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## SCIENTIFIC AND PEDAGOGICAL SUPPORT FOR FUTURE PRIMARY SCHOOL TEACHERS DURING TEACHING PRACTICE

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### ABSTRACT

*Considering the current reality, when the state needs highly qualified and creative specialists, the problem of scientific and pedagogical support for future primary school teachers' professional growth during teaching practice is becoming increasingly important.*

*The **purpose** of the research is to substantiate theoretically the scientific and pedagogical support for future primary school teachers' professional growth during teaching practice.*

**Methodology.** *A retrospective analysis of the process of future primary school teachers' professional growth has been used. We have found that the process of professional growth becomes more effective if certain pedagogical conditions of students' teaching practice are created and implemented. They facilitate the development of future specialists' desire and readiness for faithful implementation of their professional duties, professional competence and important personal qualities development, the ability to self-educate, etc. The basis for our research was scientific and pedagogical studies relevant to future primary school teachers' professional growth during teaching practice.*

**Results.** *The essence of the concepts "scientific and pedagogical support", "professional potential" has been defined. The main tasks of future teachers' preparation for future pedagogical activity with orientation on their professional growth as well as professional potential components and the factors having an impact on their formation and realization have been characterized. It has been determined that teaching practice creates ample opportunities for future teachers' personal abilities purposeful development,*

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*the desire for creativity through their systematic involvement in the various activities of a modern primary school teacher.*

*The directions in which scientific and pedagogical support for future primary school teachers is implemented during the experimental teaching practice "A Day at School" have been stated. It has been defined that the system of creative scientific and pedagogical support for future teachers' practical training deals with an introduction to pedagogical activities, adaptation to the professional skill requirements since the 1st year of study, professional self-realization, and pedagogical credo approval in the final year of study.*

**Conclusions.** *Future primary school teachers' scientific and pedagogical support during teaching practice deals with preparation for practical pedagogical activities, providing scientific and methodological assistance (both University and school teachers). Teaching practice ensures future specialists deepen and expand professional knowledge and skills, revealing their professional potential and facilitating professional growth in general.*

**KEYWORDS:** *Future Teachers, Scientific and Pedagogical Support, Professional Potential, Teaching Practice, Primary School, Professional Growth.*

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## INTRODUCTION

The process of future primary school teachers' professional growth becomes more effective if certain pedagogical conditions are created and implemented. They provide the organization of educational activities and students' teaching practice, which facilitates the development of future specialists' desire and readiness for faithful implementation of their professional duties, professional competence and important personal qualities development, the ability to self-educate, etc. It should be noted that professional growth is the result of the purposeful impact on the future primary school teacher personality for a long time due to various forms, methods, techniques, means, and other factors, that create the necessary pedagogical conditions.

The higher educational institution is responsible for students' knowledge and skill acquisition, development of their abilities, that is for the readiness for professional activity and professional growth. In addition, the future specialist is

also responsible for the acquisition of important professional competencies and is a source of activities such as motives, interests, values, etc.

The scientific and pedagogical support for future primary school teachers' professional growth during the teaching practice is an important pedagogic condition that contributes to future primary school teachers' professional growth and realization.

The **purpose** of the research is to substantiate theoretically the scientific and pedagogical support for future primary school teachers' professional growth during teaching practice.

## METHODOLOGY

A retrospective analysis of the process of future primary school teachers' professional growth has been used. It has been found that the process of professional growth becomes more effective if certain pedagogical conditions are created and implemented. They provide such organization of students' educational activities and teaching

practice, which facilitates the formation of future specialists' desire and readiness for faithful implementation of their professional duties, professional competence and important personal qualities development, the ability to self-educate, etc. The basis for our research was scientific and pedagogical studies relevant to future primary school teachers' professional growth during teaching practice.

## RESULTS

It should be noted that some scientists equate mentoring with scientific and pedagogical support for teaching practice. According to scientists, these concepts mean a personality-oriented socio-pedagogical process aimed at the young specialists' adaptation at work, creating social and pedagogical conditions for corporate competencies and culture, team's achievements, etc. (Dubaseniuk, 2014; Fomin, 2012; Masalimova, 2012; Pochebut, 1979).

Scientific and pedagogical support is a special type of pedagogical activity, manifested in the expediency and sequence of mentors' actions aimed at the successful and professional teaching practice completion by future specialists.

