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Pedagogical practice as the basis for the formation of pedagogical values of future teachers in higher education institutions

Abstract. Modern conditions for the development of higher education and accordingly, changes in the role of the teacher in this process necessitate improving the system of training future teachers of higher education institutions and developing not only professional, intellectual, moral, social skills, but also encouraging them to self-development, self-education, self-improvement as a manifestation of a value-based attitude to the performance of professional duties, which prompted the study. The purpose of the article was to study and analyse the role of pedagogical practise in the formation of pedagogical values of future teachers of higher education institutions. The article used the methods of analysis of scientific and pedagogical literature, comparative analysis, systematisation and comparison of scientific approaches, provisions, and generalisation of research results. In the course of the study, theoretical approaches to the formation of pedagogical values were identified; a classification of pedagogical values was made, in particular: values related to the personal and motivational sphere of the teacher, values reflecting aspects of educational management; the importance of introducing new approaches (active learning, problem-based learning, cooperation, pedagogical partnership, differentiated learning) to the organisation of the educational process and the introduction of innovative technologies based on pedagogical values was emphasised. The practical significance of the work lies in the fact that the results can be utilised by higher education instructors in the process of professional training. This process lays the foundation for the professional activities of future educators who possess scientific and methodological teaching proficiency, practical skills, and abilities. It shapes the professional qualities of the future educator's personality directed at consolidating and implementing the acquired subject-specific, psychological-pedagogical, and methodological knowledge, skills, and abilities. On the other hand, it serves as a means for the creative development and self-improvement of the future instructor in higher education institutions. It can also be applied in writing qualification works, organising pedagogical practise in higher education, and the self-improvement process of educational professionals

Keywords: pedagogical practise; higher education; higher education student; competence; competency; higher education teacher; pedagogical values

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INTRODUCTION

In modern educational environment of higher education institutions, teachers are taking on a new role: they should not only transmit information, but also contribute to the development of intellectual, moral, social and professional skills, encourage students to self-development and self-improvement. This requirement is driven by the need to prepare the younger generation to meet the challenges of the modern world. That is why teachers should approach their students as individuals with their own needs, capabilities and perspectives on the basis of humanism, because in modern conditions, understanding, respecting students' own opinions, supporting their personal development and taking into account individual characteristics is not a requirement, but a demonstration of the level of professional competence of a teacher in a higher education institution. The educational environment of today is changing rapidly, so teachers must be prepared for rapid, dynamic changes in the global world and educational reforms in particular, which affect the participants in the educational process and require the introduction of the latest teaching methods and technologies, understanding of students' emotional and psychological needs, continuous self-improvement and professional growth, and the manifestation of moral and civic values. Awareness of the significance of this problem encourages scientists to conduct research and solve unsolved problems.

According to O. Voloshyna (2023), the peculiarities of forming a responsible attitude of future teachers to the system of pedagogical values based on scientific analysis involve the interpretation of the definition of "value" in the psychological and pedagogical aspect: the values of each personality are concepts and beliefs that determine the direction of their behaviour, encourage activity, determine the specifics of the manifestation of feelings, relationships and consist in understanding the generalised social experience that they receive in the process of development, which depends on the sociocultural. Exploring the essence and content of the pedagogical values of a practical teacher, the author T. Belan (2021) in his work identified the need to form personal and universal values (respect and love for children; self-demanding; striving for truth; tolerance; responsibility; honesty and dignity; own health and environment; kindness and humanity; willingness to help; ability to self-discipline; insightfulness; sensitivity; liberality; self-confidence; cheerfulness) and pedagogical values (professional thinking; pedagogical creativity; independence and courage in defending one's position; individual pedagogical style of communication with students; good manners; self-control; self-education; active pedagogical life).

At the same time, N. Onyshchenko (2021) identified the following typical shortcomings of pedagogical practises: insufficient hours and credits for pedagogical practise; lack of clearly developed practise programmes, constant changes in their requirements, goals, objectives; lack of practical skills to perform professional activities; insufficient provision of pedagogical practises with educational

and methodological material; insufficient control over the process of pedagogical practise by methodologists and teachers; the formal nature of summing up the results of pedagogical practise; the mismatch between pedagogical institutions of higher education and secondary education; students' practise in different educational institutions. The organisation of pedagogical practise requires constant support of students. The application of this method is due to V.E. Benera (2018) the general humanistic concept of education; focus on the development of the individual and society as the intrinsic value of education; reliance on the internal development potential of any system; awareness of the new essence of methods of individualisation and differentiation in education as a way of personal development of students.

