

## Historical and Organizational Aspects of Pedagogical Practice Development within the System of Higher Education

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### ABSTRACT

Applicability. In modern conditions, Russian higher schools percept pedagogical practice as the significant stage of professional skills training, and the success of professional training of teacher as the whole is dependent on it (it reveals itself as the principally new form of work which demands the most thorough skilling and global analysis as of its results so of its process as such). Performed study of historical, objective, and structural and content parts of pedagogical practice in various stages of Russian history allows to reveal the inconsistencies and prospect targets that substantiate modern situation in pedagogical education. Purpose of the study is in definition of historical stages of developments of its types and in improvement of content of the programs of pedagogical practice of Russian higher schools from 1918 till nowadays. Basing on author periodization there targets, tasks and content of individual programs of different types of pedagogical practice are analyzed taking into consideration historical and social and economical realities of society. The main methodological approach to this problem study is systematic method based on the ground of search of comprehensive and interrelated characteristics of studied historical and pedagogical facts and events, that allowed to follow strictly to the principles of continuity, integrity structural and hierarchical pattern during the course of study. Results of the study: Roles, functions, and content of the types of pedagogical practice within the system of pedagogical higher school education in accordance with the educational paradigm of the state were defined. Periodization of stages of development of the types of pedagogical practice in the system of higher school was elaborated basing on the historical approach. Practical implications: the materials presented in this article might be useful for researchers dealing with the issues of training of future teachers and also for those who study the history of development of higher professional pedagogical education.

### KEYWORDS

Pedagogical practice; professional skills training; continuous pedagogical practice; social and pedagogical summer vocation and educational and instructional practices; socially useful activity

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## Introduction

Russian higher pedagogical education in XXI century searches actively (explores) the models of professional training of teachers which are to be adequate to the modern type of culture and also to correspond to this new stage of development of the society. Domestic pedagogical paradigm of compatibility and combination of professional education with personal development of trainee in those new condition is deemed as the social and cultural mechanism of target oriented anticipated influence quality if the result obtained, in which the most important feature is in formation and delivery of specialist demanded in professional sense, who is able realize their potentials in maximal extend and not only in the limited frames of teaching but also in exploration of wide field of activity within the sphere of “person-to-person” interactions (Prokhorova, 2010; Sakhieva et al., 2015b).

One of the most significant direction of the program of complex advanced professional training of pedagogues employed by compulsory educational institution commenced in 2014 is the innovative pedagogical activities generally directed to creation and perception of novations, to formation of professional culture and professional art of professionals, and also to perception of the values of pedagogical mission thereof within the society (Platonova & Neverkovich, 2016; Sakhieva et al., 2015a).

Important role in readiness of the graduates of domestic higher educational institution of work creatively in their professional field is played by pedagogical practice that provides formation of general cultural and professional potentials as foreseen by Federal State Educational Standard of Higher Pedagogical Education (FSES HPE - in Russian abbreviation ФГОС БИО). In each course of pedagogical practice there realized in individual level the exploration by the students of wide range of types of professional activities, that is based on practical application of psychological and pedagogical and social knowledges obtained by then in higher education institution (Danilova, 2014).

As to the authors' opinion, brief historical review of the development of types, functions, and content of pedagogical practices in Russian higher education institutions allows to understand the stages of pedagogical practice development as the mean of future teachers training for their future professional activity much more thoroughly, and also to reveal inconsistencies, challenges, and prospective directions stipulated modern situation in the corps of pedagogical education, and also the successfulness of reforms performed in domestic higher school.

## Research Objective

The objective of the article is to reveal historical stages of development of types and enhancement of content of the programs of pedagogical practice in pedagogical higher education institutions from 1918 and till nowadays. Basing on authors's periodization the purposes, targets, and content of individual types of pedagogical practice are analyzed taking into account historical and social and economical realities of the society.

