

## PRACTICAL TRAINING OF FUTURE TEACHERS IN PEDAGOGICAL UNIVERSITIES: TRENDS AND PROBLEMS OF ORGANISATION

Myroslava P. VOVK<sup>1</sup>, Yuliia V. HRYSHCHENKO<sup>1</sup>, Nataliia O.  
FILIPCHUK<sup>1</sup>, Olena A. LOPUTKO<sup>2</sup>, Ivan M. DERDA<sup>3,4</sup>

<sup>1</sup>Department of Content and Technologies of Pedagogical Education,  
Ivan Zyazyun Institute of Pedagogical and Adult Education of the  
National Academy of Educational Sciences of Ukraine, Kyiv, Ukraine

<sup>2</sup>Department of Foreign Languages, National Academy of Internal  
Affairs of Ukraine, Kyiv, Ukraine

<sup>3</sup>Vocal Section, Yuriy Fedkovych Chernivtsi National University,  
Chernivtsi, Ukraine

<sup>4</sup>Department of Music, Yuriy Fedkovych Chernivtsi National University,  
Chernivtsi, Ukraine

**Abstract:** *The purpose of the study is to summarise the experience of organising teaching practice within the training of future teachers in pedagogical universities of Ukraine and other countries, and determine the trends in practical training of future specialists in the pedagogy. Content analysis, surveys, systemic analysis and generalisation are ones of the main research methods. Ukrainian society requires highly competent, mobile, responsible specialists that are aware of professional communication culture, ready to create scientific innovations and incorporate them into educational practice, which will contribute to the economic and social development of the state, to the teachers' education in particular. Therefore, the content and methodological foundations of organising various types of teaching practices in pedagogical universities needed improvement.*

**Keywords:** study, student, university, teacher, discipline.

In the modern innovative society, the role of teachers' education becomes more significant due to the new requirements for teacher's training and professional competence. A modern teacher is an agent of change, mobile, tolerant, sociable, responsible, capable of partnership, value-oriented, possesses the qualities of a nationally conscious person, who values cultural diversity and has a European mindset. Thus, the teacher is a driving force for constructive social transformations in a modern dynamic society. According to Recommendation no. 2006/962/ EU of the European Parliament and of the Council (EU) "On core competencies for lifelong learning"<sup>1</sup>, "education helps to preserve and restore the overall cultural level of society and instil important social and civic values such as citizenship, equality, tolerance and respect". The teacher is a reflection of cultural values, practical experience, manager, mentor, provider of educational services for achieving global change of society at

---

<sup>1</sup> Recommendation No. 2006/962 / EU of the European Parliament and of the Council (EU) "On core competences for lifelong learning", 2006. Available at [https://zakon.rada.gov.ua/laws/show/994\\_975#Text](https://zakon.rada.gov.ua/laws/show/994_975#Text).

various levels, including state, regional, personal ones<sup>2</sup>.

When transferring this idea to the socio-cultural context of modern Ukraine, the need to determine the approaches to reforming the professional training of teachers in pedagogical universities becomes relevant. According to the main theses of the Order of the Ministry of Education and Science of Ukraine no. 776 “On approval of the Concept of development of pedagogical education”<sup>3</sup>, “the high academic achievements demonstrated by the applicant of a pedagogical specialty while studying at university does not guarantee one's success in professional activities. The academic competency of a teacher is not identical to professional competency... There are three main stages during a life-long training of a teacher: initial formal education; the beginning of professional activity, which is a pedagogical internship, which should include special measures to adjust the employee entry to the profession; continuous professional development”.

There was a need to improve the content and organisational forms of the practical component of the teacher's professional training system, considering the New Ukrainian School. According to “Conceptual principles of secondary school reform”<sup>4</sup>, order of the Cabinet of Ministers of Ukraine No. 988-r “On approval of the Concept of executing state policy for the reform of general secondary education “New Ukrainian School” for the period up to 2029”<sup>5</sup> and order of the Cabinet of Ministers of Ukraine no. 275-r “On approval of the medium-term plan of top-priority actions of the government until 2020 and the plan of top-priority actions of the government for 2017”<sup>6</sup>, there is a need to strengthen the effectiveness of integrated theoretical, research, and practical training of pedagogical personnel, which will contribute to developing their interdisciplinary knowledge, innovative forms, methods, technologies of

---

<sup>2</sup> E.B. Galitsky, M.I. Levin, “Corruption in the education system”, in *Transition Bulletin*, 2004, no. 2, p. 1-32; I. Bondar, T. Gumenyuk, Y. Horban, O. Karakoz, O. Chaikovska, “Distance E-learning in the system of professional development of corporation managers: Challenges of COVID-19”, in *Journal of Education and e-Learning Research*, 2021, vol. 7, no. 4, p. 456-463; S.Y. Yuksel, “The problem of subjectivity of values in the search for a universal environmental ethics”, in *Heritage and Sustainable Development*, 2021, vol. 3, no. 1, p. 53-57.

