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ORGANIZATION OF FUTURE PRIMARY SCHOOL TEACHERS' PROFESSIONAL PRACTICE WITHIN THE OPTIONAL BLOCK «FOREIGN LANGUAGE»

The article is devoted to the issue of organizing the future primary school teachers' professional practice within the pedagogical specialty 013 «Primary education» the first (bachelor's) level of higher education in the content of the optional block «Foreign Language». In the process of the work, the native and foreign special literature on the research problem was analyzed. The normative legal documents and reports on the issues of the primary school teacher training, in particular its practical professional component, in the leading European countries were taken into account. To achieve the goal, a set of scientific methods was used: theoretical ones – studying the state of the investigated problem, determining the essence of future primary school teachers' professional practice; empirical methods: questionnaires, interviews; pedagogical observations. It was found that the main purpose of professional practice of future primary school teachers within the optional block «Foreign Language» is the formation of their practical methodological competence through the implementation of theoretical knowledge and skills in foreign language teaching methods at primary school, modern technologies and innovative teaching tools. When organizing this type of practice, it is necessary to take into account the following tasks for the development of future teachers' skills: to use teaching methods, technologies and tools of foreign language teaching at primary school in accordance with the practical purpose of the lesson; to plan a foreign language lesson methodically correct; to select, analyze and effectively apply modern technologies and innovative means of teaching a foreign language in accordance with the practical purpose of the lesson; to develop lifelong learning skills; to develop the ability of future teachers to plan a foreign language lesson and to control the formation level of foreign language knowledge, skills and abilities of primary school pupils. It is proved that the result of effective organization of professional practice within the optional block «Foreign Language» is the formation of future teachers' professional competencies: the ability to organize foreign language teaching at primary school with focus on modern methodological approaches and leading pedagogical experience; ability to communicate in a foreign language in an oral and writing forms within a certain foreign language topic; ability to use a foreign language in various situations of social, educational and professional communication.

Key words: optional block «Foreign languages»; professional practice; primary school teacher; future primary school teachers' foreign language training; primary school teacher training; specialty 013 «Primary education»; student trainee; teaching method; technology.

Introduction. The professional teaching practice plays an important role in training the future primary school teacher, and it forms his/her key professional qualities. The key-point goals

of professional teaching practice is to consolidate the students' knowledge in theory and to teach how to apply it in their future pedagogical activities. This kind of practice develops the

primary school teacher's professional abilities and skills of organizing the educational process in the classroom, adapting and improving in the future profession. The main emphasis in practical teacher training should be on forming and developing the teacher quality.

We agree with the report prepared by a research team from the University of Twente, the Netherlands, consisting of Maria Hendriks, Hans Luyten, Jaap Scheerens, Peter Slegers and Rien Steen, coordinated by Prof. Jaap Scheerens that teacher quality is the most important in-school factor influencing pupils' achievement and, as such, overall educational system performance. Teacher quality and, therefore, effectiveness – meaning that the teacher quality produces results (student achievement) – are dependent on the teacher's persona, the classroom environment, school organisation and the systemic context. This concept of teacher quality sees the professional development of teachers as instrumental towards pupils' learning and educational achievement (Scheerens, 2010, p. 14).

It is necessary to realize clearly the quality of teachers in relation to the development of their personal competences and attitudes. Teachers should have the relevant attitudes when educating young people. In terms of professional development, the initial teacher education system and recruitment systems should be able to provide and select teachers with the relevant competences and attitudes. In order to establish a clearer idea about what characteristics are associated with effective teachers, the following table provides an overview (European Parliament, 2014, p. 10). The modern approach to organization of a professional practice for future primary school teachers provides for reliance on such scientific provisions as holistic, activity and personal approaches.

Literature review. The basis for preparing bachelor degree students of specialty 013 «Primary Education» for professional practice at primary school within the optional block «Foreign Language» is an integrity of the educational process, fostering creative principles in the student's personality, increasing his / her motivation for learning self-improving, and acquiring pedagogical experience at school in professional practice. In this regard, the theoretical foundations should be considered.

