

Students Professional Orientation to the Teaching Profession in Educational Environment

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•Received 19 September 2013 •Revised 11 February 2013 •Accepted 21 April 2015

Properly organized pedagogical career guidance for young people can be considered as a means of younger generation's educational culture increasing, and hence the humanization of the entire society. The purpose of the paper is to reveal the two directions' contents of the pupils' pedagogical orientation: pre-professional teacher training in the school and the organization of students' professional orientation at the University. A leading approach to the study of this problem is a systematic approach involving the relationship of the content, forms and methods of students' pedagogical orientation as well as interaction of this process's entities. The paper reveals the content of the developed curriculum for students' pre-professional pedagogical training, and analyzes the possibilities of interaction between school and University as a factor in the students' determination in the teaching profession. The paper can be useful for educators who are engaged in students' professional orientation to the teaching profession.

Keywords: pedagogical orientation, pre-professional, teacher training, teaching activity, abilities

INTRODUCTION

The relevance of the study

One of the main needs of modern education is the need for highly qualified teachers. The future of the school, the future of our children and our society depends on the circumstance of who will come to school as a teacher. Even the founder of the national pedagogy – K. D. Ushinsky (1950) saw a great importance in the pupils' proper selection for future teachers training. The modern trend to teachers' staff training can be witnessed by the importance of teachers' training during their

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doi: 10.29333/iejme/336

studying at school. School stage of teachers' formation does not mean only the development of sustainable professional interest in the teaching profession, but also in the formation of pedagogical skills, the acquisition of teaching experience. Moreover, psychological and pedagogical knowledge are necessary for all people, regardless of the type of activity for their self-education, for productive interaction with other people, for the effective implementation of the educational function of the family. Pedagogical and psychological knowledge are efficient and constructive. They are used not only in perspective, but to a large extent – at once, immediately after their acquisition. They are aimed at both the student and the circle of people with whom he or she communicates. However, currently psychology and pedagogy as academic subjects in the school are not taught. This stresses the importance of psychological and pedagogical training of students.

Explore Importance of the Problem

The main direction of the students' pedagogical orientation becomes a pre-professional teacher training, which is implemented in a specially created, teaching classes. So, there is a teaching a class, which is guided by the teacher from the profile University on the basis of Interschool educational complex №3 in Kirov (hereinafter IEC No. 3). A curriculum for students' pedagogical training "the Basics of psychological and pedagogical knowledge" was created. This curriculum has been implemented for several years and is adjusted to reflect the achievements of science and the requirements of the labor market. Students' adviser of the teaching class organizes the interaction between the students of the teaching the class and the profile University Federal State Budget educational institution of HPE (high professional education) "Vyatka state University of Humanities in Kirov (hereinafter – VyatSHU). The subdivided intersection of VyatSHU– Institute of pedagogy and psychology implements various forms of students' pedagogical orientation of students – tours, seminars- trainings, master-classes, scientific seminars, competitions of research and creative works, the Olympiad.

From the history of the school and high school cooperation

The organization of effective cooperation of the school, interschool educational industrial complexes and University is a priority task at the present stage of development of domestic education. Its aim, on the one hand, to direct students to choose a profession, on the other hand, is to ensure the attendance of the graduates at jobs in accordance with the chosen specialty. The history of cooperation between school and University has several decades. It's most famous stages are the formation of physical and mathematical classes and schools, and teaching classes at accredited schools in the 60-70-ies of XX century. The greatest rise this trend reached at the end of 80-ies, when a provision was adopted on schools and classes with profound studying of subjects. The regulation foresaw the beginning of instruction in schools of this type from the VIII form. However, serious development of these ideas was started later and became particularly important with the beginning of the era of Restructuring.

Status of a problem

Interdisciplinary analysis of the problem of students' self-determination in the teaching profession is presented in the works of Russian Scientists E. M. Ibragimova (2002), A. S. Robotova (2005), V. B. Uspensky (1999), V. K. Vlasova, G. I. Kirilova & A. R. Masalimova (2015). The functions of the pre-professional teacher training are revealed in the works of T. G. Mukhina (2003), S. R. Rigzinov (1997), C. R. Gromova

& A. Alimbekov (2015), V. V. Sadovaya, O. N. Khakhlova & A. A. Reznikov (2015); R. F. Shaikhelislamov & R. K. Shaehova (2015). Criteria for the content selection of students' pedagogical training are offered by V. B. Uspensky (1999).

