

DEVELOPMENT AND TESTING NEW CONTENT AND FORMS OF ORGANIZATION OF PEDAGOGICAL INTERNSHIP OF FUTURE PRIMARY TEACHERS

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the coronavirus pandemic, it is important to provide such forms of training for future teachers that will not only provide them with a system of scientific knowledge, but also form pedagogical thinking and professional culture.

One of the forms of professional training is passing pedagogical internship in distance mode, during which communication between the leaders of the internship and future primary school teachers, as well as between the trainees and schoolchildren, is carried out remotely. Consequently, the issue of forming a new content and form of organization of pedagogical internships requires more detailed theoretical and empirical research.

The purpose of the research: search for new forms of organization of pedagogical internships of future primary school teachers and proving their effectiveness.

The research objectives:

1. Development of a new organizational form of future primary school teachers' pedagogical internship.
2. Practical testing and verification of the effectiveness of the proposed form of organization of future primary school teachers' pedagogical internship.

3. Determining the advantages and limitations of a new form of pedagogical internship, taking into account quarantine restrictions.

LITERATURE REVIEW

Numerous scientists pay considerable attention to the issue of importance, features and various forms of organization of practical training of future primary school teachers. After all, pedagogical internship provides future teachers with practical teaching experience at school; it supports the development of teaching skills (JOHNSON et al. 2017; NAEYC 2009), including the solution of various problems that affect the effectiveness of teaching in practice (JOHNSON et al. 2017).

According to the viewpoint of Goh and Fang (2017), Guarda and Helm (2017), Hinchion (2017); Zonoubi et al. (2017); Yandell (2017), school pedagogical internship is one of the leading factors in the training of future teachers. Internship is an important stage of professional training of students, forasmuch as during the internship students acquire the following skills and abilities, namely: the ability to organize their teaching activities; the possibility to plan classes in accordance with educational plans (curricula) and develop thematic blocks of lessons; the ability to consistently present the material; the ability to organize different types of training that are more effective in studying relevant topics and programs; the ability to use innovative approaches and technologies in teaching (KRAVCHENKO et al., 2018).

According to the viewpoints of Akcanet et al. (2017); Bamber and Moore (2016); Carley Rizzuto (2017); Tsai et al. (2017), the basic purpose of pedagogical activity is to consolidate and deepen the knowledge that students receive in the learning process, the acquisition of the necessary practical skills. Pedagogical internship performs adaptive, educational, pedagogical, developmental, diagnostic functions. It is carried out in conditions most closely resembling to future professional activity. This contributes to the formation of professional skills and professionally important qualities. The theoretical basis of preparation of future teachers for school internship provides integrity of educational process of higher school, strengthening the students' creativity, raising their motivation to knowledge, self-improvement and acquisition of pedagogical experience (KRAVCHENKO et al., 2018).

The purpose of pedagogical practice is to form a holistic view of the educational complex of modern primary school in future teachers, as well as to achieve the necessary competences of primary school teachers, the basic ones of which are as follows: professional and pedagogical (awareness of the latest scientifically robust information on pedagogy, psychology, methods, which contributes to the holistic individual and personal development of children of primary school age; the ability to conduct productive professional activity in accordance with the leading values and worldviews, the requirements of pedagogical ethics and the challenges of primary school); social-civil (knowledge of human rights and freedoms; awareness of civic duty and self-esteem; the ability to identify problematic issues in the social-cultural, professional spheres of human life and find ways to deal with them; skills of effective and constructive participation in civilized social development; the ability to work effectively in teams, etc.); general cultural (the ability to understand works of art, to form their own artistic tastes, to express ideas, experiences and feelings through art); language-communicative (possession of systemic knowledge about the norms and types of pedagogical communication in the process of organizing collective and individual activities; the ability to achieve pedagogical results by means of productive communicative interaction); psychological-facilitative (the ability to contribute to the creative development of primary schoolchildren and their individualization) information-digital (the ability to navigate the information space, receive information and operate it in accordance with one's own needs and the requirements of a modern high-tech information society) (PEDRADA, 2019).

However, in the context of the forced introduction of distance learning at schools during the quarantine restrictions, it is important to adapt internships in the course of training future teachers to new conditions. Distance mode of education guarantees the continuity of the educational process, providing access in terms of geographical remoteness, limited social contacts and other reasons that prevent personal attendance of classes (HRASTINSKI, 2008; MOORE et al. 2011; Singh and THURMAN, 2019; YILMAZ, 2019).

