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Practical training of future teachers for innovative activities: International experience

Abstract. One of the joint tasks of the global educational space is the high-quality practical training of teachers with formed modern professional competences based on theoretical knowledge, acquired during studies in Higher Education Institutions, the ability to creatively implement them and carry out innovative professional activities, effectively using the latest technologies training, all this strengthens the role of pedagogical practice as a certain means of achieving effective results. The purpose of the article was to analyze, justify and generalize the foreign experience of practical training of future teachers for innovative activities. Theoretical methods were used, such as the analysis of the practical training of future teachers abroad, generalization of the obtained data in order to determine the state of their practical training. The article analyzes and summarizes the experience of economically developed countries (Great Britain, the USA, Germany, Japan, France, Denmark, Austria, the Netherlands) and countries with a transition economy (Greece, Ireland, Portugal, Poland, Hungary) regarding the practical training of future teachers to innovative activity. The general specifics of pedagogical practice in these countries have been clarified (the active use of innovative information and communication technologies; a large amount of independent training of students and the wide terms of practice in General Secondary Education Institutions; the transfer of partial responsibility for practice from Higher Education Institutions to General Secondary Education Institutions; the improvement of coordination between Higher Education Institutions and General Secondary Education Institutions; the provision of payment and bonuses to teachers responsible for practice, together with benefits during certification, professional psychological and pedagogical assistance and methodical support; taking into account new requests of society to teachers). The experience of Ukraine is highlighted on the example of Hryhorii Skovoroda University in Pereiaslav. It is noted that in Higher Education Institutions of Ukraine and abroad a pedagogical practice is a leading factor in self-improvement and self-development, creative self-realization in pedagogical activity, increasing the levels of professionalism and pedagogical skill of future teachers. Methodological recommendations for conducting pedagogical practice are proposed, which take into account global trends and can be implemented in pedagogical Higher Education Institutions of Ukraine with the support of General Secondary Education Institutions in order to improve the practical training of future teachers for innovative activities

Keywords: economically developed countries of the world; countries with a transition economy; pedagogical practice; innovations; higher education; future pedagogues

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INTRODUCTION

In the global educational space, high-quality practical training of teachers with developed modern professional competences is an important task of higher education institutions, and pedagogical practice is a means of achieving effective results. Future teachers should not only acquire theoretical knowledge during training, but also be able to apply it in practice creatively and carry out innovative professional activities, effectively using the latest learning technologies, which, in particular, is emphasized in the Strategy for the Development of higher education in Ukraine for 2022-2032 years (Strategy for the development..., 2022).

According to scientists L. Lukianova *et al.* (2023), pedagogical practice takes place continuously, contributes to the development of vocational competences, becomes a system-forming component of the future teachers vocational training, promotes the improvement of their skills in the organization of learners' training and extracurricular activities, enrichment of their value attitudes, their personal, professional development and self-development, and contributes to the formation of an individual style of future vocational activity. The future teachers training in different countries of the world is studied by Ukrainian scientists. N. Nychkalo *et al.* (2021) determine that in most countries a teacher training is carried out at the levels of higher education (bachelor, master, doctor of philosophy); in Great Britain and Hungary, primary school teachers have the right to start a teaching career after completing their bachelor's degree; in Germany, Finland, China, Australia, a master's degree is a mandatory condition for teaching at a school. Researchers L. Lukianova *et al.* (2023) point out that in European countries, pedagogical practice is an extremely important stage of vocational teacher training. In foreign countries, the terms of passing a pedagogical practice have been increased; great attention is paid to its qualitative methodical support. In most of the developed countries of the world, the grade for practice is equal to the grade for the final exam.

According to the research of L. Diachenko & M. Marusynets (2021), during pedagogical practice in Germany and Austria the significant emphasis is on the reflection of the trainee students' individual experience (which enables future teachers to analyze their own abilities and determine the prospects for further professional development), the introduction of components of practical training during studying (which made it possible to strengthen ties between the higher education institution (hereinafter – HEI), the center for practical training of teachers and the general secondary education institution (hereinafter – GSEI), and the quality of pedagogical support during practice. In the work of L. Nos (2019) the organization and conduct of pedagogical practice in Canadian and British HEIs are analyzed, the work of the Undergraduate Student Service (a special department that deals with the organization of pedagogical practice in Canadian universities) is described, as well as the clear organization of pedagogical practice management in

British universities. Also the work of L. Nos (2019) suggests opportunities for using foreign experience to improve the practical training of future teachers in Ukraine, but the study does not sufficiently take into account their readiness for future vocational innovative activities.

