

MANAGEMENT OF PEDAGOGICAL TEACHING (PRACTICE) IN TRAINING OF PEDAGOGUES FOR SUBJECT RELATED EDUCATION

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Annotation

The article analyzes experience, problems and perspectives in management of pedagogical teaching (practice) and training subject pedagogues in academic studies. It also reviews major trends in organization of patterns for pedagogical teaching at Lithuanian universities, when training subject pedagogues, introduces to conception of pedagogical teaching in the study programme of subject pedagogy. It analyzes topicalities in pedagogical teaching, organized at base schools, introduces to data of research about students' approach to management of pedagogical teaching in the process of practical training.

KEYWORDS: pedagogical teaching, subject related education, management of pedagogical teaching, base schools, mentor, tutor, social partners.

Introduction

“Future belongs to those, who are learning, whereas those satisfied with their „scholarship“ and believing they know everything will find themselves defeated by surpassing world”.

Eric Jensen

Rapid changes in social and cultural life, development of information society and globalization forces Lithuanian education to face new challenges, predetermining changes that take place for three decades together. Learning culture is changing, new learning environments are appearing continuously and lifelong learning turns into major paradigm of renewing education.

“Becoming a teacher is a process, when development and perfection is rather systematic, single-step and the growth continues until formation of corresponding experience. Learning to learn is a lifelong process rather than a period of time from the very first lesson to acquisition of a document, certifying about teacher's vocational qualification” (Sajienė, 2003, p. 6).

Further progress of Lithuanian education and the quality of upbringing will depend more on teachers' readiness to work under new circumstances and conditions (*Pedagogue Training Conception*, 2004). Above conception emphasizes that it is necessary to pay more attention to pedagogical teaching, to increase its time-span at school and to make a better balance between academic studies and practical training.

Lithuanian researchers and practitioners Aramavičiūtė, V. (1996), Bitinas, B. (1996), Bernotas, V., Jovaiša, L. (1996, 2001), Grabauskienė, A. (2012), Dapkienė, S. (2000), Lukoševičienė, V. (2007), Monkevičienė, O. (2008), Malinauskas R. (2001), Pečiuliauskienė, P. (2008, 2011), Rodzevičiūtė, E. (2007), Sajienė, L. (2003), Stankevičienė, K. (2004, 2008), Valatkienė, S. (1996), Tamulaitienė, A. (2002) et al. wrote much about organization of pedagogical teaching and training of subject teachers.

The **subject** of the article is management of pedagogical teaching in training of subject teachers.

The **aim** of the article is to make analysis of topicalities in management of pedagogical teaching and training subject teachers.

Goals:

1. to make analysis of experience in management of academic pedagogical teaching and training subject teachers;
2. to present the concept of pedagogical teaching in part-time study programme of Subject Pedagogy at KU Pedagogical faculty;
3. to examine students' approach to the management of pedagogical teaching in the process of practical training within formal and non-formal education.

Research methods: analysis of scientific literature, inquiry (in written), reflections, qualitative analysis, statistic methods.

In training of teachers for subject education important role belongs to educators, lecturers of higher schools, tutors, social partners, mentors of pedagogical teaching at institutions of practical training. Their competence predetermines the quality of future teachers' pedagogical activity. Acquisition of major competences, necessary for teacher's activity is emphasized in training of subject teachers. Pedagogical teaching (practice) is student's activity at school: observation of education process, its analysis and direct

participation in it (Tamulaitienė, 2002). Pedagogical teaching (practice) is a part of study programme for training of pedagogues. It is designed for development of future pedagogue's practical skills at base school. It is a school, where students stay for their pedagogical practice on the basis of agreement with higher school (*Practice management*, 2008). The purpose of this pedagogical teaching (practice) is to assist future teacher in gaining of experience, skills and abilities, necessary for practical pedagogical activity. On the basis of created possibilities for a certain period of time he works at a base school (under supervision of an experienced pedagogue-mentor) and becomes involved in practical pedagogical work or execution of specific functions of pedagogue's vocational activity. Pedagogical teaching (practice) is based on cooperation of higher schools and base schools. Higher school appoints experienced supervisors-tutors. Together with mentors they are major conservators and executives of that cooperation. Student's pedagogical teaching has its own aims and objectives. Specific assignments, performed in the process of practice are coordinated with students, mentors and tutors. Pedagogue training conception maintains that "quality in performance of practice related assignments, activity and contribution of trainees are to be openly discussed at base school with the interested parties (pedagogues, trainees and supervisors). Pedagogical teaching (practice) has to become a factor that stimulates vocational progress of trainees, base school and academic institution" (*Recommendations for innovative pedagogue training programmes and their implementation*. 2007, p.140).

