

Application of Distance Learning Technologies in Teaching Practice of Bachelor Students

Antonova A.V. *, Kruglikova G.A.

Ural State Pedagogical University, Yekaterinburg, Russia

*Corresponding author. Email: av-spirit@mail.ru

ABSTRACT

The article is devoted to one of the most important components of training of a future teacher - teaching practice. The article reveals the purpose, objectives and content of teaching (pedagogical) practice of students of the profile "History and social studies" in the 4th year of bachelor's degree studies. An important role in modern socio-cultural conditions is played by the training of a highly qualified, competent teacher who is able to solve social and professional problems, apply modern educational technologies, including information and communication technologies, to ensure high-quality education of modern students. An important component of the professional development of a modern teacher is to master the method of conducting online classes on the subject, which have their own advantages and disadvantages that must be taken into account in the educational process.

Teaching practice allows students to acquire primary professional experience, learn how to apply theoretical knowledge obtained at the university in their professional activities, as well as realize their creative potential in the process of designing and conducting offline and online classes.

Keywords: teaching practice, training, history and social studies teacher, education

1. INTRODUCTION

In modern socio-cultural conditions, in the digital age and the development of innovative technologies, the system of higher pedagogical education faces an important task of training highly qualified, competent specialists who keep up with the times. An important role in the process of professional development of a future teacher is played by teaching (pedagogical) practice aimed at obtaining professional skills, competencies and experience of teaching.

Practice as a form of training of bachelor students is part of the Federal state educational standard. It provides students with socialization in a professional environment and forms their idea of a competent specialist. It is in the process of practice that all other methods and forms of formation of professional knowledge, abilities and skills in the field of education are tested and filled with meaning [9].

2. METHODOLOGY

In the scientific literature, issues related to the preparation of bachelor students for teaching practice and its organization (L. N. Azarova [1], A. B. Mikhaleva [18], N. V. Potekhina [14], N. A. Solovyeva [18], N. V. Solodkaya [19], and others.), historical aspects of the organization of teaching practice in universities are described (I. V. Kirilina [7], R. I. Platonova, S. D. Neverkovich, I. Ya. Parfenov [13], etc.), the role of teaching practice in the professional development of future

teachers is disclosed (D. D. Askhabalieva [4], N. Yu. Kifik [8], E. V. Orlova [12], and others.), the content, functions, stages and principles of teaching practice are considered (L. N. Azarova [1], O. V. Alekseeva [3], D. D. Askhabalieva [4], A. V. Gluzman [5], L. L. Kosenko [9], G. A. Melekesov [11], and others.), basic problems and prospects of improvement of pedagogical practices (D. D. Askhabalieva, H. A. Alizhanova [2], E. B. Manuzina [10], etc.).

Teaching practice is designed to provide a link between the theoretical knowledge obtained during the acquisition of the university educational program, and practical activities for the implementation of this knowledge in the real educational process, covering all stages of education in secondary schools [16].

The purpose of teaching (pedagogical) practice according to the Program of practice created at Ural State Pedagogical University (hereinafter - USPU) on the basis of the Federal state educational standard 3+ and the Curriculum of the direction of "Pedagogical education" (profile - History and social Studies) is to deepen and consolidate the theoretical and methodological knowledge, skills and abilities of students of history in general professional disciplines and subject training, to gain experience of future professional activities in the real production process.

Practice tasks are related to:

- development of students' abilities for independent activity as specialists, in particular, independent planning, design, organization, control and adjustment of the educational process;

- in-depth study and understanding of the content of professional education in practice;
- development of students' interest in the study of current problems in the educational sphere; development of methods of observation, analysis and generalization of the experience of specialists;
- formation of students' personal qualities of the future specialist, a stable interest in professional activity, the need for self-education and a creative approach to practical activities, for improving professional culture [15].

