

# PECULIARITIES OF PRACTICAL TRAINING OF FUTURE TEACHERS AT THE DEPARTMENT OF PEDAGOGY AND PSYCHOLOGY OF PENZA STATE UNIVERSITY

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**Abstract.** This article reveals the peculiarities of practical training of students - future teachers. The historical analysis of the problem of practical training of future teachers in comprehensive schools in the system of their professional training has been carried out. The organizational and pedagogical conditions of effective realization of students' practical training are considered.

**Keywords:** higher pedagogical education, practical training, academic practice, production practice, organizational-pedagogical conditions

The analysis of practice, theoretical works devoted to the problems of higher pedagogical education, and regulatory documents has shown that one of the important areas of quality training of a future teacher is to improve its practical component, which acts as a subsystem in the holistic concept of professional formation of students of pedagogical universities. In this regard, it is of interest to reflect on traditional and new ways of solving this problem.

The important place of practical training of future teachers of comprehensive schools in the system of their professional training has led to the attention of domestic researchers to different aspects of this topic (O.A. Abdullina, Y.K. Babansky, V.I. Zagvyazinsky, N.D. Levitov, V.A. Slastenin etc.).

The analysis of this problem allows us to note the prevailing views on the essence of practical training «in its narrow and broad understanding: in the narrow understanding - as a pedagogical practice; in the broad sense - as training students for future practical activity in school by means of all types of classroom and extracurricular classes..., as well as experience of various works with children». [2, c.34]. At the same time, it should be emphasized that the most widespread approach is the one where practical training is traditionally considered by researchers as a

structural component of pedagogical university activities, the main content of which is represented by different types of practices.

Historical analysis of the problem under study allows highlighting the following key points in the issue of improving practical training of students - future teachers [1]:

1. The emergence of interest in the scientific pedagogical environment to the practical training of students of pedagogical universities in the late 1940s - early 50s was started due to the desire to overcome the difficulties experienced by students in the implementation of educational work during practice, as well as the haphazard relationship of teacher training universities and institutions of general education.

2. Introduction of socially useful practice (1940-50), during the implementation of which students on a voluntary basis from the first year under the guidance of the Komsomol committee of the university were actively involved as counselors in educational work, and in the second year - they played the role as an assistant to the class teacher. The growing influence of the Komsomol and Pioneer organizations strengthened the ideological component of the practical training of future teachers. The departments of pedagogy of pedagogical universities received recommendations from the Ministry of Education of the RSFSR to use the students' experience of working with Pioneers and Komsomol of schools in conducting practical classes on pedagogy.

3. Introduction of practice in summer pioneer camps (1952). This practice was introduced for second-year students of some specialties in order to improve educational work with children in the summer, as well as to solve the problem of lack of qualified teachers-educators in Pioneer camps. The students, who could not go to the camp for good reasons, had the opportunity to practice in the city pioneer camps at schools.

4. The introduction of social-pedagogical practice was due to the approval of the «Law on strengthening the link between school and life and on the further development of the system of national education in the USSR» (1958). In the light of this law, pedagogical universities were faced with the task of establishing a system of pedagogical practice, which would allow students throughout the years of study at the institute to conduct socially useful teaching work in schools and other educational institutions, and in the process of this work to acquire the necessary teaching skills and abilities for practical work in school. [3, c.4]. The introduction of this type of practice has led to the emergence of guidelines for continuity and consistency of practical training of a future teacher.

5. Introduction of internships (1960s). This semi-annual internship was designed for final year (fifth year) students and was the culmination of their practical training, as well as solving the problem of teacher vacancies in rural schools.

6. Introduction of socio-political practice (1974) consisted of junior courses in getting acquainted with the activities of public organizations of higher education, and for senior students in forming skills of propaganda and training of organizational and educational activities in youth group.

7. The search for ways to organize integrated (continuous) pedagogical practice (1970s-80s).

Development of modern system of pedagogical education again actualizes the problem of improving the practical training of future teachers and defines new guidelines for its solution.

According to the Federal Law «On Education in the Russian Federation» Art. 10, practice is recognized as a mandatory component of professional educational programs [5].

In modern pedagogical knowledge the practical training of a future teacher is considered as the basis of his/her professional competence implemented in unity and interrelation with his/her theoretical training (V.A. Slavenin). The competence approach, which lies at the heart of higher pedagogical education, allows practical training of students to make it more personality-oriented, technological and varied.

Practical training of undergraduate students of 44.03.01 «Pedagogical education» and 44.03.05 «Pedagogical education» (with two specializations) at Penza State University is regulated by the Regulations «On the practical training of students of Federal State Budgetary Educational Institution of Higher Education «Penza State University». According to it, practical training is considered as «a form of educational activity organization during educational program development under conditions of students' performance of certain types of works related to future professional activity and aimed at formation, consolidation, development of practical skills and competences in the profile of the corresponding educational program». [4, p. 2] Practical training can be organized during the implementation of academic subjects, courses, disciplines (modules), practice and be carried out both at the university and in the profile organization.