According to UNESCO (2011), distance education is a set of teaching and learning strategies (or educational methods) that can be used to overcome the spatial and time discrepancies between teachers and students). These strategies or methods can be integrated into any educational program (curriculum) and potentially used in conjunction with other teaching and learning strategies (including strategies that require students and teachers to stay together at the same time and / or in the same place).

Distance learning has both supporters and skeptics. For example, Fedynich (2014) and Yilmaz (2019) highlight a number of benefits of distance learning, including: increased level of participation and discipline; economic efficiency, which is manifested by reduction in travel and other expenses necessary for personal visits to educational institutions, as well as distance mode of learning can provide opportunities for adult students in case of full-time or part-time employment.

Limitations of online learning may vary depending on the technological capabilities of teachers and students to access to websites and the use of information technologies. These limitations apply specifically to primary school pupils who have limited experience with online learning tools such as computers (FEDYNICH, 2014; WEDENOJA, 2020). An additional limitation, which should be considered, is the fact that online learning for young children, like the Internet access, requires adult supervision and parental involvement (SCHROEDER and KELLEY, 2010; YOUN et al., 2012). Therefore, distance learning for primary school pupils can be used in exceptional cases, in particular, in the context of the COVID-19 pandemic.

Although the issue of distance learning has been well researched, the application of this organizational form of pedagogical internship for future teachers is still characterized by novelty and involves the development of recommendations for the possibility of effective application in educational practice. Therefore, the features of the development and testing the remote form of organizing the pedagogical internship of future primary school teachers on the example of Ukraine require a deeper study.

METHODS

Implementation of the purpose of the academic paper involves the use of the following research methods, namely: theoretical - analysis and synthesis for the review of the literature in order to study scientific sources and develop conceptual fundamentals of the research. Systematization of theoretical and empirical results of the research has made it possible to determine the need and features of the organization of passing pedagogical internship by future primary school teachers in distance mode. To test a new form of organization of pedagogical internship, empirical methods have been used, namely: experimental method (ascertaining, forming, control pedagogical experience), observation, discussion and testing. The method of comparison and generalization has been used to study the results of the introduction of a new form of internship and to formulate conclusions from this research.

In order to verify the effectiveness of the new forms of organizing the pedagogical internship of future primary school teachers, an experiment has been conducted, which engaged participation of two groups (52 people in total) of 3rd year students of the Faculty of Pedagogical and Social Education of V.O. Sukhomlynskyi National University of Mykolaiv. One group (control) participated in the lessons only as observers (they studied the lesson materials, monitored the lessons of classroom teachers), and the experimental group (in addition to above- mentioned activities, took an active part in communicating with the students and directly conducted the lessons in online mode).

Determining the level of readiness of future primary school teachers for educational work has been carried out according to the following proposed criteria, namely:

- motivational criterion: stable interest of future teachers towards the organization of educational work in primary school;
- theoretical criterion: ideas for teaching primary school pupils; awareness of forms and methods of teaching;
- reflective criterion: the presence of the ability to organize class work and the use of knowledge in practice; ability to self-development.

In order to assess the real state of achievement of established basic pedagogical competences of future primary school teachers (PEDRADA, 2019), the following methods have been used, namely: interview; methodical and creative tasks; generalization of test materials (GORBUNOVA and KALIMULLIN, 2017; MUKOVIZ *et al.*, 2018).

Statistical analysis of the results was performed using Microsoft Excel options. Statistical processing included the application of variational statistics.

RESULTS

The purpose and objectives of pedagogical internship should be implemented regardless of the form of its organization. Therefore, we propose to investigate the possibility of passing pedagogical internship in remote mode and define its efficiency concerning formation of basic competences of a primary school teacher. In general, the process of distance learning and passing internship can be implemented in the forms presented in Table 1. However, at the present stage, we consider the model implemented by means of Internet communication to be the best method forasmuch as it provides a combination of synchronous (real-time communication) and asynchronous learning mode (Moodle, Viber-groups as a platform for discussing the course of pedagogical internship, etc.).

