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CONDITIONS FOR THE FORMATION OF THE PEDAGOGICAL CULTURE OF THE FOREIGN LANGUAGE TEACHER IN THE PROCESS OF PEDAGOGICAL PRACTICE IMPLEMENTATION

Аннотация: в статье рассматривается поиск новых путей оптимальной организации педагогической практики студентов-филологов, которые бы соответствовали запросам современного общества и критериям организации учебной деятельности студентов филологических вузов. Анализируется роль педагогической практики, как фактора формирования педагогической культуры будущего преподавателя. Данный вид практической деятельности студентов-филологов способствует развитию их профессиональной компетентности, а также формированию педагогической культуры.

Ключевые слова: педагогическая практика, культура педагога, учитель, педагог, учитель английского языка, навыки, знания.

Abstract: the article deals with the relevance of searching for new ways of optimal organization Philology students pedagogical practice, which would meet the modern society needs and the criteria for organizing educational activities of students of philological universities. The role of pedagogical practice as a factor in the

formation of the future teacher's pedagogical culture is analyzed. This type of practical activity of Philology students contributes to the development of their professional competence, as well as the formation of pedagogical culture. The role of pedagogical practice as a factor in the formation of the future teacher's pedagogical culture is analyzed.

Key words: pedagogical practice, pedagogical culture, teacher, English teacher, skills, knowledge.

A huge number of studies are devoted to pedagogical science, since it largely depends on the formation of an adequate comprehensively developed personality, the overall progress of human knowledge, the rise of culture and the economy of the country. Socio-economic changes in the modern world and the definition of a new strategy for the higher education institutions development have significantly increased the requirements for training teachers and teachers of foreign languages.

Practical skills are important in the professional development of a future highly qualified specialist. Based on this, we cannot omit the important role and importance of pedagogical practice, during which students of Philology, hone the skills they need to possess, and the pedagogical culture of the future teacher and teacher of a foreign language is formed. It is becoming obvious that there is a need to find new ways to optimally organize the teaching practice of future teachers, teachers of a foreign language, which contributes to the development of their professional competence and the formation of a pedagogical culture. As a form of professional training in higher education, pedagogical practice is based on a complete scientific theoretical Foundation, which allows to ensure the implementation of theoretical and practical tasks of professional training of a modern foreign language teacher.

Thanks to the pedagogical practice in schools and higher educational institutions, students can determine how well they have chosen their future field of activity, highlight the priority personal qualities of the teacher, make sure how important it is for a modern teacher to know the theory of the taught discipline perfectly and masterfully apply it in practical work.

The issue of the role of pedagogical practice as a factor in the formation of the pedagogical culture of a future foreign language teacher has not found sufficient coverage in scientific research. As a result, the author aims to identify the main tasks of pedagogical practice in the framework of the research problem, indicate the need for its implementation, to consider the essence of the notion “pedagogical culture”, to perform the role of pedagogical practice, as factor of formation of pedagogical culture of future teacher of a foreign language. It is important to define the concept of pedagogical practice. First of all, pedagogical practice is the most important link in the system of professional training of future teachers. This is an organic part of the educational process, carried out in order to form students' complete understanding of the educational complex of a modern educational institution and the system of pedagogical knowledge and skills for future practical work [1, p. 29].

The modern system of higher education is aimed at achieving a new quality of training that meets the requirements of the economy and social development of the country. The recently increased need for highly qualified teachers has increased the interest of psychological and pedagogical science in the study of the teacher's personality, the necessary conditions and stages of his professional development. And since the pedagogical practice of students is part of the graduate training process, it can be considered as one of the important stages of training competent specialists.

Pedagogical practice is of vital importance for students of Philology and therefore has a serious moral and psychological impact on them. This is a unique, real meeting of future foreign language teachers with the appropriate social environment and with various aspects of their chosen specialty. On the basis of direct participation of students in the educational process, pedagogical practice is aimed at mastering the forms, methods, methods, techniques, means of work of a modern teacher, the latest technologies for organizing training and education, aimed at the practical solution of important didactic and methodological tasks, fixing special practical skills of pedagogical activity.

The analysis of pedagogical literature on the research topic [2; 3; 4] showed that during the pedagogical practice future teachers of a foreign language: 1) study

organizational and methodological ways of functioning of different levels of educational institutions; 2) get the necessary information about the work of a modern foreign language teacher; 3) acquire important information about the General system of operation of the practice base; 4) get acquainted with educational and methodological literature; 5) form skills of professional communication with all participants of the educational process (students, colleagues, parents); 6) study students and the team as a whole; 7) take part in the current educational work of the teacher and class teacher.

The main tasks of pedagogical practice of students of higher educational institutions are fixed by the “Regulations on the practice of students of higher educational institutions”. They are as follows:

1. Consolidation and deepening of theoretical and educational knowledge of students on the basis of “immersion” in the real, pedagogical process.

2. Consistent formation of psychological readiness of students studying foreign languages to work at school.

3. Systematic consolidation of future teachers of a foreign language of pedagogical skills and practical skills in the studied specialty in educational institutions.

4. Constant stimulation of the need for students of Philology in continuous pedagogical self-education and self-education.

5. Mandatory mastering of modern scientific methods and forms of pedagogical activity, new known effective teaching technologies, familiarization with advanced experience in the specialty being mastered.

6. Formation of a creative research approach to pedagogical activity, acquisition of skills for analyzing the results of their work [5, p. 137].

There are also a number of certain normative documents, in accordance with which the organization and conduct of teaching practice is built. These include: recommendations for professional practice of students in the specialties of pedagogical education; curricula for specialties; programs of pedagogical practice by specialties. This attitude to the profession is created, as we know, by the orientation

of the individual, motivational, ideological and regulatory aspects of behavior and consciousness. It should be noted that any activity must be motivated. When passing the pedagogical practice, students of Philology form value and motivated orientations of successful professional activity. So, among the main motives of future teachers, teachers of a foreign language should be identified such as professionally significant motives and socially significant motives. The first motives imply an unconditional love for children, for the chosen profession, and assume the creative nature of the work of a foreign language teacher. The second motive, namely socially significant, can be attributed to the desire of students of Philology to get new knowledge, skills, and the desire to be useful to society, implemented in it.

Also an important point of passing the pedagogical practice is the mandatory stimulation and the need to develop a number of needs of future teachers, teachers of a foreign language: in communication with students, teachers, parents of students; mastering pedagogical and special knowledge, various skills and abilities; in pedagogical research work; in professional and pedagogical self-education. It is also necessary to note the versatility of educational work of students of Philology during the period of practical training. In this case, educational work includes communicating educational and educational information to students, explaining tasks, dividing various assignments between students, engaging students in direct activities, properly regulating relationships, resolving conflict situations, coordinating the overall work of the team, and much more.

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