Having analyzed the quality of professional practice of the foreign language primary school teachers in European countries, it can be observed that it is in the focus of activity of European officials, leading scholars of this field, educational institutions of all levels, and others (Solomakha, Loboda, 2020, p. 119).

In most European documents it is stated that *Teacher Education* prepares students to be good

teachers, able to deal with the challenges and difficulties related to their profession (European Parliament, 2014, p. 44).

Studying the question of practical teacher training in some countries as Great Britain and Sweden, we may conclude that teacher education courses have varied in length, and this is determined by a number of educational and social circumstances, but all of them go directly to a professional pedagogical / teaching career (Kosharna, Zhuravlova, Nieliepova et al., 2020).

Here is another example. Models of organization of students' internship or professional practice in the universities of England and Scotland are arranged around the establishment of close ties during the practice between the head of internship from school – student – teacher. The organization of training is carried out on an individual educational trajectory and a significant number of elective courses of academic disciplines. In the universities of England and Scotland, tutoring is widely used as a form of mentoring future professionals. Herewith, tutors are responsible for organizing the conditions for the formation and implementation of the individual educational trajectory of the student (Alieva et al., 2021, p. 100).

The special position in the process of professional practical teacher training belongs to a school-based teacher-educator, who does his / her duties on the basis of a partner school. That educator teaches pupils at school and has responsibilities to support partnership with a teacher training university or college in providing the practical training of students – future teachers. It means to be a mentor / facilitator/ cooperating teacher (Kosharna, 2021, p. 148).

There is an opinion that some components determine the conditions under which the professional practice and training are successful: creation of an appropriate learning environment; motivation; desire for self-realization, self-improvement; adaptation to professional-role social functions, socio-professional status; compliance with the requirements of industrial discipline, the formation of self-regulation of behavior and activity; a sufficient level of special training; 6) overcoming internal and external obstacles (Palamar et al., 2020, p. 2660).

There is one more important item as the future teachers' values. Some researches prove that Ukrainian applicants of higher education, in comparison to foreign ones, put universal moral values in the first ranks: free development of personality; responsibility and professionalism; and great commitment to individual values (Protsenko, Bulvinska, Melnychenko, Kharkhula, 2021, p. 87).

Reforming the education system in Ukraine requires conceptual rethinking the professional training of the future teachers. In higher

pedagogical educational institutions there is an important task for training a teacher capable not only of teaching and educating students, but also to shape their culture of health, value attitude to both personal and health of others (Bondarenko, Vashchenko, 2021, p. 80).

Modern requirements for professional training of future primary school teachers on the basis of the competence approach, the following should be formed in the graduate of the institution of pedagogical education qualities: creativity, independence, confidence, ability to have a dialogue with colleagues in Ukrainian, and in English, mastery of competencies for further life, self-realization and disclosure its educational and scientific potential (Terletska, 2021, p. 202).

Since the practical training of teachers is realized upon the requirements of modernity, it is necessary to take into account the primary school teacher's media competence. Didactic value of media for foreign language teacher training to future primary school teachers is obvious because of its special characteristics (multimedia, interactivity, authenticity, communication, productivity, mobility, convergence), which expand foreign language communication environment; help to integrate different types foreign language activities; diversify ways of organizing work in the process foreign language learning, as they are elements of various innovative technologies, and media tools provide forming new media skills of the future specialists who are necessary for coexistence in the media space and to teach a new generation primary school pupils (Petryk, 2021, p. 163).

Investigating the problem of professional practice at primary school we should remember the necessity of integrating digital technologies in the educational process. The higher pedagogical educational institution must be ready to prepare students of pedagogical specialties to using digital tools and instruments in foreign language lessons / classes, after all, their methodologically correct application, which is the key to efficiency, and allow improving the quality of forming the pupils' foreign language communicative competence (Solomakha, 2021, p. 206).

Discussing the theoretical basis of the research, it should be mentioned that professional practice within the block «Foreign Language» makes it possible to note that today, the appropriate methods and approaches, properly selected by the teachers, are essential in the system of studying. For example, foreign language disciplines during profile training implementation will become a strong basis for future teacher's activity at primary school (Yuzkiv et al., 2020, p. 230).

