

Черкас Г. В. Педагогічна практика в системі підготовки вчителя. *Педагогіка, психологія та медико-біологічні проблеми фізичного виховання і спорту* : науковий журнал. 2008. № 1. С. 155-158.

Швець Є. Я., Швець Д. Є. Організація науково-дослідної і педагогічної практики магістрантів. *Гуманітарний вісник : збірник наукових праць Запорізької державної інженерної академії*. Запоріжжя : ЗДІА, 2010. Випуск 43. С. 123–128.

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THE CONCEPT OF MODELING FUTURE TEACHERS' PRACTICAL TRAINING

The author developed the philosophical conception of practical training of future teachers as one of their professional development's way. It is proved that philosophical basis of teachers practical training are the principle of worldview pluralism and the position of co-evolutionary worldview determinants, recognizing of creative features of modern humanistic strategies and innovation as the main criterion and the imperative of personality's becoming, understanding of creativity as archetype of future teachers' life activity.

Key words: *modernization, personality, practice, pedagogical education, teacher, innovation, praxeology, pedagogical process, knowledge society, philosophy of education.*

Today, in the whole world, education is seen as the process that accompanies a person throughout his life and provides everyone with the fullest realization in the professional, personal and socio-political spheres. The most important tasks of education, including vocational education, are preparing young people for their successful life in society and equipping them with all the necessary means for further self-improvement.

General approaches in the development of education are aimed at training professionals for the main spheres of human activity in the current socio-cultural situation. The Bologna Declaration emphasizes the need to form a man of the XXI century – a professional in his field, a mobile person capable of self-realization.

Modern life is swift-flowing. Analysts note a real accelerating of historical development, which in its turn requires of man to get into into the life process as soon as possible. The latter dictates the need for in-depth practical training of the individual in the process of his educational activities.

Mastering the required amount of knowledge and its independent acquiring, mastering socio-practical experience, forming relevant professional competencies, readiness (without additional training) for fulfilment of professional duties, and most importantly, – forming personal qualities of a person and a citizen – are the main requirements, to which education must give the answers if we want it to be modern, promising and socially demanded. A teacher must be the first to master and implement this philosophy.

The global importance of information requires the total mastering of information technologies and processes at the level of general education. The main direction should be the practical training of the individual, aimed at studying and using information resources,

using information systems, developing telecommunications networks (automated information systems, banks and databases, knowledge bases, etc.). The future specialist should not so much theoretically as practically master the information technology of collecting, accumulating, spreading, storing the information, accessing it on the basis of modern electronic computing and communication equipment, communication devices. The latter also relies on the teacher, who should form the student's information culture from school. The lost time is hard to catch up, and maybe impossible. Information practice should be established as the primary task in changing the requirements of new teacher training.

Within the praxeological approach, the actual and urgent task of modern philosophy of education is the task of building an optimal model of future teachers's practical training. The leading pedagogical universities have a definite theoretical and practical experience in this sphere. By definition, the practical training of the future teacher should be integral, have a systemic nature, include all main activities of the future teacher, focus on its educational and upbringing functions. Summarizing the experience of modern modeling of teachers' practical training, we will analyze its such main components as introductory, cultural-introductory, educational, pedagogical and undergraduate practice. Let's dwell on this analysis in more details.

The development of systematization principles for building the optimal model of practical training of future teachers is all the more important and relevant, taking into account the diversity of those functions and tasks of socio-structural and personal level, which are performed in the process of pedagogical practice. The diversity and multidimensionality of the goal-setting sphere of the phenomenon of teachers' practical training necessitates the study of the principles of its integral synthesis. "The main tasks of pedagogical practice are the education of professionally significant qualities of the teacher's personality; upbringing a lasting interest and love for the profession of teacher; consolidation, deepening and enrichment of socio-political, psychological-pedagogical and special knowledge in the process of their use while solving specific pedagogical tasks; forming and development of professional skills and knowledge; learning the state of educational and upbringing work in comprehensive school, pedagogical experience of teachers and teaching methodology experts (*Abdullina, 1989: 11–12*)". The basic principles of building the optimal model of future teachers' practical training are formulated namely on the basis of such tasks and functions. The most fundamental principle of developing effective training of incoming professionals, from our point of view, is its systemicity, integrity and continuity, which should ensure the mutual relationship of theoretical training of future teachers with their practical self-improvement, as well as it should create a continuous practical possibility in order to acquire personal and professional practical skills.

