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PEDAGOGICAL INTERNSHIP IN THE CYCLIC PROCESS OF STUDENT TEACHERS' TRAINING

Abstract. *The article highlights the courses which provide theoretical grounds for the pedagogical internship in the cyclic process of student teachers' training at the faculty of linguistics of the National Technical University of Ukraine “Igor Sikorsky Kyiv Polytechnic Institute” (hereinafter officially abbreviated name – Igor Sikorsky KPI). The study design was narrative and analytical, exploiting the following methods: system analysis of methodological sources, generalization of positive experience of the cyclic process of student teachers' training through the pedagogical internship, monographic method – to cover the findings obtained.*

It is stated that the effectiveness of training future teachers at the technical university to a large extent depends upon developing this process into a meaningful instructional enhancement with pedagogical internship as the concluding stage. Student teachers' training cyclic process is designed to enhance: the quality of results-driven professional growth; professional collaboration between staff and students as well as among students themselves; arrangement of curriculum, educational and assessing processes to the standards; quality, coherence and monitoring of students' learning process across classroom and extra-curricular activities.

The three-fold aim of the pedagogical internship is outlined: firstly, to practice and improve student teachers' skills through the classroom practice; secondly, to develop the unique pedagogic style of every student teacher; thirdly, to promote positive changes in students learning that provide the theoretical basis for pedagogical internship as well as monitoring the process of pedagogical internship, assessing the progress (self-assessment including), eliminating certain drawbacks, and providing the feedback. The pedagogical internship is considered a coherent element of the curriculum contributing to the process of students' socializing, understanding educational phenomena as well as forming students' competence-based skills of pedagogical activities.

Keywords: *competences, curriculum, foreign languages teacher's education, pedagogical internship, portfolio.*

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Introduction. Today, as the contemporary society is increasingly theorized as global, fluid [2], and networked [3], the challenges that education faces demand high quality professional development of future teachers and correspondingly holistic enhancement in student teachers' training, thus increasing the likelihood that this improvement will be sustainable over time. Open pedagogy approaches should focus on collaboration, connection, democracy, diversity, critical assessment of educational tools and structures [11] to best support transformative collaboration of all participants to deliver high quality pedagogical internship program. Researchers highlight the importance of offering systematic opportunities for student teachers to make meaning of theories originating in the classroom this can be achieved only within the context of strong partnerships between university and school teacher educators, whose intent, purpose and method are aligned [10].

Student teachers' training is a field of constant evolution not only in terms of implementing new approaches, exploiting innovative technologies and pedagogical technics, but what is the most important, in terms of organizing, managing and constantly improving the cyclic process of training. Student teachers' training cyclic process is designed to enhance: the quality of results-driven professional growth; professional collaboration between staff and students as well as among students themselves; arrangement of curriculum, educational and assessing processes to the standards; quality, coherence and monitoring of students' learning process across classroom and extra-curricular activities.

Needless to say, that cyclic process is an inherent feature of any system, system of student teachers' training including. The effectiveness of training future teachers at higher education institutions to a large extent depends upon developing this process into a meaningful instructional improvement with pedagogical internship as the concluding stage in the teachers' professional education. To be more clinically-based and focused more on the specific contexts for teacher preparation is crucial for improving university-based teacher training program [19]. The researchers advocate for newly created hybrid spaces to closely connect campus courses and field experiences in university-based preservice teacher education [6; 19], this new paradigm will create expanded learning opportunities and provide successful teaching practices.

The teaching internship as a critical component of student teachers' training presupposes professional development of will-be teachers in terms of planning and implementing pedagogical activities up to their standards. Internship experiences offer students opportunities to turn analysis into action by applying everything they are learning in curriculum plans, teaching applications, and

other performance assessments organized around professional teaching standards [6]. Convergent scholarly evidence [15; 18] suggests that professional development of students as efficient teachers is aimed at: building future teachers' methodology and enhancing their pedagogical knowledge in practice; engaging students in the teaching methods they will exploit in their future work; collaborating with their peers and other experts to improve their practices.