<sup>3</sup> Order of the Ministry of education and science of Ukraine No. 776 “On approval of the Concept of development of pedagogical education”, 2018. Available at <https://mon.gov.ua/ua/npa/pro-zatverdzhennya-koncepciyi-rozvitku-pedagogichnoyi-osviti>

<sup>4</sup> New Ukrainian school. Conceptual principles of secondary school reform. 2016.

<sup>5</sup> Order of the Cabinet of Ministers of Ukraine No. 988-r “On approval of the Concept of implementation of state policy in the field of reforming general secondary education “New Ukrainian school” for the period up to 2029”, 2016. Available at <https://www.kmu.gov.ua/npas/249613934>.

<sup>6</sup> Order of the Cabinet of Ministers of Ukraine No. 988-r “On approval of the Concept of implementation of state policy in the field of reforming general secondary education “New Ukrainian school” for the period up to 2029”, 2016. Available at <https://www.kmu.gov.ua/npas/249613934>.

pedagogical activity in the actual educational institution<sup>7</sup>. Thus, the problem of improving the theoretical and methodological foundations of organising various types of teaching practice in pedagogical universities has to be thoroughly studied, considering modern trends in the development of society such as fundamentalisation as a principle of the society of knowledge, professional communication in the educational environment, the pragmatic approach to training to prepare the individual for real life<sup>8</sup>.

According to legislative and regulatory documents, a constant pedagogical practice is a vital component of training a student at university or college for a teaching career<sup>9</sup>; practical training must take up at least 30 credits of the European Community Course Credit Transfer System (ECTS) within the compulsory courses of Bachelor's programmes (starting from the first year of study, in different educational institutions and different classes (courses)); at least 30 credits (including Master's research) within the compulsory courses of Master's programmes (in different educational institutions and different classes (courses)). When implementing educational programmes in the dual form of education, the volume of practical training can be increased by combining theoretical training and practice starting from the second or third year of The Bachelor's programme<sup>10</sup>. Teaching practice of a student of pedagogical university can be viewed as practical training. At least half of the volume of practical training should be dedicated for teaching training, including independent performance of professional tasks<sup>11</sup>.

The purpose of the study is to summarise the experience of organising teaching practice within the training of future teachers in pedagogical universities of Ukraine and other countries, and determine the trends in practical training of future specialists in the pedagogy.

---

<sup>7</sup> Y.S. Tokatligil, A.Z. Saliyeva, F.N. Zhumabekova, "Psychological aspect of the training process of preschool education students", in *Quality and Quantity*, 2021, vol. 1, no. 1, p. 1-12; I. Bondar, T. Humeniuk, L. Batchenko, Y. Horban, L. Honchar, "State regulation of the development of educational and scientific process in higher education institutions", in *Journal of Management Information and Decision Science*, 2021, vol. 24, no. 2, p. 1-10.

<sup>8</sup> X. Tan, P.K. Matsuda, "Teacher beliefs and pedagogical practices of integrating multimodality into first-year composition", in *Computers and Composition*, 2020, vol. 58, article number 102614; Y. Zhao, J. Ko, "How do teaching quality and pedagogical practice enhance vocational student engagement? A mixed-method classroom observation approach", in *International Journal of Educational Management*, 2020, vol. 34, no. 6, p. 987-1000.

<sup>9</sup> T.D. Shcherban, G.V. Schcherban, "Psychological and pedagogical features of training future teachers (primary school)", in *Scientific Bulletin of Mukachevo State University. Series "Pedagogy and Psychology"*, 2021, vol. 7, no. 2, p. 125-131.

<sup>10</sup> H. Katolyk, L. Kovalchuk, "Features of the burnout syndrome among students psychologists during the pandemic", in *Social and Legal Studies*, 2021, no. 3, p. 198-205.

<sup>11</sup> Order of the Ministry of education and science of Ukraine No. 776 "On approval of the Concept of development of pedagogical education", 2018. Available at <https://mon.gov.ua/ua/npa/pro-zatverdzhennya-koncepciyi-rozvitku-pedagogichnoyi-osviti>

## **Materials and methods**

Research methods are content analysis for studying educational programmes, curricula, various types of practices within Bachelor's, Master's and Doctoral programmes in institutions of higher pedagogical education of Ukraine; survey for determining the problems of training future teachers at pedagogical university, identifying current trends in the organisation of teaching practices in the Ukrainian educational space and educational space of other countries; systemic analysis and generalisation for determining the content and methodological foundations of organising practices at different educational levels.