Traditionally, teaching practice of students (future teachers of history and social studies) was held on the basis of educational organizations of various types in Yekaterinburg (secondary schools, gymnasiums, lyceums, colleges). However, in the 2020/2021 academic year, due to the unfavorable epidemiological situation in the country and in Sverdlovsk Oblast, the practice was planned and

implemented on the basis of Ural State Pedagogical University, and therefore it was necessary to make serious adjustments to its content for 4th-year bachelor students who are supposed to have the practice for the first time. It must be noted that the amount of practice must be completed in accordance with the Curriculum and Program of practice.

3. RESULTS

According to the curriculum, the duration of practice for 4th-year students is 4 weeks (6 credits - 216 hours). The adjusted content of the practice, due to the new conditions of its implementation, is reflected in table 1.

Table 1 Content of teaching (pedagogical) practice of students of the 4-th year of USPU (direction "Pedagogical education", profiles: "History and social studies", "History and English")

Terms	Main activities of a student teacher	Types of control
1st week of practice	Study and analysis of normative and program documents that determine the content and structure of school history education, teachers' work plans on the school's website.	- creating and maintaining the practice diary; - drawing up an individual practice plan.
	Introduction to the methodology of conducting history/social studies classes at school by viewing and analyzing video tutorials.	- maintaining the practice diary.
	Analysis of educational materials for teaching history at school on educational websites of Infourok, videouroki.net, Pedsovet.su, etc., drawing up their own teaching portfolios.	- maintaining the practice diary.
	Selection, study and understanding of the material for creating videos, multimedia presentations for "Entertaining break" with school students.	- maintaining the practice diary.
	Viewing and discussion of the materials for the "Entertaining break" together with the group supervisor	- consulting the group practice supervisor.
2nd week	Selection, study and understanding of theoretical material for history classes (creating a flow chart and presentation of the class).	- a flow chart of the class; - consulting the group practice supervisor.
	Students' conducting history/social studies classes in the frames of their academic group; self-analysis and analysis of classes conducted by the student teachers.	- attendance of classes by the group supervisor and their analysis
	Completing a task in pedagogy.	- maintaining the practice diary.
3rd week	Attending workshops given by history and social studies teachers	- maintaining the practice diary.
	Selection, study and understanding of theoretical material for online history classes in ZOOM (creating a flow chart and presentation of the class).	- a flow chart of the class; - consulting the group practice supervisor.
	Conducting online classes in ZOOM and analyzing them	- visiting online classes by the group supervisor and analyzing them
	Completing a task in psychology.	- maintaining the practice diary.
4th week	Familiarization with the system of extracurricular work on the subject by studying the information on the school's website.	- maintaining the practice diary.
	Preparation of extracurricular activities on the subject (virtual tour, online quest, online class thematic hour, interactive game, tour of Yekaterinburg, Yekaterinburg quest by toss)	- preparation of the methodological work-out of extracurricular activities on the subject and presenting it to the group leader.
	Conducting extracurricular activities on the subject.	- attendance of the extracurricular activities by the group supervisor and their analysis
	Preparation of the reporting documentation for teaching practice.	- presentation of the reporting documentation on the teaching practice.

As part of this format of teaching practice, much attention was paid to the students' mastering the methodology of conducting online classes in history and social studies. An online class is now an integral part of the digital educational environment.

An online class is a structural organizational unit of online learning, the purpose of which is to achieve a complete but partial learning goal, implemented in real time with uninterrupted Internet access using special electronic learning tools and active forms of interaction between the teacher and students [6].