The researchers highlight that the teaching internship requires the development of practical and complex skills together with the acquisition of specific knowledge and the promotion of certain ethical values and attitudes under the supervision of experts [16], emphasizing the role of evidence-based practice and practical field experience in preventing "reality-shocks" at the beginning of students' teaching career [13]. New paradigm of teacher training presupposes constructivist approach to instruction, acknowledging that professional development needs to focus as much on school cultures and the cultures of teaching as it does on training skills together with systematic enquiring about how teaching practice construct learning opportunities for students [4].

Tangible and ample support from university professors is required for facilitating and maintaining students' high quality professional development as well as encouraging a culture of collaboration and problem-solving [5; 12].

As known from the research, a persistent challenge in teacher education is structural and conceptual fragmentation among various program components, students' appropriation of principles and practices improves when programs better connect teachers' opportunities to learn across courses and field experiences and among courses [3]. Thus, pedagogical internship cannot constitute an isolated element of the curriculum but is supposed to be placed in the process of students' socializing, understanding educational phenomena and forming students' competence-based skills of pedagogical activities.

In compliance with the curriculum of pedagogical internship, three directions of students' activity are distinguished, which are as follows: the cognitive, instrumental and verifying one. Apart from its cognitive aspects, pedagogical internship enables the verification of the acquired knowledge of pedagogical, psychological, sociological theories, identifying and solving problems, as well as conducting empirical studies. In this way, an internship plays cognitive, educational, research, innovative, creative, etc. functions in the process of educating future teachers. These functions show that pedagogical internship shape students' creative attitude, reveal the predispositions to develop reasoning, imagination and pedagogical intuition. Additionally, it also enhances developing attitudes and interpersonal skills in collaboration with a group of learners as

well as enables dealing with pedagogical case-studies in a particular educational environment.

At the faculty of linguistics of Igor Sikorsky KPI, the curriculum focuses not only on training future translators (students major in sci-tech translation) but also due to the inclusion into the curriculum pedagogic disciplines the future specialists are able to minor in the foreign language teaching. As far as professional teaching qualifications are concerned, a bachelor's degree (4 years) is required for secondary school teaching, and a master's degree (1,5 years) as well as a PhD degree (4 years) provide a certificate for teaching at colleges and universities. And the pedagogical internship at the faculty is organized as the cyclic process on the three above mentioned levels: Bachelor, Master and PhD.

Aim and tasks. The aim of the article is to highlight the specifics of the curriculum which provide theoretical grounds for the pedagogical internship in the cyclic process of student teachers' training at Igor Sikorsky KPI (Faculty of Linguistics). It is realized through analyzing the undergraduate curriculum and graduate curriculum in terms of pedagogic disciplines.

Research methods. The research design for this study was narrative and analytical, exploiting the following set of methods [17]: system analysis of methodological sources, generalization of positive experience of the cyclic process of student teachers' training through the pedagogical internship, observation of the educational process and reflection, monographic method – to cover the findings obtained.

Research results. The undergraduate curriculum embraces the following components: 1) general education; 2) specialist linguistic education and introduction to professional translating internship; 3) translating internship; 4) specific didactic education and introduction to professional teaching internship; 5) pedagogical internship.

Specific didactic education offers the course “Pedagogical studies and age psychology” (knowledge area “Didactic and methodological principles of foreign language teaching”) for the 3-d year students. This course is logically related to the studies of such disciplines, as: “Didactic and methodical principles of foreign languages teaching” and “Methodology and didactics of foreign language teaching”. The course “Pedagogical studies and age psychology” is aimed at forming students' professional competences that require the following abilities: to operate the psychological and pedagogical principles and categories in professional field activities; to provide reflective analysis on personal experience of foreign languages and cultures learning; to organize the communication and collaboration of pupils during the classes; to plan, control and evaluate pupils' activities; to develop professionally significant personality qualities (tolerance, responsibility etc.).

The future specialists should have such professional skills as: to correlate personal experience of foreign language and culture learning with the theory and practice of teaching a subject; to create the atmosphere of psychological comfort for communication; to plan pedagogical activities, define the goal and objectives of teaching process; to implement the basic forms of educational process in practice in school; to plan and evaluate professional activities according to modern teaching requirements; to analyze the process and results of teaching activities.

The pedagogical internship in the course of the undergraduate training at the faculty of linguistics at Igor Sikorsky KPI appears to be an essential part of training highly-qualified specialists in the foreign languages teacher's education. It is conducted in the second semester of the fourth year of study and requires two weeks of practical training in teaching at secondary schools, and the preceding one-week observation period (students study the curricula, lesson plans etc.).