In 2020, for substantiating the content and methodology of organising teaching practice in pedagogical universities, a content analysis of educational programmes, curricula, various types of practices at The Bachelor's, Master's and Doctoral programmes at Ukrainian pedagogical universities was performed (M. P. Dragomanov National Pedagogical University, National University of Zaporizhzhia, Lesya Ukrainka Eastern European National University, A. S. Makarenko Pedagogical University of Sumy, Vladimir Gnatyuk National Pedagogical University of Ternopil, State University “Vasyl Stefanyk Prykarpathian National University”, G. Korolenko National Pedagogical University of Poltava, Ivan Franko National University of Lviv, Yuriy Fedkovych National University of Chernivtsi, Pavlo Tychyna State Pedagogical University of Uman, etc.).

Educational programmes for training future teachers of various disciplines in pedagogical universities provide for the following types of practices: educational biological and geographical practice (6 credits), educational (pedagogical) practice (3 credits); professional educational practice (3 credits); working (pedagogical) practice (12 credits) in Bachelor's programme “Geography. Secondary Education”; working practice (6 credits), research practice (9 credits) in Master's programme; psychological and pedagogical practice (3 credits), practice in summer health camps (3 credits), working (pedagogical) practice in primary school (9 credits) in the Bachelor's programme “Primary Education”; working (pedagogical) practice in a preschool educational institution (6 credits), working (pedagogical practice) (12 credits) in Master's programme; educational (pedagogical) practice (6 credits); educational (subject) practice (6 credits); industrial (pedagogical) practice (12 credits) in Bachelor's programme “Mathematics. Secondary education”; working practice (12 credits) in Master's programme; academic practice (12 credits); industrial practice (12 credits) in Bachelor's programme “Ukrainian Language and Literature. Secondary education”; academic practice (9 credits), working (9 credits) in Master's programme; folklore practice (3 credits); pedagogical practice (propaedeutical) (3 credits); pedagogical practice (3 credits); pedagogical practice (industrial) (6 credits) in Bachelor's programme

“Music. Secondary Education”; pre-graduate practice (9 credits); research practice (9 credits) in Master's programme.

In modern academic and educational discourse, the problems of structuring the content and defining the methodological foundations of organising various types of practice are viewed within the framework of problems of the theory and practice of teachers' education<sup>12</sup>. The theoretical foundations of the problem of the practical component in professional training of a modern teacher are discussed in the works of such Ukrainian scholars as S. Honcharenko<sup>13</sup>, I. Zyzyun<sup>14</sup>, N. Kuzmina<sup>15</sup>, N. Lazarenko<sup>16</sup>, V. Lugovyi<sup>17</sup> and others. The functions of various types of practice are identified by scholars considering their influence on the professional development of a future teacher. A significant number of scholars and teachers<sup>18</sup> emphasise the need to ensure continuous pedagogical practice at pedagogical universities. Ukrainian scholars also refer to the experience of practical training of future teachers in other countries, as well as to the organisation of pedagogical internships for novice teachers<sup>19</sup>.

---

<sup>12</sup> E. Curtis, J. Lunn Brownlee, R. Spooner-Lane, “Teaching perspectives of philosophical inquiry: changes to secondary teachers’ understanding of student learning and pedagogical practices”, in *Thinking Skills and Creativity*, 2020, vol. 38, article number 100711; I. Saifnazarov, G. Abdullahanova, N. Alimatova, U. Kudratova, “The main trends of increasing the role of the teacher in the innovative development of Uzbekistan”, in *International Journal of Advanced Science and Technology*, 2020, vol. 29, no. 5, p. 1771-1773.

<sup>13</sup>S.U. Honcharenko, Integrity of pedagogical system and process: methodological aspect. In: *Philosophy of pedagogical skill: Philosophy of pedagogical skill: Collection of scientific works* (pp. 13-24). Academy of Pedagogical Sciences of Ukraine; Institute of pedagogical education and adult education, Kyiv, 2008.

<sup>14</sup>N.H. Nychkalo, I.A. Zyzyun, M.P. Leshchenko, T.V. Ivanova, M.M. Soldatenko, V.V. Pylypchuk, O.A. Hryshchenko, (Eds.), *Pedagogical skills: problems, searches, prospects*, RVV GDPU, Kyiv, Glukhiv, 2005.