During the pedagogical practise V. Mykolaiko (2023), students develop and analyse their own programmes of activity, based on personal orientation, general and professional training, individual characteristics, which take into account the level of their pedagogical culture, tolerance as key indicators of pedagogical values. The following functions of pedagogical practise contribute to this:

- developmental (optimisation of pedagogical thinking, professional culture, worldview, cognitive activity, independence and research skills, self-education);
- educational (formation of an active life position, responsibility, professionally significant personal qualities, interest and love for teaching);
- organisational (interaction and cooperation of all participants in the educational process);
- communicative (communication of all participants in the educational process on the basis of mutual understanding, mutual respect, empathy, partnership, creation of a friendly atmosphere, support and mutual assistance based on the principles of morality);
- diagnostic (reflection, assessment of the level and quality of pedagogical activity, the ability to self-control, self-analysis and self-evaluation).

The function of modelling, as a prediction and forecasting of the results of pedagogical practise, is of particular importance. Important from a practical point of view T. Aliksieenko *et al.* (2020) are relevant seminars and conferences where students can try themselves as a teacher-researcher as a form of learning and a way to intensify the educational process and form their culture of mental work, manifestation of a valuable attitude towards colleagues, teachers and society. Despite the significance of the role of pedagogical practise, experience and elaboration of the problem, there are several challenges associated with this process. The analysis of scientific and pedagogical literature and pedagogical practise programmes has shown that in many cases, the practise does not cover all aspects of the professional training of future specialists, and contains an insufficient number of hours for a full study of individual educational components of professional activity. Under such conditions, teachers are the drivers of social activity and the development of important interpersonal qualities,

such as cooperation, leadership and responsibility, and professional duty. At the same time, there is a problem of not always effective interaction between higher education institutions and bases of pedagogical practise of higher education students. That is why the problem of the lack of a clear link between the knowledge gained and its practical application, as well as the loss of opportunities for students to study and analyse the real pedagogical process in depth, is focused on solving it. Thus, in the context of the modern educational system, it is important to solve these problems and improve the process of pedagogical practise to ensure the quality training of future teachers, in particular, teach-

ers of higher education institutions, contributing to the formation of their pedagogical values and professional skills. The purpose of the article was to study the experience of forming pedagogical values of future teachers of higher education institutions in the process of pedagogical practise.

MATERIALS AND METHODS

The article includes a study of the role and content of pedagogical practise in the process of forming a future higher education teacher from 2018 to 2023, based on a comparative analysis of leading scholars. The main views and conclusions are presented in Table 1.

Table 1. Comparative analysis of the essence and significance of pedagogical values of future teachers

Author	Research results
R. Vynnychuk (2019)	<ul style="list-style-type: none"> → formation of intellectual skills of the individual through tasks that encourage penetration into the essence of phenomena, identification of their interrelationships, resolution of contradictions between personal experience and the values of society; → the importance of certain values for the practical activity of a specialist; a meaningful approach to communication in the "person-to-person" system; → dialogue training through the development of the ability to make contact, listen, penetrate the inner world of another person, understand each other, and restrain negative emotions; → implementation of the system of values in the process of professional training, reflective analysis of own professional activity and solving situations of professional and communicative interaction.
N. Panchuk (2023)	<ul style="list-style-type: none"> → the main values of future teachers are personal values (health, family), material values (financially secure life), professional values (knowledge, social recognition (respect of others, team, colleagues), love for children, parents, self-improvement, communication skills, professionalism); → the hierarchy of professional values includes: professional and pedagogical orientation of the future teacher's personality, his/her inner position, stable life views and professional beliefs.
S. Bilozerska (2021)	<ul style="list-style-type: none"> → academic values (institutional independence; fundamentalism; academic freedom; promotion of innovation; professional competence; new pedagogical and research paradigms; educational unity and research process; academic mobility; critical thinking); → values of personal growth and well-being (self-determination; self-realisation; individuality; subject-subject relationship; continuity), education, professionalism of teacher's behaviour in the environment and specific (pedagogical) situations; mental, psychological, social, physical and spiritual health, competitiveness of the graduate); → social values (freedom, democracy; openness; social justice; tolerance; ethics; cultural diversity; social responsibility; patriotism; civic consciousness; national character); → organisational values (decision-making based on the consensus of opinions and interests; freedom to conduct research; technologicalization of educational activities; standardisation of the quality of education (educational programmes); material creation of value and knowledge; competitiveness of the HEI; availability of educational programmes for foreign students; strategic partnership of the university).
P. Zhigian (2019)	<ul style="list-style-type: none"> → values are objects of real life that are important for the fulfilment of personal needs and future professional activities: humanistic values characterise the teacher as a harmoniously balanced, highly moral personality: prognostic values are manifested in the teacher's ability to "see" pedagogical situations, identify them in the course of events of the pedagogical process, analyse and find the right solution; diagnostic values, in its turn, are related to learning psychological and characterological characteristics of students, their diagnosis of school readiness, study of the effectiveness of learning process based on changes in the level of moral development of the student, etc., analytical and evaluative values are manifested in the analysis of the pedagogical process, identification of its positive aspects and shortcomings, comparison and evaluation of results. The research values are the self-realisation of the teacher's creative potential, his/her uniqueness and the possibility of independent search.
N. Bezliudna (2023)	<ul style="list-style-type: none"> → promoting national consciousness and raising the level of patriotism among young people, encouraging students to develop national identity, citizenship and national self-awareness, the ideals of freedom and equality, awareness of the value of human dignity, building their own system of values, in which the main place will belong to the values of a higher spiritual level, namely national values.