The terms of pedagogical internship are formalized through the Agreement between the university (on the part of the faculty) and the secondary school, establishing educational partnership of these institutions. The students are tutored and mentored by a university professor and a teacher from the school where practical training is carried out.

The pedagogical internship focuses on the basic competence goals and the plan for the students' teacher internship period is based according to three competence areas, which are as follows: Didactics, Class Management, and Relational Work.

In order to fulfill the quality requirements for the competence area *Didactics* the students should be able to:

- plan, deliver and evaluate differentiated teaching and learning activities, employ various innovative teaching methods in collaboration with other student teachers and mentors;
- evaluate lesson plans and pupil's learning outcomes;
- observe students' own teaching activities and learning of every pupil to improve this process.

For the competence area *Class Management* student teachers should be able to create a clear framework for learning environment and social life of the class in collaboration with the pupils.

The students' competence area *Relational Work* includes the abilities to: create fruitful dialogue with pupils and colleagues, adjusting teaching and learning activities for the active participation of the pupils; communicate with parents about objectives and content of lessons as well as results of learning.

Pedagogic internship for master degree students (specialty 035 “Philology”, specialization “Germanic Languages and Literatures, (Translation including)”) is provided at the second semester and lasts two weeks. It is based on and interconnected with such disciplines as “Pedagogy and psychology (higher education)”, “Methodology of foreign language teaching”, “Communication Workshop (English, German, French)”.

The curriculum for master’s degree students at the faculty of linguistics at Igor Sikorsky KPI highlights the following competences: managing non-standard situations of the educational process, the ability to master innovative methods, forms and ways of organizing the process of teaching as well as the ability to improve the methodological culture and critical thinking.

Pedagogical internship is a pre-requisite of getting master’s degree. During the pedagogical internship master students deepen their knowledge in teaching in higher education, they develop and consolidate their skills to perform scholarly and methodological analysis of curriculum and syllabus as well as certain academic disciplines, they learn how to work out lesson plans and lecture notes, how to conduct a variety of classroom learning types, how to perform self-assessment and how to improve the communicative aspects of teaching.

At the PhD cycle of education, prior to the two-week pedagogical internship, the course “Modern trends of higher education” provides students with the knowledge of the trends characterizing the development of higher education in Ukraine and foreign countries as well as directions of its reformation in the world at large. The main objectives of the course are as follows: to substantiate the factors that determine the state and trends of the world higher education; to study models of organizing educational process in institutions of higher education (the USA, the UK, the EU); to analyze the content and procedural features of the educational process in institutions of higher education in the USA, the UK, the EU; to determine the directions of reforming higher education, and the possibilities and conditions for borrowing progressive ideas of foreign experience in domestic educational practice.

The course “Modern trends in higher education” contributing to the efficacy of the following pedagogical internship is aimed at developing students’ skills: to analyze and compare higher education systems of individual countries, statistical facts, phenomena; to generalize and make conclusions about the state of development of foreign higher education systems; to determine the opportunities and conditions for borrowing foreign experience in the educational environment of higher education in Ukraine; to deliver, discuss and advocate their ideas and opinions in writing and verbally; to find, critically analyze and organize information from different scholarly and

pedagogical sources.

Therefore, during the pedagogical internship PhD students are able to: set clear pedagogical goals and monitor progress toward those goals; link those goals to their individual professional development; and analyze implementation of innovations in the instructional process both in lectures and practical sessions.

When the pedagogical internship comes to the end at any of the mentioned above level of education, student teachers gather in collaborative teams to discuss whether they have fulfilled the expectations provided in the standards and infer about the strong, weak and implied aspects of instruction; identify and analyze what their students know and what skills or knowledge are supposed to be reinforced.

The pedagogical internship is based on the action-oriented approach, represented in the Common European Framework of Reference for Languages, which is a tool to assist the planning of curricula, courses and examinations by working backwards from what the users / learners need to be able to do both in the language practice and language teaching [7].