Professional practice has a character of continuity and consistency, starting since the first years of study (*Krivosos, 2011: 216*). Taking into account the principle of system integrity of future teachers' practical training is able to provide the effective training of highly qualified teachers needed in the national education system for its further innovative development. Taking this into consideration, it should be noted that the modern system of pedagogical practice in Ukrainian pedagogical universities needs to be reformed and improved in order to work out a fundamentally new, innovative model of functioning and development.

In modern conditions, the students of pedagogical specialities are usually provided with several types of practice, which are distributed over the certain years of their study at the university. Such a system is not always integral, different types of practices are often autonomous, disconnected with each other and with many theoretical subjects studied by students. «In Ukraine, students of pedagogical universities undergo three types of internships: 1. Educational practice in summer health camps (for some specialities it is not

an obligatory type of practice). 2. Educational and pedagogical practice – which is passive, students are observers of the educational process. 3. Pedagogical and working practice – which takes place in an active form, during which the trainees must conduct their own lessons, educative lessons and to attend their groupmates' lessons with the further detailed analysis» (*Nosovets', 2011: 164*).

On the one hand, such system of pedagogical practice has its advantages, it can be purposeful, effective and useful, on the other hand – there are a lot of drawbacks, which are associated with its inconsistency and incompleteness, detachment of its various stages, disconnection with a great amount of theoretical knowledge acquired at the university. «Certain drawbacks that exist in the organization of pedagogical practice lead to the fact that students- trainees do not fully understand the requirements for them at each stage of pedagogical practice, and do not perceive their pedagogical practice as an integral process» (*Oliynyk, 2011: 141*).

With this in mind, we have developed an integral, step-by-step, mutually defined, theoretical, practical and integrated model of training future teachers by means of pedagogical practice as an integral part of the educational environment of any pedagogical university and the national education system as a whole. Modeling of personal and professional training of a teacher is the separation of the main basic properties and qualities that are inherent to a specialist – a professional teacher. It should be noted that it is necessary to take into account methodological and pedagogical principles while developing a prognostic model of professional and personal training of teachers. This model will only reflect the main basic components, being as an orienting point for the pedagogical university. And, most importantly, it is focused on the further development of pedagogical management tools for teacher training. The optimization of the model building process will be achieved in the context of personality-oriented education.

In addition to developing integral concept of integrated forms of practical training of students of pedagogical specialities, it is important, from our point of view, to develop an innovative structure of methodological, research, educational and upbringing forms that are part of this element of educational and upbringing formation of future teachers. The model should present the main components of the educational and pedagogical complex of student's practical activities, a future teacher: 1) the system of integration of theoretical, professional and practical, research work; 2) the methodical support of all types of practice; 3) creating an educational environment for pedagogical practice (*Kysla, 2012: 277*).

A Pedagogical University, a teaching staff in cooperation with school staff should create an integral educational and innovative environment for students' practical training, which would fully contribute to the transformation of the acquired theoretical knowledge into practical skills of the future teacher's self-realization. In order to create the conceptual and paradigmatic principles of the integrity of such environment in our further study, we will analyse the problem of building an optimal model of future teachers' practical training.

In the modern system of higher pedagogical education of Ukraine pedagogical practice is used as an integral educational and methodical element of the general educational process, that allows to analyze it as an integrative and systemic phenomenon, which is necessary in the implementation of educational strategy of each student. «Students' internship is an obligatory part of the process of training specialists in higher pedagogical school. It is regulated by the Regulations on internships for students of higher educational institutions and is continuous (I-IV years of education); organized on the basis of secondary schools; supervised by the teaching staff of the Pedagogical University and teachers and administration of educational institutions. The organization and implementation of students' practical training are provided by the high school administration. Educational and methodical supervision and implementation of internship programs are provided by the

relevant departments. The general organization of students' work and control of its implementation is carried out by the head of the teaching practice and experienced teachers of the schools on the basis of which the practice takes place» (*Bilokonny, 2008: 5*).

