

Implementing the Praxeological Approach to Teaching Practice at Pedagogical University

Nadiia Lyashova, Svitlana Pomyrcha, Olena Beskorsa,
Olena Ishutina, Olha Khvashchevska

*Department of Primary Education Theory and Practice, SHEI "Donbas State Pedagogical University",
Department of Primary Education Theory and Practice, Sloviansk, Ukraine*

Abstract – The article deals with the issue of improving the process of organizing the pre-service teaching as one of the priority conditions for developing future primary school teachers' professional competence. It is determined that the effective way of solving this problem is to form the future teachers' successful pedagogical experience while both studying at the university and having teaching practice. The emphasis is on the effectiveness of the praxeological approach. The authors claim that the coverage of various aspects of organizing the teaching practice, research and systematic analysis of theoretical foundations and problems of different directions have long been in sight of scholars; it is proved by the detailed analysis of scientific works by foreign and native scholars. The stage-by-stage implementation of the praxeological approach to the organization of the assistant practice for Master students of the specialty "Primary Education" and its influence on the professional development of future specialists are highlighted.

Keywords – Praxeological Approach, (assistant) teaching practice, primary school, educational process

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Corresponding author: Olena Beskorsa,
*affiliation PhD in Pedagogy, Associate Professor,
Department of Primary Education Theory and Practice,
SHEI "Donbas State Pedagogical University", Department
of Primary Education Theory and Practice.*

Email: beskorsyhelen@gmail.com

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1. Introduction

In the context of modern changes in the educational policy of Ukraine, optimization of teaching activities on the basis of the latest organization forms, rationality and efficiency is significant. Great importance is given to pre-service teaching. It plays an important part in the professional development of a future teacher, as well as it is one of the most complicated and multifaceted educational activities of Master students at higher education institutions.

At the present stage, among the graduates of the pedagogical universities, in particular among future primary school teachers, there is sometimes a low interest in entering the teaching profession and a lack of desire to work at school. An effective way of solving this problem is to gain successful teaching experience by future teachers' while studying at the university and participating in essential teaching practice. The practical training purpose provides the Master's students with modern practical methods and techniques in the field of their future profession; developing the professional and practical skills for making independent decisions while doing the certain practical tasks within the terms of pre-service teaching based on the theoretical knowledge received during a Bachelor's degree programme at the university.

2. Background of the Study

The issue of the teaching practice is not new in scientific research circles but remains relevant today as well. The coverage of various aspects of organizing the teaching practice, research and systematic analysis of theoretical foundations and problems of different directions have long been in sight of scholars, as it is evidenced by fundamental works [16], [18]; methodological issues of students' professional self-determination during the period of teaching practice [1]; improvement of the teaching practice of student teachers and issues of developing

the future teacher personality within the teaching practice period [14]; problems of organizational and methodological principles of continuous teaching practice and developing the students' professional competence during the teaching practice [8]; perspectives of raising the qualitative components of the teaching practice [7].

At the same time, the research proves that the modern vector of Master students' teaching practice is aimed at following the European system of education, and as a result, has determined the necessity of analysis of the foreign experience in this aspect. The authors of the article have analysed the research works devoted to the issues of teaching practice in the system of vocational training of the future teachers in Poland [4], [15], [17], [27], [28]; in Great Britain [2], [19], [24], [25]. The essential findings that concern analysing the experience of teacher practical training in France [3], [5], [10], and in Germany have been studied [6], [13]. The scientists distinguish the various aspects of comprehension and development of new organizational forms of the future teachers' practical training, as well as scientific and methodological tools aimed at transformation of goals, results, and organizational forms and methods of future primary school teachers' professional training, which would be adequate to the sociocultural order for developing competences in the field of teaching practice in the conditions of innovative technologies [12].

The researchers note that the effectiveness of Master students' teaching practice is successfully influenced by systemic, action-based, person-centered, synergistic, competence-based, praxeological, and many other approaches. In our study, we address the issue of implementing the praxeological approach. In particular, it was introduced by I. Kolesnikova and E. Titova, studying the basis of pedagogical praxeology [9]. Later it was implemented by O. Utochkina to develop future teachers' skills for professional and pedagogical self-esteem [26]; by O. Shevchuk and S. Shevchuk to develop the competences of the culture of interpersonal relationships among future psychologists [23]; by L. Romanovska to train the future social workers [22]. Ye. Pravova has studied the praxeological values in the future music teachers' methodological training [20]. American scholars Ch. Winterbottom and Ph. J. Mazzocob offered pre-service teachers the opportunity to be engaged in praxeological learning for increasing the content mastery and improve their pedagogical skills [29].