Source: developed by the authors

Using the axiological approach, practical training was considered as a fundamental factor in the formation of professional values. This approach also helped to determine

the place of pedagogical values in the paradigm of education and upbringing. The method of systematization was used to organize and summarize the main achievements of

leading scholars and interpreted in this study. The method of generalization was used to formulate and present the general conclusions of the study.

RESULTS AND DISCUSSION

Pedagogical values are a fundamental component of education and upbringing, they determine the direction of pedagogical activity and the relationship between the teacher and the student, because it is pedagogical values that reflect moral, ethical and psychological principles and determine the behaviour of the teacher in the educational process. These values are the basis of a successful educational system and determine how teachers contribute to the development of the younger generation, reflect the importance of this profession, its impact on society and its future. According to H. Mykhailyshyn & O. Kondur (2021), the value orientation of a teacher as a system of spiritual determinants and relevant socio-psychological formations is important in the educational sector.

The essence of pedagogical values lies in the ideals, beliefs and priorities that are determined in pedagogical activity in order to achieve certain educational, upbringing and socio-cultural goals. The formation of pedagogical values is reflected in various aspects, including relationships with students, ways of establishing cooperation, the use of teaching methods, adherence to ethical standards, etc. According to N. Samsonenko & O. Goncharova (2019), pedagogical values form the basis of a teacher's professional culture and determine the architectonics of the axiological fabric of the educational space. Scientists emphasise that values cannot exist separately from a person and are formed as a result of interaction between a person and the world. Universal values arise from this interaction, and pedagogical values are formed during the professional training of future specialists. This process contributes to their subjectivization. The level of subjectivization of pedagogical values determines the degree of personal and professional development of a teacher. The pedagogical values of future higher education teachers are an important component of the formation of a modern educational environment, as they determine not only the quality of education, but also the future society, as they reflect the deep influence

of the teacher on students and the scientific community as a whole. Author T. Belan (2021) notes that a teacher is a carrier of spiritual, moral and professional values, because professional values form the basis of the motivational sphere of the teacher's personality, which determines the level and direction of his/her creative activity, is a leading component, the substantive basis of human life and his/her pedagogical activity. The key needs of future teachers are dedication to the learning and development of students and the realisation that their work is not only the transfer of knowledge, but also the formation of critical thinking, the development of creativity and the promotion of personal growth of students on the basis of individualised learning and personal example. Therefore, the pedagogical values of the future teacher of a higher education institution should be based on justice and responsibility, adherence to ethical standards, including ethics and honesty, professional competence and continuous self-improvement.

