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SPECIFIC FEATURES OF FUTURE TEACHERS TRAINING FOR INNOVATIVE TRAINING ACTIVITY IN THE COURSE OF PEDAGOGICAL PRACTICE: INTERNATIONAL EXPERIENCE

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Introduction. In European educational environment, teacher's training in correspondence to professional competence standards of the XXI century is a historical mission of pedagogical universities, which implementation stipulates for undertaking of respective organizational, substantial and methodological transformations, and the pedagogical practice is a source of mastering social and pedagogical process, as stated in the European Pedagogical Constitution. A modern school needs initiative, responsible, competent leader-teacher with proactive living and professional position, a teacher, who takes an active part in state educational policy formation. Such requirement to personal qualities of a modern teacher is reflected in Ukrainian legislation in the area of education, in particular, in the National Education Development Doctrine (2002), "Teacher" State Program (2002), National Education Development Strategy of Ukraine for 2012-2021 (2011), which include respective provisions on "formation of leaders in educational area"; "raising the role of a teacher in civil society formation"; training of pedagogical personnel able to "take managerial decisions in any areas of activity" and it is noted that teachers "must become the main driving force for the renaissance and creation of a brand new national educational system".

Therefore, the tasks of the high school are to provide future teachers not only with theoretical knowledge, but also with the ability to use it independently in non-standard, constantly changing life situations. It is possible to meet the mentioned requirements under conditions of pedagogical practice improvement as an important means of specialists training, component of their professional training and self-development main reason, formation of individual creative possibilities in the course of pedagogical activity, improvement of professional level and pedagogical skills of future pedagogues. An essential source of such strategic reform formation is the study of international experience, which will be helpful in understanding specific features of future teachers' preparation to innovative teaching activity in the course of pedagogical practice at higher educational institutions of different countries with a purpose of implementing positive ideas of such an experience into Ukrainian higher education system.

The analysis of recent studies and publications. The analysis of scientific studies in the area of pedagogic psychology allowed us to distinguish the main aspects of scientific studies in relation to this problem: reasoning for theoretical and methodological grounds of pedagogical innovation (I. Bekn, M. Burgin, L. Danylenko, I.Ziazun, M.Klarin, V.Kremin, A.Nain, I. Pidlasyi, O. Popova, A. Prygozhyn, N. Usufbekova); definition, reasoning for structure, content, perception and separation of innovative activity stages (K. Angelovski, N. Gorbunova, I. Dychkivska, I. Isaev, O. Kozlova, A. Lorensov, E. Rogers, V. Slaktionin, O. Homeryky). The recent trend in the theory of pedagogic psychology, learning and methodological literature and school practice is to put the focus of attention on the content and mechanisms of teachers' preparation to innovative activity. Important contributions in this area were made by I.Gavrysh, N.Klokar, O.Kozlova, G.Kravchenko, E.Morozov, P.Pidkasysty, L.Podymova, Z.Safina, V.Slaktionin, L.Chernova and others. G. Kodzhaspirova, L.Homych, T.Myshkovska, V.Chepikova and others dedicated their works to the problem of pedagogical practice improvement. The meaning of the pedagogical practice in the system of teacher personal formation was studied by F.Gonobolin, O.Shcherbakov, E.Gryshyn, N.Kuzmina, V.Slaktionin, L.Spirin and others. The history of pedagogical practice formation as a component of general pedagogical training was studied in the works by N.Demianenko, V.Maiboroda, R.Kulish and others. Foreign experience of pedagogical practice organization falls in the scope of research by Y.Alferov, A.Vasiliuk, S.Derkach, I.Protasova, L.Pukhovska, O.Rodina and others.

At the same time, there is a number of contradictions, which have a negative impact on the final result of future teachers' preparation for innovative teaching activity, in particular, among: objective needs of educational institutions in teacher's personality, oriented at innovative teaching activity, and spontaneity of teachers' training processes in the course of pedagogical practice; the need in future teachers' preparation for innovative teaching activity and insufficient level of their readiness to the mentioned type of activity; the necessity to develop new conceptual approaches and methods of future teachers' preparation for innovative teaching activity and insufficient level of systematic scientific studies on this topic in the framework of future teachers' theoretical and practical training at higher educational institutions.

The objective of the article is the analysis of specific features of future teachers' preparation to innovative teaching activity in the course of pedagogical practice at higher educational institutions of different countries with a purpose of implementing positive ideas of this experience in the system of higher education of Ukraine.