The inclusion of a great number of the representatives of the educational process of future teachers' practical training into the system of students' internships of various kinds is a positive manifestation of the national higher pedagogical education. At the same time, from our point of view, it is necessary to establish stronger and cross-cutting links among different types of internships taken by students throughout the period of study. It will ensure a higher level of its systemic and integral nature of the educational and upbringing process in higher educational establishments. Different types of pedagogical practice should be harmoniously included in the system of continuous professional competence training of future teachers. Moreover, from our point of view, they should be its integrative element, around which the whole content-amount structure of the educational process in the national educational institution should be built. It is important that «the system of organization of pedagogical practice in the structure of gradual training of future teachers in higher pedagogical educational institution should correspond to the principle of continuity and consistency and promote the effective preparation of students for work at school» (*Romanyshyna, 2012: 93*). Based on this principle, a system of relationships between the various elements and stages of the educational process will be developed, in which the optimal model of practical training of future teachers would be a really unifying, integral, sense-realizing component of the whole structure of professional teachers' training.

Other fundamental principles of building the optimal model of future teachers' practical training are also important. In particular, it is extremely important that such training should be carried out in a gradual manner – from simple pedagogical and cognitive tasks to more complex ones, taking into account the level of theoretical knowledge of students, which they have at each stage of study at the university. «Effectively organized practice is gradual, and is constantly becoming more complicated. Starting from the general acquaintance with the educational institution, observations and analysis of the received information, the trainee passes to the realization of more difficult tasks. The nature of continuity becomes evident in the fact that the student in the process of the whole period of study at the pedagogical university is connected with school and children» (*Cherkas, 2008: 156*).

As we can see, a gradual passing different types of students' practice entails another requirement – their interconnection and continuity, when each subsequent stage is a logical continuation of the previous ones and in the process the experience of previous practical training is used. The importance of this principle is emphasized by V. Kremen in his book «Education and Science in Ukraine»: «Practical training should be continuous, should begin in the junior years of study and continue during all education, consistently becoming more complicated and filled with new content» (*Kremen, 2005: 102*). On the basis of such understanding of the interdependence and interconnection of different stages of practical training we analyze the problem of building an optimal model of practical training of future teachers at the conceptual-theoretical, systemic-structural and practical-pedagogical levels.

Thus, starting to analyze the problem of building the optimal model of practical training of future teachers, first of all, it is necessary to emphasize the principles of systemacity, continuity, structural dependance, creativity, personal innovation of this phenomenon. These principles should be the base of any pedagogical action, and therefore they should be widely applied in the practical self-realization of future teachers. «In the process of practical training of future teachers, the main principles are: continuity and consistency during all training period; acmeological principle (students' ability to creatively use their own talents and abilities in the process of passing pedagogical practice of different

kinds); research principle (ability to investigate various social and pedagogical processes and problems according to characteristic features and requirements of educational establishments, which perform the role of practice base» (*Prykhod'ko, 2000: 20*).

Thus, having identified and considered the basic principles of building an optimal model of practical training of future teachers, we turn to the conceptual and theoretical analysis of its components. The first of them is the introductory practice of students, which is carried out for one month in the first year of study, being on the educational process, during which the first-year-students come to school and study the educational activities of teachers. Introductory practice at an early stage of teaching students of pedagogical specialities is an extremely important diagnostic tool for identifying a young person's true vocation to such a socially important profession as a teacher. It is the observation of the work of an experienced teacher that allows a young person to determine his right choice of the chosen speciality, as well as to state the axiological significance of the future profession in the structure of his own personality. «Observing the activities of experienced teachers plays an important role in student's professional development. Propaedeutic pedagogical practice involves observing the pedagogical activity of the subject teacher, acquaintance and observing the educational process, the activities of pupils» (*Manchulenko, 2003: 370*).

Such practical experience is, in fact, indispensable in the context of the primary personal and professional self-determination of a young person who has chosen pedagogical activity as his future profession. The student immediately gets the opportunity to involve himself in the environment, which for him is a model of future activities, as well as an inexhaustible heuristic source of further theoretical studies at the university.