Table 1. The basic types of distance education

Type	Training aids
Correspondence model	– Printed materials.
Audio model	– Audio broadcast; – Listening to audio cassettes or CDs; – Two-way radio station; – Audio conferences and telephone; – Radio.
Television-based model	– Television broadcasting (educational and training); – Video conference; – Watching videos.
Computer multimedia model	– Interactive video; – Digital video discs; – Interactive multimedia.
Web models	– Communication; – Internet access to World Wide Web resources; – Internet courses (e-learning); – Internet conferences (webcasts and webinars); – Virtual classes / schools (cyber schools) and universities.
Mobile models	– Portable media players (podcasting); – Cell phones and smartphones, tablets; – Electronic readers.

Source: Burns (2011)

Pedagogical internship in remote form can be implemented in several stages:

Stage 1: Planning. It provides for the formation of a plan for pedagogical internship. In other words, the choice of Internet tools is carried out, mainly video communication technologies (Zoom, Google Classroom, Google Hangouts, Microsoft Teams and other technologies), which will be used to communicate between the leader of the internship on the one hand, and students on the other. Preparing asynchronous classes for students – teachers is conducted as

well as scheduling online lessons, and practicing the various functions of communication tools that will be used during distance learning, such as: sharing access to computer screens, drawing on a blackboard, and printing on the screen while chatting.

At this stage, the following activities are carried out by tools of video communication, namely:

- 1) participation of trainees in an introductory meeting with the head of the internship on the organization of work experience internship, acquaintance with methodological recommendations and requirements for academic and methodological, educational and research work of the social and pedagogical direction;
- 2) online acquaintance with the administration and teachers of the school, the classroom teacher, where the internship should take place;
- 3) self-directed study of thematic and lesson plans of primary school teachers; analysis of curricula and textbooks on professional methods of primary school.

Stage 2: Participation in the learning process and practice of conducting lessons. It involves:

- 1) acquaintance with pupils. Introduction of children and a student-teacher with an explanation of the internship course is carried out by the classroom teacher.
- 2) observation of the course of lessons and educational activities conducted by the classroom teacher, participation in their discussion;
- 3) drawing up of lesson plans by student-teachers, selection and preparing didactic materials and multimedia presentations for classes, their coordination and improvement (educational materials are sent to the classroom teacher for verification by e-mail);
- 4) individual educational work with children of primary school age - conducting a lesson without assistance under the supervision of the classroom teacher and other students-teachers (they are present in the video chat of the lesson, but without the possibility of interfering in the course of the lesson);
- 5) analysis of the lesson - a survey of children, what they have learned, and which of the applied teaching methods they have enjoyed the most. This is necessary for informal assessment of children's learning outcomes as well as psychological and pedagogical study of pupils;
- 6) discussion of the results of individual work of students-teachers with the supervisor and other students who have taken part in the lesson as observers, discussion of the successful and problematic aspects of the educational activities of the trainees;
- 7) sending printed materials to parents of pupils for further processing and digestion of acquired knowledge;
- 8) we consider it important to conduct a video recording of lessons, which can be sent both to pupils for use in the course of doing homework, and for future teachers in order to analyze and generate reports on internship;

Stage 3: Methodical and research activities. It involves:

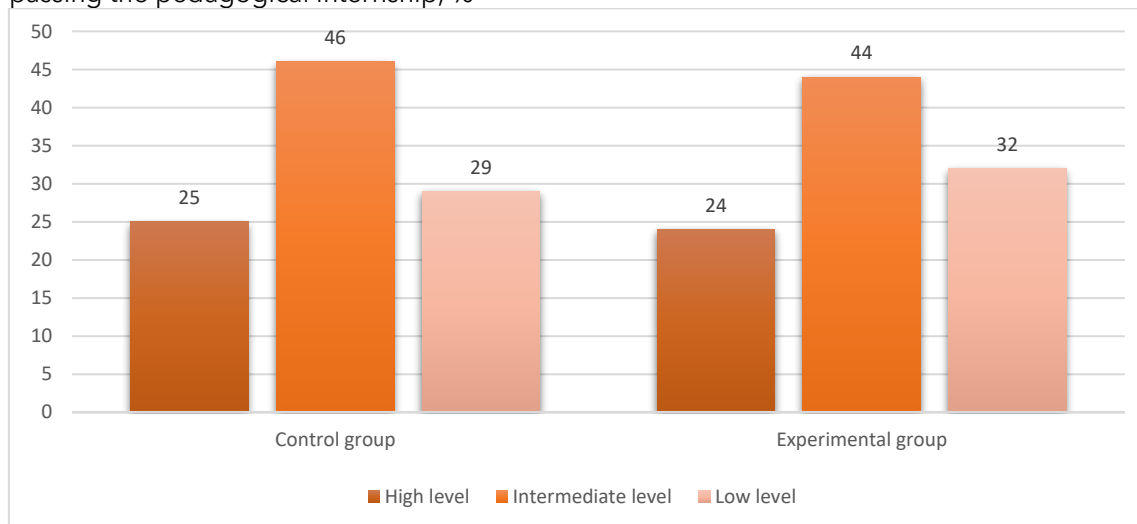
- 1) systematic maintenance of internship diary and other documentation, processing of provided printed materials;
- 2) online participation in school board meetings, methodological associations of classroom teachers, exchange of pedagogical experience;
- 3) preparation of photo and video materials and participation in the final reporting conference on the results of internship at primary school; expression of one's own proposals on the possibility of improving distance pedagogical internship;
- 4) application of internship results in the process of working on diploma (master's) thesis on the chosen topic.