According to the research of A. Bitel *et al.* (2021), current regulations in Poland require pre-service teachers to undergo practical training (in pedagogy, psychology and teaching methods, as well as in a discipline relevant to the subject they plan to teach), during which they observe, assist, plan and lead teaching in classrooms during visits to local schools. Besides this before starting to teach, future pre-school and primary teachers must obtain at least the first, second or extended cycle degree, secondary school teachers must obtain the second or extended cycle. However, the study doesn't pay attention to the pedagogical practice specificity through the prism of constant innovations in education and challenges to the competencies of a future teacher. Scientists J. Daemen *et al.* (2020), researching pedagogical practice in the Netherlands, focus on its scope (during a study year, a student intern conducts 6-8 lessons per week by himself/herself) and tasks (preparing for lessons, conducting them and giving grades, participating in staff meetings, attending reporting meetings, maintaining contact with students' parents, performing several other actions such as designing educational products or contacting support service personnel, etc.), which show the importance of increasing the level of independence of HEI students and their close connection with an administration, the GSEI staff and students' families, as well as of speeding up the professionalization of student interns through full immersion and transferring certain responsibilities to GSEI, in particular regarding their support, etc.

In Germany, great importance is attached to mentoring during teaching practice. For example, scientists F. Führer & T. Falcone (2023) in their study consider the forms of school mentoring, focus on the quality of supervision and relationship between a mentor and a student at the practical stages in the school. The authors of the study give an example of educational practice (Lehr: Werkstatt., n.d) of the University of Tübingen, in the program of which mentoring during the whole academic year plays an important role in the development of future teachers professional competences. In their study, it is stated that such practice focuses exclusively on the pedagogical actions of future teachers (without paying attention to the fact that professionalization processes can be long, non-linear and characterized by crises and interruptions), and the role of mentoring in improving the quality of education can only be indirect, which requires tutors to provide additional support in the form of numerous references to research in the subject sciences, subject didactics and pedagogical sciences, thus taking into account the results of recent research in the field. All the above-mentioned scientists made an undoubted contribution to the solution of the research problem, however, in the conditions of the European integration of Ukraine

into the world educational space, it is relevant to study the foreign experience of future teachers practical training for innovative activities, which contributes to the determination of the peculiarities of pedagogical practice in HEIs of different countries for the further implementation of positive ideas of this experience into the higher education system of Ukraine. The purpose of the article was to analyze, substantiate and generalize the foreign experience of future teachers practical training for innovative activities.

MATERIALS AND METHODS

The theoretical methods, namely the analysis of practical training of future teachers in economically developed countries and countries with a transition economy, practice programs in higher education institutions of Ukraine, generalization of the obtained data, in order to determine the state of future teachers practical training were used in the research. The studied data are presented by country and source in the table below (Table 1).

Table 1. Countries and sources for the study of their experience in the practical training of future teachers

№	Country name	Type of country		Sources used in the study of the country's experience
		economically developed	transition economy	
1.	Great Britain	+	-	L.S. Nos (2019); N. Nychkalo <i>et al.</i> (2021)
2.	the USA	+	-	L. Sukhenko (2019); M.T. Tatto (2021)
3.	Germany	+	-	F. Führer & T. Falcone (2023); J. Schneider & C. Cramer (2020)
4.	Japan	+	-	T.M. Desiatov (2019); L. Sukhenko (2019);
5.	France	+	-	T.O. Saltykova (2021)
6.	Denmark	+	-	L. Madsen & E. Jensen (2023); A. Rolliak (2020)
7.	Austria	+	-	L.M. Diachenko & M. Marusynets (2021)
8.	the Netherlands	+	-	J. Daemen <i>et al.</i> (2020)
9.	Greece	-	+	O. Protsenko (2021)
10.	Ireland	-	+	O.A. Lysenko <i>et al.</i> (2020)
11.	Portugal	-	+	T.O. Piontkovska (2022); D. Soares, <i>et al.</i> (2019)
12.	Poland	-	+	A. Bitel <i>et al.</i> (2021)
13.	Hungary	-	+	K. Hodlevska (2022)

Source: developed by the authors

Theoretical analysis of practice in economically developed countries and countries with a transition economy made it possible to determine the most effective and innovative methods of teacher training. Consideration of other education systems provides an opportunity to take into account the best experience and borrow it to optimize the Ukrainian teachers practical training. *Analysis of practice programs in Ukrainian institutions of higher education.* The theoretical approach made it possible to study in detail the existing practice programs in higher educational institutions of Ukraine. This included a thorough review of the documentation, regulations and official regulations governing the practical training process. *Generalization of the obtained data.* The theoretical analysis made it possible to structure and summarize the information related to the practical training of future teachers. This helped to highlight key trends, problems, aspects of effectiveness or shortcomings in existing programs. The theoretical method in the study of practical training of future teachers was chosen due to its possibility of systematic analysis, study of existing theoretical foundations and legal acts, as well as for generalization and structuring of the obtained data for further conclusion and development of recommendations for improving the system of practical training of teachers.

