

может быть в том, что они могут делать, чем в том, что не могут; разнообразие усиливает все стороны жизни человека.

**Заключение.** Таким образом, в соответствии с аксиологическим подходом подготовка педагогов к инклюзивному образованию может рассматриваться как персонифицированный и непрерывный процесс их профессиональной компетентности, направленный на достижение гуманистических целей и становление педагогических ценностей, в результате чего у педагогов формируется способность решать профессиональные задачи в области инклюзивного образования.

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### **PROPAEDEUTICAL PRACTICE OF FUTURE TEACHERS: INNOVATIVE APPROACH**

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The student's adaptation to entering a new social role, the role of a teacher, is followed by some difficulties of social, psychological and pedagogical character. That's why propaedeutical practice is a very important stage of the future teacher's preparation. The word «propaedeutic» comes from old Greek «προπαιδεύω» and means «previously teach, prepare».

A number of investigations concerning the questions of future teachers' preparation are cleared up in modern scientific issues: these are the works by M. Butenko, N. Kazakova, M. Koziy, L. Khomych, V. Chaika.

The logic of future teachers' propaedeutical practice content construction is closely connected with the studying of a pedagogical disciplines' cycle and the methodology of teaching professional subjects and it clears up its stages, system, succession, complexity.

Therefore the content of propaedeutical practice presupposes performing the tasks of content modules that represent psychological and pedagogical aspects of preparation. They are the following: the teacher's educational and educative activities; informative activity according to the teacher's speciality (basic school), educational work of the form master; educational activity according to the teacher's speciality (major school), the basis of the teacher's professional activity.

The role of the practice supervisor is also very important. He must follow each student's activity in the process of tasks performance. His function is to teach the students to see and to analyze the educational and upbringing process from the professional point of view.

While performing the tasks of the content module «The teacher's educational activity», the students together with the teacher do some observations, discuss the lessons according to the speciality and analyze the didactic aspect. Besides, the future specialists prepare and conduct the fragments of lessons using some teaching methods (interactive, problematic, partly searching, didactic games, with the usage of supporting lesson plan and so on).

During the next stage of propaedeutical practice – «The teacher's educative activity», the students learn to see and analyze the lesson's educative aspects, which are usually overlooked during the pedagogical practice. It's difficult for students to study this independently, without the teacher's help. In order to realize such a teaching method as

combination of theory and practice, they model and conduct fragments of educative arrangements with the usage of persuasion method in order to realize one of the educative tasks: to prove the value of such moral norms as diligence, unselfishness, honesty, tolerance, responsibility, kindness, charity and so on; to persuade the pupils that smoking, taking drugs and alcohol is harmful; to motivate pupils to self-perfection; to persuade the pupils that studying is important, to provoke the interest to science; to form aesthetic taste to music, art, literature; to prove the importance of environment protection and so on.

While performing the task of the content module «Educational and upbringing activity of a teacher according to the speciality (basic school), educative work of form master», the students observe and discuss the lesson's methodological aspect; they analyze the pupils' individual peculiarities and the peculiarities of the form master's educative work on the basis of video devoted to pedagogics discussion; they model and conduct educative arrangements' fragments with the usage of different methods and approaches to educative work.

It's important to underline that all content modules are performed on the basis of reflection and self-reflection. It's not only the knowledge and understanding of yourself as a subject of reflection, but also the definition of the fact, how the others know and understand «the one who is reflected», his individual peculiarities, emotional reactions, cognitive imagination.

Our observations prove that in the process of pedagogical practice such an important component of professional preparation as personal is omitted, although it defines the professional competence of the future teacher together with the other components. Therefore during the next stage of pedagogical practice (the content module «Pedagogical mastery of the future teacher») the students observe and discuss the teacher's mastery during the lesson, they also demonstrate the fragments of performance before the audience. The work of each student is analyzed from the point of view of his verbal and nonverbal communication skills, his possession of such professionally important qualities as confidence, self-control, optimism, tactfulness, tolerance, creativity and so on. The future teachers improve their pedagogical techniques, develop their pedagogical skills, ability to analysis and self-analysis of their own pedagogical activity.

We conducted a questionnaire and interviews with the students from faculty of philology and journalism, faculty of mathematics, faculty of physics and technological education, faculty of foreign languages, faculty of history, ethnology and law, faculty of nature and geography – all in all 161 student.

The fact that propaedeutical practice is one of the most important stages on the way to the future teacher's professional activity is proved by the questionnaire of the third and fourth year students. 61,8% of the respondents put this type of practice on the first or second place among the circle of pedagogical disciplines. Propaedeutical practice influences the motives to the professional preparation formation.

The question «What motivates you to attend the propaedeutical practice?» was given to the students. 41% of the asked students answered that striving for qualitative and responsible preparation for the work at school; 52,8% underlined the necessity to learn the specific character of the pedagogical work [1, 447].

So, the organization and conducting of propaedeutical practice in the way mentioned above will overcome the stereotypic type to the future teacher's practical preparation.