Presentation of principal material. One of the main areas of raising the quality of future teachers' professional training is the actualization of higher education action side, its orientation to mastering practical knowledge and skills of the organization of training and formation process. The competency-based approach to education, which is actively implemented in international practice, enforces its practical orientation, underlines the importance of experience, skills and habits on the basis of scientific knowledge. The problem of high quality practical training of a specialist has always existed and attracted the attention of teachers, as its resolution is directly related to the issue of graduate's readiness to practical professional activity. In this relation in recent years pedagogic psychology literature frequently contains the concepts of "innovative orientation of activity", "innovative formation activity". Scientific literature may contain references to Latin origin from "innovus", English – innovation, or Italian – innovazione, meaning something new, innovation, renewal, novation, changes. Therefore, we will put forward the meaning, which gives the fullest description of the essence of this concept. Innovations means changes, which retain all positive past experience and free the educational system from detected defects and bring it fully or partially to a new level, which is different from the current one by improved operative conditions and results. At the same time, if some change does not bear any absolutely new idea, but at present and in present situation has a special meaning for training and educational process, then such a change will be deemed an innovation [1, c. 338].

"Innovation" concept relates not just to creation and spreading of innovations, but essential changes resulting in changed way of acting, style of thinking. Therefore, the innovation is defined as a new thing and as a process of introduction of new things to the practice and as a result of this process, leading to improved pedagogical system accompanied by the changed way of acting, style of thinking. The analysis of such studies allows us to state that in modern pedagogic psychology science the innovative activity is regarded as research, development, mastering, application, spreading of innovations, which are newly created or improved, implementation of innovations with a purpose of improvement or renewal of educational practice (O.Moiseev, L.Danylenko, V.Dovbyshchenko), or as a process, aimed at realization of outcomes of pedagogic psychology effectiveness. In our understanding, the readiness of a future teacher to innovative teaching activity is regarded as personality-based professional quality, which is characterized by student's attention and interest to teach pupils on innovative grounds; availability of motivation with parallel gaining of special skills, knowledge, which are implemented in the organization of formation work; to the needs of creative self-actualization and self-realization.

The main areas of innovative activity may also include preparation and organization of the training and educational process, methodological and didactical developments, researches as to the ways of getting high quality knowledge, new technologies etc., search of new ideas, development of training projects, and improvement of pedagogical practice. In particular, pedagogical practice is a mandatory educational process component of pedagogical universities and provides for professional training of pedagogical personnel and rising of their qualification level. The main purpose of pedagogical practice at higher educational establishment is to form student's skills to use in a creative manner of their scientific and theoretic knowledge, practical skills, gained in the process of learning pedagogics, to use them in practice; to contribute to students' mastering of the modern ways and methods of training process organization at public educational institutions; to increase students interest to pedagogical work, needs to enrich their knowledge in a systematic way and to use them in practical pedagogical activity. [1, p. 647].

In the context of Ukraine's integration into European educational environment the issue of international experience study in the area of students' pedagogical practice becomes topical and will help to learn specific features of future teachers preparation at higher educational institutions of different countries with a view of implementation of the positive ideas of such experience in Ukrainian higher educational system. In particular, in Great Britain the pedagogical practice lasts for one year, important component thereof is implemented within the last training year and combines the following elements: 1) learning (introductory) practice in the first year of study (students get acquainted with pedagogical activity specifics, make certain that their profession choice was correct); 2) visiting lessons of experienced pedagogues; 3) independent delivery of lessons. Students pass their pedagogical practice at basic schools being a part of university complexes or at schools at their place of residence. When having practice at a basic school, making the schedule of classes and supervising of student's pedagogical practice is made by teachers of higher educational institution. After practice the students hold demonstration lessons with invited teachers and representatives of scientific and methodological unit of the institution. The educational system of Great Britain is characterized by yearly training of pedagogical institutions' graduates at their place of employment under supervision of inspectors of the Ministry of Education and Science, following their conclusions on the advisability of intern's invitation for pedagogical activity. We can remark that the majority of candidates for teachers' positions stay working in the schools where they

have passed their internship. Students' pedagogical practices are conducted in accordance with clear professional training programs for a teacher. It should be noted that the program defines tasks, rights and responsibilities of all interested parties: students on practice, a school, a high school or a university. [2, p. 413].

