an elective course for the subject of English language and approve it in practice. During the approbation of the elective course there is an identification of problems while performing labor actions. In the final of this stage of professional practices the students develop their own projects within the course researches. Future teacher of English has to perform the main labor operations ordered by Federal State Educational Standard. Besides, the future teacher of English has to be also the reflexive teacher able to reconstruct the professional actions not only by trial and error method but also on the basis of the scientific research which is built in the professional activity. And it means that future teacher has to possess research competences which are improved at a final stage of professional practices (Kravchenko, E. V., 2012).

For illustrative purposes, annually on their second direction of the profile: "Foreign Language (German)" students have an opportunity to undergo their school internship in the summer language camp, previously having participated in spring seminars-projects on training pedagogical teams of ethno cultural language camps in the territory of the cultural and educational center ETNOMIR (Kaluga region) and in Moscow (Kravchenko, E. V., 2012).

Students show creativity and in the preparation of video presentations which has already become a traditional form of the report at the concluding conferences after their school internship. Junior students, who only should go to school on their first school internship, always present at the concluding conferences. Their senior companions of the faculty share their experience, their abilities to overcome the arising difficulties in the process of planning, giving lessons, their analysis, introduction of the project activity and creation of the

curriculum of the elective course. Moreover, their senior colleagues sincerely share their emotions, experience, progress and give manuals.

Obligatory component of the trainees' reporting documentation is student's portfolio. This document reflects stages of student's development as a future teacher and shows results of his self-expression. According to (Bezukladnikov, K.E., 2008) the use of a portfolio promotes dynamism (readiness to join active forms of work, to change their methods of work and to act independently), self-development, integrity (the result of training activity at high school becomes the formation of professional competences of the teacher of foreign language) and there are criteria to measure outcomes. Maintaining a portfolio is the creative work allowing the student to present the real educational level, to see reserves, to define the directions of his professional self-improvement. (Galustyan O.V., 2015, 2017) considers the analysis of student's portfolio an effective remedy of competence assessment. Besides, this technology can be used as the instrument of student's stimulation. It gives the possibility to choose the basic school to carry out the school internship, to participate in student's scientific and practical conferences, to publish the results of scientific research, employment, etc. (Shalashova, M.M., 2008; Sharifi, M., Soleimani, H. and Jafarigohar, M., 2017).

Therefore, organized system of diagnostics of future teacher's professional and personal development allows to realize the individual based approach to qualify assessment of performance of educational activity of educational institution (Galustyan O.V., 2017). This system provides high-quality accumulation of the information necessary for timely fixing of real changes and growth of future teacher's professional skill.

### **2.3. Final stage of practice**

During the final experimental and reflexive stage of the subject (pre-degree) practice future teachers make a pedagogical experiment within the approbation of their own project of the final qualification work. The analysis of the results of the made experiment is carried out and the efficiency of the project is defined. As a rule, students make reports describing the results of their research work at seminars, give master classes; their research work can be published in the collections of research conferences (Kravchenko, E. V., 2012).

Thus, the students of the philological faculty (profile: "Foreign language (English) and Foreign language (German)") realize project activity and create the curriculum of the elective course. Besides, graduates complete their diploma theses meeting the requirements of educational institutions. The department of English, German and training technique is characterized by a careful approach to the choice of the scope of the final qualification work where the practical focus is considered and welcomed.

It should be noted that future employers, headmasters and deputy head teachers of the effective basic schools are always present at the protection of research projects within final qualification work. Our partners mark out the theoretical degree of development of a problem and a practical orientation of graduates' degree research.

We should also mention that this innovation about assignment of the status of "Effective basic school" to the educational institution yields the first fruits in the form of open lessons, round tables, joint projects and seminars with future university graduates. Such cooperation should be more mobile and should have initiative character not only from schools but also from higher education institution.

In addition, teachers' participation is rather effective at the total conferences on the results of school internship. Teachers not only analyze students' activity comprehensively in practice, but they also extend their wishes on students' training improvement in the technique of teaching English or German, in the organization and in the carrying out school internship. Attention is paid to information literacy of a modern teacher, what requirements are imposed by school to the young specialist, how teachers should participate in school internship.

So, accurately organized sequence of the training events and pedagogical actions united by complete sections and blocks has a certain logical completeness in relation to goals and results of professional practices of future teachers of foreign languages, expressed in formed

### 3. Conclusion

The monitoring of professional practices was carried out with a diagnostic aid of quality of vocational students' training at the philological faculty (profile: "Foreign language (English) and Foreign language (German)") in Kuibyshev Branch of Novosibirsk State Pedagogical University. On average, the monitoring has shown that about 60% of all graduates have realized that their future career corresponds to their personal interests completely and they have a desire to connect their future profession with the received education, 17% have already decided the place of their future work, 7% answered that the place of their school internship coincides with the place of their future work.

It should be noted that our students not only have a potential, but also a desire to devote themselves to the pedagogical activity. It demonstrates that there is a well-established system of the organization and carrying out the professional practices following by a successful thesis protection and further graduate's employment. As a rule, the graduates who have become the winners of our University competitions "Steps of Pedagogical Skill" or "The best graduate of the year" find a very good employment according to the gained diploma.

Summing up it should be mentioned that the content and the dynamics of professional practices of students, forms of their organization and the conditions of realization in conjunction have had a positive impact on the professional and personal student's development, improves the quality of students' works that is confirmed by the results of the protection of final qualification work after the finishing (pre-degree) stage of professional practices.

All above-mentioned ways of vocational training of future teacher allow not only to develop, but also to analyze and to generalize the results of the pedagogical activity based on comprehensive system judgment that is the way of defining directions and the incentive of further professional development.

The perspective direction of modernization of vocational training of a future teacher is the improvement of content and forms of students' practical activities. All these components can be effective only in combination with personal interest and vigorous joint activity of students, professors and teachers. So, accurately organized sequence of the training events and pedagogical actions united by complete sections and blocks has a certain logical completeness in relation to goals and results of professional practices of future teachers of foreign languages, expressed in formed and mastered competences.

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[Index]

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