Culture-forming function of students' teacher training is thoroughly developed in the thesis of A. S. Krasilschikova (1993) "Humanization of the course of pedagogy in teaching classes of secondary schools". Taking into consideration the pedagogy as part of culture, the solution of educational problems as part of the solution of pedagogical problems of culture, the author explores various ways of introducing high school students to art and culture in the process of learning pedagogy. A similar position in relation to primary teacher education belongs to B. Z. Woolfov (1995), V. A. Karakowsky (1993), A. G. Kasprzhak (1992). Their approach to understanding the pedagogical training is based on fundamental humanitarian and cultural students' training, orientation of pedagogical knowledge and skills not only on the future, but present time of their life.

The analysis of the works of these authors, and many other publications pointed to the need to develop author curriculum for students' pre-professional pedagogical training taking into account the requirements of the modern labor market, the content of the new educational standards, as well as the use of interaction opportunities of interschool educational complex and the University.

The hypothesis of the study

The analysis of theoretical works and practical activities in the field of the developed problem revealed that the issue of integrated professional-pedagogical orientation of students with the use of interaction opportunities of interschool educational complex and the University is still poorly understood and developed. This helped to formulate the research hypothesis of this problem: the process of students' professional orientation to the teaching profession will be more effective if the curriculum is developed and implemented of students' pre-professional pedagogical training with the use of interaction opportunities of interschool educational complex and the University.

MATERIALS AND METHODS

A curriculum "The Basics of psychological and pedagogical knowledge": theoretical training

With the purpose of students' pre-professional pedagogical training organization the curriculum "Basics of psychological and pedagogical knowledge" was developed. The basis for the curriculum development was the materials of pedagogical specialties' job descriptions, qualification requirements to the level of professional skills of pedagogical professions. The curriculum involves two main areas of training: theoretical and practical training. Theoretical training includes such subjects such as psychology, pedagogy, pedagogical foundations of rhetoric, family keeping, the organization of summer holiday of children, vocational course "From self-determination to training".

The course pedagogy is divided into two separate sections: "Introduction to pedagogy and pedagogical profession" and "Preschool pedagogy".

Course on psychology is directed on self-cognition, the analysis of individual psychological characteristics of personality. The psychology course curriculum gives a presentation to the students about the structure of personality and the properties of the nervous system, the psyche and consciousness of the person, types of temperament, character, attention, memory and other cognitive processes. The

awareness of students' individual psychological characteristics is contributed by the use of different diagnostic methods in the course of study.

The inclusion in the curriculum of specialized pedagogical training course "Basics of pedagogical rhetoric" is justified by the fact that the teaching profession belongs to the area of "high speech responsibility." From the teacher free, competent speech behavior is required. So in lessons which are dedicated to teaching skills, exercises for pronouncing tongue twisters, gestures, concentration and distribution of attention are organized.

The problem of young people training for family life is "one of the urgent" one (Uspensky, 1999), therefore, in the curriculum includes the course "Family keeping". The study of the course topics such as "All good comes from the family," "Love and marriage", "Psychology of marital compatibility", "Marriage and children", "education in the family", "Family well-being" stress the value of family and marriage, teach senior school students to make constructive resolution of family conflicts, prepare students to make planned creation of his or her future family.

The answer to the questions: "What to do with kids in a summer camp?", "What is ought to be a camp counselor?", "How to organize and conduct the camp and squadron activities?", "How to arrange a squad area?" gives the course "Basics for the organization of children summer holiday." The study of this course became the preparatory stage of students' teaching practice in the summer camp.

The course "From self-determination to professional training" includes the study of job description of pedagogical professions, the formulation of the teaching profession, the analysis of the needs of the labor market in teachers, making of an individual strategic plan how to get vocational education with the least financial outlay. This course assumes getting acquaintance with the methods of job search, types of self-presentation on the labor market. Students resume self-portrait "I and my profession", carry out the project "My educational path after graduating from the educational organizations".

Students' accumulating of psycho-pedagogical and vocational knowledge is fulfilled by the help of various types of lessons' using: lesson-study, lecture visualization, lesson-person, seminar lesson, lesson excursion, lesson on activity-practical work, binary lesson and professional review. To increase the interest of students in the teaching profession active learning methods are used: method of brain writing, role and business games, practical method works, the method of the syndicate, the method of analysis of pedagogical situations, the case study method, individual and group discussions, work with book, creative assignments, method of mutual training.