Today a teacher in the USA is no longer regarded as a functional unit of a school providing only educational services aimed at pupils' preparation to graduation examinations. Such qualities as individualism, isolation and privacy are no longer the basis for American teaching culture. Currently, teacher's performance effectiveness is associated with his/her ability to constructive collective work, high interaction culture in a group, openness for new experience, seeking for quality new changes through education and training, self-development and self-actualization etc. A modern American teacher is a bearer of social values and an agent of social changes, role-based model and behaviour sample for children, their parents and colleagues. The important stage of pedagogical education in the USA is pedagogical practice (fieldwork): field observations in the beginning, and then student teaching or internship, when future teachers may observe and participate in training and educational process (meetings on improvement of school activity, training groups etc.). In the USA there are substantial differences in practical training of future teachers, which is provided under different US universities programs. This is explained by major differences among the states as regards basic teachers' education. The majority of universities prepare teachers under 4-years bachelor's programs on pedagogics at humanitarian or natural sciences faculties with further professional pedagogical training at the third and the fourth year of training at pedagogical college. Traditional 4-years program stipulates for school practice on the last year of study lasting in average from six to eight weeks. By implementing initiatives of national commissions, aimed at pedagogical education reform, a number of universities have changed to 5-years programs providing for master's education and including yearly internship at innovative educational institutions – professional development schools. From the mid-80s of XX century, professional development schools (PDS) have become an important component of US pedagogical education, related to practical training of future teachers in schools conditions. These are innovative institutions, established by partnership among pedagogical colleges and general education schools of different levels, from primary to senior ones. The activity of professional development schools from the very beginning of their creation was aimed at resolution of the following main issues: promotion of effective innovative teaching methodologies by applied

researches; professional development of experienced teachers; improvement of future teachers' formation by providing comprehensive professional training through intensive practical experience. According to American pedagogues' opinion, the latter of the mentioned functions is a priority one for PDS activity, and in this very area a significant success was reached.

Practical training of future teachers at professional development schools is different from traditional pedagogical practice at ordinary schools. At PDS as a partnership of a university (theory center) and general education school (practical center), practical training program of future teachers is developed and implemented jointly by college and school teachers. It contributes to the resolution of the eternal problem of pedagogical education – the gap between theory and practice in teachers' professional training. The discrepancies in future teachers' training undertaken under different programs are related to the following aspects: students' practical training under programs with the involvement of professional development schools starts earlier than under traditional 4-years, and lasts longer (internship within a year), students are organized in groups, they have an opportunity to obtain different professional experience in diversified classes, in schools both from large cities and countryside, school mentoring is done by a team of teachers involving full-time school teachers, pedagogical training instructors, seminar teachers from universities; internship of future teachers is a joint responsibility of a team of mentors and interns themselves - they are regarded as pro-active training subjects.

The study of training programs for teachers in different US pedagogical universities, which provide practical training in professional development schools, has revealed the following joint features: creation of a guiding committee for the development of program targets and particular tasks to be implemented; joint planning of activities at PDS by school teachers and university professors in order to improve pre-professional institutional training of future teachers; involvement of future teachers to pedagogical collectives of a school, their active participation in school projects and measures; active participation of current teachers in methodology courses planning and teaching, transfer of such classes to PDS; active joint exchange of knowledge, ideas and methods among students – future teachers and school teachers. The advantages of future teachers training at professional development schools are: diversity of pedagogical technologies, mastered by future teachers, use of alternative assessment technologies, information technologies, field experience in demonstration schools sharing the same understanding of the mission with universities. Future teachers' practical training in professional development schools includes seminars, discussion groups, demonstration lessons, team-based teaching and joint planning, writing reflexive diaries, creation of own portfolio and other types of work.

The analysis of studies done by American teachers allows to state, that the graduates of teachers training programs providing for practical training at professional development schools have distinct advantages in comparison to the graduates of traditional programs. They use a wider variety of pedagogical methods and practices, are more reflexive, start their pedagogical activity with more knowledge of school functioning in general, of their future after-class activity; feel more confidence in their knowledge and skills as professionals, and consequently have less cultural shock at the beginning of their practical activity as teachers; they feel themselves more prepared to teach ethnically and linguistically diversified children collective, without doubts agree to work at schools in large cities when practice conditions require working in urban areas, less frequently leave job in the course of the first years of teaching and normally need less time to enter a school collective and start working actively after employment [5].