While following the professional practice the future teacher should be attentive that the main purpose of language education in primary school

is to provide pupils' general development, to form their motivation to learn foreign language, to develop their ability to listen and understand a foreign speech, to teach reading and writing on the basis of an available linguistic theory to form practical abilities and skills (communicative), and the most important thing is to form the ability to learn (Kotenko, Kosharna & Holovatenko, 2020).

So, the analysis of theoretical and practical works in the field of primary school teachers' professional practice is a basis for researching this item.

The purpose of the article is to study the content and the structure of organizing the future primary school teachers' professional practice within the pedagogical specialty 013 «Primary education» the first (bachelor's) level of higher education in the content of the optional block «Foreign Language».

Research methods. While conducting the research, a complex of methods was used. It was a set of interrelated methods:

Theoretical – study and analysis of native and foreign pedagogical, methodical and philological literature, official documents of leading European countries which provided consideration of general theoretical issues on the problem of research; systematization of organizational forms and methods of the primary school teachers' professional practice; comparing and summarizing the results of the study in order to substantiate the essence of the studied phenomenon and to determine effective pedagogical conditions to provide the methodological support for students' professional practice;

Empirical-diagnostic – questionnaires, interviews of the students; observational – pedagogical observations of the process of the professional practice at a partner school.

The target audience comprises the students of specialty 013 «Primary education» the first (bachelor's) level of higher education.

Results of the research. We would like to point out the main aspects of the professional practice within the optional block «Foreign language» of specialty 013 «Primary education» arrangement. It is aimed at future primary school teachers' practical and methodological competence forming by means of implementation of theoretical knowledge of teaching methods of a foreign language at primary school, modern technologies and innovative teaching aids into the practical activity.

The main tasks of this practice are:

- to develop the ability of student trainees to use methods, techniques and tools of foreign language teaching at primary school rationally according to the practical purpose of the lesson;
- to develop the ability of student trainees to plan a foreign language lesson;
- to develop students' skills in the selection,

analysis and effective application of modern technologies and innovative means of teaching a foreign language in accordance with the practical purpose of the lesson;

- to develop lifelong learning skills;
- to develop the ability of student trainees to plan a lesson in a foreign language and to control the level of formation of foreign language knowledge, skills and abilities of primary school students.

All these tasks provide formation of students' general and professional competencies. In the process of professional practice it is important to point out future primary school teachers' ability to teach junior pupils a foreign language that requires formation of linguistic and professional competencies of future teachers (Petryk, 2021, p. 113).

It is expected that by the end of the professional

practice trainee students will have been able to plan and organize the educational process of teaching foreign languages, following the general didactic, methodological principles, forms and methods; to apply traditional and innovative technologies of teaching foreign languages, to develop and to design outlines of foreign language lessons, analyze and self-analyze the lesson; to monitor, check, evaluate and keep records of students' academic achievements in a foreign language.

According to the Educational Program of specialty 013.00.01 «Primary education» of the first (bachelor's) level of higher education (Pedagogical Institute of Borys Grinchenko Kyiv University, 2021), the practice consists of several stages and it is held in the third and fourth years of bachelor level training. The description of this practice is demonstrated in Table 1.

Table 1

Description of future primary school teachers' professional practice within the optional block «Foreign Language»

Indicators	Characteristics of professional practice		
Total number of credits / hours	13,5 / 405		
Course	3	4	
Semester	6	7	6
Number of modules	2	2	2
Number of credits	3	3	3
Number of hours	90	90	90
Duration (weeks)	2	2	2
Form of the semester control	Credit	Credit	Credit

Developed by the authors

All the stages of professional practice are interconnected. They have much in common in structure and logic, however, they differ in content. So, conditionally they are called introductory, extra-curricular and technological professional practice.

At the beginning of each stage student trainees get familiar with their rights and responsibilities; content of the practice program; the tasks to be completed; system of assessment; criteria of assessment of each task. When coming to the base of practice student trainees need to get acquainted with the school administration, a foreign language teacher and the class. It is also important to analyze

the planning, textbooks, teaching aids and tools etc.