The development of positive changes to a large extent is provided by the feedback on the learning outcomes. Therefore, the feedback may be called one of the promoters of teachers training cyclic character. Feedback as one of the key components to successful training is incorporated into pedagogical internship as tutoring mechanism to aid in reaching the needed pedagogical skills level as well as maintaining positive learning outcomes [9].

Thus, feedback is considered to be one of the main components in the process of teaching. First of all, it causes critical assessing the learners' progress as well as their evaluating the teaching process. In its turn, reflection on the learning outcomes leads to adopting the needed changes thus providing the continuance of the education process on a higher level with new approaches and technologies. The feedback may acquire different forms: self-analysis, questionnaires, group discussions, SWOT analysis, considering strengths, weaknesses, opportunities and threats of future pedagogic activity, portfolio.

It is vital to focus on the feedback both as one of the key factors in the course of organizing and managing the pedagogical internship and as a provider of the cyclic character of student teachers' training process that is illustrated in Fig. 1:

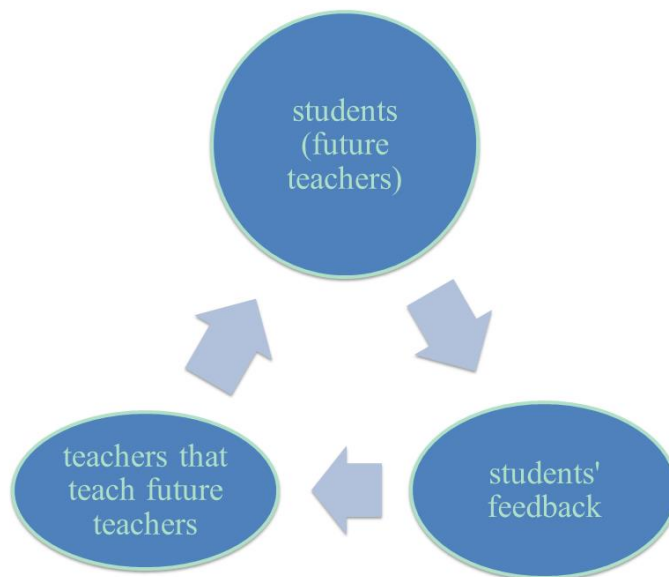


Fig. 1. Cyclic character of student teachers training

It should be stressed that the pedagogical internship planning is an essential part: students should be conscious of making choices by themselves and able to experience themselves as meaningful personalities within certain pedagogical communities. In organizing pedagogical internship at our university, the role of feedback cannot be overestimated. At the end of their teaching internship the students present a portfolio containing all observations of lessons, analysis of curriculum as well as syllabus plans and self-analysis of the lessons delivered. The use of teaching portfolio is an effective practice of receiving systematic feedback from student teachers, the valuable tool of advancing professional development through reflective analysis and self-assessment. It helps students to understand their strong and weak characteristics related to their teaching activities.

The European Portfolio for Student Teachers of Languages (EPOSTL) is exploited for reflective practices of students for monitoring their progress, recording and evaluating their competences for language teaching [14].

The Portfolio for Student Teachers of Languages consists of three basic sections:

1. *Personal statement* that helps to reflect on general teaching questions (language biography, language proficiency, intercultural experience, etc.).

2. *Self-assessment section* with descriptors of didactic competences (there are 193 descriptors of competences connected to language teaching in EPOSTL, each descriptor has a bar for charting students' competences). The self-assessment descriptors fall into seven main

categories: context, methodology, resources, lesson planning, giving a lesson, autonomous learning and assessment of learning.

3. *Dossier* contains records of progress and examples of relevant teaching activities.

The Portfolio helps student teachers to analyze their own knowledge and classroom performance, to define exactly what is involved in self-assessment. It promotes an understanding of what is involved in foreign language teaching. Its specific content can be used as a framework for planning and evaluating pedagogical internship.

Except for the use of teaching portfolio, students submit video presentations sharing their emotions, experience and progress, which has already become a traditional form of the report at the concluding conferences after their pedagogical internship. Therefore, such an organized system of diagnostics of future teacher's professional and personal development provides high-quality accumulation of the information necessary for timely fixing of real changes and growth of future teacher's professional skills, and their multimodal competence as well. As today's world is becoming more and more pluralist and increasingly dependent on different technologies and various modes of communication, students require new transdisciplinary skills and methods of learning [8, p. 12]. And, in its turn, successful teaching in the world of multimodality requires fluency in a broad range of competences to consume and create texts in visual, audio and written formats, to evaluate messages in a variety of mediums, and to gain sociocultural awareness and the ability to communicate and live in a global diverse society.