A curriculum "The Basics of psychological and pedagogical knowledge": practical training

A significant role in students' pedagogical orientation belongs to the activity with elements of pedagogical work, which allows solve a set of interrelated tasks. It primarily allows the student get a deeper knowledge of the profession (or group of professions), see its attractive and unattractive sides. Secondly, to specify the image of the "I" in the profession: to see his or her real potential in future professional activity, the presence or absence of professionally significant qualities, contraindications. Finally, activities with elements of professional work allow solve another important problem: to build and develop professionally important qualities.

In modern psychological and pedagogical science axiom was the thought that personality's traits are formed only in the activities became an axiom. Therefore, early inclusion in activities with elements of pedagogical work can contribute to developing students professionally important qualities, to create a field for their

development, to form an entity's position in personal and professional self-determination.

The curriculum "Basics of psychological and pedagogical knowledge" implies the inclusion of students in the activity with elements of pedagogical work through the implementation of *professional samples, teaching practice and participation in project research activities*.

Teaching practice is considered as an integral component of professional development of the student. Moreover, the primary formation of professional skills, of professionally significant personal qualities in this case is even more important than mastering of theoretical knowledge.

The functional essence of pedagogical practices as forms of organization of educational process is in it: to reproduce in new reality the models and the regularities absorbed in the general form; to achieve the fastening of the received knowledge. As practice shows, for the most students, this kind of experience is truly priceless one.

In the compiled curriculum of teaching training such type of activity, as a practice occupies 40% of the curriculum. As it is known, not all kinds of work are educational by nature, but only that one which is pedagogically and appropriately organized. In this regard, in planning practice, we take into account the conditions for obtaining a positive result from the inclusion of senior school students in activities with elements of pedagogical work: first of all, this is voluntary participation in this activity, his or her positive motivation; selection of facilities and activities should ensure its success (to create a situation of success for its participants); gradual complication of the activities from the level of the performer to its creative nature; the combination of collective and individual activities; individually selected choice of objects of labor, the nature of the job, adapted to the capacities and interests of students; contact with professional educators at all stages of implementation of a particular case (in the preparation, conduct, analysis); the combination of organizational forms of inclusion of students in teaching activities with natural interpersonal communication with a pedagogical orientation.

Taking into account these conditions, for students in the 10th form a teaching practice was organized in kindergarten which lasted 17 hours and summer school camp with duration of 80 hours; for students in the 11th form a practice in the elementary school which lasted 46 hours was organized.

Teaching practice in kindergarten was conducted after completion of the course "Preschool pedagogy". The objective of this kind of practice was the orientation of students of pedagogical classes on the primary mastering of the professions basics of a kindergarten teacher. During the teaching practice in kindergarten, students analyzed the conditions of children life organization in kindergarten, participated in the organization of regime moments, watched the children and participated in the design of visual materials. Students in the process of pedagogical practice acquired skills: to organize and conduct various games, select and present didactic material for the games, to build scenarios of complex developmental lessons for children according to their age and individual characteristics, and conduct the developed classes.

A somewhat different was the practice in summer school camp, where senior school students worked as counselors. This practice was followed by full immersion in the systematic teaching activities during the camp session. Students as counselors organized the current activity of the affiliated squad, made its portrait (name, motto, song), organized and fulfill art, labor, sports, informative, joint and creative activities, played with children outdoor games, conducted quizzes and other squadron activities, studied the characteristics of a group children.

During the practice in the elementary forms, students organized the following educational activities: held the fragments of the lessons, then the whole, then the

lessons on ethical problems and organized conversations around issues of morality; organized and conducted artistic, sports, educational games and group creative affairs; helped in making crafts, stage performances, matinees; made psychological and pedagogical characteristics of individual students and the class group.

During the teaching practice students acquired skills: to observe the age and individual characteristics of children of primary school age, communication style of the teacher; conduct interviews with students, to establish communication style based on the hobbies of joint activities; to conduct educational affairs, taking into account age peculiarities of children.

After practice, the students provided the following report materials: description of a teacher mentor, a personal journal on teaching practice, plans-outlines, scripts, activities' sceneries, visual materials.