In order to make it easier for students to design and conduct their online classes during teaching practice, the authors have formulated the following guidelines to improve the effectiveness and quality of online classes:

- to plan the class for no more than 30 minutes (this is an opportunity to organize classes in a given period of time on the platform of ZOOM and also with the load on the vision of students according to the standards SanPiN (sanitary norms and regulations) when working on computers: "The duration of continuous use of a computer with a liquid-crystal display in the classroom is: for students in grades 5 - 6 - no more than 30 minutes, for students in grades 7-11-35 minutes" [17];

- to be sure to make an organizational moment at the beginning of the class, in order to check the readiness of students for the class (for example, put + in the chat if you have a textbook, notebook, pen, pencil, etc.);

- for questions that students have during the class, it is advisable to use the chat or the raised hand icon;

- to think over the structure and content of the learning material that will be reflected on the presentation slides (50-60% of the learning material of the class must be presented on the slides), and comment on the information presented on the slides;

- depending on the topic of the class, to include video content within the class for 3-5 minutes and the task for it (on the one hand, to diversify the class, and on the other to make it informative, bright and interesting);

- it is necessary to make a dynamic pause with students (physical activities and training for 2-3 minutes, so the students come out from behind the computer and do exercises for the eyes, exercises for hands to the music, etc.);

- to carry out primary and secondary consolidation of the material studied in the class in a different format: test questions on the slide, interactive exercises, practical tasks, crosswords, etc.

- to devise a system of evaluating the work of the student in the classroom;

- to plan the stage of reflection of the class by students using the chat or other tools;

- to design homework so it would be easy to carry out its inspection and to demonstrate the results of students' work, comment on error (tests: Google-form, master-test, testedu.ru, etc., interactive crosswords, interactive simulators and exercises, work with contour maps, etc.);

- to check the records in the notebook after the class with the help of WhatsApp.

4. DISCUSSION

After giving online classes by the students, we conducted a survey aimed at identifying the advantages and disadvantages of this type of class, according to the opinion of future teachers. 43 4th-year students of the profiles "History and social studies", "History and English" took part in the survey. The results of the survey are shown in figures 1 and 2.

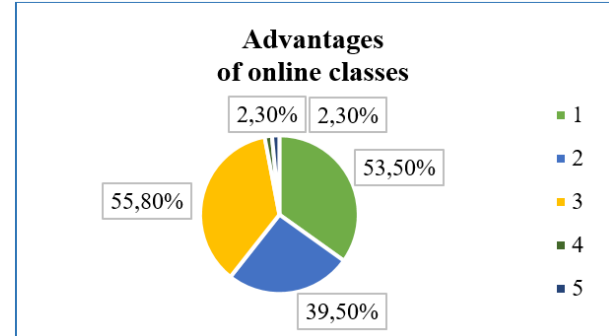


Figure 1 The advantages of online classes, according to the opinion of bachelor students

Answer options:

1- online classes make it possible to use modern digital educational resources;

2 - online classes enable using multimedia technologies (video, audio content, etc.);

3 - online classes provide an opportunity to interact with students in oral and written form;

4 - a well-prepared online class is a structured learning material, the designed different types of students' activities.

5 - an online class makes learning accessible and independent of external circumstances: the student and teacher can be located anywhere in the world and interact in the class.

Analysis of the diagram data (fig.1.) shows that according to history students the advantages of online classes are that they allow the use of modern digital educational resources (55.3%) and the quality of the prepared online class is a structured learning material, the designed different activities of students (55.8 per cent).

Also, the questionnaire given to the students, that are future teachers, included a question concerning the determination of disadvantages of online classes. The results of the survey are shown in figure 2.

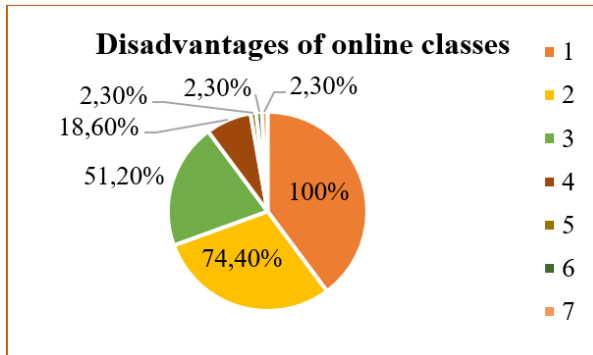


Figure 2 Disadvantages of online classes, according to bachelor students

Answer options:

- 1 - there may be technical problems, by both the teacher and students (lack of Internet or its instability, lack of a webcam, etc.);
- 2 - it is difficult to maintain and track attention, and a high level of performance of students in the classroom;
- 3 - shortened duration of the class;
- 4 - the teacher's versatility in the class (screen demonstration, explanation of new material and simultaneous response to the chat, etc.);
- 5 - it is difficult to check the students' records in the class;
- 6 - the teacher spends extra time checking homework and taking notes in the class;
- 7 - no one tries to create the necessary conditions for conducting online classes.

Analysis of the diagram data (fig.2.) shows that history students unanimously consider technical problems (lack of Internet or its instability, etc.) to be the main drawback of conducting online classes - 100%, and also note that it is difficult for a teacher to maintain and track attention during an online class, and a high level of performance of students in the class - 74.4%. Slightly more than half of the students surveyed believe that during an online class a teacher performs several tasks in parallel, which in turn affects the quality of teaching and learning.

Today, online classes are not a fashion statement, but a production necessity in an unfavorable epidemiological situation. They enable the continuation to carry out pedagogical interaction between the teacher and the student, to implement training and education of the younger generation.

In the process of conducting a mixed format of teaching practice for students of a double bachelor's degree, it can be stated that the four weeks that are given for teaching practice, according to the curriculum, is clearly not enough, since:

- first of all, we must develop students' general professional and professional competencies: "The ability to carry out training, education and development taking into account social, age, psychophysical and individual characteristics, including special educational needs of students", "The ability to use modern methods and technologies of training and diagnostics", "The ability to use the opportunities of the educational environment to

achieve personal goals, metasubject and subject results of training and ensuring the quality of the educational process by means of the taught subjects", "The ability to solve problems of education and spiritual and moral development of students in educational and extracurricular activities" [20], etc.

- second, the student is only aware of their mistakes and weak points in the method of conducting training sessions. They begin to conduct methodically competent classes only at 3-4 weeks of their practice. Due to the given terms, it is not possible to consolidate the acquired professional skills and abilities;

- third, due to the large number of student practice tasks (tasks in pedagogy, psychology, anatomy, physiology and hygiene, methods of training and education), the student teacher has little time to meet with the group supervisors and discuss relevant issues and problems related to the preparation of training sessions;

- fourth, difficulties arise with the evaluation of the effectiveness of each student's teaching practice, their personal and professional position after the practice.

When planning the organization of teaching practice, it is necessary to focus not only on the implementation of the practice program, but, above all, approach each student as a unique person, carefully, purposefully and consistently revealing their strengths and professional sides, helping to compensate for the weak ones. Providing a person-oriented, complex, complicated, continuous and creative nature of training for each student with different levels of professional skills will affect the quality of training of students [9].

The innovative nature of the organization and conduct of teaching practice is that in whatever format it is conducted, in the traditional, mixed or remote (distance), it must, on the one hand, create conditions for creative self-realization, self-knowledge, self-development and professional self-determination of the future teacher, and on the other hand, meet the challenges of the time and integrate in its content various activities, including innovative ones that contribute to the professional development of the future teacher.

5. CONCLUSION

So, based on our research, we can draw the following conclusions:

- teaching practice is an important link in the process of practice-oriented preparation of a student of a pedagogical university for professional activity;

- for more effective and high quality training of future teachers and their successful adaptation to the profession, it is necessary to increase the duration of teaching practice from 4 to 6 weeks in the 4th and 5th years;

- it is necessary to implement a person-oriented approach to each student during the practice period, taking into account their abilities, level of formation of skills and abilities;

- it is essential to create optimal conditions during the practice period for self-realization, self-determination and self-development of the student;
- in the planning and content of teaching practice, it is necessary to take into account the features of the digital educational environment and informatization of education.

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