According to Yu. Babanskyi (1984) and R. Raievskii (2010) scientific and pedagogical support for future primary school teachers' professional growth is a system of organizational action that ensures future teachers' involvement in the educational process, innovation development and implementation, relationship between participants in the educational process. The purpose of scientific and pedagogical support is to create a special educational environment for the development of future primary school teachers' professional qualities and growth.

The implementation of scientific support for future primary school teachers' professional growth during teaching practice is based on the principles of humanistic pedagogy, which include a person's faith in inner strength, the need for self-development, and self-realization in professional activities (Barysheva, 2001). The key principles of scientific and pedagogic support are the following: the principle of student subjectivity; the principle of student uniqueness; the principle of valuable relations; the principle of integrity; the principle of trust. Their implementation contributes to the future primary school teachers' successful professional growth.

As it is known, teaching practice in higher pedagogical institutions is part of the educational process. Its principal task is to train future specialists to use scientific and theoretical knowledge and practical skills acquired in theoretical training (Podymova, 2012). The process of professional growth during the teaching practice requires a creative and professional basis. It contributes to the development of initiative, responsibility, professional potential, and other primary school teachers' qualities.

Significantly, the problem of future teachers' professional realization has always attracted the attention of scholars. It was studied by A. Derkach and V. Zazykin (2003), V. Markov (2005), H. Meshko (2010), I. Onyshchenko (2012) and others.

Analysis of scientific and pedagogical literature indicates that future primary school teachers' professional potential is a system of qualities revealed in teaching practice through self-realization and aimed at achieving a certain goal.

Teaching practice creates opportunities for personal purposeful development,

students' professional potential, modern primary school teachers' desire for creativity in the various activities, requires initiative, independence, rejection of patterns and stereotypes, self-analysis, and self-esteem.

It is important to note that future primary school teachers' professional potential realization should take place throughout professional training in the higher educational institution and be implemented both during classes and various types of teaching practice.

It should be pointed out that the scientific and pedagogical support for future teachers during teaching practice is carried out by university teachers and mentors in such ways: conducting fragments of lessons; providing assistance to future teachers on planning lessons and drawing up lesson plans, preparing visual aids and technical means, conducting extracurricular activities; attending and analyzing future teachers' trial and control lessons providing advice on the analysis of the lesson or its fragment, etc. (Ivanchenko et al., 2005).

Scientist Martishina (2009) proposes a creative scientific and pedagogical support system of teaching practice. It includes a demonstration of the teaching profession attractiveness and significance for students; future teachers' involvement in the development of a modern teacher's personality model, creation on this basis of professional and personal prospects for the period of study at the university; using academic disciplines for the student's creative development, etc.

In addition, the system of creative scientific and pedagogical support for future teachers' practical training deals with an introduction to pedagogical activities, adaptation to the professional skill requirements since the 1st year of

study, professional self-realization, and pedagogical credo approval in the final year of study (Martishina, 2009).

Scientific and pedagogical support for future primary school teachers' professional growth during teaching practice requires special work aimed at organizing students' training and support at universities and schools where they have teaching practice.

We fully agree that future primary school teachers' scientific and pedagogical support during teaching practice is teachers' special area of activity. The support is focused on interaction with students, assisting in deciding on the choice of professional activity and its realization.

Providing scientific and pedagogical support for future teachers' professional growth during teaching practice, we relied not only on the theoretical studies in philosophy, psychology, pedagogy, and other branches of knowledge but also on the positive experience of various Ukrainian educational establishments (universities, secondary and vocational schools) and practicing teachers. In this regard, scientific and pedagogical support had an applied character and was focused on practical use.

During the organization scientific and pedagogical support for future primary school teachers' professional growth, we proceeded from the peculiarities of the pedagogical activity, which is characterized by the gradual involvement of future primary school teachers in professional activities according to the Concept of "The New Ukrainian School" (Dernova, 2014).

Scientific and pedagogical support for future primary school teachers' professional growth during teaching practice included future teachers' visits to

secondary schools once a week. Future primary teachers completed tasks (within the framework of the experimental teaching practice “A Day at School”), studied academic disciplines at university, had practical activities at school, met with mentors and practicing teachers, etc.