Pedagogical practice in German universities lasting for two years is called referendary practice, and only after passing this practice a student is allowed to take the second final state exam. The practice orients German students to their work at schools and helps them to obtain practical knowledge in close connection with learning pedagogical classes and methodologies. German higher education distinguishes the following types of practice: school practice, providing for getting the first experience in a school from professional teachers position; didactical practice, providing for connection between theory and practice with professional training and aimed at the development of student's creative personality. The training goal in the course of pedagogical practice is to prepare teachers, which would meet modern school requirements and to raise their motivation for training. The pedagogical practice takes the following forms: "Tagespraktika", when preparation of lessons and their further discussions take place at pedagogics and methodology classes and visiting lessons continues within a semester (parallel to classes or directly after their completion); "Blockpraktika", when preparation of lessons and their further discussions also take place at pedagogics and methodology classes, but students visit lessons in their free time; it lasts for four weeks. The trainees give lessons in schools, master teaching methodology, familiarize with school life. Teaching of students is done by qualified managers of seminars and methodologists having a number of hours in schools. A trainee is directly supervised by a master (mentor), whose working hours at principal work place are reduced. After practical training a university graduate passes the second practical state exam. Thereafter he/she is appointed to schoolteacher's assistant position and works under his/her supervision for two years. The above training model of German teachers has been repeatedly criticized. Among the mentioned disadvantages

the scientists mark the autonomy of students' practical training, subordination of the preparatory service to local educational authorities and remoteness from a university, which makes impossible scientific supervision by universities resulting in the gap between theoretical and practical professional training. [2].

Pedagogical practice in Japan is a mandatory requirement for getting teacher's certificate. In Japanese universities before the beginning of the pedagogical practice a course of lectures and seminars on teaching methodology, selection of learning materials etc. is given. After selection of a school for practice, trainees have orientation discussions as to pedagogical practice plan, schedule of lessons in a school, teaching methodology of school subjects, provision of manuals and other training materials, class characteristics, specific features of school location. After practice the students always write letters of thanks to respective schools for their help in organization and conduct of pedagogical practice. [6].

In Greece, pedagogical practice is a mandatory element of training and formation process of higher educational institution and a component of certain theoretical disciplines (didactic methodology, theory and practice etc.) and even cycles of disciplines (general and special didactics). In such a way, a direct link between theory and practice is made. Greek higher education applies the following types of pedagogical practice: theoretical and methodological preparation of future teachers at universities, training of learning process planning, visiting school lessons and observation of school life, testing lessons, visiting different school types, including of small size, and schools and special classes for disabled children, writing a scientific work based on researches conducted in the course of pedagogical practice, full-scope performance of teacher's responsibilities from one to four weeks, discussion, analysis and evaluation of practice in a school and remotely. Pedagogical practice is a mandatory part of a training plan in Greek pedagogical academies. Organization and conduct of a pedagogical practice in all academies is done under the single program developed by the Ministry of national education and religion, and stipulates for such types of pedagogical practice as practice-observation, testing lessons, pre-diploma pedagogical practice. It lasts for three-four semesters and is divided into three or four stages. Pedagogical academies and pedagogical departments of primary education do not practice off-class practical training on formation, summer practice in children campuses, first days of a child in school etc. At the same time, some departments have extended the range of pedagogical practice forms, adding such forms as writing a scientific work, pedagogical practice in small and special schools, work in pedagogical laboratories. [6].

Practical training of future teachers in Ireland normally takes place on the territory of a campus in the course of lessons modelling, individual or group

practical exercises. In the course of this practical process not only teachers, but also participating students are estimated. The next stage is learning practice in a defined school where a student is planning to work in future. Qualified teachers supervise students' training practice. At the beginning of practice a student is an observer, but eventually he/she starts active participation in teaching activity under the supervision of his/her mentor. Pedagogical practice is an important and necessary factor for professional training of all teachers, including secondary school teachers. Teachers' formation in Ireland takes place in universities, where a student learns theory, practice, and pedagogical mastery. In the course of pedagogical practice students may share experience of skilful teachers as to the development of practical skills, in particular with regards to planning, learning, class management and organization of teaching activity. Moreover, in the course of their practice students may get acquainted with teacher's work in a class, define special ways of communication and interaction with pupils. [6].

Pedagogical preparation plan of teachers in Demark is defined by the Ministry of Education, however, there are no single centralized training course program. The course is divided into two parts lasting for two years. The first course is represented by a wide range of pedagogical subjects, which are common for all students; the second course includes two selected subjects on the academic level and pedagogical subjects. School practice constitutes a significant part of teachers training - around 10% of classes in the first cycle and 15% in the second. Students get a lot of knowledge in the course of their school practices. The most important ones include: familiarization with school functions and organization, nature of teacher's work, principles of cooperation with parents, pupils, as well as with planning and organization with training process. In the course of the practice students learn not by adoption of a training model or certain recommendations, but by a discussion about what they did or are planning to do in school. [5].