## Methodological Framework

In research of main periods of pedagogical practice development and also in determination of those basing on prospective tendencies the general

methodological method is the systematic approach deemed as the science about global correlation and global motion, development of material reality and that of the forms of reflection thereof in human conscience; the systematic approach as the main condition of successful resolution of pedagogical problems; the systematic approach in concretization and ordering of the object in study. Systematic approach provides ordering of fragmentation of historical, scientific and theoretical, and educational and methodical issues within the problem in study, it allows to achieve correlation thereof and combine those in the whole basing on the following principles: entirety (that present constellation of multilevel unity of divergent parts of pedagogical practice), structural properties (description of pedagogical practice as the object by means of definition of its structure, i.e. number of the elements and correlation thereof), hierarchical pattern (definition of each component of pedagogical practice as subsystem being the element of global system of professional pedagogical education).

## Results

The years of 1918 - 1930 - period of formation of the system of professional training of teacher staff in Russia, where pedagogical practice is stipulated as independent logically segregated cycle within the education plan that have its own certain targets, tasks, types, content, time terms and amount of training academic hours.

Building of the system of professional training of teacher was one of important tasks of the first years of Soviet regime establishment: «But nevertheless, in the period of such great revolution in school the special importance was deemed in creation of new teaching stuff, and so, its stands for proper organization of higher and professional pedagogical educational institutions» (Lunacharskiy, 1958). So the process of elaboration and introduction of new educational programs for teachers training was commenced. In the I-st All-Russian conference of education stuff (1918) there were discussed the issues of creation of unified type of higher education institutions for training of teachers of Soviet school. In approved Program of People's Commissariat of Education on training of pedagogical stuff (M.N. Pokrovskiy «The thesis on the issues of reformation of teacher institutions») the main role was attributed to professional and labour training of students.

Theoretical and practical issues of future teachers training within the process of pedagogical practice were the subject of study of man progressive pedagogues of 20-30 years of XX Century - as of the scientists so of practitioners. Thus, the head of scientific and pedagogical section of the State Academic Council (SAC - in Russian abbreviation ГВЦ) of People's Commissariat of Education of RSFSR N.K. Krupskaya in her article «The reorganization of teacher stuff training» (1923) insisted that higher school should reveal itself as a pedagogical laboratory, where «new ideas and project are worked over and elaborated». The head paid great deal of attention to practical training of young teachers, she proposed to organize participation of students in the work of mobile libraries, of information desks, and also offer participation in educational practice in production plants, and in countries (lectures and conversations on political and cultural themes), she defined the stages and targets in students training: for primary courses - familiarization with pedagogical theory, in III-rd course - training of «pedagogical art» in the process of pedagogical practice (Korolev Korneichik, & Ravkin, 1961). Works of N.K. Krupskaya also contained

the issues of perfection of educational programs of pedagogical higher schools intended for theoretical and practical training of students, for creation of interactions between teaching subjects within the programs of pedagogical training colleges and higher schools. The issues of teachers training were also discussed in the works of the great pedagogue A.S.Makarenko. In the article «Some considerations about our children» (1935) he distinguished as the main directions of the process of training of pedagogical higher school students: - extension of educational program non dependent of this professional profile chosen; - organization in pedagogical higher schools of the system of special education of the students; - introduction of practical trainings and exercises on various aspects of educational activities of teachers» (Panachin, 1975).

S.T. Shatskiy (1964) in his work «School for children or children for school» (1922 r.) he propose the concept of attraction of student of pedagogical higher educational institutions «into the frames of global organization of pedagogical work» for the purposes of provision of practical participation of each of them in the work in each living district by means of resolution of the certain pedagogical situations: «Young teachers should study in the environment saturated by vital, wide, and live pedagogy». In his article «Critical issues of pedagogical education» (1923 r.) S.T. Shatskiy (1964) had introduced the idea of creation of complex pedagogical centers in pedagogical higher schools where students should turn to «active co-participant of mutual work». As the shortages of traditional pedagogical education that should be overcome in Soviet pedagogical higher educational institutions the scientist deemed the following ones: domination of passive non-adequate methods of education, detachment of school from practice “that cause discordance of «the spirit» of new school and the character of training of teachers» (Shatskiy, 1964). Making plenary report “Agricultural tendency in pedagogical higher educational institutions and issues of organization of pedagogical practice” in All Russian conference in 1924, S.T. Shatskiy had focused on the urgency of accompanying of theoretical education with «systematic practicing», on importance of practice in development of personal experience of future pedagogues , and on application of practical exercises for development of pedagogical art.