A curriculum "The Basics of psychological and pedagogical knowledge": professional trying

During the teaching practice students did their first professional trying. Professional trying is an important component how to form in pupils the ability of vocational choice. Professional trying is a professional checkout, or professional test modeling the specific elements of professional activity process, having a complete view of facilitating informed career choices.

Trying is a kind of "indicator" of justified choice of their learning profiles. P. P. Blonsky (1961) wrote that students should be got acquainted with their future profession in conditions of surrounding life's concrete material. Then they would be able to "estimate" themselves in the chosen profession and partly to test themselves and their career choice would be made more consciously. Testing of physical and intellectual abilities is a direct source of information about themselves and occupations. In the process of professional trying student has an opportunity to determine how the content and nature of this or that kind of work corresponds to his or her health, abilities, interests and skills.

Performance of professional trying in various spheres of professional activity includes a range of theoretical and practical exercises which simulate the main characteristics of the subject, objectives, environments, and tools, which allows students in the training process to "try" them on themselves and assess their own capabilities. A precondition how to organize the professional trying is a maximum similarity to the real job that is possible to do in the process of students' pedagogical practice.

A set of professional trying tests was developed in the "man-Man" field on a teaching profession. The purposes of the developed professional trying tests were identification of students' potential in the field of pedagogical professions' mastering; identification of students' most important professional qualities.

One of these trying tests was a professional test "Towards children", which students performed during their practice at the kindergarten. To conduct this professional trying (professional testing) 11 hours was given. Different tasks of different complexity included the functional, situational and technological trying tests. Technological trying test was directed on short job operations' fulfillment by the students which are required in the organization of pedagogical activity. Situational trying test included tasks aimed at solving by the students of problems and situations and functional one was directed on the organization of specific activities.

Professional trying tests were organized on 3 levels of difficulty. Practical test of the first level included tasks' performing by the students as performers, requiring their primary vocational skills. Second level of professional trying tests differed

from the previous one in elements of creative activity, so the tasks were more complex and focused on a specific theoretical and practical students' training. Tasks of the third level included tests performed by the senior students independently in a full volume, including the main elements of the process of professional activity from the moment of planning until the completion of the work.

According to the results of professional trying tests the assessment of tasks of three levels of difficulty by senior students was carried out on the following components: technological, situational, functional, allowing students if necessary to correct the self-assessment of their capabilities in professional trying tests.

Forms of students' teaching orientation on high school

The main condition of students' effective pedagogical orientation is the organization of targeted systematic work on cooperation with profile University. Institute of pedagogy and psychology Vyat SHU implements various forms of career guidance work with students of school.

Informing of students about the training directions and studying facilities at the University is realized through excursions and "open door" days. A meeting with the Director of the Institute is arranged for students of school, presentation of training directions is organized, a visit to the exhibition of high school students' creative works is held. Teachers and high school students conduct master classes: "Working with paper", "Workshop of successful interaction", "Relaxation Session in the sensory room", "Self-cognition: the visible and the incredible".

Each year, the Institute implements the project "Tomorrow is you". For some time the school students become students of State Humanitarian University: attend classes of high school teachers on different subjects, carry out practical work in the workshops, take part in master-classes: "Origami Ornaments", "Secrets of time management of senior student, "Future teacher's self-assessment. From self-determination - to professional training". When determining the content of master classes the wishes of the students are taken into account. The coordinator of the project "Tomorrow is you" is the student adviser of the teaching class from the University.

To identify gifted and talented students, wishing to get the teaching professions, the Institute of pedagogy and psychology conducts regional competition "I Want to become a teacher." The competition is aimed at promoting of teacher education in the region and the development of human potential. Senior school students present creative works to the contest, dedicated to the teaching profession: essay, photo album, computer presentation.

Vyatka state Humanities University holds an annual competition of research and creative works of senior students, "Your first step in science." The aim of the competition is to increase the effectiveness of career guidance among gifted students. The competition is aimed at encouraging students to research activities, as well as creation of conditions for professional self-determination of school senior students, their conscious choice of the future professional path.

One of the directions of the competition is education. Within this direction, students were offered to research the following topics to choose from:

- Pedagogy is as ancient as mankind.
- Teaching is eternal, unique and creative profession.
- The establishment and development of schools in the history of mankind.
- The great teachers of Russia.
- Teacher in my life.
- Pedagogical dynasty of our school.

The management of scientific projects is carried out by teachers of schools and professors of the profile departments of Vyat SHU (upon request of the school

administration).