In addition, introductory practice has a special function for further individual strategy of student's learning, including its practical and pedagogical principles, as a fundamental element in the formation of axiological, cognitive and personal-spiritual orientation of young people to acquire cognitive and creative personal and professional competencies. Propaedeutic pedagogical practice is an integral part of the educational and professional training of future teachers, which ensures the continuity and consistency of the formation of practical skills and professional development of students at all educational and qualification levels. The purpose of the practice is to acquaint students with the peculiarities of the organization and realization of educational work of teachers in the real educational process at secondary schools (*Belan, 2011: 14*).

Thus, the introductory practice of students of pedagogical specialities, first of all, plays a value-oriented role, awakens love for their own profession, the aspiration for professional-competent and personal-spiritual self-realization. One of the most important system-creating functions of introductory pedagogical practice is the promotion and direction of student activities for their self-development and competency self-improvement. Introductory practice stimulates independent acquiring new knowledge, skills and abilities that the student will be able to show in the future, passing the following interrelated kinds of practice, thus creating an integral system of student's practical activity.

Students, first of all, should realize the importance and necessity of their independent work in order to improve their knowledge-pedagogical and practical-psychological skills and abilities. An experienced teacher can show to his young colleague the examples of building hierarchical-value systems, which for the teacher are the basis of his professional and personal activity in the process of teacher's self-realization.

Introductory practice is also an element of the integral initial stage of future teacher's training, which is aimed to introduce to young people the real conditions of professional activity of a real teacher. The student joins the real educational environment of a particular educational institution, feeling the atmosphere of his future profession, its significance and social importance. «The continuous practice in the I - II years of study aims to introduce to

students the real process, in which they can use the knowledge, which has been gained at the lectures and seminars. Accordingly, the forms of organization and practice are chosen. The content of students' work includes introducing to them the peculiarities of teacher's preparation for the school year, the term, learning a new section, the lesson and its analysis, for group extracurricular activities in the real working conditions. Taking that into account, this kind of student's practice can be considered the initial stage of forming the future specialist, the place, where he understands the content of work, which is expected on higher level» (*Vlasenko, 2008: 49*).

It is important to establish the values and spiritual desire for further creative self-realization at this early stage of professional self-realization. Introductory practice is a kind of stimulus for a young person, an energetic impulse to new forms of self-realization. However, it can also be a repulsive factor that will force a young person to reject the teaching profession. This should be prevented by the head of the practice, teachers, methodologists, i.e. senior colleagues, whose skill lies in the fact that they are able to convince a young person, who is on the first step of his pedagogical path, in the importance of further self-development.

After all, introductory practice is for students the first example of pedagogical skills of an experienced teacher, which should be comprehended not like at school, directly, but reflexively, in terms of understanding the content and form of professional knowledge, skills, educational competencies of the future teacher. «Propaedeutic pedagogical practice should form in students the ability to prepare the lessons using modern methods and techniques of educational and cognitive activities; should aim to consolidate, deepen and synthesize psychological and pedagogical, methodical knowledge in the process of their use in order to solve specific educational problems; should upbringing in students a lasting interest in the teaching profession, the need for pedagogical self-education and prepare students for active pedagogical practice at school» (*Matyash, 2010: 372*).

Thus, it is necessary to conclude that it is in the course of introductory practice of the first-year students that the foundation of all further professional-pedagogical and personal-life activities of the future teacher is laid. In this regard, it is important that in this kind of practice, the first-year students get acquainted with the technological, innovative-humanistic, social-organizing functions of modern education, to become keenly aware of the social significance of their future profession.

Another important type of practice for students of pedagogical specialities is the cultural and introductory practice of students, which is carried out in the second year of study, during the winter or summer holidays, during which the future teachers study the cultural and historical traditions of the region in which they work. Of course, this kind of practice is necessary both for the cultural development of a young person, a future teacher, and for awareness of the traditions and customs of the area, where in the future the teacher will carry out his own professional activity, which is basically cultural. One of the main principles of pedagogical activity should be a cultural conformity and involvement of students into various harmony that make up the local and universal culture, which determines the fundamental importance of cultural and educational practice for the future teacher. According to T. Reisenkind, the artistic and cultural education should be «based on the principle of polyphonic (equal) subordination of the elements that ensure the integrity of a comprehensive integrative system. The content of such a system is the selection of forms, methods, means of artistic and aesthetic education based on the principle of cultural conformity» (*Reisenkind, 2006: 369*). For the harmonious development of a young teacher's own professional and personal competencies, he should join as early as possible the integral, culturally appropriate system of the region where he plans to be realized as a teacher.