Discussion. The cyclic process of training students as future teachers creates opportunities for critical thinking and stimulates the desire to teach. By teaching, students recognize the connection between classroom pedagogy and student learning. As they completed their experience, growth was evident in their reflections, the depth of their knowledge and understanding has changed. The trainees showed an increase in their knowledge of the content, but also emphasized the expansion of understanding of how to teach and how to learn.

Conclusions. In conclusion, it is evident that the pedagogical internship at the three levels of education at the faculty of linguistics of Igor Sikorsky KPI as an inseparable part of pedagogical studies is a meaningful instructional improvement strategy providing job-embedded, ongoing professional development in a collaborative, favorable edifying environment. The cyclic character of the three-level pedagogical internship presupposes, on the one hand, common aim of forming pedagogical competence, developing the unique pedagogic style of every student teacher, and on the other hand, focusing on the specific tasks for each of the levels.

It has been found that the aim of the pedagogical internship is three-fold: firstly, to practice

and improve student teachers' skills through the classroom practice; secondly, to develop the unique pedagogic style of every student teacher; thirdly, to promote positive changes in students learning that provide the theoretical basis for pedagogical internship as well as monitoring the process of p internship, assessing the progress (self-assessment including), eliminating certain drawbacks, and providing the feedback. The role of feedback at every level can't be overestimated due to the fact that reflection on the learning outcomes leads to adopting the needed changes, thus providing the continuance of the process of forming a teacher as a promoter of cooperation between people and cultures.

In the context of the issue under study, the scope of further research presupposes getting empirical knowledge of the practical experience of the Ukrainian students in the area of foreign language teaching with the aim of improving educational curriculum in the field of teaching based on the dynamics of needs and opportunities for individual students.

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ПЕДАГОГІЧНА ПРАКТИКА В ЦИКЛІЧНОМУ ПРОЦЕСІ ПІДГОТОВКИ СТУДЕНТІВ-МАЙБУТНІХ УЧИТЕЛІВ

Анотація. У статті висвітлено освітні навчальні компоненти, які дають теоретичні підстави для педагогічної практики у циклічному процесі підготовки студентів – майбутніх викладачів іноземної мови на факультеті лінгвістики Національного технічного університету України «Київський політехнічний інститут імені Ігоря Сікорського» (далі офіційно скорочена назва – КПІ ім. Ігоря Сікорський). Дизайн дослідження є дискриптивним та аналітичним; використано такі методи: системний аналіз методологічних джерел, узагальнення позитивного досвіду циклічного процесу підготовки студентів – майбутніх учителів під час проходження педагогічної практики, монографічний метод – для формування висновків. Зазначено, що ефективність навчання майбутніх викладачів іноземних мов у технічному університеті значною мірою залежить від педагогічної практики як завершального етапу підготовки на всіх рівнях здобуття вищої освіти. Циклічний процес підготовки студентів-вчителів покликаний підвищити якість їхнього фахового зростання, орієнтованого на результати; професійну співпрацю між педагогічними працівниками (університету й баз практики) та студентами-практикантами, а також між самими студентами; та вдосконалити змістове наповнення навчальних планів відповідно до встановлених стандартів, а також освітній процес. Окреслена потрійна мета педагогічної практики, яка передбачає: по-перше, подальший розвиток та вдосконалення вмінь і навичок майбутніх учителів/викладачів на практиці в класі або аудиторії; по-друге, вироблення унікального педагогічного стилю кожним майбутнім учителем/викладачем; по-третє, забезпечення рефлексії власної педагогічної діяльності кожним студентом-практикантом. Наголошено, що педагогічна практика є невід’ємним складником успішної підготовки майбутніх учителів/викладачів, що сприяє процесу їхньої адаптації до умов реального освітнього процесу, глибшому розумінню педагогічних явищ, а також формує в студентів компетентності, необхідні для подальшої педагогічної діяльності.

Ключові слова: компетентності, навчальна програма, підготовка вчителя іноземних мов, педагогічна практика, портфоліо.

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