3. The Purpose of the Study

Praxeology has numerous and multilateral links with various special sciences. We find much common ground with psychology, pedagogy and

ethics. As for the system of organization, compliance and effectiveness of Master students' teaching practice at pedagogical university, this approach was not considered.

The purpose of the article is to highlight and implement the praxeological approach gradually while within the period of teaching practice of pedagogical university Master students of the specialty "primary school teacher" and to research its influence on the professional development of future teachers of primary education stage.

4. The Research Methodology

While conducting scientific research of the theoretical methods (systematic analysis of scientific literature on the issue of both implementing praxeological approach to Master students teaching practice and providing future lecturers of methodological university courses with educational and instructional materials) and empirical methods (observing the educational process while implementing praxeological approach to teaching practice at pedagogical university; talks to students, written survey) have been applied.

The target of the research is to study the influence of praxeology approach on the professional development of future specialists during the period of Master students' teaching practice.

5. Research results

Special attention is drawn to the causes and circumstances of implementing the praxeological approach to the Master students' teaching practice: firstly, modern social and economic transformations necessitate updating the system of teaching (assistant) practice in higher educational institutions, as well as at the pedagogical university, and the technology of its organization within the framework of the newest reform of higher education. Innovative orientation of students' practicing activity, which includes the assimilation and introduction of the innovative technologies into the educational process, is a means of upgrading educational policy. Secondly, continuous changes in the amount, content, and syllabus of the primary school subjects require a constant search for new organizational forms and methodological approaches to Master students' practical activity. Thirdly, the character of the teacher has been changed to the fact of mastering and applying innovations in teaching practice; fourthly, the entry of higher education institutions into market relations constitutes a real competitive situation for future primary school teachers.

The elimination of such problems, in our point of view, is through the use of the praxeological

approach. It will ensure openness, expediency, high effectiveness of the teaching practice, and positive motivation to hold teaching activities in the context of the organization of Master students' teaching practice.

The analysis of the scientific literature, thematically related to our research, makes it possible to determine the essence of the concept of "praxeological approach". In the middle of the 20th century, the Polish philosopher and logician, the ex-president of the Polish Academy of Sciences Tadeusz Kotarbinsky, became the founder of the praxeological approach as a special way of analysing and explaining human activity in terms of its expediency, rationality and efficiency [11]. He identified praxeology as a general theory of effective organization of activities and noted that praxeology covered three groups of problems: firstly, an analytical description, classification and systematization of practical actions; secondly, the study of conditions and regularities that determined the efficiency of action; and thirdly, the study of the genesis and development of various activities and ways of improving them. Praxeology is a typical model of organizational science for developing practical advice on assimilating data from several different sciences and systematizing these data from the standpoint of the tasks of a particular scope of work. These thoughts were shared by another representative of Polish science T. Pscholovsky, who regarded praxeology as a system of knowledge, studying the foundations of a particular type of activity as conscious and special one [21]. He believed that such activity had its own dimensions, which included effectiveness that meant there was a specific result in the process of activity, and it could characterize such an activity, the process of which was not related to the emergence of a new material object or product, but it was significant and necessary. The scientist noted: "the less negative and the more positive signs the activity has, the more perfect it is" [21, p. 25]. Thus, in our research, the essence of the praxeological approach is to improve the teaching activity of Master students with the focus on the maximum expediency, which makes it possible to determine not only the normative base of teaching activities, but also gives the opportunity to offer recommendations for further optimization of methodological and teaching activity.

To determine the impact of praxeological approach on the effective organization of Master students' teaching activity we have found out: a) which key professional competences are being developed during the period of teaching practice; b) the practice programme has been established for Master students' teaching practice which is implemented in three stages (preparatory, procedural and activity, and

final, control and evaluation); c) the effectiveness of the programme for Master students' professional and educational activities has been analysed; praxeological norms, which are developed, have been determined.