This condition is an important element of the practical training of the future teacher, which determines his further ability to harmoniously involve students into the cultural environment of a particular region. The cultural and introductory practice of students has the nature of activity, which has a research and innovation orientation and a personal and value orientation, which makes it an important integrative factor of the whole complex of practical training of future teachers, which we consider. The diversity of cultural and regional, historical and regional features of the functioning of different educational institutions should be taken into account in forming an integral system of practical training of future teachers. Active cultural and introductory practice is designed to establish a «research-oriented approach, according to which, in the direction of cultural paradigm, teachers' training is carried out in accordance with the innovative approaches to scientific and educational practice, in particular, in the new areas of the Ukrainian regional culture. In the context of research and organizational nature, the training of a specialist – a teacher is developed, in particular, in the direction of forming the ability to create a local historical and cultural environment for teaching and educating students. Training of the future teacher is directed on professional mastering of ways of development – modeling of the own methodical approaches and means of pedagogical and local country study activity» (*Oliynyk, 2011: 15*).

Thus, the young teacher, graduating from the university and getting into the professional teaching environment, will already have certain methodological, pedagogical-educational, cultural-creative developments in the field of historical and cultural specifics of the region, where his teaching work will be carried out.

Cultural and introductory practice should also be carried out on the basis of the principle of diversity of methodological and cognitive forms and tools, provided by the skills of heads of such practice, as well as an active cooperation of the university with various cultural, museum, public organizations, which form the cultural-creative centre of the definite region. «The technology of forming the readiness of future teachers for cultural and educational, museum and pedagogical activities is implemented in the application of a complex of active, practice-oriented forms and methods of teaching, using the method of projects, creative tasks, involvement in teaching and research activities and so on. It contributes to the growth of the future teacher's professional competence, allowing to increase his professional culture» (*Mandebura, 2010: 251*).

Thus, the comprehensive development of professional and personal competencies of a young teacher directly depends on the activity and innovative and creative orientation of his passing during the student years the cultural and educational practice, aimed at forming adaptive and socialization factors of active involvement of young professionals into pedagogical and cultural activities in the definite region.

One of the defining kinds of practice, concerning the formation of an integral structure of pedagogical and professional competencies of future teachers, is the educational practice, which is realized during the summer holidays, usually in recreation or health camps for children and adolescents, where future teachers work as educators, tutors and more. This kind of practice is extremely important because education as a pedagogical phenomenon is an inclusive phenomenon of any pedagogical and communicative activity. «The practice in children's camps plays an important role in the full involvement of trainees into developmental educational activities. It aims to develop in future teachers the ability to independently apply in practice with pupils the knowledge gained in the study of psychological and pedagogical disciplines, and also propaedeutic comprehension of various forms and methods of work with children during summer recreation period» (*Kysla, 2012: 133*).

This kind of practice is indispensable for the forming in the future teacher the psychological and pedagogical skills of humane attitude to the child, awareness of its needs

of individual, age, group, communicative nature and so on. In this regard, the educational practice is defined by us as another integral element of the process of building the optimal model of future teachers' practical training in the system of the national pedagogical education. Educational practice aims to stimulate the future teacher's desire to self-improvement of his educational professional competencies, to develop interest and research orientation in the study of child psyche, psychology of children's groups and teams, to develop the ability to position himself as a leader, educator, authority for children's groups or an individual child. The purpose of the pedagogical practice in children's health facilities (DOZ) is «mastering by students the modern methods and forms of organization of the educational process in children's health and recreation facilities; forming professional skills and abilities on the basis of the received theoretical knowledge on pedagogics and methods of educational work; forming students' ability to organize educational work with children and youth during recreation. The main base of summer practice are country health camps, sanatoriums, school camps, etc.» (Kyrychenko, 2004: 6). It is necessary that the student, the future teacher clearly should understand and determine for himself the priority place of education and communication in extracurricular activities with children in the general structure of their own pedagogical and psychological professional and personal competencies.

