

Pedagogical practice as a basic component of the professional training of the future teacher of a foreign language

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Annotation: modern reforms in the field of education are aimed at setting new requirements for the professional level of training of teaching staff. The goals, content and learning outcomes are formed at an integrated level, taking into account the peculiarities of professional activity, personal qualities and competence of the future teacher. The basic component of professional pedagogical training is the practice aimed at obtaining primary professional skills, skills and experience of pedagogical activity.

Key words: educational pedagogical practice, industrial pedagogical practice, professional pedagogical activity, activity approach, professional communicative competence.

Modern trends in the development of education in Kazakhstan determine significant changes not only in the content, but also in the organization of the educational process. In this regard, the practice of implementing professional and pedagogical activities of a teacher is changing significantly. The educational reforms of recent years are characterized by the setting of new goals and objectives aimed at achieving the quality of education capable of providing a high professional level of a modern teacher. The role of the teacher in the modernization of the educational and

educational process is becoming a leading one. Under these conditions new requirements for the training of teaching staff are becoming obvious. The most important aspect of the development of pedagogical education in modern universities is a practice-oriented orientation through the integration of scientific, educational, methodological and industrial activities. At the same time, the goals,

content and learning outcomes are formed in an integrated manner, taking into account the peculiarities of professional activity, implying not only a certain level of qualification, but also the personal qualities and competencies of the future teacher.

The integral components of the professional pedagogical training of students of the Faculty of Romano-Germanic Philology of Voronezh State University are educational and industrial practices aimed at obtaining primary professional skills, skills and experience of pedagogical activity. In fact, this means «immersion» in the profession, mastering a new social role, personal and professional self-determination, the formation of a certain system of values, the integration of personal and professional qualities [1, pp 360-364]. This becomes possible during the implementation of general and particular methodological, pedagogical and organizational tasks:

- familiarization with the current state of educational work in educational institutions, with the peculiarities of the work of subject teachers, the class teacher (educator, curator), as well as the administration of an educational institution;
- practical application of existing educational standards and programs;
- the use of educational and methodological materials, modern information resources and technologies;
- the development of pedagogical forms of educational interaction with students and the use of modern techniques, organizational forms and technologies of education, training and evaluation of the quality of learning outcomes;
- conducting information retrieval activities aimed at improving professional skills in the field of teaching methods;
- acquisition of skills to plan and analyze various types of educational and extracurricular activities;
- familiarization with the experience of teachers, testing the most effective forms,

techniques and methods of teaching used by them;

- development of language and communication skills, mastering the terminology necessary for successful work in the field of professional pedagogical activity.

The specificity of pedagogical practice in the course of training a future teacher of a foreign language is determined by the formation of the subject area, reflective culture, as well as the mastery of pedagogical technologies, the ability to integration with teaching experience. [5, p 416]. It should be noted that the content of the practice should be based on the assimilation of knowledge of general professional disciplines such as a workshop on the culture of speech communication, psychology, pedagogical anthropology, theory of teaching foreign languages and cultures, linguistic and didactic foundations of teaching foreign languages, the use of information technology in teaching activities.

The content of educational pedagogical practice at school, in general, is based on the basic provisions of the professional standard «Teacher (pedagogical activity in the field of preschool, primary general, basic general, secondary general education) (educator, teacher)» [2] and reflects the following aspects of the educational process:

- acquaintance with the organizational and managerial activities of an educational institution;
- carrying out professional activities in accordance with the requirements of federal state educational standards;
- participation in the development and implementation of academic discipline programs within the framework of the basic general education program;
- planning and conducting training sessions in a foreign language;
- analysis of the effectiveness of training sessions and approaches to teaching a foreign language; – organization, monitoring and evaluation of educational achievements, current and final results of mastering the basic educational program in a foreign language by students;
- formation of skills related to information and communication technologies (ICT);
- formation of motivation for learning.

The input knowledge of students necessary for successful completion of pedagogical practice and acquired as a result of mastering the studied disciplines include:

- the basics of foreign language teaching methods, the basic principles of the activity approach, types and techniques of modern pedagogical technologies;
- knowledge of the means and methods of professional activity of a foreign language teacher;
- knowledge and ability to use textbooks and didactic materials on a foreign language

to develop new educational materials on a specific topic;

- knowledge and ability to use modern trends and concepts of teaching foreign languages to analyze specific methodological tasks of a practical nature;
- proficiency in using the achievements of domestic and foreign methodological experience, and modern trends in teaching foreign languages to solve specific methodological problems of a practical nature;
- the ability to critically analyze the learning process and learning materials in terms of their effectiveness;
- the main patterns of age-related development, stages and crises of personality development, as well as the basics of their psychodiagnostics;
- the basics of psychodidactics;
- priority directions for the development of the educational system of the country, laws and other normative legal acts regulating educational activities in Kazakhstan, normative documents on the education and upbringing of children and youth, federal state educational standards for preschool, primary general, basic general, secondary general education, legislation on the rights of the child, labor legislation.

It is necessary to note the specifics of pedagogical practice in a preschool institution. The complexity of the organization lies in the absence of a teacher as a moderator of the educational process. [3, p 224]. His/Her role is usually performed by the cathedral curator of the practice. Along with the pedagogical aspect, the methodology of early learning deserves special attention, due to the age characteristics of preschool children. In this regard, the purpose of foreign language classes is to creatively «immerse yourself in another world of sound and traditions.» The main task of this type of practice is the ability to motivate interest and instill love for another language. In this case, we are talking about educational classes – «lessons» are held in a playful way. Students master technologies aimed at developing students' general academic and special skills, at mastering universal ways of activity: in French lessons, conditions are created for the transition from reproductive forms of educational activity to independent, creative types of work, to the formation of a communicative culture of students and the development of skills to work with a variety of sources and types of information. [4, p 149]. During the practice, students widely use authentic materials, independently develop educational materials. materials aimed at improving the communicative competence of students master various forms of current control, acquire skills to assess the achievements of students. An important role in the organization and conduct of pedagogical practice is assigned to the Institute of curatorship, which is represented by teachers of the relevant departments who manage the professional pedagogical training of students. Curators' activities are usually aimed at solving problems of a methodological and pedagogical nature.

These are the problems associated with defining the purpose and objectives of the lesson, building the logic of the lesson; understanding the psychological characteristics of the

organization of the process of learning knowledge and the formation of skills and abilities; implementing the principle of speech orientation at each stage of the lesson; formulating attitudes to tasks; using various forms of work. The heads of the practices regularly carry out methodological and psychological-pedagogical consultations with students in order to minimize the problems that have arisen and effectively organize the educational and methodological process.

To summarize, this article shows that students actively conduct extracurricular work on the subject. Classroom teachers give students the experience of organizing collective creative events with students. Thus, students are given the opportunity to have real pedagogical interaction with students. The class hours and other extracurricular activities organized by students find a positive response from students and their parents, and are also highly appreciated by teachers. As a result of pedagogical practice, students, together with supervisors, conduct a detailed analysis of the educational, methodological and educational aspects of professional activity. Pedagogical practice becomes an indicator of the correctness of professional choice, abilities, interests, and values of students and acquires the importance of a basic component of the professional training of a future foreign language teacher.

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