In order to find out the possibility of improving the basic competences of future teachers, the level of their competence was assessed prior and after the internship. The formation of such an indicator as the sustained interest of future teachers towards the organization of educational work in the primary grades was checked in the process of observing the independent activities of students in the process of pedagogical internship and conducting educational activities. The formation of the indicators of the knowledge criterion was verified by using an interview (indicator: the concept of learning activities at primary school) and tests (indicator: knowledge of forms and methods of teaching). The formation of the indicators of the reflexive criterion was checked with the help of tests and interviews. Based on the criteria and indicators outlined, the following levels of readiness of future primary school teachers to organize training were determined, namely:

- high (the share of correct answers during testing reaches 90-100%; activity, proper knowledge and understanding of the forms and methods of the educational process, which was confirmed during the interview, as well as directly during the internship);
- intermediate (the share of correct answers during testing reaches 70-89%; knowledge and understanding of forms and methods of organizing education at primary school);
- low (the share of correct answers during testing reaches 69%; passivity and poor understanding of the forms and methods of teaching pupils at primary school).

The analysis of the survey results has made it possible to conclude that the majority of students-teachers have an intermediate (45%) and low (31%) level of readiness to organize training at primary school) prior to passing the pedagogical internship.

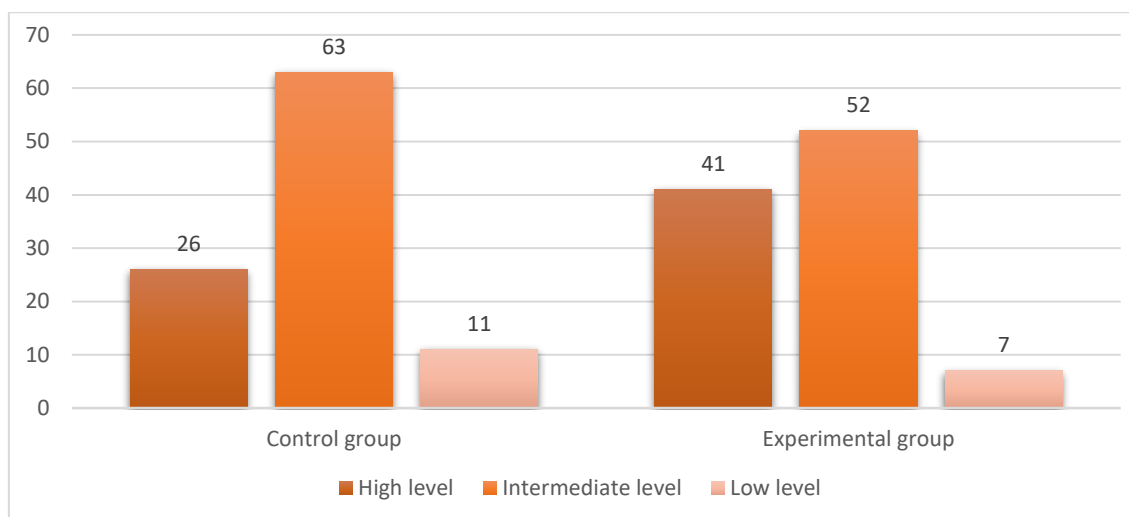
Figure 1. The level of professional competence of future primary school teachers prior to passing the pedagogical internship, %



Source: Author's own calculations

After passing the internship, both groups that had participated in the experiment were re-tested according to certain criteria and the level of their pedagogical competence was assessed. The results obtained differed from the previous ones (Figure 2), forasmuch as the share of trainees with an intermediate level of competence in the experimental group increased by 17 percentage points (pp), and the share of trainees in the experimental group with an average level of competence - by 12 pp and high - by 17 pp, respectively. In general, a better readiness of future teachers for professional activities and deepening the skills of organizing the educational activities of primary school teachers is observed.