It is the communicative and educational skills and abilities of a young teacher that will allow him to actively and with fewer obstacles fit into any psychological and pedagogical environment of a particular educational institution. The purpose of educational practice is both forming skills of educational work and increasing the potential of adaptive and psychological activity of the future teacher.

Without such readiness for creative-organizational and innovative-educational work with children and teenagers it is impossible to speak about the formation of a modern teacher, whose basis of professionalism should be high personal-communicative abilities to humane and personality-oriented attitude to problems of education and interaction with pupils. In addition, through educational practice, the future teacher learns a special kind of responsibility, namely – the responsibility to create a pleasant, healthy, entertaining, creatively-oriented microclimate for children. A young teacher is fully responsible for the psychological state of a large number of children who are a long way from home and parents, he should create such conditions that would provide each child with emotional comfort and peace, causing no stress to the child.

Educational practice is one of the key components of the optimal model of of future teachers' practical training, for whom it is extremely important to have a high level of ability to create a favorable mental health for pupils and collective creativity of the educational atmosphere.

It is important that with the development of the national education system, with the diversification of the educational and organizational forms used within it, there is an urgent need for diverse educational staff capable of working in a non-standard way, using original methods and innovative teaching and learning technologies, having creative communicative contact with pupils. «It should be noted that in the new conditions of market relations, social and economic reforms, democratization of the society and humanization of education, the need of adolescents and their parents for additional educational services has increased, which can be satisfied by using socio-pedagogical opportunities of extracurricular education. Therefore, many types of out-of-school educational institutions began their fruitful activity, in particular, the following: out-of-school educational institutions; other educational institutions as the centres of extracurricular activities in extracurricular time (secondary schools, lyceums, gymnasiums, educational complexes, vocational schools, technical schools, colleges, etc.); clubs and associations at the place of residence, regardless

of the form of ownership and subordination; cultural and educational, physical culture and health, sports and other institutions, institutions of various departments; various organizations, funds, associations» (*Poda, 2012: 237*).

Thus, emphasizing the extreme importance of educational practice for the formation of professional and personal competencies of future teachers, we also note the need for a stable and dynamic system of mutually beneficial cooperation between central and regional pedagogical universities and relevant organizations providing recreation and health. Such cooperation will allow to expand and innovatively improve those forms of practical and educational training of future teachers that are used today, as well as to find in students special abilities to work with children in extracurricular environment, which can significantly influence young people's choice of future pedagogical speciality.

Having analysed the characteristics and substantiated the fundamental importance of such kinds of future teachers' practical training as introductory, cultural and educational practice, we turn to clarify the place in the system of optimal model of teacher's practical training performed in senior years of pedagogical practice, on basis of which students have the opportunity to fully employ the knowledge, skills and abilities that they acquire during the theoretical learning process and at the early stages of practical training. Pedagogical practice in the general structure of the optimal model of future teachers' practical training has not an introductory-fundamental, but productive-applied characteristics, that is, students should not only learn certain features of practical work in a particular educational institution, but also try to put into practice that knowledge and the skills they acquired during the theoretical study of special psychological, pedagogical and subject disciplines.

«Pedagogical practice in higher pedagogical institutions is of special importance for teacher training. First of all, in the process of preparation for it, the student acquires certain theoretical knowledge and improves the acquired knowledge. But during the direct internship, students find themselves in a situation that requires them to behave unusually – as the teacher behaves in class: the trainee enters a new social role for him and thus becomes the subject of new relationships, the analogue of which, as a rule, has not yet been in his life experience. Thus, there is another stage of improving the theoretical basis of psychological and pedagogical competencies and, most importantly – its primary level begins to form (because without the student's practical pedagogical experience it is incorrect to say that they have formed psychological and pedagogical competences)» (*Barylo, 2011: 16*).

Taking this into account, the pedagogical practice of students of pedagogical specialities should be considered the primary stage of their professional activity, during which is formed the young teacher's ability to realize the acquired knowledge and skills in the educational environment of the secondary school. Pedagogical practice determines the primary abilities of the future teacher to realize and develop his personal-professional and psychological-educational competencies.