Innovative ideas takes their place in creation of the system of professional training of teachers: in 20-s years of former Century in USSR continuous system of pedagogical education had been generally formed: pedagogical classes in the secondary schools (schools of second stage), pedagogical courses, pedagogical colleges (then pedagogical schools), pedagogical institutes, pedagogical faculties of universities.

The term of studying in pedagogical institutions was stipulated for 4 years long: 3 years of theoretical training and 1 year of practical ones. By the decision of People’s Commissariat of Education, the students of 3-rd and 4-th courses should work in the unified labour school for 2 - 3 hour each working day. The programs of professional pedagogical education foresaw necessity of inclusion of pedagogical practice, but the amounts of time terms alternated often.

Thus, in 1924 new education plan for pedagogical colleges had been adopted, in which the great amount of time was applied for practice since 1-st course. In 1930 pedagogical practice in 1-st course had been rejected at all, it began in 2-nd course, and in 3-rd course it became continuous.

Pedagogical practice in training plans of higher school was obligatory till 1923 for all student of 4-th course. The it was included to training plan for 2-nd

course, in some higher education institutions pedagogical practice was commenced since 1-st course. According to the program, students studied the working experience of educational institutions, with organization of people's education in towns (in districts, countries), with methodology of extracurricular activities. Since 2-nd course, then there were commenced the activities on political education and children communist movement. Students were attracted to active propagandist work: made lectures, discussions, worked in mass political and educational arrangements. In 4-th course they also made test lessons, took class meetings, discussions, excursions, etc.

In 1927, standard educational plans of pedagogical higher institutions were adopted, in those 50% of time was dedicated for special professional subjects, 35% - for social and economical ones, 11% - for pedagogical ones, and 4% of total training time - for pedagogical practice. Standard educational planes of the General Professional Education Department (in Russian - Главпрофобр) of 1927, pedagogical practice was not foreseen, but many of institutions used do perform it additional to the train time terms (The Essays on school history, 1980).

In 1930 modernization of educational plans of pedagogical higher institutions was performed, it foresaw increase of time intended to pedagogical practice up to 38-40% of total amount of training terms. For the first time, continuous system of professional practice in plants, in collective farms ("kolkhoz"), and in cultural and educational institutions was introduced, its time term was not less than one month in first courses, and up to 1 semester in the final courses. In 1939 new Instruction on organization and content of pedagogical practice of the students of higher schools was adopted. the types of practice were also specified: introductory training (2-nd course), social and political practice (3-rd course), and learning and teaching practice in final courses.

40 - 50-s years of XX Century - elaboration of organizational and legal normative of pedagogical practice performance.

During those 20 years the urgency of stipulation of the place of pedagogical practice within the system of pedagogical education and also of its types, content, time terms, peculiarities of organization demands its clear representation in the content of program, methodical and instructional documents. Instructions and programs on pedagogical practice elaborated had took their place in ordering of the process of pedagogical practice process organization, and also in the entire system of professional pedagogical education as the whole.

60-s years of XX Century - definition and characterization of pedagogical skills and arts, of levels and stages of acquirement thereof by students by processes of various types of pedagogical practice.

The pedagogical practice program of 1960 included not only the list of arrangements, but also it consisted practical skills acquisition of which by students deemed as the most actual for pedagogical activities. Formation of practical skills was divided as for courses taking into consideration possibilities of learning those by students during various types of practice. Teacher could appreciate not only formal performance of tasks by students, but also the level and degree of promotion of pedagogical skills and arts (Abdullina, 1990).

In 60-s years of XX Century the increased population of children of scholar ages had stimulated open of new schools in countrywide scale. This caused the

total lack of teachers staff and contributed to introduction of the new type of pedagogical practice in higher education institutions - student teaching practice. According to the Order of Ministry of Education of Russian Federation of 01.09.1961, students worked at schools as employees in staff during one semester. The education plans of higher schools had been corrected for decreasing of studying time terms dedicated to theoretical studies at the account of increasing of practical terms for professional training (for some teacher's specializations the terms of pedagogical practice achieved 30 weeks).

This constrained breach of theoretical training of student for almost half of a year and this not so adequate substitution of student status for in-stuff teacher's one had not contribute much to professional pedagogical training of future teachers.

70-s years of XX Century – ordering of the types of pedagogical practice as per courses taking into account theoretical training.