The teaching practice is an integral part of the educational process, the final stage of the theoretical and practical training of highly qualified specialists, a means of developing the skills of teaching and research activities and the ability to work effectively in the context of reforming the higher education system in Ukraine. At this stage, the practical training differs by the fact that the Master students are learning to teach, while still being students of pedagogical university, they acquire the basic professional competencies: constructive and planning, communicative and educational, organizational, developmental and educational, and research. They require a more detailed study.

Constructive and planning competencies imply:

- the ability of a teacher student to compile syllabus of the corresponding disciplines of primary and higher education, plans of certain lessons, taking into account the conditions of training and the level of the Bachelor students' skill training, and to determine the objectives of the lesson (practical, social and cultural, educational, developmental);
- the ability to choose effective methods and techniques for achieving the intended results, to determine the types of the tasks and exercises, and the sequence of their implementation in accordance with the stages of mastering the knowledge, skills and abilities of undergraduate students;
- the ability to design educational situations for demonstrating and mastering knowledge on methodological courses of primary school and higher educational institutions, using the necessary supporting technical multimedia tools.

Communicative and educational competencies include the ability of teacher students to control their own speech activity, to notice the mistakes of others in oral and written speech, to understand their nature and correct them tactfully, using speech methods to correct mistakes, to improve their own speech culture, using different types of dictionaries and reference books.

Organizational competencies comprise the ability of a trainee to teacher students to implement the developed plan of seminars, make methodologically justified adjustments to the plan, taking into account the specific situation prevailing in the class; the ability to teach the most rational methods of independent work on learning material in extra-curricular activities and to combine efficiently

collective (frontal, group, paired) and individual activity forms during the lesson, taking into account the characteristics of each of them, to conduct educational games, including role-playing and business ones, taking into account the level of the bachelor students' skill training; methodically advisably to use traditional supportive means, as well as additive, visual, audio and visual technical and electronic learning tools.

Developmental and educational competencies imply the ability to realize the general, educational, and sociocultural potential of the learning material of the lesson; to form and develop the intellectual and emotional sphere of students' personality; the ability to solve problems of moral, cultural, aesthetic, humanistic and intercultural education.

Research competencies include the ability to conduct the analysis of their own lessons and colleagues' ones in order to predict the possible difficulties of the material assimilation and to find the best ways to prevent mistakes; the ability to conduct observation and a comprehensive analysis of the attended classes with the theoretical substantiation of the various aspects of learning activities; to observe, analyse and generalize the experience of lecturers and Master student teachers, to transfer effective methods and forms of work into the practice of their teaching activities; to study modern methodological literature and theoretically comprehend the educational process, as well as to improve their own practical activities, using the latest forms and methods of teaching.

The teaching practice of Master students is closely connected with the educational process and is aimed at training future teachers for educational institutions of different accreditation levels (colleges, institutes, universities). It allows us to use the proper, already developed at the Bachelor's level theoretical and practical foundation of integration mechanisms, and to further develop it, as well as to form and deepen research one. Within the framework of the teaching practice, the Master students work on the individual specific scientific and educational tasks set by their scientific supervisor. They prepare for training lessons, conduct them independently and discuss the results with the research supervisor.

Consequently, the mechanisms of the teaching practice make it possible to enrich and deepen the educational process in terms of content and design, to form the professional and pedagogical knowledge of the Master students in complex. Using different types of activities at lectures or seminars enables students to implement the innovative forms of activities that show the developing effect of the learning process. It helps to increase their own potential that leads to understanding and finding the causal relationships and developing logic, thinking, communication

skills, enables self-realization in the educational process as a teacher-integrator, promotes the development of professional competencies, as well as the implementation of the priority directions of the state policy on the higher education development, which educates a new type of a specialist: a teacher-integrator declared by the concept "New Ukrainian School".