According to the scientists' recommendations (S. Dovbenko, L. Prokopiv, O.Sidoruk) (Prokopiv et al., 2015), scientific and pedagogical support for future primary school teachers' professional growth during teaching practice was carried out in collaboration with the school headteacher, the head of educational practice, university mentors and methodologist of educational practice, university and school teachers, school psychologist, etc.

The joint actions of all participants were aimed at helping students complete teaching practice successfully, identify goals, interests, opportunities, and ways to overcome professional and personal challenges that prevent future teachers from achieving the desired results in professional activities, self-realization.

The experimental practice “A Day at School” was of particular importance in the implementation of scientific and pedagogical support for future teachers. It included the introduction of dual education through students' involvement in professionally oriented interaction with schoolchildren from the first semester of study. The syllabus of the experimental practice did not involve traditional pedagogical practices. It was a new form of training. Once a week future teachers visited a school and completed tasks designed with a gradual complication from the first to the fourth year of study. The list of subjects was supplemented every semester by systematic practical activities based on secondary school (Dolynska, 2005).

The experimental teaching practice “A Day at School” took place on the basis of Kharkiv schools (№ 10, № 36, № 56, Kharkiv Lyceum “Professional”, Kharkiv Gymnasium № 116, № 158, Kharkiv Gymnasium № 169) during studying such disciplines as “Introduction to the Specialty”, “Pedagogical Skills”, “Theory and Methods of Teaching”, “Didactics of the New Ukrainian School”.

We described how the experimental practice “A Day at School” was implemented concerning each of these disciplines.

Thus, the discipline “Introduction to the Specialty” was taught at the Faculty of Primary Education in the first semester and was aimed at the development of future primary school teachers' professional growth needs; formation of ideas about teaching and upbringing processes; development of students' psychological and pedagogical thinking; preparation for teaching practice; formation of creative abilities and system of pedagogical knowledge that contributed to the successful organization of pedagogical activities, etc.

There are themes in the syllabus content that provide an opportunity to develop future specialists' professional qualities, prepare them for successful practical pedagogical activities, and stimulate the process of professional growth in general. The themes are the following: “Peculiarities of professional activity of modern primary school teachers”, “Social significance of the teaching profession. Teacher's functions”, “The essence of teachers' pedagogical activity”, “The concept of the pedagogical activity, its structure”, “Professional and pedagogical activity as meta-activity”, “Teacher's pedagogical skills and personality”, “Teacher's story as a model of pedagogical

activity”, “Teacher’s self-education”, “Teacher’s pedagogical technique”, etc.

When studying these themes, the structure of the professional growth was revealed; characteristics, professional motives of the primary school teachers’ personalities were determined; professional growth stages were identified; the role of future teachers’ professional qualities for successful pedagogical activity was characterized. Future primary school teachers studied the main categories and specifics of professional activity, acquired specific forms and stages of creation and organization of their pedagogical activities.

Teaching practice “A Day at school” in the discipline “Pedagogical Skills” took place according to the following algorithm: motivational lectures (“Teacher’s pedagogical skills and their elements”, “Teacher’s pedagogical technique”, “Teacher’s profession”, “Pedagogical skill as an artistic action”, “The essence and content of pedagogical communication”, “Problems of teacher-student interaction”, “Pedagogical conflicts: prevention and resolution”); primary school teachers’ lessons attending; analysis of elements of teachers’ pedagogical skills; organization of extra school activities with schoolchildren.

During 2016–2021, future school primary teachers had practical classes in the discipline “Theory and methods of education”. Future teachers were trained how to teach primary school children. The process of scientific and pedagogical support within the framework of this discipline included the following sequence of actions:

**1)** provide future teachers with the practical implementation of the basic principles, methods, forms and means

of teaching children by observing, studying and analyzing the educational process in primary school;

- 2)** analyze the methods, forms, techniques and means of organizing national-patriotic, moral, aesthetic, environmental, labour and physical education of primary school children in the educational process (according to school subject contents);
- 3)** develop future teachers’ practical skills and abilities to analyze learning situations in the classroom;
- 4)** attend training lessons, analyze their structure and content; determine the stage of class development;
- 5)** generalize and systematize knowledge in the discipline “Theory and Methods of Teaching” using in practice and studying pedagogical educational work experience;
- 6)** study and analyze the methods, forms, techniques and means of organizing individual educational work with different primary schoolchildren (talented, problem, children with special educational needs, etc.).

