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# The Role Of Pedagogical Practice In Preparing Future Primary Education Teachers For Professional Activity

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**Annotation:** This article examines the significance of pedagogical practice in the preparation of future primary school teachers for their professional activities. It emphasizes that pedagogical practice serves as a vital bridge between theoretical knowledge and practical skills, enabling students to apply their academic learning in real classroom settings. Through pedagogical practice, prospective teachers develop professional competencies, gain experience in organizing the educational process, and improve their communication and management skills. The study highlights the importance of pedagogical practice in shaping the professional identity of future primary education teachers and in fostering their readiness for independent pedagogical work.

**Keywords:** pedagogical practice, professional preparation, primary education, teaching skills, teacher training, professional competence.

## Introduction

The preparation of future primary education teachers is a complex and multidimensional process that requires the integration of theoretical knowledge with practical competencies. In this context, pedagogical practice plays a pivotal role as an essential component of professional training. It not only provides pre-service teachers with the opportunity to translate pedagogical theories into real classroom experiences but also fosters the development of critical professional skills such as instructional planning, classroom management, assessment, and reflective practice.

Pedagogical practice serves as a formative stage in the professional socialization of future teachers, enabling them to acquire professional identity, pedagogical culture, and ethical responsibility. Furthermore, it enhances their ability to adapt to diverse educational environments, apply innovative teaching strategies, and respond effectively to the individual needs of learners. Given the growing demand for highly qualified and competent teachers in the contemporary educational system, the role of pedagogical practice in teacher education has become increasingly significant.

## Literature review.

In our study, we outline the issues of preparing future bachelor students of pedagogy—primary school teachers. By this, we mean the organization of the educational process within the pedagogical bachelor's program, which is based on the idea of individualization of the educational process. It assumes the formation in students of an orientation toward the long-term mastery of the foundations of professional activity of an applied nature, associated with the use of psychological and pedagogical knowledge and the practical application of the theoretical knowledge acquired. In order to form the above-mentioned professional skills in future bachelors, special emphasis is placed on the development of a program for undergoing educational practice, in which the tasks necessarily take into account the needs of educational organizations that cooperate with the university in the framework of practical training.

The applied bachelor's curriculum provides for 6 credit units allocated for practice, which includes the following types: educational practice, summer pedagogical practice, industrial (teaching) practice, and research work.

The substantive interconnection of all types of pedagogical practice is ensured by the implementation

of the following principles:

- The principle of sequence presupposes the step-by-step mastery of all types of professional activity and the successive acquisition of all the professional functions of a specialist.
- The principle of continuity implies that the acquisition of new skills takes place on the basis of the experience gained by students at previous stages of practical training.
- The principle of dynamism refers to the gradual complication of the tasks of various types of practice, the expansion of the spectrum of social roles and types of activities in which the student is involved, and the increase in the volume and complexity of activities, which from course to course become closer to the work of a professional.
- The principle of multifunctionality means the simultaneous performance during practice of various professional functions (organizational, social-educational, social-pedagogical, correctional-developmental, etc.) and the acquisition of different professional roles (activity organizer, educator, protector, mediator, assistant, consultant, etc.).

Pedagogical practice within the framework of professional training at the university holds great potential for shaping the future teacher. It is precisely this practice that ensures the integration of theoretical and practical training for future educators. During practice, student-teachers intensify their self-education and self-development, increase their level of professional preparedness, and synthesize pedagogical knowledge with practical activity. The activity of student-teachers during practice serves as an analogue of a teacher's professional work, corresponds to its content and structure, and is organized under real school conditions. It must be characterized by a diversity of relationships—with pupils, their parents, teachers, and the school administration—which makes it one of the most complex forms of professional training.

The high-quality preparation of modern primary school teachers during pedagogical practice would be impossible without close cooperation with educational institutions of the city and regions of the republic. At the Department of Primary Education, constant interaction with employers has been established: seminars with school teachers on pressing issues of primary education are conducted, an Association of Alumni – Primary School Teachers has been organized, and an annual competition for students who have completed pedagogical practice, *"Pedagogical Debut,"* is held. Vice-principals and primary school teachers of partner schools actively participate in these initiatives. Thus, the established system of relationships *"teacher–student–employer"* demonstrates that students, as future primary school teachers, have every opportunity to acquire the necessary pedagogical skills for successful professional activity.

Modern schools require professionally competent teachers with great creative potential, high moral and spiritual qualities, innovative pedagogical thinking, and a new vision of the school, the student, and the surrounding world. To possess all these qualities, a person must develop a strong need for self-education and self-development. Pedagogical practice serves as an important factor in stimulating both self-education and the professional preparation of future teachers.

**Results and discussion.**

The task of improving the professional training of student-teachers can be optimized through the proper organization of self-analysis of their pedagogical activity. Self-analysis, while not an end in itself, provides an opportunity to look at oneself as a "conduit" of pedagogical theory into practice. It serves as a specific means of testing the ability to translate pedagogical knowledge, formed in the course of studying theoretical pedagogy, into the educational environment of the school. To train students in such self-analysis, a plan was developed. It includes the following sub-sections.