RESULTS AND DISCUSSION

A significant source for forming the strategy of reforming the practical training of future specialists in Ukraine is the experience of economically developed countries of the world (such as Great Britain, the USA, Germany, Japan, France, Denmark, Austria, the Netherlands) and countries with transition economies (Greece, Ireland, Portugal, Poland, Hungary) regarding the practical training of future teachers for innovative activities.

Experience of economically developed countries of the world. The study of the practical training of future teachers for innovative activities in the economically developed countries of the world began with the analysis of the experience of **Great Britain**. The pedagogical practice there consists of block practice, serial practice no less than at two GSEIs and constitutes 25% of the total educational time of training students of the first (bachelor) level of higher education. Serial practice of higher education applicants has a duration of three years, particularly two times a week without breaking away from the educational process. This type of practice is aimed at awareness of the educational process at GSEI, studying the characteristics of the class, observing the work of the teacher, recording observations in the pedagogical diary etc. Passive practice gives the HEI student the

opportunity to understand the specifics of work in an educational institution, observe the educational process, and draw conclusions. The 25-week block practice takes place apart from studies (Nos, 2019). In HEIs in Great Britain, teaching practice lasts a year, its important part is implemented in the last year of study, and consists of an introductory practice (at the 1st year of study students familiarize themselves with the peculiarities of the teaching profession and make sure that their choice of profession is correct); internship practice (attending lessons taught by experienced teachers); production practice (independent lessons).

In the 1st year, applicants are required to visit a GSEI ten times for half a day, and 10 full days in the 2nd year. From the beginning of the fifth academic semester, the applicants are required to undergo a two-week teaching practice as a teacher's assistant at their place of residence. Practice can be completed both at basic GSEIs, which are the part of university complexes, and at educational institutions at the place of residence. Student interns receive a schedule of classes (drawn up by HEI teachers, managing the practice), attend and conduct lessons, the last of which are open lessons (at the end of the internship), to which the teachers of GSEI and the representatives of the scientific and methodical division of HEI are invited. Also, in Great Britain, students of the last study year in HEI (under the control of inspectors of the Ministry of Education and Science) undergo a one-year internship at the place of employment, followed by a conclusion on the feasibility of the intern involving in practical activities in the field. Thus, students of higher education in Great Britain undergo pedagogical practices within the framework of vocational teacher training, taking into account the rights, tasks and responsibilities of all interested parties (student interns, GSEIs, higher schools or HEIs). It is noted that in Great Britain, according to the system of selection of candidates for teacher training programs, applicants must provide information about the completion of introductory practice in the GSEI lasting at least 10 days, which precedes admission to teacher training programs in order to determine the main teacher's functions and the peculiarities of the teaching profession (Nychkalo *et al.*, 2021).

In **the USA** an important stage of higher education is a fieldwork, that is a pedagogical practice divided into such varieties as field observations, student teaching or internship, during which future teachers have the opportunity to observe the educational process, offer original ideas for its modernization (meetings to improve the work of the GSEI, study groups, school teachers' councils, etc.). There are differences in the practical training of future teachers provided by the programs of different universities in the U.S. This is explained by the significant differences in the basic teacher training programs between the states of the USA. Most universities train teachers at the faculties of humanities or natural sciences at the level of a Bachelor of Pedagogy, in 4-year programs. Vocational and pedagogical training in pedagogical colleges is carried out in the third and fourth years of study. The practice lasts an average of 6

to 8 weeks in a traditional 4-year training program and falls on the final year of study. A number of universities have switched to 5-year training programs at the level of a Master of Education, taking into account modern initiatives of national commissions aimed at reforming teacher education and providing for a 1-year internship in educational institutions of an innovative type, which are professional development schools (hereinafter – PDS).

The practical training of future teachers in PDSs is significantly different from traditional school pedagogical practice. In PDSs, the training program for future teachers is developed and implemented jointly by teachers of general secondary education institutions and college teachers based on the technology of a partnership between a HEI (center of theory) and a GSEI (center of practice), which ensures the elimination of the gap between theory and practice in the professional training of teachers. Differences in the training of future teachers according to different programs relate to the following aspects of the problem: practical training of students in programs involving PDS begins much earlier than in a traditional 4-year study, and also continues throughout the year, but generally teacher education provision in the U.S. is highly variable (Tatto, 2021). Students-future teachers are organized into PDS cohorts, where they have opportunities to gain different professional experience, namely: in schools of large cities and in rural areas, in recreational classes; organization of mentoring not by an individual teacher, but by a whole team (pedagogical practice instructors, full-time school teachers, university teachers, etc.); responsibility for the internship of students as future teachers and the team of mentors as active subjects of the educational process.