Based on the praxeological approach, we set up a three-stage programme for the Master students' teaching practice. The first stage is preparatory, aimed at revealing and familiarizing the Master students with the features of the organization of the educational process at the Faculty of primary and vocational education (familiarization with the educational and qualification characteristic of the specialist, the curriculum, the standard syllabus, textbooks, manuals, methodological recommendations on teaching methods, with other documents, teaching and methodological and material support of the departments, schedule of classes, etc.). At this stage, there is the understanding of the significance of the process of educational and professional activity of the teacher students; the necessity to recognize their own professional significance and responsibility for the educational process; comprehension of the ideals and images, models and professional profile of a teacher; orientation to the state order and requirements of the employer, aspirations for acquiring professional competence and competitiveness.

The second stage – procedural and action-based, aimed at forming the teaching skills. We propose to divide it into three sub-stages: learning activity, teaching activity and research activity. The learning activity of the Master students is as follows: visiting and analysing the lessons of the faculty teachers and Master students, the ability to conduct psychological and pedagogical and methodological analysis of the seminars; planning own teaching activity, active preparing for classes, which consists of compiling a thematic plan and plans of some lessons on methodological courses (methodology of teaching language and literature, methodology of teaching mathematics, methodology of teaching natural sciences), familiarizing with compulsory and additional theoretical, methodological and practical literature; producing the multimedia support to the classes and preparing other educational materials; effective conducting of practical classes in the methodology of primary school subjects according to the plan of 2-3-year students; self-examining the conducted lessons; checking written, control, test, and creative works after the lessons, assessing them; conducting the consultations for bachelor students at the methodological courses, or on the basis of the theme of the conducted lesson.

The educational activity includes the fulfilment by the Master student the tasks of the curator of an academic group, to which he or she is assigned and has the following duties: to familiarize with the organization of educational work at the faculty and in a certain academic group; to plan his or her own educational activities in the group; to attend and analyse the educational activities conducted by other Master students during the practice; to prepare and conduct one educational event. The trainees acquire the communicative skills necessary for communication with 2 or 3-year students, and with the lecturers; organizational skills that make it possible to prepare and conduct various forms of educational work with the Bachelor students, through which personal responsibility for the quality and effectiveness of this work is formed.

The research aspect involves the Master students' participating in meetings of the departments, methodological sections, in the teachers' seminars; participating in public speeches, conducting elementary researches on the topic of scientific work, writing reports, abstracts, articles and their publication in journals. The research work of the Master students promotes not only the improvement of the educational and practical process, but also reveals a wide range of various scientific problems, broadens the outlook, shapes the ability of a future specialist to observe, analyse, systematize, find causal relationships, and educates the traits of a researcher.

Therefore, at this stage the praxeological norms are formed: the definition of Masters' own understanding of professional development and the formation of their own activities on the basis of an approximate image or algorithm; meaningful setting of their own goals on the basis of a prognostic determination of the future result of professional and teaching activity due to the effective implementation of the planned strategy and tactics. This requires further developing and deepening of practical abilities and skills for fulfilling professional tasks as an assistant or a lecturer. To work on mastering the knowledge of the organization of the basic forms of education at higher educational institutions, the application of modern technologies and methods must be implemented that facilitate the activation of educational and cognitive activity of graduates of higher educational institutions. Master students should master the methodology for the development of teaching materials that are supposed to be used in the training of Bachelor students and acquire the skills to organize and conduct various types of training in professional courses at higher educational institutions (methodology of teaching the Ukrainian language in primary school, methodology of teaching Mathematics in primary school, methodology of

teaching Natural Sciences in primary school); seminars, practical and laboratory classes; studying advanced practical experience; working on developing skills of professional and pedagogical communication with an audience; educating the moral and ethical qualities of the lecturer of higher educational institution, the individual creative style of professional activity, the need for self-education; developing of professionally significant qualities of an individual.

We suggest analysing the tasks that Master students have to discuss with undergraduate students at the seminar in the course of methodology of teaching Mathematics.

Task 1. Conduct the logic and didactic analysis of the theme or branch of Mathematics in primary school. The logic and didactic analysis is one of the means of forming and developing essential professional skills of future primary school teachers.

From the standpoint of doing the logic and didactic analysis, students should learn:

- to systematize the structure of Mathematics course as a whole;
- to comprehend the logics of building the main content lines and themes of the course of Mathematics in primary school;
- to analyse features of the process of mastering professional skills and abilities; developing a set of general and special competencies in certain Mathematics branches.