During the internship, students directly perform certain types of work related to future professional activity, it is the most productive form of practical training organization for students. The instruction on organizing and conducting practice for students of Federal State Budgetary Educational Institution of Higher Education «Penza State University» from 30.12.2020 №189-20 defines the types, types of practice and ways of its conducting.

Currently, two types of practices are defined: educational and industrial. Educational practices include: training practice (technological practice), training practice (familiarisation practice), training practice (adaptation practice), training practice (research work). Industrial practices include: industrial practices (pedagogical (summer counseling)), industrial practices (pedagogical), industrial practices (pre-diploma).

Faculty members of the «Pedagogy and Psychology» department at PSU prepare, organize and implement the training practice (adaptation), training practice (research work) and industrial practice (pedagogical (summer internship)).

It should be noted that the modern understanding of the role of educational practice reflects the idea of strengthening the practical orientation of the disciplines of the psychological and pedagogical module, in connection with the attention to the issue of forming students' skills in organizing educational work. Teachers of the

department have developed a program of educational practice (adaptation practice), which is implemented during three semesters.

In order to ensure effective practical training of students it is necessary to create organizational and pedagogical conditions for the development of professional competence of students through the optimization and improvement of existing knowledge, skills, professional and value orientations in accordance with the requirements of the modern level of the development of domestic education system.

In the course of the study, the following organizational and pedagogical conditions of the department's effective activity realization in students' practical training were substantiated and tested by the department teachers: network interaction; social partnership; application of modern pedagogical technologies in students' practical training.

From the point of view of the activity-based approach, the formation of competencies that determine successful entry and professional development of future teachers is possible exclusively in the conditions of an educational organization which, on the one hand, presents samples of professional actions and technologies, on the other hand, provides a field for gaining experience in solving pedagogical problems. These are secondary schools that provide teaching classes.

The model of network interaction between educational institutions provides the collaboration of secondary educational organizations on the basis of which pedagogical classes are organized (Secondary General Education Institution No. 28, Secondary General Education Institution No. 60 and Secondary General Education Institution No. 63 in Penza) and the V.G. Belinsky Pedagogical Institute of Penza State University in the implementation of the cluster principle. HEI's teachers in the above mentioned schools teach basic general education and core disciplines, as well as supervise student internship (adaptation). This format allows to economize the resources of educational institutions, creating conditions for the implementation of individual educational routes for both students undergoing practical training in the field-specific teaching classes and for the students themselves.

The network interaction between the department and general educational organizations, on the basis of which the pedagogical classes are functioning, consists of joint educational, research and innovation activities; provides the involvement of highly qualified specialists of the university and school into the educational process.

The second condition is social partnership. Strengthening the practical training of students to implement various types of professional pedagogical activity implies saturation of teacher education programmes with an extensive system of practices in the conditions of educational organizations through networking on the principles of school-university partnership. It should be noted that the two considered conditions (networking and social partnership) are closely connected, since social partnership with different organizations is often implemented through networking.

At PSU Department of «Pedagogy and Psychology», a model of networking with general education organizations, on the basis of which teaching classes are

functioning, has been developed and operates quite effectively. This model is based on the following main areas:

- vocational guidance work carried out by students during internships (adaptation) (organization of vocational guidance events in core teaching classes «Pedagogical profession in the world of professions», «University of my dream», etc.; volunteer work by students when they attend the Open Day at PSU for schoolchildren);

- conducting elective courses in psychological and pedagogical training for students of pedagogical classes with the involvement of students;

- summer employment for students and trainees of pedagogical classes (organisation of summer shifts during the holiday period);

- development and implementation of joint projects, preparation of competitive and exhibition materials («School of the Future», «Modern School - Modern Teacher», «Pedagogical Debut», etc.);

- joint participation of schoolchildren and students in Student Science Weeks at PSU, school subject weeks at Secondary General School №28, Secondary General School №60 and Secondary General School №63 in Penza, joint defence of the projects prepared;

- tutor support in preparation for conferences and Olympiads (subject Olympiads, K.D. Ushinsky All-Russian Psychological and Pedagogical Olympiad for Schoolchildren, etc.);

- joint activities of schoolchildren with students (visits to I.I. Sprygin Botanical Garden, Penza Art Gallery named after K.A. Savitsky, etc.). K.A. Savitsky, etc.).

The implementation of these areas of cooperation allows the formation of general and professional competence of students, updating educational programmes in accordance with the actual needs of the educational practice with the direct participation of employers.

The next condition for effective department activities, identified in our research, is the application of modern pedagogical technologies in the practical training of students. To form competences of future teachers in the organization of practical training at the department, priority is given to those modern educational technologies, the use of which allows the student to be a full participant in the educational process and encourages the independent solution of the tasks set for him/her. For example, the technologies of project, problem-based learning, contextual learning, case-method, role-playing and business games are actively used.

Thus, implemented by the department model of practical training of future teachers in the system of continuous teacher education - an integrated system of professional training based on general networking and higher education, assuming further design and development.

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