In the U.S., much attention is paid not only to the training of teachers, but also to their selection and further development (Sukhenko, 2018). The analysis of the results of the work of USA teachers makes it possible to conclude that the graduates of teacher training programs who have undergone practical training in PDS differ from ordinary graduates who studied according to traditional programs and went through practice in ordinary schools, with a higher level of readiness for professional activity (have more confidence in acquired knowledge and skills, as professionals in the field of pedagogy; use more diverse pedagogical methods and technologies; are more inclined to reflect on their own activities; are better prepared to teach ethnically and linguistically entertaining groups of students; are familiar with the extracurricular work of students; are more adapted to pedagogical activities; are not afraid work in GSEIs in large cities; less often leave the teaching profession during the first few years of work in GSEI; work productively at the workplace and quickly adapt to the staff of the educational institution).

In **Germany**, pedagogical practice is called “referendariat” and lasts for 2 years. After passing it, the applicant of higher education is admitted to the final state examination. During the course of pedagogical practice, applicants receive high-quality practical experience, based

on classes in pedagogical educational components and orientation to work in GSEIs. Pedagogical practice in Germany provides integration with the theoretical training of future teachers, has a certain sequence, functions and types, while the responsibility of HEIs for school practical stages is limited, depending on the federal state and the course of study, etc. (Schneider & Cramer, 2020). All types of practice are fixed in certain modules and are aimed at improving the theoretical knowledge, skills and abilities acquired during training. Thus, in German HEIs, pedagogical practice is divided into didactic (*Wissenschaftspraxis*, which is conducted in HEIs and is based on theory, ensures the connection of theory and practice with professional training, aimed at the development of the student's creative personality) and school (*Schule verortete Berufspraxis*, which is conducted in GSEIs and helps to get the first personal experience).

The goal of pedagogical practice is to increase students' motivation to study; to prepare teachers who would meet the requirements of a modern GSEI. In Germany, there are the following forms of pedagogical practice: *Blockpraktika* lasting 4 weeks (the preparation of lessons and their further discussion takes place in the pedagogical disciplines and their methods, applicants attend classes in their free time from classes); *Tagespraktika* (the preparation of lessons and their discussion is carried out in classes on pedagogical educational components and their methods, attending classes takes place in parallel with classes during the semester or after graduation). Student interns conduct classes in GSEIs, get acquainted with school life and master the methodology of teaching school subjects. Future teachers are taught by professional methodologists, seminar leaders who have a certain number of hours in GSEIs, and a mentor; in parallel mentoring in German HEIs is considered as a tool with which practical and pedagogical action, as well as scientific and reflexive thinking, can be supported and stimulated, in the sense of a guided and supported professionalization process that goes beyond the simple transfer of (experimental) knowledge (Führer & Falcone, 2023). After completing the practical training, the university graduate takes the second, practical, state exam, the successful passing of which gives him/her the opportunity to obtain the position of assistant teacher at a GSEI and work under teacher mentoring for two years. The system of practical training of future teachers in HEIs of Germany has certain shortcomings, including the autonomy of practical training of applicants, the impossibility of effective management of pedagogical practice (due to the subordination of the preparatory service to local education authorities and the distance from HEIs), which leads to a gap between theoretical and practical training of specialists.

Pedagogical practice in **Japan** is a mandatory condition for obtaining a teacher's certificate. In Japanese universities, before teaching practice, lectures and seminars are held, where applicants of higher education are introduced to the methodology of conducting various types of lessons, effective selection of educational materials and their visi-

bility, etc. After choosing an GSEI for practice, orientation interviews are held with student interns regarding the plan of pedagogic practice, the schedule of lessons in the educational institution, methods of teaching subjects, provision of textbooks and other teaching aids, characteristics of the class, features of the location of the GSEI. Applicants undergo pedagogical practice for 4-8 weeks under the guidance of teachers from these schools. After completing the practice, students must write letters of thanks to the school for help in organizing and conducting pedagogical practice. From 2 to 6 weeks are allotted for pedagogical practice, the basic institutions are schools attached to universities (Desiatov, 2019). Because of such a small practical component, there are difficulties in providing practice for a large number of students in Japan. HEIs in Japan are solving this problem by expanding the network of basic GSEIs.

It is interesting for this research to study the experience of practical training of future teachers in **France**, where as early as the 1st year, applicants of higher education undergo an internship, observation and practice with accompaniment (*Le stage d'observation et de pratique accompagnée*) lasting 6 weeks. In the 2nd year of study, the periods of study and teaching practice alternate, and the total duration of the internship is 12 weeks. The second internship is paid and takes place under conditions of mixed leadership: two mentors (a school teacher and an HEI teacher) provide applicants with practical help and evaluate their activities. Scientist T. Saltykova (2021) notes that the practical training of French teachers is carried out by a multi-disciplinary and multi-institutional team of teachers of HEIs, scientists, employees of the national education system and accredited partner associations of GSEIs, teachers of GSEIs, etc., while almost 1/3 of practical training is carried out practicing teachers who have the status of civil servants.