Practical training of future teachers in Portugal starts back in college by lesson modelling, holding practical lessons by students in groups or individually. Results of such activities are discussed not only by mastering teachers, but also by participating students. The purpose of such exercises is to prepare and inform students on practice of possible problems that can arise in the course of their school practice. The next step of students' practical training is a pedagogical practice (teaching in a school), which takes place on the same school level, where a future teacher is willing to work in future. Normally it is supervised by a qualified teacher having positive characteristics and positive reputation. In the beginning a student on practice only observes a learning process guided by a teacher, and then is gradually engaged in some elements of a lesson, for instance, checking homework, giving advice on performance of different tasks etc. [7].

Pedagogical practice in higher educational institutions of Poland is comprised by the following types: assistant's practice, including passive assistance (propaedeutic) and teaching assistance (assistance to a teacher); discipline methodological practice (independent preparation of learning documentation and didactical materials for one's own lessons). Training programs of some Polish higher educational institutions provide for pedagogical practice starting from the first year, other - from the second. The average duration of practical trainings is 8 weeks. A Polish student whereby is obliged to pass practical training only in the same city where a higher educational institution is located in order to ensure better control by leading methodologists. [4, p. 116].

Pedagogical practice in higher educational institutions of the Republic of Belarus is regulated by "Regulation on the procedure of organization, conduct, drawing conclusions and material supply of higher educational institutions students' practice" and is divided into learning and working practices. The purpose of the learning practice is to form students' practical skills and habits on particular learning disciplines, consolidation of theoretical knowledge, mastering first skills under selected specialty. Students pass their learning practice in training rooms, at field sites of higher educational institutions, in organizations of corresponding specialists training profile. Working practice in Belarus includes specialty practice and pre-diploma practice. The type of practice in every learning year is defined by specialty training plan. The purpose of specialty practice is to getting professional skills by students, consolidation, extension and systematization of knowledge, obtained in the course of special disciplines study. The mentioned type of practice is passes by students in organizations of corresponding specialty profile. The tasks of pre-diploma practice in Belarus are to master and to consolidate by students of skills and knowledge, obtained in the course of learning, check of independent work possibilities of future specialist in real work conditions, prepare materials for diploma work (project). Pre-diploma practice is passed by students on the last year of their study and takes part in organizations of corresponding specialty profile [6].

Conclusions. In summary, pedagogical practice in domestic and foreign educational institutions is not only an important means of specialists training, but an advanced self-development factor, formation of individual creative possibilities in the course of pedagogic activity, raising of professionalism and pedagogical skills level of future teachers. Specific features of organization and conduct of pedagogical practice abroad are: extended terms of pedagogical practice in schools; use of information technologies; increased proportion of students' independent work; transfer of partial responsibility for pedagogical practice from institutions to schools and increased coordination between schools and higher educational institutions; provision of school teachers responsible for

school pedagogical practice of students with methodological and psychological assistance in forms of consulting, scientific and methodological literature etc.; provision of mandatory labour remuneration for teachers, who are managing students' school practice, as well as raising prestige of this type of work through material stimulation of teachers, attestation preferences etc.

Modern Ukrainian high schools need to review their interaction principles with schools, forms and methods of practice organization. But first of all, the terms of pedagogical practice and number of hours for study of pedagogical disciplines should be increased in training plans of Ukrainian institutions, which would contribute to more effective professional formation of future teachers; high quality monitoring of continuous pedagogical practice needs to be conducted; professional competence of practice methodologists to be raised. The perspective subject for further investigations may be improvement of professionally important skills of future teachers by means of pedagogical practice.

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**ОСОБЕННОСТИ ПОДГОТОВКИ БУДУЩИХ УЧИТЕЛЕЙ К
ИННОВАЦИОННОЙ ВОСПИТАТЕЛЬНОЙ ДЕЯТЕЛЬНОСТИ
В ПРОЦЕССЕ ПЕДАГОГИЧЕСКОЙ ПРАКТИКИ:
ЗАРУБЕЖНЫЙ ОПЫТ.**

Аннотация

В статье рассмотрены особенности подготовки будущих учителей к инновационной воспитательной деятельности в процессе педагогической практики в высших учебных заведениях разных стран с целью внедрения позитивных идей этого опыта в систему высшего образования Украины. Отмечено, что задача высшей школы состоит в формировании у будущих учителей не только теоретических знаний, но и способности самостоятельно их применять в нестандартных жизненных ситуациях. Аргументировано, что удовлетворить указанные требования возможно при условии совершенствования педагогической практики как важного средства подготовки специалистов, составляющего компонента их профессиональной подготовки и веду-