Thus, pedagogical practice as a form of educational activity of future teachers is necessary to create conditions for them to employ the theoretical foundation acquired during their studies at the university. This aim makes this type of practice a defining element of the optimal model of future teachers' practical training, because pedagogical practice is a kind of unifying element of theoretical and practical training of students of pedagogical specialities.

The importance of pedagogical practice in these two functional approaches cannot be overestimated, because thanks to its adaptive and implementing functions it becomes an integrative and unifying element of the whole educational process of the pedagogical university, aimed at forming and educating high-quality professional teachers, whose innovative and creative activity in the future will determine not only individual human destinies, but also the historical path of the development of all our national community,

country, state. Carrying out their educational and cognitive activity within the university, students form a comprehensive basis of their future profession and only in practice each of them gets the opportunity to show his individual creative potential, to think over the stylistic features of his future personal and professional self-realization. Developing their own pedagogical style is one of the important tasks of pedagogical practice of future teachers.

Building the optimal model of future teachers' practical training, it is important at the fundamental conceptual and theoretical level to realize that pedagogical practice in the senior years of study is an opportunity for the development of the young teacher, which takes place in the real environment of educational strategies, techniques and technologies, that later on will be used by him as a fundamental pedagogical experience. In the process of pedagogical practice the conditions are created for self-realization of the student's personality, forming competence in solving creative pedagogical tasks, development of his informational, orientation, perceptual skills, which is shown in the competent planning the logic of the pedagogical process, using various tools, forms, methods, innovative pedagogical technologies.

Pedagogical practice in the senior years of study should also be of research-heuristic, creative-innovative nature, which is determined by the creative and personal nature of the teacher's profession, for whom any pedagogical and educational activity is full of communicative and creative efforts. From our point of view, the future teacher begins to develop the necessary abilities most actively during his pedagogical and practical training.

«In the senior years of study it is very important that pedagogical practice should not be limited to copying the work of certain teachers, but should be based on mastering and developing students' skills in order to conduct the independent searches to find the solutions to pedagogical problems, employing the knowledge and skills they received at the university while studying psychological- pedagogical disciplines» (*Kuchay, 2008: 58-59*).

Experienced university teachers have to provide such conditions for pedagogical practice for future teachers, who, in cooperation with school teachers, methodologists, psychologists of secondary schools develop special personality-oriented programs of pedagogical practice, develop technological and evaluation mechanism to ensure full practical self-realization of each student. Lastly, the final and effective element of the optimal model of practical training of future teachers is undergraduate (research) practice (for masters), which by its nature is not so much an educational element as an opportunity for professional self-realization of a young teacher, who begins his career. «Undergraduate practice - is the final link of practical training, during which students independently perform the duties of form-teachers, plan their own teaching activities. During this practice, the theoretical knowledge on all subjects of the curriculum was deepened, mastered and comprehended» (*Kalyuzhka, 2012: 125*).

The result of such pedagogical practice is the formation of a really professional teacher, ready for further personal and professional self-improvement, as well as laying the research and heuristic foundation of all further pedagogical and educational activity as an active subject of the national educational environment. The fundamental factor of the pre-graduation master's practice of future teachers is its scientific-research nature, which is functionally found out in the formation of students' professional quality of scientific and reflective attitude to their own professional activities, as well as opportunities for innovative and creative improvement. «Master's training realizes educational and professional programs that are based on research and focused on specialists' training for their research and teaching activities, for their work in the branch of scientific technologies» (*Shvets', 2009: 123*).

Being final, pre-graduate practice also performs a diagnostic function, determining the level of certain structural and professional competencies that future teachers have acquired

during theoretical and practical studying at the university. Now trainee students not only identify themselves with the future profession, but also test their primary professional abilities. The research and final-analytical essence of the pre-graduate master's practice makes it a key professional-determining element of the optimal model of future teachers' practical training. Having passed the pre-graduate practice, the student becomes a real teacher, an active subject of the national educational environment.

Pre-graduate practice is the final stage of students' practical pedagogical training and aims to generalize, systematize and deepen the general pedagogical knowledge, skills and abilities, as well as preparing for the functions of a teacher and realizing the system of the educational-upbringing work with pupils.