The plan for the pedagogical training of teachers in **Denmark** is determined by the Ministry of Education, although there is no single centralized program of the training course. The courses are divided into two parts lasting for two years. The first course is represented by a wide range of pedagogical subjects common to all students; the second year is represented by two selected subjects at the academic level, as well as pedagogical subjects. School practices make up a significant part of the teacher training program, about 10% of classes in the first cycle of the course and 15% in the second. Students receive many tasks in the process of school practices. The most important ones include: familiarization with the functions and organization of the GSEI, the nature of the teacher's work, the principles of cooperation with parents, learners, as well as with planning and evaluation of the learning process. During practice, student interns learn not through the imitation of a learning model or acceptance of certain recommendations, theories and ready-made solutions, but through a discussion about what they have done or plan to do in an educational institution. Pedagogical practice in Denmark helps to obtain the qualification "teacher of a public school" or "teacher of a Danish school with a higher level of secondary education".

After completing the practice, future teachers receive a certificate “On Pedagogical Practice” as a mandatory supplement to the GSEI teacher’s diploma, without which a teacher cannot carry out professional activities in Danish GSEIs. In general, the educational program in colleges and universities in Denmark consists of four main blocks: 1) subjects from the general theory of education, psychology and pedagogy; 2) citizenship/life; 3) two or three specialized subjects; 4) pedagogical practice (Rolliak, 2020). Scientists L. Madsen & E. Jensen (2023) consider the development of even better models of integrated practice, models of internship and cooperation to be important for strengthening cooperation between schools and pedagogical education.

Pedagogical practice in **Austria** is of a continuous nature, which provides for students’ confirmation of the GSEI during the entire period of study at the HEI. Applicants undergo an internship (Unterrichtspraktikum) under the supervision of the local education authority in cooperation with the regional institutes of postgraduate education (Pedagogische). Students majoring in pedagogy undergo practice as part of the annual “induction phase”, which is managed by a teacher-methodologist. This phase of training ends with a state exam, after which graduates receive a teacher’s qualification. Scientists such as L. Diachenko & M. Marusynets (2021) see the positive experience of training future teachers in Austria in the implementation of training for students of higher education in European countries; the extension of pedagogical practice terms due to reduction of time for theoretical training; the introduction of introductory pedagogical practice into the curricula of HEIs in the first weeks of training of applicants. According to the authors’ opinion, the use of precisely these aspects of the Austrian experience of practical future teachers training in the system of higher education of Ukraine will contribute to increasing the effectiveness of training future specialists.

According to the research by scientists J. Daemen *et al.* (2020), in HEIs in **the Netherlands** a practice-oriented approach is used during the formation of the competence “knowledge of the subject and didactics of the subject”. About 25% of the educational program is devoted to pedagogical practice in the process of teaching bachelors. In particular, students are invited to make several video recordings of their lessons during pedagogical practice (choose fragments when they work with one or more students of the class), then choose two video fragments (one fragment with interaction, where the future teacher is satisfied with the result of his activities with students, and the one where he/she is less satisfied with his work) and conduct a pedagogical analysis of both fragments.

Experience of countries with transition economy. In the context of the study, the practical training of future teachers for innovative activities in countries with a transition economy was considered: Greece, Ireland, Portugal, Poland, Hungary.

In particular, pedagogical practice in **Greece** is mandatory and is part of such educational components as: theory and practice, didactic methodology, general and special di-

dactics, etc., which involves the connection of theory with practice. There are also post-doctoral studies in Greece, which are carried out in HEIs by scientists with the Doctor of Philosophy (PhD) degrees and aimed at financial and professional support of modern researchers, addition and expansion of existing scientific achievements, formation of scientists’ research competence, implementation of innovative achievements and research results, formation of a positive image of HEIs with further international recognition of the research conducted in them, etc. (Protsenko, 2021). In Greek higher education, the peculiarities of pedagogical practice are: theoretical and methodological training of future teachers in HEIs, training on planning the educational process; performing the duties of a teacher for a period of 1 to 4 weeks; discussing, analysing and evaluating pedagogical practice in GSEIs, attending classes there and pedagogical observing the educational process; conducting trial lessons, visiting various types of GSEIs (of small-class, educational institutions for children with special needs, etc.), preparing a scientific project based on the results of practice. In Greek academies, practice is mandatory and is conducted according to a single program developed and approved by the Ministry of National Education and Religion. Greek teaching practice has the following types: trial lessons, pre-diploma teaching practice, observation practice. Pedagogical practice lasts from 3 to 4 semesters and consists of 3 or 4 stages. Greek HEIs do not provide such types of pedagogical practice as are available in Ukrainian ones (summer practice in children’s health facilities, extracurricular educational practice, practice of a child’s first days at school), but such forms of pedagogical practice as conducting practice in special and small-classes educational institutions, preparation of scientific work, activities in the pedagogical laboratory.