Teaching practice “A Day at School” in the discipline “Didactics of the New Ukrainian School” was implemented in the second year of study at the university. The main goal was to acquire the skills of preparing methodological support for different lessons, didactic analysis and diagnostics of primary school children’s knowledge in the real educational process by future primary school teachers.

The workshop “School of Professional Growth” was implemented within the framework of the disciplines “Introduction to the Speciality”, “Pedagogical Skills”, “Theory and Methods of Teaching”, “Didactics of the New Ukrainian school”

(on the basis of Kharkiv secondary schools).

The purpose of the workshop was to form future teachers' needs in professional development. They understood the features of the future profession and realized pedagogical skills and abilities in the real educational process under the support of Kharkiv secondary school experienced primary school teachers and

university teachers and mentors of the Faculty of Primary Education of Kharkiv National Pedagogical University named after H. S. Skovoroda.

The following themes and tasks (Table 1) were proposed for future teachers within the "School of professional growth" in the discipline "Pedagogical Skills" (Dovzhenko, 2020).

**Table 1**

**Topics and tasks for students within "School of professional growth"**

Themes	Tasks for students
<b>PEDAGOGICAL SKILLS</b>	
<p><b>Theme 1.</b> Teacher's pedagogical skills and their elements</p>	<ol style="list-style-type: none"> <li>1. Make a teacher's profile (according to the 5-point system).</li> <li>2. Indicate methods of teacher's pedagogical technique used at lessons.</li> <li>3. Indicate the teacher's gestures, say what they mean.</li> </ol>
<p><b>Theme 2.</b> The essence and content of pedagogical communication</p>	<ol style="list-style-type: none"> <li>1. Reveal the nature of teachers' pedagogical communication.</li> <li>2. What communication barriers do you see preventing pedagogical interaction?</li> <li>3. What style of pedagogical communication is typical for your class teacher? (according to O. Berezovin, Ya. Kolomenskii)?</li> <li>4. Keep the distance from the teacher during the lesson. What prevails?</li> </ol>
<p><b>Theme 3.</b> Problems of teacher-student interaction</p>	<ol style="list-style-type: none"> <li>1. Which features of the teacher's pedagogical tact do you observe at the lesson?</li> <li>2. Observing the methods of pedagogical impact, describe 2-3 pedagogical situations containing the above-mentioned methods.</li> <li>3. Complete the three key operations of pedagogical impact.</li> </ol>
<p><b>Theme 4.</b> Pedagogical conflicts: prevention and resolution</p>	<ol style="list-style-type: none"> <li>1. Using scientific sources, find out the typology of conflicts in primary school.</li> <li>2. Observing the teacher's work, determine whether the teacher distinguishes between "favourites" and "abandoned"? Count how many times the teacher pays attention to both. Write down critical remarks and verbal encouragements.</li> <li>3. Define the teacher's behaviour strategy during conflicts (conflict avoidance, confrontation (rivalry) in conflict, adaptation strategy, compromise, cooperation).</li> <li>4. Find and write down V. Sukhomlynsky's statement about conflicts: "The conflict between the teacher and the child, between the teacher and the class, is a big".</li> </ol>

During the study, the above-mentioned disciplines within the teaching practice “A Day at School” active teaching methods such as discussion, dialogue, solving pedagogical situations, activity-practical, as well as a wide range of games (role, simulation, interactive, business, communicative, and positional) were implemented. This significantly activated future teachers and facilitated the process of their professional growth.

In addition, secondary schools organized consultations and meetings for future primary teachers with well-experienced school teachers on current issues of the educational process in primary school (“Features of the New Ukrainian School”, “Organization of individual work with children of different groups”, “Organization of work with parents”, etc.). This contributed to future teachers’ understanding of education and teaching process in primary school and pedagogical culture development.

## DISCUSSION

The result of scientific and pedagogical support is future primary teachers’ professional growth qualities acquisition. These discussed qualities include the ability to set goals, make adequate decisions, the desire to explore the world and self-knowledge, willingness to teach, professional knowledge and skills acquisition, the ability to establish social and business contacts.

We believe that thanks to the support a future primary school teacher acquires professional self-improvement methods and means, learns about the peculiarities of the teaching profession, increases professional competence, professionalism

and pedagogical skills. But this aspect is to be discussed.