In 1972 there was elaborated and adopted the program that included the following types of pedagogical practice for students of higher educational institutions: introductory training (1 – 2 courses); summer pedagogical practice (2 – 3 courses); school pedagogical practice (3 – 5 courses).

80-years of XX Century – continuous pedagogical practice (combination of the pedagogical practice program with socially beneficial activities)

The interest of scientists to continuity in the field of pedagogy and education as to the general principle based on interchange of the periods of studying within the sphere of professional activities and of socially beneficial activities significantly grows. A.V. Darinskiy highlights that the continuity is possible in the case «where it deemed not as the private deed of each, but as deed of the society as the whole» (Darinskiy, 1975). From 1984-85 academic year the continuous pedagogical practice was introduced in all faculties of domestic pedagogical educational institution, предусматривавшая овладение студентами младших курсов умениями и навыками общественно-полезной it foresaw attraction of the students of final courses to participation in real educational process in schools. Practice for the students of 1-3 courses was introduced into educational plan of higher school (for 4 hour each week).

The system of continuous pedagogical practice consisted of social and pedagogical practice, summer practice and educational one. Social and pedagogical practice was deemed as the integral part of social and politic practice and it included all general directions and types of extracurricular activities of future teacher.

This innovation provided the student with opportunity to try themselves in various activities of pedagogue: assistants of teacher, pioneer leaders of 4-7 forms, assistants of form master in 8-10 forms, junior counsellors in after school groups, heads of subject activity clubs, heads amateur-talent and technical groups, heads of sports groups, clubs and hobby clubs.

Summer professional practice allowed to realize knowledges and skills collected by students. Trainees learned the peculiarities of work with children and youth organizations, methods of preparation and performance of pioneer and Komsomol meetings, school lineups, parades, and song competitions, etc..

Educational practice of the student of final courses was the finishing stage of their professional training in the higher education institutions. This type of practice was of complex character and was intended to train the students within the frames of preparation them to perform the functions of subject teacher and

also of those of form master. Student performed educational work with pupils (psychological and pedagogical study of the pupils and of the collective, work planning, performance of lessons and extra curricular, out-of-school activities on subjects, work as form master, work with Pioneer and Komsomol organizations), work with pupils' parents, with other teachers and pedagogues, methodical and research work.

90-s years of XX Century - dual approach to organization of pedagogical practice.

Thus, the analysis of information base allowed to conclude that from 20-s and till 90-s years of XX Century in USSR the process of formation of classic system of pedagogical practice in pedagogical higher education institutions was achieved and also two main approaches to organization of the pedagogical practice were stipulated:

- first approach foresaw organization of the practice within the whole period of studying in higher education institution (continuous pedagogical practice) in its combination with theoretical study;

- second approach was based on the experience of foreign higher education institutions, and it consisted of deferent stages: general theoretical study - practicums, seminars, and trainings - pedagogical practice.

In 90-s post-Soviet years in Russian higher education institutions the pedagogical practice was organized according to traditional program in which some higher education institutions has included as the tasks the following: studying and analysis of author education program, textbooks, variative subject programs, national or regional types of teaching of subjects, school components, organization of educational arrangements according to various themes, profiles and programs of school development, but now without work with Pioneer and Komsomol organizations. variative education allowed many higher education institutions to elaborate and realize new education programs and to reveal creative potential of pedagogues and to take in account individual characters of trainees and their demands. But the system of higher professional education «... was dedicated generally to performance of theoretical training and so had a number of shortages: generally it did not take into account national values, it did not reveal the main task of educational process - ability to use widely those theoretical knowledge in practice. Moreover, this change of one system to another without elaboration of its scientific and pedagogical ground had conditioned the necessity of performance of global reformation of the education system» (Rustamov, 2012).

The end of 90-s of XX Century – beginning of 2000-s of XXI Century - modernization of the system of pedagogical practice (studying of foreign higher schools experience, alteration of targets an function of pedagogical practice, search o new forms and directions of its organization).

Fundamental rebuilding of the entire system of Russian education in the end of XX - the beginning of XXI Century had stimulated necessity of training of specialists of new formation, competitive and achievement-oriented, high-demanded, having duly formed methodological position «I am future teacher-innovator», those who are interested in professional development, in personal self-fulfillment and self-improvement. In accordance with those requirements the professional training of future teacher n higher school had obtained new targets of modernization of pedagogical process using new pedagogical

approaches, educational technics, and the content of professional training of modern specialist.