The training of future teachers of higher education institutions is focused on the awareness of the transience of time and, accordingly, constant changes in the system and content of education. That is why higher education staff should be prepared to update their knowledge and improve their professional skills: studying scientific achievements and applying innovative teaching methods; investing time and effort in supporting the development of students' intellectual and personal qualities; recognising the uniqueness of each student, taking into account their needs, individual characteristics and pace of learning. After all, the strategic objectives of the modern education system N. Bezliudna (2023) are to form the younger generation of universal human values, in particular, moral and ethical (justice, honesty, dignity, care, respect for oneself and other people, respect for life); socio-political (patriotism, national identity, freedom, democracy, respect and respect for the native language and culture, respect for the laws and the Constitution of Ukraine, solidarity, responsibility). Currently, the formation of pedagogical values is an important process, as these values determine the quality of education and training in universities and influence the future society. This process includes the following key aspects (Table 2):

Table 2. Aspects of the process of forming pedagogical values

Aspect	Description
Professional training	This includes receiving high-quality education in pedagogy and education science. This will help them understand the theoretical aspects of pedagogy and develop effective teaching methods.
Practical experience	Teaching, internships and pedagogical practices play an important role in the development of pedagogical skills and values. Interaction with students promotes partnership and tolerance.
Psychological training	Understanding the psychological aspects of teaching and learning is important for creating an effective pedagogical impact. Specialists should know the basics of higher education psychology.
Ethical and moral training	Faculty members should understand their role in educating students, adhere to ethical standards and demonstrate moral qualities in the educational process.
Mentoring and support	The involvement of experienced mentor colleagues and pedagogical resources contributes to the formation of pedagogical values. Their example is important for both teaching practice and personal development.
Systematic and purposefulness	The formation of pedagogical values is a long-term process that includes learning and personal development. It is important that this process is systematic and purposeful.

Source: developed by the authors

Pedagogical practise is a mandatory stage of professional training of higher education specialists and teachers, during which they gain practical experience in the field of teaching and education. This process allows students to apply their theoretical knowledge in the real conditions of educational institutions. After all, pedagogical practise, as depicted in the previous study by the authors of this article O. Serhiichuk & Y. Bahno (2021), is an important stage in the system of professional training of a future teacher, during which the foundations of professional activity are laid and the scientific and methodological skills of teaching, practical skills and abilities are developed, professional qualities of the personality are formed, and interest in the future profession is formed in the context of modernisation of national education. Researcher O. Serhiichuk *et al.* (2019) consider pedagogical practise as a mandatory component of the educational process of pedagogical universities. They define its role in the professional training of pedagogical staff and their professional development and consider it an important means of forming pedagogical values and preparing future teachers for professional activities. The main goals of the pedagogical practise, according to them, include: teaching students to use their scientific and theoretical knowledge and practical skills creatively in their teaching work; applying the knowledge and methods acquired at the university in practise; mastering modern methods and forms of organising the educational process in general education institutions such as gymnasiums, lyceums, colleges, etc; fostering interest in pedagogical activity and supporting the need for continuous updating of knowledge and its creative use in pedagogical work.

According to the authors, the competences of future higher education teachers (Fig. 1) in the process of pedagogical practise are to prepare for pedagogical activities that help students understand how to work with students, how to organise classes and how to educate their personality (deepening knowledge of ethical standards of behaviour of a higher education teacher, focusing on the modern needs of students, awareness of the need for technological and practise-oriented educational process). At the same time, mastering practical skills helps students to try out different methods and improve their teaching skills (introduction of modern pedagogical technologies into the educational process, observance of pedagogical tact, culture of behaviour, avoidance of conflict situations). Nevertheless, interaction with students and colleagues allows students to develop skills of communication, cooperation and interaction with students, parents and other teachers (pedagogical image, facial expressions and gestures, communication style, emotional colouring of communication: friendliness, coldness, loyalty, rudeness, etc.). Evaluation and reflection are important, as they encourage students to evaluate their work and reflect on the results in order to improve their teaching (analysing the results of their work, identifying positive achievements and reasons for unsolved tasks, modelling further actions to address shortcomings). Enrichment of pedagogical experience – provides students

with the opportunity to learn from experienced teachers and educators, using their practical experience (imitation of the positive experience of teaching, interpersonal, scientific, methodic, methodological, organisational activities of higher education specialists).