Mentoring sessions are the essential components of each stage during professional practice. They include students' reflection on their practice; discussion of typical mistakes made by student trainees during their lessons; discussion of the organizational specifics of the use of modern learning technologies chosen by future teachers. As a result of practice completion student trainees prepare methodical cases that contain lesson plans, self-made didactic materials, audio, video, digital aids etc. Table 2 demonstrates the criteria that methodical cases are evaluated on.

Table 2

Criteria for evaluating methodological cases

Points	Criteria
4–5 points	Methodical case is characterized by methodical correctness, expressiveness of innovative ideas, pronounced individuality, compliance with modern requirements for the organization of the process of learning a foreign language
2–3 points	Methodical case is characterized by the expressiveness of innovative ideas, expressed individuality, compliance with modern requirements for the organization of the process of learning a foreign language, but there are methodological inaccuracies
1 point	Methodical case is characterized by inconsistency with the methodology of teaching a foreign language in primary school, lack of innovative ideas, and individuality.

Developed by the authors

Let us focus on each stage (introductory, extracurricular, technological) of professional practice.

Considering the introductory professional practice within the optional block «Foreign language» we need to mention that it is held when students completed the course on a foreign language teaching methods and partially acquired the course «Modern technologies of teaching a foreign language at primary school». Consequently, they are aware of main approaches, methodical principles of teaching a foreign language, forms and teaching methods, teaching aids and tools, algorithm of lesson analysis and self-analysis. This practice consists of two modules: *Preparatory and organizational activities of a student trainee*; *Educational and practical activities of a student trainee*.

During this kind of practice the student trainees attend and analyze five lessons that are conducted by foreign language teachers of the 1–4 forms concerning the purpose of the lesson, adherence to the lesson structure, technologies, methods and teaching aids, pupils' activity, teacher's speech behaviour, lesson effectiveness, and compliance with sanitary and hygienic requirements of the lesson.

The student trainees also have to conduct two trial foreign language lessons using modern technologies. In addition, they attend, observe and analyze two lessons of other group mates.

The next stage of professional practice is one in arranging extracurricular activities in teaching foreign languages at primary school. So, much attention is paid to this part of the teaching profession. The modules of this practice are called: *Planning extracurricular activities in a foreign language at primary school*; *Organization of extracurricular work in a foreign language at primary school*. The student trainees complete

some research work «Features of extracurricular activities in a foreign language at primary school» and design a mind map with the main results of the study. They develop and present plans of four game activities (entertainment) and one festive event in a foreign language for primary school pupils.

Technological stage of professional practice is a combination of two above mentioned ones. It includes three modules:

- *Observation of the peculiarities of technologicalization of the educational process in a foreign language at primary school*;
- *Implementation of modern technologies in educational process in a foreign language at primary school*;
- *Professional self-improvement of the future foreign language teacher at primary school*.

In addition to conducting a foreign language lessons and extracurricular activities, the student trainees are to summarize their own practical experience of teaching a foreign language to primary school pupils during practice and prepare some presentation of it in the form of a scientific article or an abstract to the conference.

Summing up the results of the professional practice, the lecturers of Foreign Languages and Methodology Department offered a questionnaire during the reporting conference that let them analyze the tasks of the practice programme according to their intelligibility, accessibility, arrangement, difficulty, informativeness, efficiency for the future primary school teachers. 66 students were the respondents of this questionnaire.

The chart (Figure 1) shows the answers to the question, «To what extent are the proposed tasks of practice clear / accessible / planned / complicated / informative / efficient?»

The students had to evaluate each option according to the scale from 1 to 5, where 1 point is the lowest and 5 is the highest.