<sup>15</sup>N.V. Kuzmina, *Acmeological theory of improving the quality of education specialists training*, Research Center for the Problems of the Quality of Training of Specialists, Moscow, 2001.

<sup>16</sup> N. Lazarenko, *Professional training of teachers in pedagogical universities of Ukraine in the conditions of European integration*, TOV “Druk”, Vinnytsia, 2019.

<sup>17</sup> V.I. Lugovyi, O.H. Yaroshenko, (Eds.), *Conceptual and methodological bases of designing methods and means of diagnostics of educational results in higher educational institutions*. Pedahohichna dumka, Kyiv, 2014.

<sup>18</sup> N.M. Demyanenko, I.M. Kravchenko, V.O. Smikal, Through the program of practical training of students with a master's degree in 011 Science of Education (Higher School Pedagogy). In: *Collection of end-to-end programs of practical training of students of National Pedagogical Dragomanov University* (pp. 424-434), National Pedagogical Dragomanov University Publishing House, Kyiv, 2019; O.M. Semenoh, L.O. Bazyl, T.I. Diatlenko, *Professional practice of a teacher-vocabulary*. Noulidzh, Luhansk, 2008; Yu.V. Hryshchenko, S.O. Solomakha, N.O. Filipchuk, Problems of practical training of future teachers of art disciplines. *Historical and Pedagogical Studies: Scientific Journal*, 2020, no. 13-14, p. 51-53.

<sup>19</sup>N.M. Avshenyuk, L.M. Dyachenko, K.V. Kotun, M.M. Marusinets, O.I. Ohienko, O.V. Sulima, N.O. Postryhach, (Eds.), *Foreign experience of professional training of teachers: analytical materials*, DKS “Center”, Kyiv, 2017.

Despite scholars' thorough research of various aspects, the problems of content and organisational forms of organising various types of practice at pedagogical universities are insufficiently studied. The discreteness of its theoretical development and the need to improve the content and methodology of organising practices for reforming teachers' education in Ukraine define the choice of the problem of determining trends in practical training of future teachers at pedagogical universities, considering Ukrainian and foreign experience.

### **Results and discussion**

The practical component of professional training of future teachers of the Bachelor's programmes is focused on development of practical skills, creative approach to activities, professional qualities (communicative competence, methodological culture, pedagogical skills, etc.)<sup>20</sup>. The goal of this practice (working, pedagogical, pedagogical-psychological, methodological, etc.) is to present the specificities of the future specialty to students, systematise theoretical knowledge gained during the study of psychological-pedagogical and professional disciplines, the development of students' preparedness to organise and perform educational practice with other students<sup>21</sup>. The methodology of organising practices is focused on completion of such tasks as the development of constant interest in the future career; the development of students' interpersonal communication, emotional stability, tolerance, creativity, love for children; deepening, systematisation and enrichment of professional knowledge of students<sup>22</sup>; the development of students' ability to solve various educational and scientific-methodological tasks considering the age group and individual typological traits of pupils; the development of studying and generalising the positive pedagogical experience of the teacher; being aware of the psychological needs for organising and performing educational activities in general education institutions, which contributes to the successful adaptation of students to future professional activities; activation, consolidation and systematisation of students' knowledge

---

<sup>20</sup> T.M. Sobchenko, "Development of digital competence in the training of future teachers in Ukraine and China", in *Scientific Bulletin of Mukachevo State University. Series "Pedagogy and Psychology"*, 2021, vol. 7, no. 1, p. 103-112.

<sup>21</sup> I.S. Saifnazarov, "Innovative methods of forming spiritual immunity of youth (on an example of Tashkent State University of economics experience)", in *Astra Salvensis*, 2019, no. 1, p. 355-362; B.K. Serdali, A.T. Beldibekova, R.S. Zhaxylykbaeva, G. Uzbekova, K. Tursyn, "Democratic principles of education in media environment", in *Espacios*, 2018, vol. 39, no. 30, p. 1-16.

<sup>22</sup> M. Duran, M. Usak, M. Hsieh, H. Uygun, "A new perspective on pedagogical content knowledge: Intellectual and emotional characteristics of science teachers", in *Revista De Cercetare Si Interventie Sociala*, 2021, vol. 72, p. 9-32.

in psychological and pedagogical academic disciplines; gaining skills of analysing the results of their work, the need for self-education; improvement of skills of competent documentation processing<sup>23</sup>.