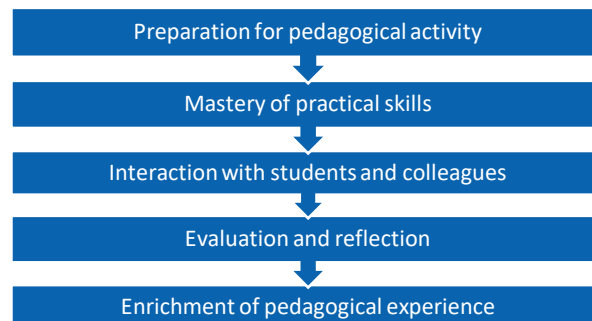


Figure 1. Competences of a future higher education teacher in the process of pedagogical practice

Source: developed by the authors

Pedagogical practise is highlighted as a key stage in the formation of future teachers and influences the formation of their pedagogical values. This stage provides students not only with the opportunity to interact with experienced teachers, but also becomes an arena for their own pedagogical experimentation and development. Practical experience gained while teaching and educating students is a step towards becoming a qualified teacher. This experience exposes future teachers to the real challenges and real situations that they will face in their professional work. In particular, studying the real challenges of teaching allows students to reflect on and adapt their knowledge to the real needs of the educational process. Experimenting with different methods and approaches in practical activities allows students to gain practical experience in applying theoretical knowledge. Interaction with mentors and experienced teachers becomes a source of valuable advice and recommendations that help to improve teaching skills and understand the individual needs of students.

An important part of the teaching practise is interaction and communication with students, which allows future teachers to develop skills of communication and interaction with different groups of students. Evaluation and correction of the teacher's work during the practise ensure the continuous development and improvement of their teaching activities (Regulations on Academic..., 2021). This comprehensive approach to pedagogical practise provides students with the opportunity not only to acquire theoretical knowledge but also to develop practical skills, which is a necessary element of the successful operation of a higher education institution. This practise helps to form not only professional but also value orientations in future teachers, which are necessary for high-quality education. Having considered the importance of pedagogical practise, it should be noted that it is the practical experience gained during the teaching and upbringing of students that

influences the formation of pedagogical values of future teachers. In this approach, pedagogical practise is an important step towards becoming a qualified teacher, as it

provides an opportunity not only to establish interaction with experienced teachers, but also allows students to join the study of best pedagogical practises (Table 3):

Table 3. Types of activities of future teachers' students during their studies

Activity	Content of the activity during the teaching practice
Real-life teaching activities	Exploring the real-life challenges that higher education teachers may face in the course of their professional duties
Testing different methods and approaches	Experimenting with different teaching methods, tracking their effectiveness; adapting to the requirements of different students
Cooperation	Feedback from mentors and experienced teachers; advice and recommendations on how to improve their own teaching from experienced teachers; understanding the needs and individuality of students
Interaction and communication	Learn to interact with different student groups, understand their needs and requirements, develop pedagogical interaction and communication skills
Assessment and correction	Reflection, self-assessment of own teaching practice and improvement of their work
Practical implementation of theoretical knowledge	Test your knowledge of how theoretical concepts and teaching methods work in a real learning environment
Experimentation	Try different approaches to learning and gain experience of their effectiveness with learning strategies

Source: developed by the authors

Pedagogical practise opens up a unique opportunity for students-teachers to interact with real teaching activities, allowing them to feel the atmosphere of teaching and upbringing, as well as to gain invaluable practical experience. This stage of education becomes key in the implementation and application of theoretical knowledge in practise and can serve as a basis for the formation of pedagogical values of future teachers. During the teaching practise, students have the opportunity not only to observe the work of experienced teachers, but also to be actively involved in the learning process, putting their theoretical knowledge into practise. This contributes to their personal and professional growth. In addition, the teaching practise becomes a platform for testing different teaching methods and strategies. Students experiment with the use of modern pedagogical technologies, adapting them to the specific con-

ditions and needs of students. Interaction with students and colleagues is also an important element of pedagogical practise. This allows students to develop communication skills, understand the individual needs of students and improve their interaction in the teaching process. Such a practical approach to the study of pedagogy not only contributes to professional skills, but also shapes the values of future teachers, they are able to independently determine their priorities, develop their own pedagogical style and manage their activities based on the knowledge and values acquired during practise. This stage of training allows not only to gain practical experience but also to implement theoretical knowledge in real life. Pedagogical practise becomes the foundation for the formation of values of future teachers. Table 4 shows the main learning outcomes after students have completed their teaching practise:

Table 4. Formation of competences and pedagogical values during pedagogical practice