Task 2. Do the logic and mathematic analysis of the theme or branch of Mathematics in primary school. Such an analysis consists in determining the content and logic organisation of the learning material. While doing the logic and mathematic analysis, the students are training to determine the main method of organizing a fragment of learning material, i.e. how familiarizing, learning, and comprehending of the mathematic material is organized: a) on the content, deductive or combined basis; b) depending on what mathematic concepts are introduced through the description, which ones are strictly defined and what is the logic structure of their definitions; c) determining which statements are proved and what is the level of proof severity, what method of proving is used and which ones are introduced for illustrating and which ones are introduced through problems; d) pointing out to the algorithms and action rules, general mathematic methods and techniques, whose familiarizing and mastering take place while learning the theme or the branch of Mathematics.

Task 3. Do methodological analysis of the theme, a fragment of a class or a mathematical task. Methodological analysis consists in projecting, choosing and designing didactic facilities of the

fragment of learning material. While analysing, students are learning to set a goal of teaching a theme according to primary school children's characteristics, to correct the level of scientific development and severity of learning the theoretical materials of the theme, to determine and justify the means of visualization and accessibility of this learning material, to single out an obligatory group of tasks, problems, equations for mastering the main knowledge and skills, to choose and justify teaching methods and techniques, taking into account the variability, to choose and independently design the means of controlling the level of mastering the main materials and the level of mastering learning and cognitive actions, and to choose the forms of arranging the differentiation and individualization of learning mathematic material.

The third stage is final, where control and evaluation take place. It is aimed at developing the skills of Master students to analyse and evaluate their own learning, educational and research activities that take place during the period of the teaching practice; to find positive and negative reasons for success or failure; to make a perspective plan for correcting the practical activity for the future; to correlate the achieved results with the plan that is made at the beginning of the teaching practice. The effectiveness of such activities is ensured by both quantitative and qualitative indicators of the activity. Not only the result of the student's work, but also a qualitative and comprehensive demonstration of it, is of great importance.

Each of the presented stages of teaching practice should be determined individually for each student, with a focus on the best result, taking into consideration the ratio of their own educational potential and organizational skills with professional motivation and methodological development.

As previously discussed, the essence of the praxeological approach lies in improving the Master students' practical activities, focusing on the maximum usefulness that makes it possible to define the regulatory framework, as well as to give the recommendations about how to optimize further methodological activities. At each of the stated stages of teaching practice, Master students are studying new methods of their teaching activities, which require a number of skills and abilities – work with digital technologies as teaching tools. The sphere of their application by Master students during the period of teaching practice is diverse: keeping the necessary records; preparing the materials for seminars; making their own manuals, teaching guides of static and dynamic visualization, presentations etc.

While implementing information and communication technologies (ICT), the changes take place in the learning content and structure, in the

understanding of its organizational forms, methods, and control of the results. Due to implementation of the ICT, some changes are seen in teaching the methodological courses. The use of the ICT helps integrate the learning and teaching skills of Master students: searching for necessary information, its processing, giving it to student group, adopting and modelling the information into new methodological processes, independent planning and designing the practical actions. The digital environment helps Master students comprehend the methods of learning and teaching methodological courses. Information and communication technologies in teaching the methodological courses diversify the forms and means of Master students' practical activities, as well as they improve their creative activities. Using the software programs Microsoft Word, PowerPoint, Microsoft Excel, the Master students develop tests, variants of controlling tasks (ongoing and final ones), tables, tips, schemes, cards, drawings, geometric models, questionnaires, and presentations. They also use Publisher for making leaflets and forms for sending materials on e-mails. These programs make it possible to improve the quality of didactic materials and their aesthetics. These didactic materials enable to disseminate efficiently and diversify seminars and tutorials, to increase the level of learning and teaching comfort, to prevent the reduction of didactic complexity, and at the same time, they contribute to developing the ICT competency of both student teachers and the undergraduate students who they are working with.

Information and communication technologies influence the intensification of Master students' practical activities and contribute to increasing efficiency and quality of teaching the materials at seminars in methodological courses. The ICT strengthen interdisciplinary links due to implementing innovative means of information processing. Designing the components of the information environment for seminars involves various demonstrative equipment, programming systems and tools they should correlate to content of the methodological courses. Using the opportunities of computer graphics, multimedia technology, situational computer games, and searching for internet resources, internet reference books has a great impact on the quality of Master students' training for teaching activities.