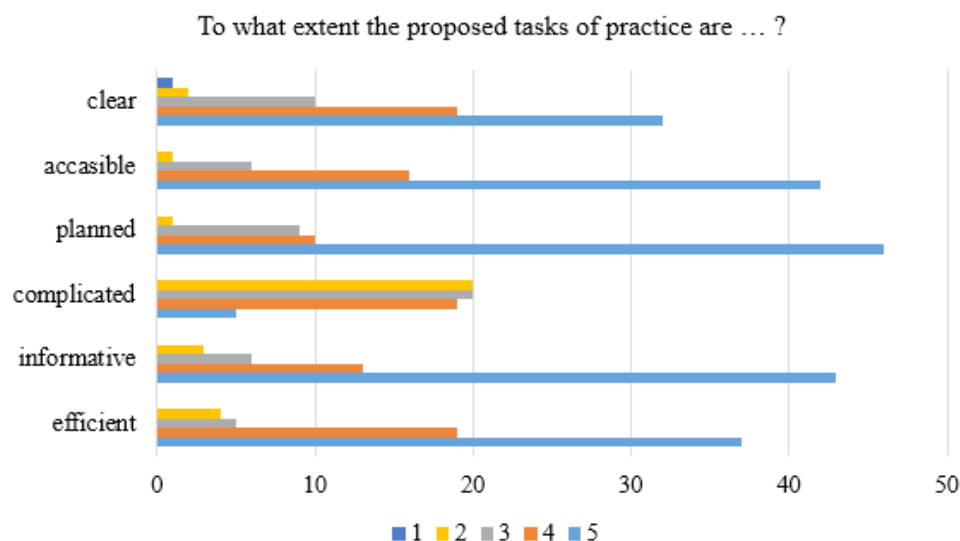


Figure 1. Visualization of students' responses to the question, «To what extent are the proposed tasks of practice clear / accessible / planned / complicated / informative / efficient?»
Developed by the authors

Looking at Figure 1 more closely, we may see that 85 % of the student trainees found the tasks efficient, informative and well-planned.

89 % of the respondents said that the tasks were accessible (all the students were supplied with the practice program during the introductory conference).

19 % (9 students) of the student trainees thought that the tasks were not clear enough, and 36 % (24 respondents) answered that the tasks

of the professional practice were complicated to complete.

However, latest data shows that still there are some student trainees who have satisfactory academic performance and can hardly catch up with the educational process.

Encouragingly, Figure 2 shows that future primary school teachers acquired the modern technologies and implemented them during foreign language lessons at primary school.

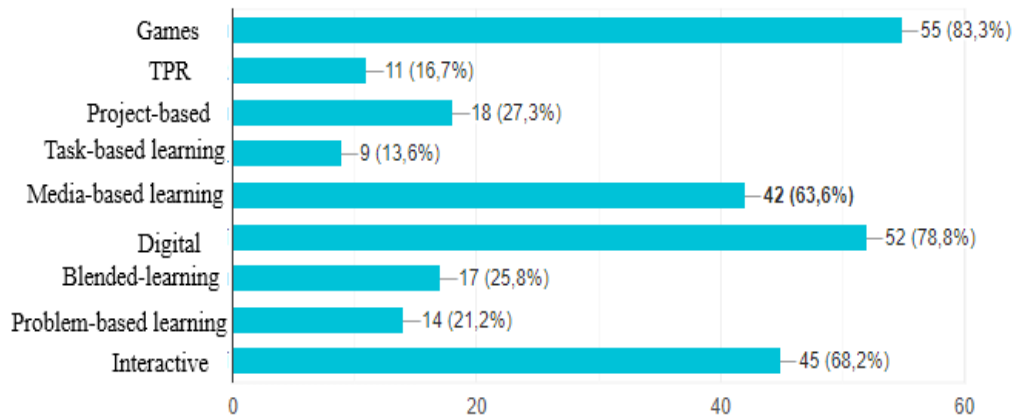


Figure 2. Visualization of students' responses to the task «Choose the modern technologies you have used in your lessons / classes»

Developed by the authors

Overall, it is clear that the most frequently used technologies were game-based, digital, media, interactive ones, despite the fact that all modern technologies are valuable.

It is obvious that the student trainees are aware of psychological and physiological features of junior pupils and find the above mentioned technologies to be the most efficient for their foreign language acquisition.

They also understand how to plan foreign language lessons with innovative tools such as digital images and photos, collages, comics, images (emoji), express polls, timelines, screenshots, e-newspapers, tag clouds, graphics interchangeable

format (GIF) images, posters, mind maps, infographics, QR code, clusters, interactive video, clips, tutorials, audiobooks, online dictionaries, etc (Petryk, 2020, p. 141).