Learning outcomes of pedagogical practice	Content of learning outcomes
Improving professional competence	The opportunity to gain experience in real pedagogical conditions, solve pedagogical problems and work with students, which helps to develop pedagogical skills necessary for effective work as a teacher
Development of communication skills	Communication skills with students, colleagues, and parents that promote values such as openness, tolerance, cooperation, and the ability to listen and understand others
Responsibility	Requires awareness of its role in the education and development of the younger generation, promotes the formation of values related to the duty to students, higher education institutions and society
Understanding the individual needs of students	The opportunity to get to know students better and understand their individual needs and characteristics helps to develop values related to an individual approach to learning
Formation of pedagogical values	Observation of how the pedagogical values of teachers are implemented in the educational process and outside it, in real life; formation of pedagogical values under the influence of the example of a teacher-mentor, supervisor, practice supervisor or other teacher who is a role model

Source: developed by the authors

The success of a teaching practise not only depends on the right choice of the practise site, but also on the effective implementation of advanced methods and techniques in real-life conditions. It is also important to raise the methodological level and skills of teachers who act as

mentors. This approach is driven by modern requirements for higher education teachers, who must not only have fundamental knowledge but also be ready to implement innovative approaches to the organisation of the educational process. A key component of this process is the use

of innovative technologies, which requires teachers to master modern methods and skills (Fig. 2). In promoting the development of professional values, teachers should be guided by universal moral and professional values. This includes not only the technical aspects of teaching, but also the consideration of ethical aspects, which are

formed through practical experience and interaction with students, colleagues and other participants in the educational process. The application of innovative approaches in teaching practise requires not only technical skills, but also flexibility of thinking and openness to continuous professional growth.