Practical training of future teachers in **Ireland** takes place in individual or group forms on campuses during practical-seminar classes, lesson simulations, followed by evaluation of the work of not only applicants, but also teachers of HEIs. A type of practical training for future Irish teachers is an educational practice in those vocational schools where the applicant plans to work in the future. During the educational practice, at first the applicant is an observer of the educational process of GSEI, and then an active participant under the guidance of qualified teachers. In Ireland, teaching practice is an important element of the practical training of future teachers, where experienced teachers provide direct assistance to candidates. For the successful implementation of practice, it is important that Irish HEIs properly organize the preparatory stage, during which appropriate consultations are held regarding the purpose, requirements, structure and reports of pedagogical practice. Teachers involved in practice are required to complete appropriate professional development courses (Lysenko *et al.*, 2020).

In the context of this study, the practical training of future teachers in **Portugal**, which begins already in college with modeling lessons, conducting practical

classes by students in groups or individually, deserves attention (Soares, *et al.*, 2019). The results of the classes are discussed not only by the head teachers, but also by the students who attended the class. The purpose of such classes is to prepare and inform student interns about possible problems that arise in the process of pedagogical practice in GSEI. The next step in the students' practical training is pedagogical practice, which takes place in the GSEI where the future teacher wants to work after receiving a diploma. It is usually supervised by a qualified teacher who has a positive characteristics and a positive reputation (Piontkovska, 2022). At first, the student intern only observes the teaching process carried out by the teacher, then gradually becomes involved in the implementation of individual elements of the lesson, for example, checks homework, gives advice on how to perform this or that task, etc.

In **Poland** the practical training of future teachers involves subject-methodical (preparation of didactic materials for conducting lessons, preparation of educational documentation) and assistant (passive-assistant/propaedeutic, assistant-teacher) practices. In Polish HEIs, according to educational programs, teaching practice begins in the first or second year, its duration is 8 weeks. The peculiarity of Polish teaching practice is that the applicant of higher education is obliged to undergo teaching practice only in the city where the HEI is located in order to effectively control by practice manager-methodists. The period of practice in pedagogical HEIs of Poland is divided into preparatory, main and final stages (Bitel *et al.*, 2021). At the preparatory stage the programs of pedagogical practices are developed, the experienced teachers are appointed as managers (guardians) of pedagogical practices, and the contracts with educational institutions are signed. At the beginning of pedagogical practice, future teachers are given an introductory briefing and familiarized with the requirements of keeping reporting documentation and performing individual tasks. At the main stage of pedagogical practice, teachers-guardians contribute to the quality of practice, monitor the performance of interns' duties. At the final stage of pedagogical practice, future teachers report on pedagogical practice and, subject to a successful report, they are credited with passing pedagogical practice with a certain grade (5 – “very good”; 4.5 – “good with a plus”; 4 – “good”; 3.5 – “enough with a plus”; 3 – “enough”; 2 – “not enough”).

In **Hungary** 10-12 credits (150 h) are allocated to school educational and pedagogical practice. Among them, student interns spend at least 90 hours at the GSEI under the guidance of teachers and mentors, participating in general and professional pedagogical practice. 15 hours are allocated for individual teaching practice, after which interns conduct demonstration lessons, which are evaluated by teachers of HEIs. It is worth noting that the practical training of future teachers in Hungary is carried out on a partnership basis between institutions of higher and general secondary education. Only those specialists are involved in the management of pedagogical practice who have successfully completed the relevant accredited training

courses for training managers (mentors) of pedagogical practice. General practice is carried out only after the teaching methodology of the profiling educational discipline has been successfully developed. In the process of pedagogical practice, the applicant writes a journal of observations, takes an active part in the educational process of the educational institution. At the final stage of pedagogical practice, future teachers undergo individual practice under the guidance of pedagogical practice leaders, receive consultations from teachers of HEI (Hodlevska, 2022).

General specifics of pedagogical practice in developed countries of the world and countries with transition economy. On the basis of the analyzed experience, the peculiarities of pedagogical practice are determined, in particular:

- active using of innovative information and communication technologies during pedagogical practice;
- allocating more time for independent training of applicants and for the terms of pedagogical practice in GSEIs;
- transferring partial responsibility for practice from HEIs to GSEIs;
- improving the coordination between institutions of higher and general secondary education;
- providing professional psychological and pedagogical assistance, as well as methodical one, and counseling to teachers responsible for practice, etc.;
- paying teachers for managing pedagogical practice, providing benefits during certification, giving financial incentives, etc.;
- taking into account the new demands of society regarding the training of highly qualified teachers.