In the information environment the useful online resources are the most convenient, the most modern and fastest tools for disseminating new methodological ideas, projects, tips, regulatory documentation, curricular, and scientific articles. Electronic resources can be used by Master students while getting ready for seminars and tutorials to study new teaching methodologies. A network of

teachers enables communication between teachers on different forums and chats that help Master students find and acquire new methodological projects and post their own materials, which have been produced during the period of teaching practice, and allow them to share their practical experience. In such a case the motivation to do the practical tasks better increases because the opportunity appears to evaluate critically their results by forum participants.

The implementation of the multimedia presentations in the seminars gives an opportunity to visualize the methodological materials as a system of bright images and fills the seminar with information structured in the algorithmic order. The certain learning information, which is visualized, is structured in students' mind from elements into the unified image. It contributes not only to factual, but also to associative memorization of the materials. Making presentations requires a certain number of skills that make it possible to target the information, divide it in a certain order into the main points and argue them. The presentation contains two main elements – the content and the process of its demonstration. Making student's own presentation consists mainly of three stages. But the content and the process of demonstration can differ within each methodological course (methodology of teaching the Ukrainian language, methodology of teaching Mathematics, methodology of teaching Natural Sciences). *Planning the presentation* is the procedure that includes setting goals, defining the audience that should study the presentation material (undergraduate students); selecting the information; designing the structure and logic of demonstrating learning material. *Creating the presentation* – the features of making slides, content and balance between textual and graphic information. For example, within the course of methodology of teaching Mathematics, the following means of visualizing the information can be singled out: a) drawing – a means of geometric type of presenting information; b) a formal means – it can be regarded as a visual type, but it is associated with students' visual imagery very little; symbolic and visual means – conditional symbols that make visual perception of mathematical content possible; d) verbal means – allow to choose special terms, making definitions, training in formulating mathematical laws and rules. These combinations in presentations are aimed at more comprehensive and active use of students' natural abilities due to visualizing the learning material. Combination of a visual image, text, audio description, animation effects and emphasizing the most essential elements with the colour, font, and size enables the stereoscopy of comprehending the material. Such the polysensor perception of learning information makes it possible to consider

methodological and mathematical materials as more organic system. *Demonstrating the presentation* – format and role of presentation at a seminar depend on the content and purpose of the seminar. The presentation should have a complete view, it should be commented correctly and it shouldn't have methodological and spelling mistakes.

The use of the ICT develops new forms and traditional types of activities at the seminars, as well as it contributes to implementing innovative methods. Master students' independent self-educational activities, which are focused on the realization of new experience, is accomplished through the use of electronic textbooks. The high-quality text-book preserves all the opportunities of traditional text-books, but it has totally new qualities that include the elements of hyper-media and virtual reality. It provides a high level of visualization, illustration, and interactivity. They are usually made in two variants: a) for open access through the internet network; b) for using in class (for local network). Electronic textbooks can be made in some formats: Word, PowerPoint, Adobe Reader (for PDF format), Flash MX (for making animation files), 3D Studio MAX. Implementing electronic textbooks is a method of programming learning. Working with electronic text-books, students learn mythological material independently whose presentation is structured by new forms and volume; fulfil the necessary tasks and check their competencies with regard to the learning materials on certain theme or at all the work stages. They receive unlimited amount of explanations, revisions, and tips; the computer support becomes possible for solving most of the problems; the students get free time for analyzing links and their graphic interpretation. The interrelation between the quantity and content of the tasks, problems, equations, experiments, which are considered at the tutorials and those which students have to do independently at home, is optimized. The implementation of an electronic text-book makes the work with students more independent, in particular this concerns homework, tests and individual work.

To check the efficiency of suggested methodology with regard to the development of praxeological norms before having the teaching practice, we have conducted a diagnostic written survey among Master students. We posited the following questions to our Master students:

Question 1. How do you understand the process of the professional development and modelling your own working experience while having teaching practice?

Question 2. Does teaching practice make it possible to fulfill the professional development of a Master student who both learns and teaches?