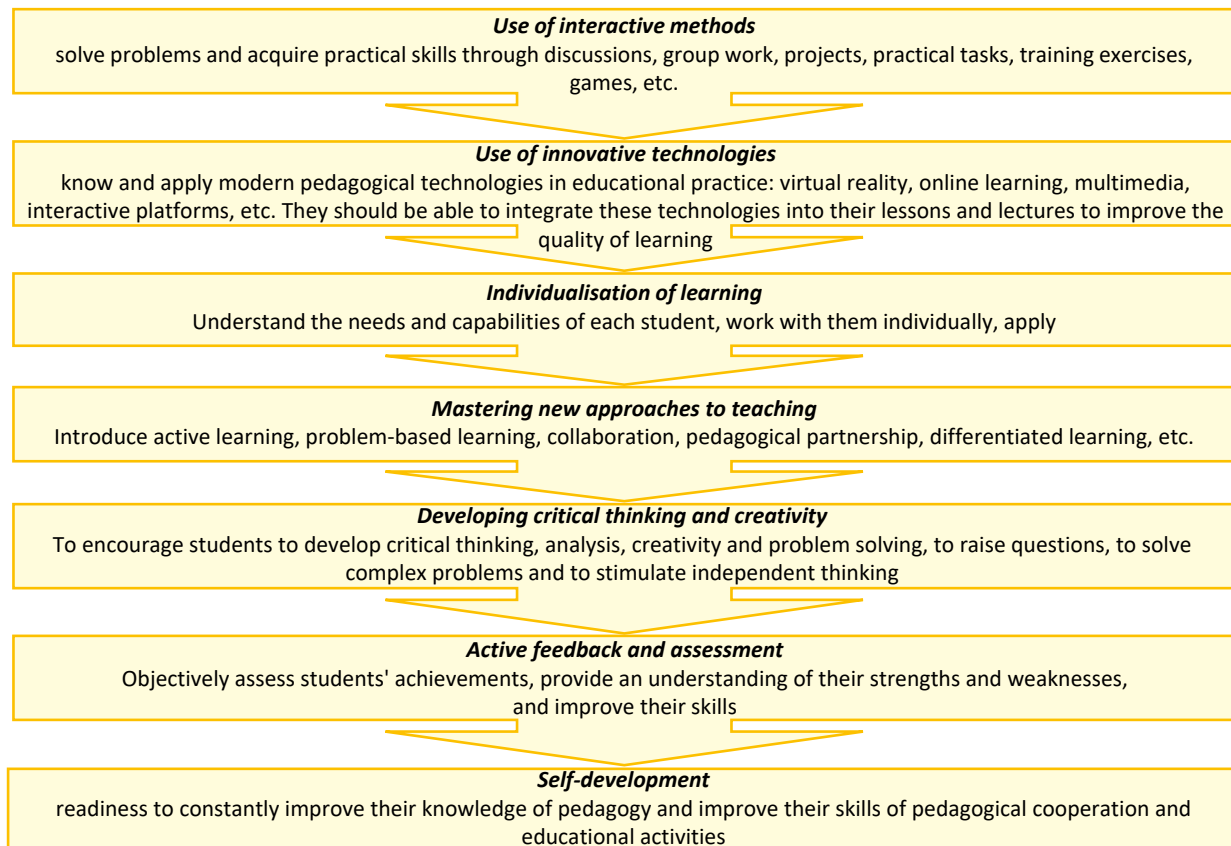


Figure 2. Main approaches to organizing student teacher education

Source: developed by the authors

Research practise as a form of educational work is aimed at deepening and consolidating the theoretical and practical knowledge gained by future masters of educational and pedagogical sciences in the process of studying, acquiring and improving the skills and abilities to conduct research on education and science (Benera *et al.*, 2021). It forms basic knowledge about preparation for writing a qualification paper, rules of working with different sources, peculiarities of borrowing and citing scientific and pedagogical works of scientists. Therefore, the basis of research practise is not only the acquisition of knowledge, but also the formation of pedagogical values in the future university teacher. The effective work of a higher education institution is based on the ability to adapt its pedagogical strategy to the individual needs and characteristics of students. An important component is also the interaction and exchange of experience between teachers, which contributes to the collective development and improvement of professional skills. Working in a team allows teachers to mutually enrich

their knowledge, expand their horizons and implement best practises in their own activities. Success in teaching practise is not only based on the individual efforts of the teacher, but also on his or her ability to work in a team, using innovative methods and accepting the challenges of the modern educational paradigm. Adherence to the principles of academic integrity depends significantly on public policy and the definition of a system of social and cultural values. In an effort to maintain and improve their reputation, universities pay considerable attention to the implementation of academic integrity policies and principles; define the roles and responsibilities of both students and teachers; develop technologies for detecting and addressing academic integrity violations; and emphasise academic responsibility and the consequences of dishonesty (Duliba *et al.*, 2022).

In the study by O. Filonenko *et al.* (2021) based on statistical research, the authors conclude that pedagogical practise contributes to the improvement of students' self-esteem (from 7.6 to 8.7 on a 10-point scale) and the

formation of a positive attitude towards the teaching profession (42.7% of the surveyed students have a more positive attitude towards the profession). For example, M. Vovk *et al.* (2023) emphasise the importance of studying the best practises of pedagogical activities of teachers of Ukrainian and foreign higher pedagogical educational institutions in the process of training master's students. Scientists emphasise the creation of high-quality methodological support for the practical training of masters through the use of innovative forms, author's teaching methods and the introduction of pedagogical technologies through their adaptation to the mixed and distance format of the educational process in higher education. M. Artyushina & O. Sarkisova (2018) note that pedagogical practise is a fundamental part of the entire process of practical training, as it introduces the forms and methods of teaching and the development of pedagogical abilities of students through independent development of classes and their conduct, organisation of consultations and improvement of methodological work.

The staff of Hryhorii Skovoroda University in Pereiaslav shares and supports the generally accepted policy of academic integrity and encourages participants in the educational process to adhere to its basic principles on the way to publishing the results of the research of qualification work of higher education applicants (Regulations on qualification..., 2020). Thus, pedagogical practise acts as a laboratory for the formation of pedagogical values of future teachers, where they can develop their skills and professional identity in a real learning environment; it allows future teachers to immerse themselves in the world of real teaching, develop skills and values necessary for a successful career in education. Given the above, it can be argued that pedagogical practise includes a number of requirements that play a key role not only in the process of professional training, but also in the formation of values. Thus, in the process of active observation of the work of experienced teachers, students analyse their approaches to teaching and teaching methods, which allows them to learn the best pedagogical practises used in the real learning environment.

In addition, teaching your own classes gives you the opportunity to plan, interact and perform the role of a higher education teacher, and thus receive feedback that helps you develop your own pedagogical skills and responsibility for teaching your own classes. Joint discussion of pedagogical issues with other students and teachers can contribute to a deeper understanding and improvement of one's own pedagogical beliefs and personal and professional values. Regular reflection on pedagogical practises provides an opportunity to analyse, develop tolerance, the ability to adapt approaches and work with different groups of students, taking into account age, socio-cultural contexts and individual characteristics, based on the value of diversity. It is important for future teachers to take part in internships at different educational institutions and join teaching teams where they can share experiences and receive constructive feedback. Non-formal education is an

important aspect in the professional self-improvement and development of higher education students. Under such conditions, it creates a holistic approach to the formation of pedagogical values and the training of qualified teachers who understand the importance of values in the educational process and can put them into practise, provides an opportunity to practically implement and enrich the acquired theoretical knowledge, develop the necessary pedagogical skills and foster values that are key to successful teaching.