Experience of Ukraine. In Ukraine, in particular at the Department of Education and Pedagogical Innovations of Hryhorii Skovoroda University in Pereiaslav, the following types of practices are provided: introductory, psychological and pedagogical, educational and extracurricular, pedagogical practice in out-of-school educational institutions, educational pedagogical, and pre-diploma. These are for quality practical training of future specialists in the specialty 011 Educational, pedagogical sciences of the first (Bachelor's) level of higher education, taking into account the experience of economically developed countries of the world and countries with transition economies, regarding practical training of future teachers for innovative activities through the educational and professional programs “Social and educational and leisure activities with children and youth in educational, extra-curricular institutions and communities”, “Teacher's educational activity in conditions of inclusion”. During the practical training of applicants of the second (Master's) level of higher education on the educational and professional program “Pedagogy of the Higher School” specialty 011 Educational, pedagogical sciences, the following pedagogical practices are carried out: management practice at HEIs, scientific research practice, pedagogical practice at HEIs. During the specified types of practice, the applicants consolidate theoretical knowledge, improve practical skills and abilities, use innovative learning technologies, modern forms and methods

of scientific information analysis and processing, study information resources of scientific libraries, learn to use tools of modern management in order to form general and professional competencies for future innovative professional activity.

Hryhorii Skovoroda University in Pereiaslav implements the idea of training teachers as competent and highly qualified professionals, capable of carrying out not only future innovative educational activities, but also extracurricular ones, using modern pedagogical technologies, methods and techniques. So, scientists N. Onyshchenko *et al.* (2021) characterized a favorable innovation environment (includes press conferences, extracurricular projects, trainings, game technologies (in particular, educational games, role-playing business games, etc.), quests (real, imaginary, virtual), street cinema, competitions, “night football”, online meetings with popular people, the introduction of a foreign language into extracurricular activities, etc.), which, in their opinion, helps future teachers to try and test their own professional competences, in particular with regard to the implementation of extracurricular work, mastery of the basics of pedagogical innovations, the development of innovative resources and the implementation own innovative educational potential and the entire educational institution as a whole.

The result of the conducted research on the practical training of future teachers in the developed countries of the world and countries with a transition economy are *methodological recommendations for Ukrainian HEIs*, in particular: it is worth updating the programs of pedagogical practices taking into account global trends in the practical training of future specialists; it is necessary to improve the principles, forms and methods of interaction of institutions of higher and general secondary education; it is recommended that the curricula of HEIs increase the number of hours for studying the educational components of the pedagogical direction and extend the terms of pedagogical practice in GSEI; to ensure quality monitoring of pedagogical practice; to contribute to the improvement of the professional competence and professional skill of scientific and pedagogical workers-managers and methodologists of practice; to supplement curricula and educational programs of HEIs with educational components aimed at forming a culture of innovative activity. Attention should also be paid to updating the following links of practice: “intern – parents of students – directorate of the GSEI”, “practice manager – subject teacher – class teacher”, as well as an effective combination of innovative educational and extracurricular activities of the future teacher.

The comparative analysis of the results of works related to this article topic is presented below. Based on the study of the experience of Great Britain, Germany, Canada, the USA, Finland and Sweden on future teachers professional practice, scientists L. Lukianova *et al.* (2023) found that in most of them two models of practical teacher training are distinguished (concentrated, which is concentrated on all training courses with deepening of content and

increasing responsibility every year, and sequential, which involves gradual complication and increasing involvement of the student in activities, i.e. from the role of trainee to mentor) and two strategies of pedagogical practice are implemented (practice is carried out throughout all years of study based on the principle of combining theory and practice; practice is carried out in the last year of study with the aim of strengthening theoretical knowledge, focusing on the development of practically oriented competences). As can be seen from the research results of the authors of this work, there was no study of the issue in terms of practical training of future teachers for innovative activities, and there is also a lack of a generalized definition of the specifics of pedagogical practice in these countries and methodical advice for educational institutions of Ukraine.

Scientists N. Nychkalo *et al.* (2021), investigating the experience of teacher training in Great Britain, Germany, Hungary, Finland, China and Australia, came to the conclusion that two main models of teacher training are implemented in these countries: “parallel” (simultaneous study of all components of the educational program throughout the entire period of training future teacher) and “sequential” (study of general and special subject disciplines at the bachelor’s level, and the discipline of the psychological-pedagogical cycle and practice at the master’s level). The scientists noted that both models are characteristic of Great Britain, Australia, Hungary, China; a parallel model has become widespread in Germany and Finland. They also determined that in these countries significant importance is attached to maintaining the teachers’ social status, ensuring a high level of payment for their work, creation of the necessary conditions for continuous professional development, which is provided by a significant number of providers of pedagogical education (universities, institutes, colleges, higher pedagogical schools, school consortia), which constantly respond to new demands of society regarding the training of highly qualified teachers. From this it is clear that there is a close connection between the professional activity of teachers and their training in the GSEI with innovations in education, but the study did not identify the general common specifics of pedagogical practice in these countries regarding the training of future teachers specifically for innovative activities, although 15 proposals were proposed regarding the further improvement of professional training in Ukraine.