According to the results of the correspondence stage of the contest winners and runners-up are identified, who will be invited for the presentation of their contest works and awards in Vyatka state University of Humanities.

RESULTS

School senior students' abilities to teaching activity

As a result of implementation of the program "Basics of psychological and pedagogical knowledge" in collaboration with the Institute of pedagogy and psychology Vyat SHU from 2013 to 2015, the abilities of school students to teaching activity and their professional choice had been analyzed. The study involved 30 graduates of a teaching class from Interschool educational complex №3.

Let's see the results of the diagnostic techniques of research on the aptitudes of school students to teaching activity, presented in a methodical material, ed. by N. F. Basova "Pedclass – pedagogical Institute" (1993).

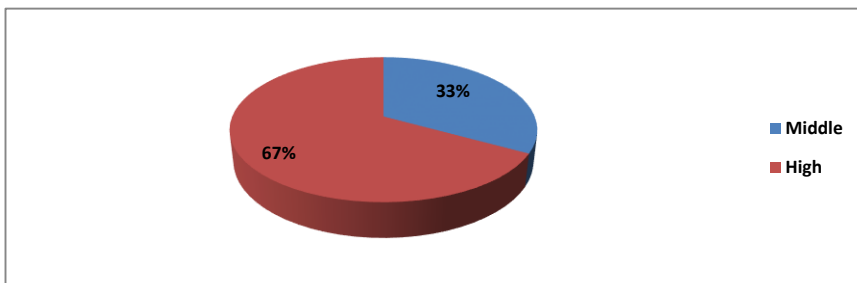


Figure 1. Level of development parameter «Teaching interest»

The greatest percentage of students revealed a high level of interest development in the teaching profession (Fig. 1). 33% of students has pedagogical interest at the secondary level. It should be noted that among graduates of the teaching class there are no students with a low level of formation of pedagogical interest.

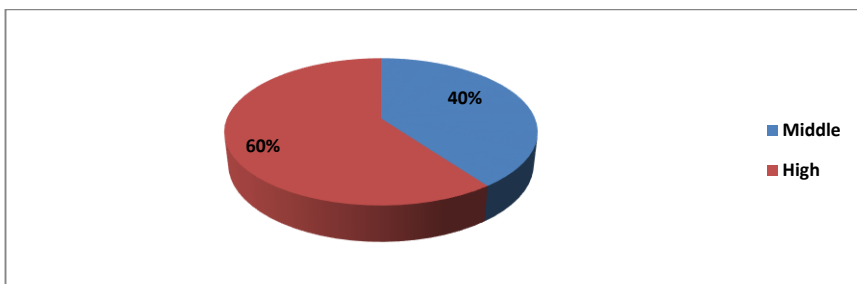


Figure 2. Level of development parameter «Experience educational activities»

The majority of school students have a high level in the parameter "Teaching Experience" (Fig. 2). This is because all students from teaching class had teaching practice, performed professional trying tests, participated in career-oriented activities organized by the University. As a result, all students obtained experience in teaching activity.

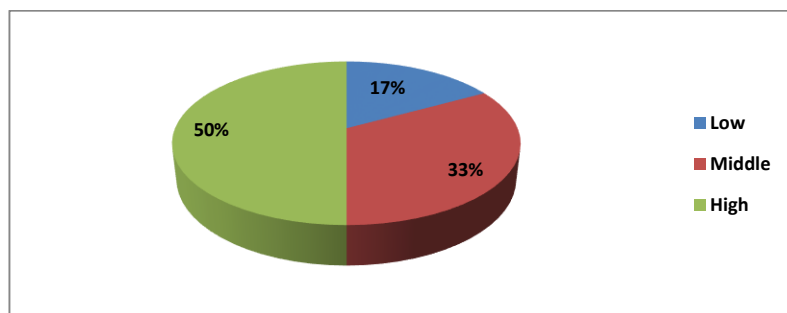


Figure 3. Level of development parameter «Actually teaching abilities»

Half of the graduates from teachers' class has teaching abilities formed at a high level (Fig. 3). However, 17% of school students have a low level of development of pedagogical abilities, despite the expressed interest in pedagogy and presence of experience in teaching. It should be noted that these students have chosen a profession which was not related to pedagogy.