The goal of internships during Master's programme is focused on developing the need for self-development and self-education, obtaining skills necessary for the future professional activities of high school teachers; gaining practical pedagogical and research experience, developing of pedagogical skills of future specialists. The methodological foundations of practical training of Master's students are based on various forms, methods and types of organisation of pedagogical activities such as lectures, practical, laboratory and individual classes, special classes, pedagogical workshops, trainings, special practices, workshops for mastering modern methods by future teachers, forms and technologies of organising the educational process in certain disciplines, solidify theoretical material, improve communication skills with the student audience, get the opportunity to conduct experimental research related to the topic of the Master's thesis; practice applied algorithms for solving specific professional problems<sup>24</sup>.

The goal of practical training in the Doctoral programme (assistant, trainee, teaching and other types of practices) is focused on developing pedagogical communication, pedagogical skills based on the principles of reflection of innovations in the educational process, using personal qualitatively new ideas of research work during the educational process of higher education. The methodological foundations of organising practice for Doctoral programme imply the development of effective application of the main psychological and pedagogical concepts, theses, theories in teaching activities; mentoring junior colleagues for improving teaching activities; the ability to professional self-education, self-growth, self-actualisation in teaching; using verbal and non-verbal communication techniques; building pedagogical interaction based on cooperation and partnership; mastering the technique of getting in the mindset for pedagogical activities; the development of actively listening; mastering the techniques and methods of purposeful professional

---

<sup>23</sup>M. O'Brien, L. Blue, "Towards a positive pedagogy: designing pedagogical practices that facilitate positivity within the classroom" in *Educational Action Research*, 2018, vol. 26, no. 3, p. 365-384; M.L. Suárez, M.C.F. Maldonado, M.V. Muñoz, "Intercultural education: Some reflections and guidelines for a pedagogical practice in a democratic and plural school", in *Estudios Pedagógicos*, 2020, vol. 46, no. 1, p. 431-450.

<sup>24</sup>N.G. Ivanova, E.S. Shchablyakov, S.M. Kurbatova, D.V. Rahinsky, A.A. Kuzhleva, "Use of modern pedagogical technologies in the educational process of the university", in *Journal of Physics: Conference Series*, 2020, vol. 1691, no. 1, article number 012185; A. Mahanand, "Using parallel texts to teach literary appreciation and academic writing skills of M.A. students", in *Rupkatha Journal on Interdisciplinary Studies in Humanities*, 2020, vol. 12, no. 6, p. 1-11.

improvement, innovative forms, methods and technologies of learning, development and testing of experimental methods<sup>25</sup>.

Analysis of programmes of different types of practices, the content of educational programmes for training future teachers at different educational levels in regional pedagogical universities allows for determining their purpose: in the Bachelor's programme, it is the development of professional competencies, including pedagogical, psychological, socio-cultural, communicative, methodological, etc., pedagogical skills; in the Master's programme, it is the development of competencies related to the need to use the results of academic activities, research work in teaching activities, which provides for the development of methodological culture, innovative thinking, etc.; in the Doctoral programme it is the development of professional competencies of the teacher and researcher that is capable of incorporating innovation into educational practice<sup>26</sup>.

The specificity of holding internships in the Bachelor's programmes in pedagogical universities lies in ensuring the adaptation of students to the educational institutions' environment (primary, secondary, senior levels of education), the possibility of testing theoretical knowledge, creating opportunities for the continuous and consistent development of proficiencies and skills, professional development of the future teacher. The specificity of the organisation of practice at this level is determined by the performance of educational work (learning about the features of the class; analysis of educational programmes, methods and techniques of conducting lessons and other forms of organisation of training; analysis of the level of knowledge, proficiencies and skills of students (gradebook, student notebooks, tests, etc.); attendance and analysis of teachers' lessons; preparing didactic materials; methodological work (analysis of the work of the pedagogical council, methodological association of teachers, methodological association of curators and educators; study of pedagogical experience; learning about the visual aids, equipment, information and communication technologies available in classrooms, software, participation in improving the technological equipment of classrooms (production of necessary visual aids, development of didactic materials, slides, etc.); attending and observing lessons on the chosen subject in

---

<sup>25</sup> B. Sydykhov, S. Daiyrbekov, M. Muratbekova, Z. Issayeva, M. Burkitbayeva, M. Kavakli, L. Rizayeva, "Methodology for the development of search and research skills of prospective math teachers in a course on mathematical physics equations", in *Eurasia Journal of Mathematics, Science and Technology Education*, 2017, vol. 13, no. 11, p. 7223-7236.