In the modern stage, one of the priority direction of State policy within the field of education is improvement of the quality of multilevel professional education by means of provision of its universalism, fundamental nature and practice orientation. The practice orientation is represented in main provisions of theoretical training of the students of pedagogical higher education institutions, but to the maximum extent it is realized in the process of various types of practice - educational, professional, and pedagogical. Definition of the role, function and content of the types of pedagogical practice within the system of higher pedagogical education is elaborated within the frames of modern educational paradigm. Formation of professional experience in higher school stage of training of future specialist is target-oriented, controlled pedagogical process, and it depends on specificity and content of the certain educational program, methodic and technics used for resolution of modeled professional tasks and of real pedagogical situations.

From 2002 – complex approach to pedagogical practice (personality and multi-profile orientation of pedagogical practice).

Analysis of the experience of pedagogical practices organization in domestic and foreign higher schools allows to make the following conclusions;

- at first, inevitability of alteration of their targets, tasks and content to training of student in discretionary resolution of real professional tasks, and provision thereof with more independence and creativeness in their practical actions, withdrawal of traditional understanding of practice as «reworking of knowledge, skills obtained in in-class learning»;

- at second, pedagogical practice is performed in continuous process with strict division as for semesters and courses of pedagogical tasks in combination with tasks of personal and professional development and formation of professional competences;

- at third, organization and content of practical training of future teacher are defined by the certain type of school where he/she will work.

Whether before the programs of pedagogical practices were oriented to the certain specialization (professional activity), now the modern model of professional education allows students in the case of absence of «adequate self estimation of partiality and potentials for the profession chosen» by means of pedagogical practice «chose for him/her other «side-track» besides main one, i.e. the pedagogical practice plays the role of means of help to try oneself in professional field of «person-to-person» (Prokhorova, 2012). New role of practice that is much more wide and much social and professional is defined by O.V. Golubeva: «... in the conditions of performance of pedagogical practice, the student tries him/her-self in profession and develops personally» (Golubeva, 2010). Further the author notes the especial social importance of pedagogical practice in personal development of students. V.A. Bolotov (2015), vice-president of Russian Academy of Education (RAE - in Russian PAO), supposes that «the main thing in future pedagog training is organization of well-grounded and reasonable practice for students of pedagogical higher education institutions. It should not be a simple visiting of schools as a probationer or teacher's assistant. Great and serious work, real lessons and analysis thereof, the attempt to understand what goes on in real school are necessary. So called pedagogical practice with reflection» (Bolotov, 2015).



A.M. Sidorkin (2014) when analyzing the experience of organization of social and pedagogical practice of the student of pedagogical faculty in one of the higher education institutions of USA supposed that: «...it is possible to find simple voluntary associations of students which participate in so called community service, ... internship in schools where students play roles of almost fully legitimate teacher working in the stuff».

«Developers of new program of teachers training, - according to researcher, - had to achieve the certain goals in organization of social and pedagogical practice (SPP - in Russian abbreviation ОИИИ). First and foremost of all, this is the chance of student to check if the teacher's carrier is acceptable for hem/her. Some part of student during the process of practice understands that it is not so and voluntary refuse of entering to pedagogical faculty. The practice also allows to reveal amongst the student the case of serious professional impropriety, of absence of primary potential to work with children and colleges. It is important for American higher education institution to have attrition in primary courses, in this case the student have opportunity to graduate college for any other profession. And the last, SPP allows student to acquire some real skills of working with children». Social aspect is very significant in this practice: «partner relationship with a number of non-commercial organizations that provide us with necessary services was created» (Sidorkin, 2014). L.I. Pisareva (2014) analyses very interesting experience of Germany, where «preliminary experience of communication (in the role of teacher's assistant, counselor or volunteer either in classes or in games with the children of young ages in schools, camps, in «after-school child-care», in squares of living districts or in the places of residence) with children as the objects of future profession activities» is very serious criterion for entering to higher education pedagogical institutions. This peculiar «pedagogical practice» as some preliminary stage of practical experience contributed to right choice of profession, allowed to increase the quality of training, prestige of pedagog, and improve education up to higher level (Pisareva, 2014).