Professional choice of school students

The majority of students chose the profession of teacher (Fig. 4). Preferred professions among graduates of the teaching class are the professions of a psychologist and educator. It is interesting that the students chose kindergartens and boarding schools. Some school students chose the profession of social pedagogy. 17% of students chose the professions which are not associated with pedagogy.

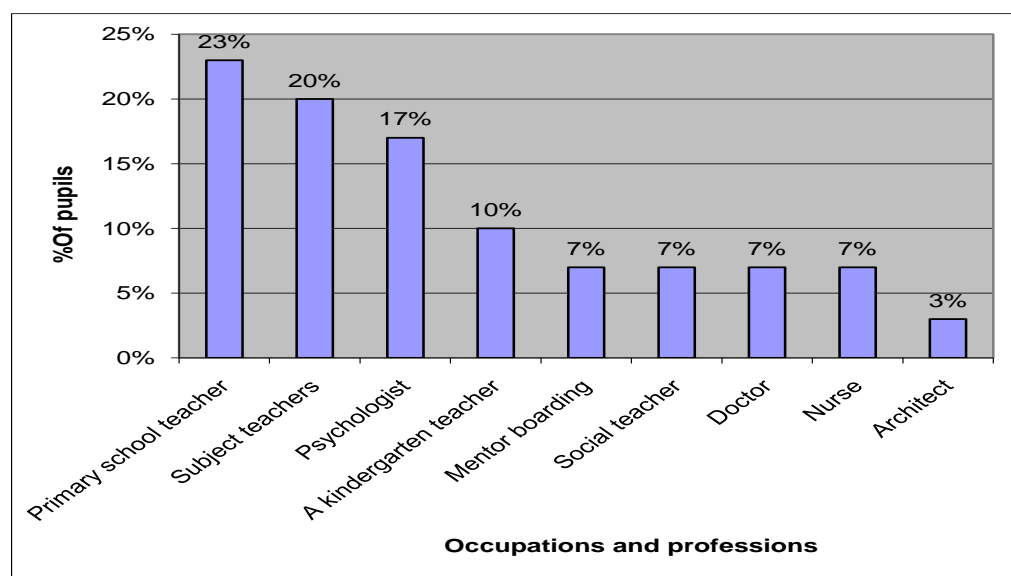


Figure 4. The Choice of Professions

Thus, the organization of pre-professional pedagogical training of school students in the context of interaction of interschool educational complex and the University contributed to the acquisition of the primary teaching experience by the students, the formation of interest and aptitude for the teaching profession. The majority of students following the implementation of pedagogical orientation chose the teaching profession. It should be noted that most of the students' selections are reasonable and, most importantly, focused on the situation in modern labor market.

DISCUSSIONS

Issues of theoretical and practical training of future teachers interested A. S. Robotova (2005), who developed plans for practical work for school students' teaching training. E. P. Alexiane (2001) proposed curriculum on value attitude formation to the teaching profession among senior school students. A holistic concept of continuous pedagogical training of future teachers in the system "school – higher school" was developed by E. M. Ibragimova (2002). In her work on the basis of personality-task modular approach, the author developed a successive model of development of creative personality of the future teacher in the system "school-higher school". N. E. Odinokova (2005) reviews design research activity as an effective means of professional development of students of teaching classes. Project technology, according to the author, is an integral part of teacher training which orient students to study in the University.

We are close to the view of V. B. Uspensky (1999) that the earlier a young person reasonably chooses his or her profession, the rarely makes mistakes in professional self-determination. In this regard, a curriculum was developed which differs from previously developed curricula and involves the implementation of the pedagogical orientation of students from the 9th form. The developed curriculum is based on modern achievements of pedagogical science and the requirements of professional standards. Moreover, at present, the University offers many new forms of pedagogical orientation of school students, which were used in the implementation of the curriculum.

CONCLUSION

Offered in the article the content of professional orientation of school students to the teaching profession was developed in accordance with the following conditions: integration of pre-professional pedagogical and educational training of school students; practical orientation of teacher training; the variability of forms and methods of training; cooperation with the profile University. The result of professional orientation of school students to the teaching profession is to develop pedagogical interests and abilities, getting of teaching experience, the choice of pedagogical professions. The analysis of the results obtained allows to draw a conclusion that school senior students have a high level of propensity to pedagogical activity, school students choose the teaching profession, that is the purpose of pedagogical guidance.

ACKNOWLEDGMENTS

The work is performed according to the Russian Government Program of Competitive Growth of Kazan Federal University

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