CONCLUSIONS

So, the article analyzes and summarizes the experience of economically developed countries of the world and countries with a transition economy regarding the practical training of future teachers for innovative activities. It has been determined that pedagogical practice in HEIs of Ukraine and foreign countries is not only an important means of training specialists, but also an effective factor in self-improvement and self-development, creative self-realization in pedagogical activities, increasing the levels of future teachers’ professionalism and pedagogical skills. The

general specifics of pedagogical practice in the developed countries of the world and countries with transition economy have been clarified (active using of innovative information and communication technologies during pedagogical practice; allocating more time for independent training of applicants and for the terms of pedagogical practice in GSEIs; transferring partial responsibility for practice from HEIs to GSEIs; improving the coordination between HEIs and GSEIs; providing professional psychological and pedagogical assistance, as well as methodical one, and counseling to teachers responsible for practice, etc.; paying teachers for managing pedagogical practice, providing benefits during certification, giving financial incentives, etc.; taking into account the new demands of society regarding the training of highly qualified teachers, etc.). The experience of Ukraine on the example of Hryhorii Skovoroda University in Pereiaslav regarding high-quality practical training of future teachers, taking into account innovative extracurricular activities, is highlighted.

As a result of the study of the future teachers practical training in the developed countries of the world and countries with a transition economy, methodological recommendations were proposed for Ukrainian HEIs, which take into account global trends and provide for the improvement of the principles, forms and methods of interaction of HEIs and GSEIs (including such links as “intern – parents of students – directorate of GSEI”, “practice manager – subject

teacher – class teacher”), ensuring quality monitoring of pedagogical practice, promoting the improvement of scientific and pedagogical staff professional competence and professional skills as practice methodologists and managers, updating pedagogical practice programs of HEI and extension of the terms of their conduct, improvement of educational programs of HEI by increasing credits for studying educational components of pedagogical direction and introducing educational components aimed at forming a culture of innovative activity, ensuring an effective combination of innovative curricular and extracurricular activities of future teachers. Taking into account the outlined methodological recommendations will primarily contribute to the improvement of the practical training of future teachers for innovative activities. The conducted research does not claim to solve all aspects of the specified problem. It may be promising to determine the ways of effective implementing the future teachers’ practical training experience of leading countries into the higher education of Ukraine.

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CONFLICT OF INTEREST

There is none.

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Практична підготовка майбутніх учителів до інноваційної діяльності: міжнародний досвід

Анотація. Одним із спільних завдань світового освітнього простору є якісна практична підготовка вчителя із сформованими сучасними фаховими компетентностями на базі теоретичних знань, здобутих під час навчання у закладах вищої освіти, вмінь творчо реалізувати їх та здійснювати інноваційну професійну діяльність, ефективно використовуючи новітні технології навчання, – це все підсилює роль педагогічної практики, як певного засобу досягнення ефективних результатів. Мета статті – проаналізувати, обґрунтувати та узагальнити міжнародний досвід практичної підготовки майбутніх учителів до інноваційної діяльності. Використано теоретичні методи: аналіз практичної підготовки іноземних майбутніх учителів, узагальнення отриманих даних з метою визначення стану їх практичної підготовки. У статті проаналізовано та узагальнено досвід економічно розвинених країн світу (Великої Британії, США, Німеччини, Японії, Франції, Данії, Австрії, Нідерландів) та країн із перехідною економікою (Греції, Ірландії, Португалії, Польщі, Угорщини), щодо практичної підготовки майбутніх учителів до інноваційної діяльності. Уточнено загальну специфіку педагогічної практики у цих країнах (активне застосування інноваційних інформаційно-комунікаційних технологій; великий обсяг самостійної підготовки здобувачів та термінів проведення практики у закладах загальної середньої освіти; перенесення часткової відповідальності за практику із закладу вищої освіти на заклад загальної середньої освіти; вдосконалення координації між закладом вищої освіти та закладом загальної середньої освіти; надання відповідальним за практику вчителям оплати та преміювання, переваг під час атестації, фахової психолого-педагогічної допомоги та методичної підтримки; врахування нових запитів суспільства до педагогів). Висвітлено досвід України на прикладі Університету Григорія Сковороди в Переяславі. Зазначено, що у закладах вищої освіти України та закордону педагогічна практика є провідним чинником самовдосконалення і саморозвитку, творчої самореалізації у педагогічній діяльності, підвищення рівнів професійності та педагогічної майстерності майбутніх учителів. Запропоновано методичні рекомендації проведення педагогічної практики, які враховують світові тенденції та можуть бути реалізовані у педагогічних закладах вищої освіти України за підтримки закладів загальної середньої освіти, задля вдосконалення практичної підготовки майбутніх учителів до інноваційної діяльності

Ключові слова: економічно розвинені країни світу; країни із перехідною економікою; педагогічна практика; інновації; вища освіта; майбутні педагоги