## CONCLUSIONS

Thus, scientific and pedagogical support for future primary school teachers during teaching practice includes the preparation for practical pedagogical activities, providing scientific and methodological assistance (both university and school teachers), which deepens and expands future specialists’ professional knowledge, skills and abilities, helps to realize their professional potential and, consequently, promotes the process of professional growth in general.

The scientific and pedagogical support during teaching practice facilitated future primary teachers’ practical experience acquisition, which would have a significant impact on their professional activity in the future. The scientific and pedagogical support was implemented on the attitude to the human as the supreme value. This was ensured by subject-subject relationships, communication, development of future teachers’ ability to self-cognition and reflection.

The final conference, future teachers’ speeches, problematic issues’ discussions demonstrate the feasibility of conducting experimental teaching practice “A Day at School”. The effectiveness of scientific and pedagogical support is confirmed by general observations of the changes that have occurred in future primary school teachers’ professional development, the results of their pedagogical activity self-analysis.



## CONFLICT OF INTEREST

The author emphasizes the absence of the conflict of interest.

## FINANCING

The author emphasizes that this study did not receive financial support.

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АНОТАЦІЯ / ABSTRACT [in Ukrainian]:

### НАУКОВО-ПЕДАГОГІЧНИЙ СУПРОВІД МАЙБУТНІХ УЧИТЕЛІВ ПОЧАТКОВИХ КЛАСІВ У ПРОЦЕСІ ПЕДАГОГІЧНОЇ ПРАКТИКИ

З огляду на сучасні реалії, коли держава потребує висококваліфікованих та креативних фахівців, проблема науково-педагогічного супроводу професійного зростання майбутніх учителів початкових класів у процесі педагогічної практики для розкриття їхнього професійного потенціалу набуває дедалі більшої актуальності.

**Мета дослідження** – теоретично обґрунтувати науково-педагогічний супровід професійного зростання майбутніх учителів початкових класів у процесі педагогічної практики.

**Методологія.** Було використано ретроспективний аналіз процесу професійного зростання майбутнього вчителя початкових класів; з'ясовано, що процес професійного зростання стає більш ефективним, якщо створюються й реалізуються певні педагогічні умови, які забезпечують таку організацію освітньої діяльності та педагогічної практики студентів, що сприяє формуванню бажання й готовності майбутніх фахівців до сумлінного виконання в майбутньому їхніх професійних обов'язків, розвитку професійної компетентності і важливих особистісних якостей, здатності до самоосвітньої діяльності тощо. Матеріалом дослідження стали науково-педагогічні праці, що вказують на необхідність професійного зростання майбутніх учителів початкових класів у процесі педагогічної практики.

**Результати.** Визначено сутність понять «науково-педагогічний супровід», «професійний потенціал». Охарактеризовано основні завдання підготовки майбутніх вчителів до майбутньої педагогічної діяльності з орієнтацією на їхнє професійне зростання. Охарактеризовано складники професійного потенціалу та чинники, що впливають на його формування і реалізацію. Визначено, що педагогічна практика створює широкі можливості для цілеспрямованого розвитку особистих здібностей, професійного потенціалу студентів, прагнення до творчості через систематичне включення їх у різноманітну діяльність сучасного вчителя початкових класів.

Зазначено напрями, за якими здійснюється науково-педагогічний супровід майбутніх учителів початкових класів під час експериментального виду педагогічної практики «День у школі». Визначено, що система творчого науково-педагогічного супроводу практичної підготовки майбутнього педагога передбачає наступність: від введення в педагогічну діяльність, адаптації до вимог професії ще на 1 курсі навчання до професійної самореалізації та утвердження свого педагогічного кредо на випускному курсі.

**Висновки.** Науково-педагогічний супровід майбутніх учителів початкових класів у процесі педагогічної практики передбачає їх підготовку до практичної педагогічної діяльності, надання науково-

методичної допомоги (як викладачами ЗВО, так і шкільними вчителями) під час проходження педагогічної практики, що забезпечує поглиблення та розширення професійних знань, умінь та навичок майбутніх фахівців, розкриває їхній професійний потенціал, а отже, сприяє процесу професійного зростання, у цілому.

**КЛЮЧОВІ СЛОВА:** майбутні учителі, науково-педагогічний супровід, професійний потенціал, педагогічна практика, початкові класи, професійне зростання.

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