Figure 2. The level of professional competence of future primary school teachers after passing the pedagogical internship, %



Source: Author's own calculations

Also, the participants of the experimental group, in contrast to the control one, have showed a higher interest in the organization of educational work, better skills in organizing the learning process, establishing communicative interaction and show greater ability for self-development, strengthening their own pedagogical, social-civic, information-digital and language-communicative competence.

DISCUSSION

The importance of pedagogical internship in the process of forming the professional skills of future teachers occupies a significant place in the works of researchers and teachers around the world (AKCANET et al., 2017; BAMBER and MOORE, 2016; CARLEY RIZZUTO, 2017; TSAI et al., 2017; JOHNSON et al. 2017). However, the considered theoretical and empirical achievements in this area, related to the analysis of the content and forms of organization of pedagogical internship, lose their relevance in the context of regularly introducing coronavirus pandemic and widespread quarantine restrictions. Therefore, within the conditions of new realities, in contrast to the above-mentioned forms of organizing internship for students of pedagogical universities, we have proposed the form that can best implement the basic goal of pedagogical internship.

Although, the issue of distance education is considered quite deeply in the scientific literature (FEDYNICH, 2014; SCHROEDER and KELLEY, 2010; YILMAZ, 2019; YOUN et al., 2012 and others), the attention of scientists is more focused on the possibility of using distance mode of learning. It should be noted that the difference between our research and the existing ones lies in the analysis of the possibility of using distance learning tools in the course of practical training of students and the development of practical recommendations for the organization of pedagogical internship in distance mode. In particular, the stages of training and passing the pedagogical internship of future teachers in the conditions of pandemic restrictions have been clearly defined, which are proposed to be implemented by means of Internet communication; consequently, the stages outlined involve applying a combination of synchronous (real-time communication) and asynchronous distance learning tools (Moodle, Viber-groups as a platform for discussing the course of pedagogical internship, etc.).

The empirical research covered in the academic paper is based on the scientific and methodological works of Gorbunova and Kalimullin (2017) and Mukoviz et al. (2018). However, it has several significant differences, primarily related to the subject of the research and criteria for evaluating the effectiveness of the developed form of organization of pedagogical internship of future primary school teachers. Compared to the scientific works outlined, more attention is paid to the specification of the scheme of assessing the levels (high, intermediate, low) of basic pedagogical competence of future primary school teachers, which should be achieved by them during the internship. Along with this, the advantages and limitations in the

application of the Web-model of the organization of pedagogical internship for future primary school teachers have been clarified.

CONCLUSIONS

Pedagogical internship is an indispensable form of education in the process of professional and pedagogical training of future primary school teachers, which is aimed at learning the laws and principles of professional activity, mastering the methods of its organization, development of a professionally competent specialist. In the context of the spread of the COVID-19 pandemic, it has become necessary to search for new forms of organizing pedagogical internships of future primary school teachers, adapted to the conditions of conducting distance learning for schoolchildren due to the quarantine restrictions and the impossibility of passing traditional pedagogical internship.

The proposed author's recommendations for conducting pedagogical internship for future primary school teachers in distance mode are of practical importance. After all, these recommendations make it possible to effectively carry out pedagogical professional training of practical students, promote their self-organization and discipline, allow them to show their own initiative in the course of the educational process as well as to deepen the practical skills of conducting lessons by analyzing their own experience and the experience of colleagues who can be observed online. According to the results of the research it has been revealed that pedagogical internship in distance mode with the involvement of trainees in the educational process contributes to the deepening of the basic competences of future primary school teachers, in particular: professional-pedagogical, information-digital; social-civic and linguistic-communicative.