щого фактора саморозвиття, формування індивідуально-творчих можливостей в здійсненні педагогічної діяльності, удосконаленні рівня професіоналізму і педагогічного мистецтва майбутніх педагогів. Виявлені особливості організації і проведення педагогічної практики за кордоном: збільшення термінів проходження педагогічної практики в школі; використання інформаційних технологій; підвищення удільного ваги самостійної підготовки студентів; перенесення частинної відповідальності за педагогічну практику з вузів на школи і посилення координації між школами і вищими навчальними закладами; надання школьним вчителям, які відповідають за якість педагогічної практики студентів в школі, методичкої і психолого-педагогічної допомоги в формі консультацій, науково-методичкої літератури і т.д.; гарантування обов'язкової оплати праці учителів, які керують педагогічною практикою студентів в школі, а також збільшення престижу даного виду роботи через матеріальне стимулювання учителів, переваги при атестації і т.п. Зроблено висновок, що сучасній вищій школі України необхідно переглянути принципи взаємодії вузів з школами, форми і методи організації практики. В частині, збільшення термінів проходження педагогічної практики і кількості годин на вивчення педагогічних дисциплін в навчальних планах вузів сприяло б більш ефективному професійному становленню майбутніх учителів. Також необхідно здійснювати якісний моніторинг проведення неперервної педагогічної практики; підвищувати професійну компетентність методистів практики.

Ключевые слова: виробнича практика; зарубіжний досвід; інноваційна виховна діяльність в вищій навчальній установі; інновація; майбутній вчитель; педагогічна практика; переддипломна практика; професійна підготовка; референдаріат; школа професійного розвитку.

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**ОСОБЛИВОСТІ ПІДГОТОВКИ МАЙБУТНІХ УЧИТЕЛІВ
ДО ІННОВАЦІЙНОЇ ВИХОВНОЇ ДІЯЛЬНОСТІ У ПРОЦЕСІ
ПЕДАГОГІЧНОЇ ПРАКТИКИ: ЗАРУБІЖНИЙ ДОСВІД**

Анотація

У статті розглянуто особливості підготовки майбутніх учителів до інноваційної виховної діяльності у процесі педагогічної практики у вищих навчальних закладах різних країн з метою впровадження позитивних ідей цього досвіду в систему вищої освіти України. Зазначено, що завдання вищої школи полягають у формуванні у майбутніх учителів не лише теоретичних знань, а й здатності самостійно їх застосовувати в нестандартних життєвих ситуаціях. Аргументовано, що задовольнити зазначені вимоги можливо за умови вдосконалення педагогічної практики як важливого засобу підготовки фахівців, складової їх професійної підготовки та провідного чинника саморозвитку, формування індивідуально-творчих можливостей у здійсненні педагогічної діяльності, вдосконаленні рівня професійності та педагогічної майстерності майбутніх педагогів. Виявлено особливості організації та проведення педагогічної практики за кордоном: збільшення термінів проходження педагогічної практики в школі; використання інформаційних технологій; підвищення питомої ваги самостійної підготовки студентів; перенесення часткової відповідальності за педагогічну практику з вузів на школи і посилення координації між школами та вищими навчальними закладами; надання шкільним вчителям, які відповідають за якість педагогічної практики студентів у школі, методичної та психолого-педагогічної допомоги у вигляді консультування, науково-методичної літератури тощо; забезпечення обов'язкової оплати праці учителів, які керують педагогічною практикою студентів у школі, а також збільшення престижу даного виду роботи через матеріальне стимулювання учителів, переваги при атестації тощо. Зроблено висновок, що сучасній вищій школі України необхідно переглянути принципи взаємодії ВНЗ зі школами, форми і методи організації практики. Зокрема, необхідно збільшити терміни проходження педагогічної практики та кількість годин на вивчення педагогічних дисциплін у навчальних планах ВНЗ, що сприяло б ефективнішому професійному становленню майбутніх учителів; здійснювати якісний моніторинг проведення безперервної педагогічної практики; підвищувати професійну компетентність методистів практики.

Ключові слова: виробнича практика; зарубіжний досвід; інноваційна виховна діяльність у вищому навчальному закладі; інновація; майбутні вчителі; педагогічна практика; переддипломна практика; професійна підготовка; референдаріат; школа професійного розвитку.