<sup>26</sup> S. Valbuena Duarte, R.J. Conde Carmona, J.D. Berrio Valbuena, "Educational research and pedagogical practice, a look from the curriculum", *Espacios*, 2018, vol. 39, article number 52; S. Sunitha, A. Catherin Jayanthi, G. Kalaiyaran, N. Annalakshmi, "The concept of neuro-linguistic programming in improving the receptive skills in English", in *Rupkatha Journal on Interdisciplinary Studies in Humanities*, 2021, vol. 13, no. 1, p. 1-11.

different classes, conversations with teachers, head teacher, curator about the features of studying and requirements for school documentation; analysis of the motives of students' educational activities (using psychological tests), watching students and preparing psychological and pedagogical portrait of the student, watching the class and preparing psychological and pedagogical portrait of the class, etc.

Generally, the main specificity of the organisation of practice for the Master's programme is that in contrast to Bachelor's pedagogical practice, during which students develop the skills for pedagogical work with pupils in general education institutions, graduates perform all types and functions of professional activities of future teachers at universities. Master's practice is a connection between theoretical skills and independent testing of knowledge that contributes to the adaptation of graduate students to teaching activities at universities. The main focus of Master's practice is the development of Master's students' skills in teaching, mastering various methods and forms of its implementation, gaining teaching experience, practice applied algorithms for solving specific problems in pedagogical practice. The general goal of all Master's practices in various programmes is the development of preparedness of graduates for teaching in secondary specialised and higher educational institutions; the development of general and professional competencies of future teachers for the successful performance of professional activities and academic research; training of specialists who can solve complicated innovative and research tasks in the professional field of education; deepening, consolidating and improving gained knowledge, proficiencies and skills, gaining professional experience, competencies, and the development of preparedness of graduates for independent teaching of the discipline<sup>27</sup>. Practices in Master's programmes educate graduates on the latest achievements of pedagogy and methods of teaching vocational disciplines at universities, the development of their research skills, the skills of developing and applying effective means, methods, forms and technologies of organising pedagogical activities of future teachers. The analysis of educational and methodological documentation has shown that the training of Master's students also involves the activities of future teachers as scholars. Thus, the Master's practice is of a research nature

---

<sup>27</sup> K. Nagymzhanova, "Formation of creative thinking of teachers in educational environment of higher education institute", in *Life Science Journal*, 2013, vol. 10, no. Spl. Issue 12, p. 439-443.

and encapsulates theoretical and academic research and the search for practical mechanisms of influence to improve one's pedagogical activity<sup>28</sup>.

The specificities of organising practice for the Doctoral programme implies considering the main requirements for its implementation, principles, and forms of its implementation. The principles of practical training are continuity, academic mobility, consideration of individual needs, design of an individual educational development, mentoring, integration, integrability of content, connection of academic and educational practice, innovation, scientific, humanistic approaches, etc. Requirements for performance teaching practice are developed by specific departments that provide samples of documents for performing teaching practice, including an agreement with a university, which is a partner in the implementation of the practical component of training of future research teachers, individual training programmes, a teaching practice diary, a report on passing the teaching practice, as well as methodological recommendations for its successful completion and reporting. The forms of practical training are stationary, part-time, mixed, and remote modes. There are such generalised types of activities within the framework of teaching practice as learning about educational and methodological documentation (educational and working programmes in the disciplines of the department, methods of control, teaching methods, etc.); attending lectures, seminars and practical classes of leading teachers of the department; developing plans for lectures and performing them independently, practical, seminars in the disciplines of the department, the subject of which corresponds to the research problem that is being developed in the dissertation; organising academic and methodological activities; developing materials for experimental work to use the results of the dissertation; learning about library collections; preparation of a presentation of the research problem<sup>29</sup>.

---

<sup>28</sup>S.B. Pashkin, N.B. Lisovskaya, E.P. Korablina, A.N. Sivak, A.N., A.S. Turchin, "Factors of psychological readiness of pedagogical university graduates for professional activities", in *Perspektivy Nauki i Obrazovaniya*, 2020, vol. 48, no. 6, p. 358-373; M. López-Astorga, "Inputs from philosophy to cognitive science: The Example of L-concepts and the Suppression Task", in *Rupkatha Journal on Interdisciplinary Studies in Humanities*, 2020, vol. 12, no. 1, article number v12n138.

<sup>29</sup> A. Oproescu, "The role of pedagogical practice in teaching skills training", in *Proceedings of the 10th International Conference on Electronics, Computers and Artificial Intelligence* (Article number: 8679001), 2018, Piscataway: IEEE; S.K. Mishra, "Analysing text for translation: Genesis of stylistic categories for comparing language pairs", in *Rupkatha Journal on Interdisciplinary Studies in Humanities*, 2021, vol. 13, no. 2, p. 1-9; A.R. Kuttygalieva, Y.A. Buribayev, B.M. Koshpenbetov, G.N. Rakhimova, I. Kussainov, "Ensuring social guarantees and human rights for the implementation of the labour legislation of the Republic of Kazakhstan", in *Rivista Di Studi Sulla Sostenibilita*, 2020, no. 1, p. 315-335.