For example, without a clear understanding of the peculiarities of the media use in the process of forming foreign language communicative competence in junior pupils, the structure of professional training of future primary school teachers, particularly within professional practice, is not holistic (Petryk, 2019, p. 121).

Figure 3 shows responses to the question «Which of the following, in your opinion, influenced the effectiveness of your teaching practice?»

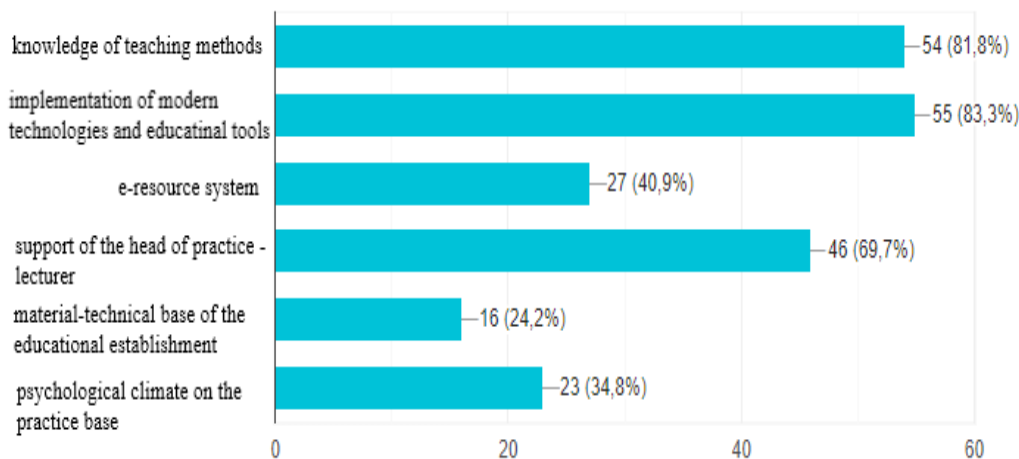


Figure 3. Visualization of students' responses to the question «Which of the following, in your opinion, influenced the effectiveness of your teaching practice?»

Developed by the authors

Judging from Figure 3, it is obvious that 82 % of the student trainees realize that their professional practice was successful because they had a good knowledge of methods to teach a foreign language to junior pupils, 83 % of the student trainees are good at choosing and implementing the right modern technology or innovative tools. 67 % of respondents find the support of the head of practice lecturer to be valuable and necessary to facilitate their practice.

Conclusions. Professional practice takes an important place in the system of future primary school teachers' foreign language training. In the context of our study, it is proved that this kind of teacher training should be systematic and consist of certain stages. Each stage of pedagogical practice is aimed at finding out special methodical and functional tasks.

The professional practice at primary school foreign language lessons provides the students of specialty 013 «Primary education» with a practical knowledge in their future professional activity. The students have special opportunities to observe the foreign language teaching process in developing; to gain a pedagogical experience in making professional decisions at foreign language lessons; to develop their professional critical thinking; to increase inner professional motivation.

The presented study does not cover all possible aspects of organizing the future primary school teachers' professional practice within the pedagogical specialty 013 «Primary education» the first (bachelor's) level of higher education in the content of the optional block «Foreign Language» and can be continued in a subsequent research.

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ОРГАНІЗАЦІЯ ВИРОБНИЧОЇ ПРАКТИКИ МАЙБУТНІХ УЧИТЕЛІВ ПОЧАТКОВОЇ ШКОЛИ В МЕЖАХ ВИБІРКОВОГО БЛОКУ «ІНОЗЕМНА МОВА»