The **adaptive function** is manifested in the fact that the student not only becomes familiar with different types and conditions of work, rules of internal regulations, traditions of educational institutions and psychological assistance organizations, but also with the main directions, content, forms, and methods of work of practical psychologists employed in these institutions.

The **educational function** lies in the fact that the knowledge acquired during theoretical training is tested in practice, i.e., it finds application in the activity of the student-trainee. This process facilitates the development of basic professional competencies and the formation of professional consciousness. Both learning and professional upbringing take place during practice in all types of activities.

The **upbringing function** of practice consists in shaping professional qualities of the future graduate's personality, such as social sensitivity, skills of influencing others, and the ability to work on oneself. Beginning to work with relative independence, students realize the need for continuous self-education and self-development, since professionally significant qualities require constant improvement.

Closely interrelated with the above is the **developmental function**. During practice, design skills

(setting goals and objectives, forecasting), constructive skills (selection and combination of content, methods, and tools), and organizational skills (creating conditions that stimulate purposeful and natural changes in learners) are formed and developed. Students also acquire communication skills that enable them to establish contact with clients and interact effectively. Throughout practice, students develop both personally and professionally. They learn to think and act as professionals, going beyond relying solely on common sense and everyday experience, and to carry out self-analysis of their personality, activity, and communication.

The **diagnostic function** of practice is one of the most important. In real professional activity, the personal and professional qualities of the future primary school teacher are revealed, along with his or her strengths and weaknesses.

**Pedagogical training practice** for bachelor students in pedagogy is an essential part of their professional preparation and, along with other types of practice, lays the foundation for developing the core skills and abilities of future primary school teachers. It is intended to provide students with an opportunity to comprehend their future professional activity, to foster professional curiosity, and to form an initial interest in research. This practice is introductory and familiarization-oriented, aimed at the initial immersion into pedagogical activity.

Based on the results of the practicum, students submit reporting documentation. The **pedagogical diary** includes: a brief summary of the work performed each day, protocols of the lessons attended, a description of the educational environment of the institution; technological maps of credit lessons and scripts of educational activities conducted and submitted; a record of lessons taught with evaluations from the mentor teacher/supervising instructor; and, in the student's evaluation, mentor teachers indicated the level of theoretical preparation, fulfillment of all assignments, and reflected the students' creative activity. A pedagogical portfolio, photo and video materials, and other supporting evidence were also provided.

**Evaluation criteria** included: completion of the practicum plan, quality of the submitted documentation, level of self-analysis, lesson plan design skills, ability to create scenarios for educational activities, conduct of research work, and creative approach. Final student conferences were held at the department.

The **assessment of pedagogical practicum results** can be based on the professional profile of the trainee, diagnostic methods, technological maps, lesson notes, student diaries, and similar materials. In the assessment process, two main approaches should be implemented:

- the **subjective approach**, which includes student self-assessment as well as evaluation by the mentor teacher, subject methodologist, and practicum supervisor;
- the **expert approach**, which involves external evaluation using various psychological and pedagogical methods.

In their **reflective reports** on undergoing training practice, some students noted that they were not ready to interact with children immediately, and did not expect it during their first year. However, through practice they concluded that they managed to cope with their nervousness, and all the tasks of practice were accomplished. Some students expressed surprise at the large volume of documentation existing in schools that teachers are required to complete.

The reflective reports show how students' attitudes toward practice changed from the first day to its completion. Many, when filling in practice diaries during the first days, wrote that practice in the first year was too early for them, but by the end of this initial stage, they concluded that this form of practice was useful and effective.

The **personal qualities of a teacher** are manifested in everything, including his or her style of activity, which depends on both objective and subjective factors. A personality is characterized not only by what it does, but also by how it does it. In the teacher's style of activity, personal qualities are expressed, refracted to some extent through the prism of the characteristics and needs of the student collective he or she leads.

In conclusion, it can be said that a **good teacher today** is one who approaches his work informally yet responsibly, combining the qualities of a pedagogue, a psychologist, an educator, and, to some extent, a psychotherapist; who is constantly learning and developing through creative interaction with the school community. Such a teacher becomes someone to whom students readily turn with their joys and troubles. And if the teacher manages to awaken the best feelings in children and experience those moments when a child's victory and happiness become shared by his parents and teacher—then the result of the teacher's work brings new strength to everyone for further development.

## Conclusion

The findings of the study demonstrate that pedagogical practice is a decisive factor in the effective preparation of future primary education teachers for professional activity. It bridges the gap between theoretical foundations and practical application, thereby ensuring the acquisition of essential teaching competencies. Through pedagogical practice, pre-service teachers not only gain methodological and didactic skills but also develop critical abilities such as problem-solving, adaptability, and reflective thinking.

Moreover, the research highlights that consistent engagement in pedagogical practice fosters professional identity, strengthens motivation, and cultivates responsibility towards the teaching profession. The integration of pedagogical practice into teacher education programs significantly enhances the readiness of future teachers to face the challenges of contemporary schooling. Thus, pedagogical practice should be considered not merely as an auxiliary component, but as a central pillar of teacher training that ensures the holistic development of professional competence in future primary education teachers.

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