In the survey, fifty Master students have taken part before having teaching practice. After processing the received information, the responding results are the following: 57% of the students think that the essence of teaching practice is to give them an opportunity to feel like lecturers, to get practical experience at higher educational institutions. 33% of responders regard the teaching practice as an opportunity to apply theoretical knowledge in the practical activities with the undergraduate students. And only 8% of student teachers answered that the teaching practice is a process that makes students' professional and educational activities efficient and gives an opportunity to offer certain recommendations how to optimize their further teaching activities. Such survey results give us reason to assert that Master students consider teaching practice as testing of their professional suitability. Only 8% of Master students set their own goals based on prognostic determination of the future result of professional and teaching activity due to efficient implementation of the outlined strategy and tactics.

After finishing the teaching practice, we have conducted the controlling survey among Master students. The results have changed. Only 42% of students believe that the practice contributed only to their professional development, 20% of students regard teaching practice as an opportunity to apply the theoretical knowledge, and 38% of responders note that the practice is a process which makes students' professional and teaching activities efficient and gives the opportunity to offer the recommendations for further optimization of the methodological activities. The dynamics of the influence of praxeological approach on Master students' teaching and learning activities is represented in the diagram below.

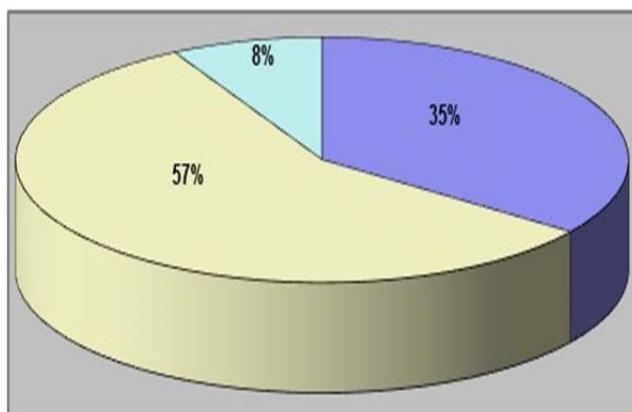


Figure 1. Visual representation of Master students' survey results before teaching practice

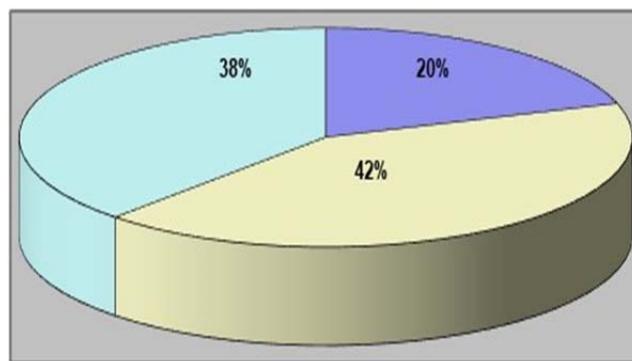


Figure 2. Visual representation of Master students' survey results after teaching practice

Comparing the results, we can conclude that 38% (previously 8%) of Master students have the praxeological norms developed after teaching practice. The essence of these norms includes the determination of Master students' understanding of their goals based on prognostic determination of the future result of professional and teaching activity due to efficient implementation of the outlined strategy and tactics. Being developed, the praxeological norms are implemented in recommendations offered by students how to optimize their teaching activities by means of the ICT: to introduce necessary records of practice results; to search for and to analyze the methodological information for seminars; to create teaching guides of both static and dynamic visualization, topical presentations for seminars.

6. Conclusion

Consequently, we are convinced that the process of developing the professional competence of the future specialists of primary school education is influenced by the praxeological approach that, in the context of the organization of Master students' teaching practice, provides openness, expediency, and high effectiveness of the teaching practice, positive motivation to teaching activity, organized system supervision. Improving the content of Master students' activities during the teaching practice creates conditions for developing professional knowledge, skills, and professionally relevant qualities of future teachers; promotes professional self-determination, development of interest in the profession of a teacher; leads to the development of a skill to predict the results of activities, to achieve their professional goals. The further research suggests studying the ways of organizing the teaching practice of students in higher educational institutions of European countries.

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