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Стаття присвячена питанню організації виробничої практики майбутніх учителів початкової школи у межах спеціалізації вибіркового блоку «Іноземна мова». У процесі дослідження проаналізовано вітчизняну та зарубіжну літературу з проблеми дослідження, взято до уваги нормативно-правові документи та звіти з питань підготовки вчителя початкової школи, зокрема її практичної професійної складової, у провідних країнах Європи. Для досягнення мети було застосовано комплекс наукових методів: теоретичні – вивчення стану досліджуваної проблеми, визначення сутності виробничої практики майбутніх учителів початкової школи; емпіричні: анкетування, бесіди; педагогічні спостереження. З'ясовано, що головною метою виробничої практики майбутніх учителів початкової школи у межах спеціалізації вибіркового блоку «Іноземна мова» є формування їх практичної методичної компетентності засобом імплементації теоретичних знань і умінь з методики навчання іноземної мови у початковій школі, сучасних технологій та інноваційних засобів навчання. Організуючи такий вид практики, необхідно враховувати наступні завдання на розвиток умінь студентів-практикантів: раціонально використовувати методи, прийоми та засоби навчання іноземної мови в початковій школі відповідно до практичної мети уроку; планувати урок іноземної мови методично коректно; добирати, аналізувати та ефективно застосувати сучасні технології

та інноваційні засоби навчання іноземної мови відповідно до практичної мети уроку; розвивати навичку навчання впродовж життя; розвивати вміння студентів-практикантів планувати урок з іноземної мови та здійснювати контроль рівня сформованості іншомовних знань, умінь та навичок учнів початкової школи. Доведено, що результатом ефективної організації виробничої практики майбутніх учителів початкової школи у межах спеціалізації вибіркового блоку «Іноземна мова» є сформованість фахових компетентностей: здатність організовувати освітній процес з іноземної мови у початковій школі з огляду на сучасні методичні підходи та провідний педагогічний досвід; здатність спілкування іноземною мовою в усній та писемних формах у межах визначеної тематики; здатність використовувати іноземну мову в різних ситуаціях соціального, навчально-академічного та професійного спілкування.

Ключові слова: вибіркового блоку «Іноземна мова»; виробничої практики; вчитель початкової школи; іншомовна підготовка майбутнього вчителя початкової школи; метод підготовки; підготовка вчителя початкової школи; спеціальність 013 «Початкова освіта»; студент-практикант; технологія.

ОРГАНИЗАЦИЯ ПРОИЗВОДСТВЕННОЙ ПРАКТИКИ БУДУЩИХ УЧИТЕЛЕЙ НАЧАЛЬНОЙ ШКОЛЫ В РАМКАХ ВЫБОРОЧНОГО БЛОКА «ИНОСТРАННЫЙ ЯЗЫК»

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Статья посвящена вопросу организации производственной практики будущих учителей начальной школы в рамках специализации выборочного блока «Иностранный язык». В процессе исследования проанализирована отечественная и зарубежная литература по проблеме исследования. Для достижения цели работы был применен комплекс научных методов: теоретические – изучение состояния изучаемой проблемы, определение сущности производственной практики будущих учителей начальной школы; эмпирические: анкетирование, беседы, педагогические наблюдения. Выяснено, что главной целью производственной практики будущих учителей начальной школы в рамках специализации выборочного блока «Иностранный язык» является формирование их практической методической компетентности посредством имплементации теоретических знаний и умений по методике обучения иностранному языку в начальной школе, современным технологиям и инновационным средствам обучения. Организуя такой вид практики, необходимо учитывать следующие задачи развития умений студентов-практикантов: рационально использовать методы, приемы и средства обучения иностранному языку в начальной школе в соответствии с практической целью урока; планировать урок иностранного языка методически правильно; подбирать, анализировать и эффективно использовать современные технологии и инновационные средства обучения иностранному языку в соответствии с практической целью урока; развивать умения студентов-практикантов планировать урок по иностранному языку и осуществлять контроль уровня сформированности иноязычных знаний, умений и навыков учеников начальной школы. Доказано, что результатом эффективной организации производственной практики будущих учителей начальной школы в рамках специализации выборочного блока «Иностранный язык» является сформированность профессиональных компетентностей: способность организовывать образовательный процесс по иностранному языку в начальной школе с учетом современных методических подходов и уже имеющегося в практике опыта в этой области; способность общения на иностранном языке в устной и письменной форме в рамках определенной тематики; способность использовать иностранный язык в разных ситуациях социального, учебно-академического и профессионального общения.

Ключевые слова: выборочный блок «Иностранный язык»; производственная практика; учитель начальной школы; иноязычная подготовка будущего учителя начальной школы; метод подготовки; подготовка учителя начальной школы; специальность 013 «Начальное образование»; студент-практикант; технология.