An important component of the model of future teachers' practical training is culturological, which includes: first, the maximum introduction of students to a particular culture through the use of their personal experience and life experience, secondly, through the integration of student's life experience, thirdly, through student's performing his pedagogical activity at a high level of civilization and innovation, fourthly, through ensuring the unity of the subjective position and the interactive nature of the future teacher's activity.

The cultural practice in the context of general practical training is considered by us as a mechanism of interaction of the practical experience, including the life experience, with the scientific one in order to improve both. Thus, it is one of the mechanisms and relationships and intertransitions of everyday students' knowledge in scientific and pedagogical knowledge as culturally appropriate and cognitively conditioned processes, the final result of which is the formation of key competencies of future teachers, improving their pedagogical skills, forming civic qualities. Thus, we have established the best model for building an integral system of future teachers' practical training, which should ensure the fullest revealing pedagogical and psychological talents of each young person, as well as instill in him a constant desire for independent professional and personal self-improvement.

Thus, having studied the problem of building the optimal model of future teachers' practical training, as well as identifying and analyzing its elements such as introductory, cultural, educational, pedagogical and pre-graduate master's practice, we can draw a number of interrelated conclusions.

Firstly, considering the first stage of future teachers' practical training to be the introductory practice of students in the first year for one month without separating from the educational process, during which, first-year-students come to school and study the educational-upbringing activities of a teacher, we emphasize the fundamental role of this kind of practice for all period of studying of students of pedagogical specialities.

On the one hand, the introductory practice plays a value-oriented function, serves as a kind of identification tool that allows a young person to be convinced in his right choice of the professional career and way of living. On the other hand, the introductory practice also serves as a system-forming element of building a further individual development of each student, both theoretical and practical, because it allows to determine the key range of educational, research, upbringing, organizational problems that will be of main interest in the future student's study and work.

Secondly, considering the main characteristics of cultural and introductory practice, future teachers study the cultural and historical traditions of the region in which they have to work, emphasizing the systemic nature of this type of practice, because the pedagogical activity is basically cultural. The cultural and introductory practice of students also allows them to enrich their cognitive-research, value-oriented and cultural potential, necessary for a young teacher as an effective means of cultural and civilizational self-identification, as well as an effective methodological, innovative and creative tool for his future professional activity. For the effective cultural and educational practice, it is necessary for the university

to systematically establish and develop relations with various culturally oriented subjects of activity of a certain region.

Thirdly, analyzing the educational-upbringing and pedagogical-educational potential of educational practice proved the fundamental importance of this type of practice in the formation of personal and professional competencies of the future teacher, because any educational and pedagogical action is necessarily full of educational content. The student gains an indispensable experience of communication with children and adolescents in an informal, extracurricular atmosphere, which actively develops his communicative and personal abilities to influence children at both individual and group level, his potential to use innovative pedagogical and educational technologies of humane upbringing children in unusual situations.

In the fourth place, formulating the main tasks facing senior students of pedagogical specialities during their pedagogical practice, it is emphasized that this type of practice in the general optimal model of future teachers' practical training plays no longer introductory but implementation-correctional function, i.e. directed for the creative application by students in a real educational environment the knowledge and skills that they acquired during the theoretical training, as well as in the process of passing the preliminary types of practice. Due to this functional feature, pedagogical practice allows a young person to finally identify himself with the future profession, as well as to begin gaining the necessary experience to form and improve his professional and personal competencies.

Pedagogical practice, thus, is a kind of bridge from studying to professional life, because it aims to use the theoretical achievements of students as well as to form their basic foundations and the style of future pedagogical and educational activities. In the fifth place, having studied the key characteristics of pre-graduate practice, which graduate students pass, it is determined that unlike the previous elements of the optimal model of future teachers' practical training, this kind of practice is structurally and functionally aimed not only at realizing the theoretical knowledge and skills acquired at the university, but mostly at the future professional activity, because during this kind of practice students carry out the types of work inherent to the real activity of the teacher, checking their own primary professional and personal competences. Taking this into account, an important element of this work is reporting, which is not just an educational work, but the observation and research work aimed at deep self-analysis, based on the research and innovation-technological basis.

Thus, pre-graduate practice is a kind of a final-integral element of the optimal model of future teachers' practical training.

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