CONCLUSIONS

The generalisation of the study allows us to state that practical training is an important component in the formation of professional and pedagogical values of future teachers of higher education institutions, as they determine the teacher's attitude to his/her profession, determine the nature of relations with students, determine the style of behaviour and the choice of methods and approaches to teaching. It should be noted that such values of future teachers include: tolerance, responsibility, pedagogical culture, respect for the individual and his/her work, openness, acceptance of other points of view, constant self-confidence, etc. Therefore, the process of their formation should begin not only during the internship period, but from the first year of future teachers' professional training and be embedded in all aspects of the educational process, including education, internships, practical activities and work with supervisors. In view of this, educational and professional programmes should be innovative and focused on the modern requirements of the time, include opportunities for developing professional competence, improving the skills of organising cooperation, pedagogical partnership, evaluating one's own performance and readiness for feedback.

In general, the process under study is complex and multifaceted, requires special attention, resources, provides an opportunity for future teachers to gain practical experience, develop the skills necessary for successful work in higher education and is key to ensuring quality higher education and the development of modern society. At the same time, practical training allows future teachers to master teaching methods, form their unique pedagogical philosophy and develop personal strategies for interacting with students; practically apply the theoretical knowledge gained during the study of educational components and contributes to the development of skills to solve pedagogical problems in real conditions; contributes to the formation of personal qualities of future teachers, such as empathy, tolerance, ability to cooperate and ability to work in a team. These qualities are important in pedagogical activity, as they contribute to building positive relationships with students and help to create an effective learning environment; form pedagogical values, the need for personal growth and the development of the necessary competences for successful teaching. However, this study does not reveal all the features and possibilities of pedagogical practises in the system of training of higher education specialists, which calls for further study of its potential in this area.

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CONFLICT OF INTEREST

None.

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Практична підготовка як основа формування професійних цінностей майбутніх викладачів закладів вищої освіти

Анотація. Сучасні умови розвитку вищої освіти та відповідно зміни ролі викладача у цьому процесі зумовлюють потребу удосконалювати систему підготовки майбутніх викладачів закладів вищої освіти та розвивати у них не лише професійні, інтелектуальні, моральні, соціальні навички, а й спонукати їх до саморозвитку, самовиховання, самовдосконалення, як прояву ціннісного ставлення до виконання професійного обов'язку, що й спонукало до здійснення проведеного дослідження. Метою статті було дослідження й аналіз ролі педагогічної практики у формуванні педагогічних цінностей майбутніх викладачів закладів вищої освіти. У статті використані методи аналізу, компаративний метод та систематизація для розгляду наукових підходів, а також узагальнення. У ході дослідження були визначені теоретичні підходи формування педагогічних цінностей; було здійснено класифікацію педагогічних цінностей, зокрема: цінності, що пов'язані з особистісно-мотиваційною сферою педагога, цінності, що відображають аспекти керівництва освітньою діяльністю; було наголошено на важливості впровадження нових підходів (активне навчання, проблемне навчання, співробітництво, педагогічне партнерство, диференційоване навчання) до організації освітнього процесу та впровадження інноваційних технологій на засадах педагогічних цінностей (загальнолюдських моральних та професійних цінностей). Практичне значення роботи полягає у тому, що результати можуть бути використані викладачами закладів вищої освіти в процесі професійної підготовки, оскільки в цьому процесі закладаються основи професійної діяльності майбутніх педагогів, які володіють науково-методичною майстерністю викладання, практичними вміннями і навичками, формуються професійні якості особистості майбутнього педагога спрямовані на закріплення та реалізацію набутих здобувачами освіти предметних, психолого-педагогічних, методичних знань, умінь та навичок, а з іншого – як засіб творчого розвитку та саморозвитку майбутнього викладача закладу вищої освіти; також при написанні кваліфікаційних робіт, організації педагогічної практики у вищій школі, процесі самовдосконалення педагогічних працівників

Ключові слова: педагогічна практика; вища школа; здобувач вищої освіти; компетентність; компетенція; викладач вищої школи; педагогічні цінності