In Russia there performed significant efforts for development of volunteer movement, including professional pedagogical field. Voluntary work takes significant popularity amongst students, and here interim forms of attraction of students to socially useful activity without inclusion to the pedagogical practice programs are deemed as the certain result. In the program of pedagogical practice of applicative bachelor degree course it is recommended to include socially useful activity initiated by students, that is based on the demand for self-actualization, in creative attitude to common mutual actions, personal responsibility for the deed proposed - those are the determinants of the profession of pedagog. At the result, practice would improve the quality of professional training process being enriched with various forms of social, pedagogical, personal inclusion, where students can choose according to the level of competence their roles as creators, initiators, performers, developers of projects.

## Discussions

There are different approaches and opinions of specialists in the field of education on the issues of organization of pedagogical practice in modern stage, those are stipulated by new trends of globalized society and by new requirements and challenges of university education:

1) Transformation of pedagogical practice to the side of formation social activity amongst future pedagogues is caused by necessity of formation of civil active position an with more profound and conscious adaptation into the life of society grounded by the mission of teacher. «To our point of view, solution of this problem is in modernization of the process of training of the student of pedagogical higher education institutions by means of attraction thereof into socially-oriented practices. We understand socially-oriented practice as socially-oriented activities of the students purposed to solution of social problems for the purposes of formation of competences of social interaction» (Nikitina, 2013).

2) Multi-functionality of the profession of pedagogue – teaching of school subject, classroom management, supplementary education, club activities, work with parents, individual, group, collective work with children of various levels of delivery, extracurricular, and educational works, etc. – provides them within the period of pedagogical practice with opportunity of «try» themselves in those roles and to do the conscious choice of «successful launching platform» for beginning of pedagogical activities. Authors propose to use social and pedagogical practice and the period of adaptation, where «students become familiar with different types of educational institutions, with organization of work and corporative culture therein, and also accustom themselves with the rhythm o pedagogical process, with interaction with children, with teachers, so they begin orientate themselves in the system of horizontal and vertical interactions and relations (Fedyeva, Duka & Dikikh, 2016).

Personal first-hand experience of the authors proves that in the existing social and economic and ethnocultural conditions of Russian regions far from everyone of graduating high school students of pedagogical profession work in the specialty. It stipulate new requirements - those are well grounded to our point of view – of introduction of dominating social element into the content of pedagogical practice, focus here should be pointed on variability and individualization of acquisition of professional and of «general-use» social and pedagogical knowledges, vitally important competence, personal qualities. Social and pedagogical knowledges, skills, and personal qualities defined by authors as general-use ones, acquired in the course of pedagogical practices, provide young professionals with opportunity to realize themselves not only in profession of teacher acquired in higher education institution (vertical flexibility), but also in other social oriented types of activity (horizontal flexibility).

## Conclusion

At that, studying of history and modern trends of development of pedagogical practice within the system of higher pedagogical education demonstrate that:

1. Entrance of Russia in Bologna process and turn to the quality education forecasts modernization of professional training o the student of pedagogical higher educational institutions of Russian Federation. Teacher should be professionally flexible, high-demanded, achievement-oriented, to be adoptive to fact changes in society, to have skills of innovative action, to be able to co-operate with colleagues, pupils and their parents, with children collectives and public organizations.

2. The problem of pedagogical practice of future teacher becomes priority one at the modern stage as it's somewhat as «vivid basis» for private experience in definition of professional interests and demands, in acquisition the methods of innovative pedagogical action.

3. The pedagogical practice - urgent integral part of professional training of future teacher - provides direct contact with real educational process, those practices contribute to formation of professional pedagogical competences, to professional standard of the pedagogue as such.

4. During pedagogical practice future pedagogues obtain primary (or advanced) basis of pedagogical interaction with each pupil knowing peculiar features of his/her personality, and also ability of elaboration of optimal plan of subject teaching (individualization of learning).

Continuous pedagogical practice performed in different types of educational institutions allows to apply modern technics, project methods in the mutual work of the student of pedagogical higher education institution and pupils.

### Disclosure statement

No potential conflict of interest was reported by the authors.

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