However, the issue of online internship is currently under development and has several limitations. First, the difficulty of adapting pupils and students to a new form of education is observed, which requires the acquisition of new skills, self-organization and discipline. Secondly, synchronous learning requires proper provision of information and digital resources and involvement of parents in the learning process, forasmuch as primary school pupils still do not have enough command of all the functions of web-communication. In addition, the distance mode of passing internship by future teachers makes it difficult for them to form the psychological and pedagogical features of the pupils' collective, and also creates the need for additional work using asynchronous learning tools (distribution of additional training materials, video lessons, additional consultations, etc.). Nevertheless, in the current conditions, this method of organizational practical training is much better than passive study of methodological materials, analysis of existing practices of classroom teachers and other theoretical materials.

We see the prospects for further research in the creation of an integral model of professional training of future primary school teachers in the process of passing pedagogical internship in distance mode, which consists in the development of appropriate methodical and methodological support.

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Development and testing new content and forms of organization of pedagogical internship of future primary teachers

Desenvolvimento e teste de novos conteúdos e formas de organização do estágio pedagógico de futuros professores primários

Desarrollo y pruebas de nuevos contenidos y formas de organización de prácticas pedagógicas de futuros profesores de escuela primaria

Resumo

O objetivo da pesquisa: buscar novas formas de organização de estágios pedagógicos de futuros professores do ensino fundamental e comprovar sua eficácia. Os métodos de pesquisa: análise e síntese; sistematização dos resultados de pesquisas teóricas e empíricas; método experimental, observação, discussão e testes; comparação e generalização. Resultados. Considera-se a possibilidade de passar por estágio pedagógico por futuros professores do ensino fundamental na modalidade a distância, o que promoveria a formação de competências básicas dos professores do ensino fundamental nas condições de ensino a distância. Foram formadas recomendações para a organização do estágio pedagógico remotamente de acordo com o modelo Web. Foram realizadas provas da forma organizacional recomendada de estágio pedagógico para futuros professores do ensino fundamental. Revela-se que é um método eficaz de formação prática dos alunos em condições modernas, tanto que promove uma melhor aquisição de competências pedagógicas, a ver: profissional-pedagógica, informacional; social-cívico e linguístico-comunicativo.

Palavras-chave: Estágio pedagógico. Formas de estágio pedagógico. Professores do ensino fundamental. Educação à distância. Competência dos professores.

Abstract

The purpose of the research: search for new forms of organization of pedagogical internships of future primary school teachers and proving their effectiveness. The research methods: analysis and synthesis; systematization of theoretical and empirical research results; experimental method, observation, discussion and testing; comparison and generalization. Results. The possibility of passing pedagogical internship by future primary school teachers in distance mode has been considered, which would promote the formation of basic competences of primary school teachers in the conditions of distance learning. Recommendations for the organization of pedagogical internship remotely according to the Web-model have been formed. Testing of the recommended organizational form of pedagogical internship for future primary school teachers has been carried out. It has been revealed that it is an effective method of practical training of students in modern conditions, forasmuch as it promotes better acquisition of pedagogical competences, namely: professional-pedagogical, information-digital; social-civic and linguistic-communicative.

Keywords: Pedagogical internship. Forms of pedagogical internship. Primary school teachers. Distance learning. Teachers' competence.

Resumen

El objetivo de la investigación: buscar nuevas formas de organización de prácticas pedagógicas de futuros profesores de primaria y demostrar su eficacia. Los métodos de investigación: análisis y síntesis; sistematización de los resultados teóricos y empíricos de la investigación; método experimental, observación, discusión y pruebas; comparación y generalización. Resultados. Se ha considerado la posibilidad de pasar las prácticas pedagógicas de los futuros profesores de primaria en modo a distancia, lo que promovería la formación de competencias básicas de los profesores de primaria en las condiciones de enseñanza a distancia. Se han formado recomendaciones para la organización de prácticas pedagógicas de forma remota según el modelo web. Se han realizado pruebas de la forma organizativa recomendada de prácticas pedagógicas para futuros profesores de primaria. Se ha revelado que se trata de un método eficaz de formación práctica de los estudiantes en condiciones modernas, ya que promueve una mejor adquisición de competencias pedagógicas, a saber: profesional-pedagógica, información-digital; social-cívico y lingüístico-comunicativo.

Palabras-clave: Pasantía pedagógica. Formas de pasantía pedagógica. Profesores de primaria. Enseñanza a distancia. Competencia de los profesores.