In 2020, an online survey for teachers of professional pre-higher and higher education institutions, methodologists, and leaders of practice activities was initiated (a total of 65 people took part in it). 95% of respondents were involved in leading various types of internships for the Bachelor's and Master's programmes. Teachers noted that according to educational training programmes, in universities of different regions the largest number of credits is spared for working (pedagogical) practice held in secondary education institutions and for academic research practice for the Master's programme. A large percentage of respondents (73%) confirmed that there are certain rules for organising internships in educational institutions: the content of internships corresponds to the programme; partnership is established with certain secondary education institutions; developed methodological recommendations are used for a long period; the report on the results of internships is in the form of conferences, etc. Respondents (81%) noted innovations caused by passing of educational programs for training future teachers in the Bachelor's and Master's programmes at the present stage of accreditation, organising internships during quarantine, which provides for remote or mixed forms of their organisation. Teachers noted such primary difficulties as organisational (29%), psychological (18%); financial (43%), others (10%), including lack of motivation to ensure the effectiveness of practices; unsystematic completion of practice programmes, etc. The majority of practice leaders noted that there is a problem of educational and methodological support for the organisation of various types of practice (81%). Hence, there is a need to create online resources for organising internships at pedagogical universities (77%). In addition, there was a need to create real or virtual funds based on the results of internships at pedagogical universities, which would allow for using the acquired empirical material during the research work, organising resources for internships, creating algorithms for analysing the gathered information, etc. A significant percentage of teachers focused on the need to change the content of internships at pedagogical universities (67%) and the forms, methods and technologies of their organisation (87%). Respondents confirmed that the curricula for training future teachers provide for a sufficient number of credits for internships, while noting that their use is usually impractical and has a certain imitative, unproductive nature. Teachers noted (89%) that in the context of distance learning, the practices are inefficient, disorganised and require significant number of hours, resources, and funds. Thus, there is a need for academic and methodological support for organising various types of practices in cooperation with scholars (74%), which will significantly contribute to improving the academic element of practice programs, their innovative content, optimising the forms and methods of organisation of practical training. The majority of practice leaders are aware of the need to study the experience of Ukrainian and international universities and other educational

institutions to improve the content, forms and methods of organising practices in modern world (69%).

The results of the survey showed that teachers are aware of the need to implement qualitative changes in organisation of practices, including the creation of high-quality academic and methodological support for the organising practices; the establishment of a stable relationship with educational institutions; the development of online resources for the organisation of practice; the use of practice results in research work, in the creation of a database; structuring the content of practices with an interdisciplinary approach; the establishment of an effective partnership between the management of pedagogical universities, educational institutions and other stakeholders; the expediency of interaction with academic institutions for improving the process of organising practices at different levels; the need for decent pay for organisation of practice, etc.<sup>30</sup>.

The organisation of various types of practices in other countries confirms that most of them use two strategies for their organisation: first, the practice is organised throughout all years of study based on the combination of theory and practice, and, secondly, practical training is organised during the last year of study to strengthen theoretical knowledge, focus on the development of practice-oriented competencies, in the European pedagogical education, there are two models of practical teachers' training, which are concentrated model and consistent one<sup>31</sup>. In the first model, the practice is involved in all courses of the study with deepening of knowledge and strengthening of responsibility every year. The second model applies the principle of “from simple to complex” in the organisation of pedagogical practice and the algorithm of gradual inclusion, that is, from a passive observer to an intern under the guidance of a teacher-mentor. Practice holds a special place in the professional and pedagogical training of Western European students (more than 50%). Conventionally, these types of practice are supervisory (introductory); trainee; production.

In other countries, the practical component of teacher training in higher education institutions is a significant aspect of professional training focused on developing such professional competencies as pedagogical, psychological, socio-cultural, communicative, etc. In France, first-year students complete an internship during their studies, which is two days at school, and during next years of study it is two weeks under the supervision of a methodologist (approximately 18 weeks a year).

---

<sup>30</sup>K.T. Wong, N. Abdullah, N.A.H. Abas, “Blended learning pedagogical practices: the challenges to cultivate new ways of teaching in higher education institutions and universities”, in *International Journal of Engineering and Advanced Technology*, 2019, vol. 9, no. 1, p. 4178-4184.

<sup>31</sup> K.M. Nagymzhanova, R. Aikenova, M.Z. Dzhanbubekova, S.S. Magavin, N.M. Irgebaeva, “The importance of educational quality management in improving student's capital”, in *Espacios*, 2018, vol. 39, no. 30, p. 1-8.

In the UK, future teachers usually undergo four internships: an introductory pedagogical practice (1 Week) before studying theoretical subjects, and afterwards students undergo a supervisory internship simultaneously with mastering the teaching methodology, then they go through an internship for 7-8 weeks. In the last year of training, students complete intense working practice (4 weeks)<sup>32</sup>.

In Germany, where there is a decentralised system of management in the educational field, educational institutions, including those that train future teachers, are subordinate to the departments of the lands, which determine the terms, plans, and methods of organising practices (Pohrebniak, 2013)<sup>33</sup>. In German pedagogical institutions, the practical component of training future teachers includes two types: introductory (2 weeks) and independent pedagogical practice (4 weeks). Introductory practice usually takes place during the holidays, in one's free time. In addition, students must work as interns in educational institutions for a year (referendum) after graduation. After passing exams based on the results of mastering the theory and passing post-academic practice (first, on the theory of learning and then on the practice of learning), confirming the necessary level of professional competence, young teachers begin to work independently (Makhynia, 2009)<sup>34</sup>.

Based on the works of foreign scholars, educational and methodological documentation of the organisation of practice in international universities, it was found out that most of them use two strategies for their implementation: first, practice is conducted throughout all years of study based on the combination of theory and practice, and, secondly, practical training organised in the last year of study to strengthen theoretical knowledge, focus on the development of practice-oriented competencies. In the European pedagogical universities, there are two models of practical teacher training, which are concentrated model and consistent one. In the first model, the practice is involved in all courses of the study with deepening of knowledge and strengthening of responsibility every year. The second model applies the principle of “from simple to complex” in the organisation of pedagogical practice and the algorithm of gradual inclusion, that is, from a passive observer to an intern under the guidance of a teacher-mentor. Practice holds a special place in the professional and pedagogical training of Western European students (more than 50%). Conventionally, these types of practice are

---

<sup>32</sup>N. Lazarenko, *Professional training of teachers in pedagogical universities of Ukraine in the conditions of European integration*, TOV “Druk”, Vinnytsia, 2019.

<sup>33</sup> N.M. Pohrebniak, Universities of Europe as centers of formation and development of pedagogical education (on the material of Germany and France). *Scientific Journal of NPU named after M.P. Drabomanov*, 2013, vol. 22, no. 32, p. 88-92.

<sup>34</sup> N.V. Makhynia, *Reforming the system of pedagogical education in Germany (second half of the XX – beginning of the XXI century)*. The Bohdan Khmelnytsky National University of Cherkasy, Cherkasy, 2009.

supervisory (introductory); trainee; production. In other countries, the practical component of teacher training in higher education institutions is a crucial aspect of professional training focused on developing such professional competencies as pedagogical, psychological, socio-cultural, communicative, etc.

### **Conclusions**

Therefore, considering the results of a survey of teachers of higher pedagogical universities of Ukraine, the study of Ukrainian and foreign experience in the organisation of practice in the training of future teachers, the analysis of educational programs of various types of practices for the Bachelor's, Master's and Doctoral educational programmes allows for drawing the conclusion about modern challenges in the practical training of pedagogical personnel in pedagogical universities: the preservation of the best experience in organising various types of practices and the introduction of innovative ideas of its organisation in other countries; the need to improve the content and organisational forms of the practical component of the system of professional training of teachers; strengthening the integration of theoretical, research and practical training of teachers; the focus on interdisciplinary knowledge, innovative forms, methods, technologies of pedagogical activity in the actual educational institution; search for effective forms of practice in the context of a pandemic in particular; introduction of a dual form of education, etc.

Trends in the practical training of future teachers are the preservation of rules for organising various types of practices developed in institutions of higher or professional pre-higher education; innovation in using interactive forms, methods, technologies to form appropriate professional competencies within the practice; establishing partnership with educational institutions, legal bodies, organisations (for example, museums of cultural studies, art, local history, linguistic centres, laboratories, libraries, etc.); using remote modes for organising practices, which is especially significant in the context of a pandemic (programmes such as Moodle, Google classroom, Microsoft Teams, communication platforms such as Zoom, Hangouts, Skype); pragmatic approach to organisation of various types of practices, which focuses on collecting and systematising empirical material for writing qualification papers, on mastering the real “tools” for future professional activities; insufficient financial support for organising practices.