It leads to discussions about pedagogical teaching (practice) and its different patterns in academic study programmes. Mostly "impact" (concentrated from the viewpoint of time, performed in education institution) and "continuous" (practice, adequate to theoretical studies, when a year-round contact of future pedagogues with children takes place in pedagogical environment) patterns of practical pedagogical studies are employed. Also employed are other patterns in organization of pedagogical teaching (practice). They are "regular", "continuous" and "non-continuous". Many times researchers analyzed problems, raised by "impact" or "non-continuous" practice and discovered that "regular" and "continuous" pedagogical practice assist best in overtaking of pedagogical functions (Malinauskas, 2001).

Professionalism of mentors helps students in acquisition of teacher's vocational qualification, development of practical training skills in real teaching/learning process and integration into specific school environment, cultivation of ethic relations with colleagues, school administration, learners, their parents and social partners. In the process of pedagogical teaching (practice) mentor helps future teachers to orient themselves in the sphere of miscellaneous pedagogical activity. They have to be good stimulators in the learning-for-teaching process, in planning, implementation and assessment of learning process. They have to be good specialists in pedagogical innovations, team work and continuously improve their qualifications (Sajienė, 2003). Mentors should be able to identify psychological and didactic problems, arising from real teaching and learning situations, to identify and specify most topical spheres in development of future teachers, define their potential and realize ethic aspects of mentorship.

Tutor's position in striving for study quality is very significant. He is an academic supervisor of pedagogical teaching (practice) and takes responsibility for student's training and readiness for above practice. Tutor has to plan inventory, assignments of the practice and introduce students to it. In the process of practice tutor has to consult students, observe and assess demonstrative lessons.

Nowadays academic pedagogical teaching (practice) is based on philosophy of modern cognitive constructivism, which corresponds to educational thinking of informative and learning society. Development of vocational thinking enables learners to enter into self-knowledge and self-education processes, to improve vocational thinking via unity of knowledge and action. This is the way for construction of vocational pedagogical knowledge, providing future pedagogue with opportunities for continuous perfection and development of vocational identity, which corresponds to modern educational thinking and culture of vocational expression (Stankevičienė, Monkevičienė et al. 2008).

1. KU conception of Pedagogical teaching (practice) in training of subject teachers

The conception of pedagogical teaching (practice) in the study programme of Subject pedagogy is based on unity of theory and practice. To secure development of theoretical and practical links in above study programme the purpose of pedagogical teaching (practice) is specified in the study plan. It has to assist learners in acquisition of vocational competences and experience, necessary for practical pedagogical activity.

Pedagogical teaching (practice) is realized as a study sphere, integrating all pedagogical and psychological courses of study programmes. Consequently, students in non-degree study programme of Subject pedagogy develop their pedagogical competences in different pedagogical teaching (practice) that is organized every term (three terms). Each of them has its own specific aims and programmes, allowing students to consistently improve and develop available competences. Student's role in pedagogical teaching (practice) is changing together with increasing self-sufficiency in his activity. Every pedagogical teaching (practice) takes student to higher goals and objectives, giving a sense to acquired knowledge, summarizing gained experience. It is very important for mentors to realize significance and particularity of each pedagogical teaching (practice) in the context of overall training and to provide students with necessary support with respect to that.

Students are provided with possibilities for involvement into different practical activity. Pedagogical teaching (practice) is consistently organized throughout all terms and is implemented on three levels: term 1 – *observational practice* (6 cred.), term 2 – *probationary practice* (7 cred.) and term 3 – *self-dependent practice* (17 cred.).

Pedagogical teaching (practice) is based on cooperation of Klaipeda University and base schools. Rights and obligations of all parties (Klaipeda University, school and student) are defined by triangular agreement of practical teaching. Each teaching has its own aims and objectives, its assignments are assessed in accordance with defined criteria. Their results are discussed in joint meetings/conferences of school managers, lecturers, teachers, mentors, tutors and students.

Pedagogical teaching (practice) provides students with opportunity for active participation in vocational pedagogical activity. Their role in the process of practice is changing in accordance with the following scheme: observer and assistant at the beginning, later – working under supervision of mentors and tutors, finally – working as a self-sufficient pedagogue, supervised by mentors and/or tutors. This sequence corresponds to requirements of *Pedagogue Training Regulations* (2012, 24 p.) for pedagogical teaching (practice).

In the process of *Observational practice* (term 1/6 cred.) students are introduced to educational environment of institutions, where they practice. They are provided with conditions for understanding of pedagogical process, its essence and purpose. They are also introduced to organization of pedagogical activity in specific education institution, they learn how to gain experience in communication and cooperation, when striving for good results and establishment of favourable working climate. They familiarize themselves with peculiarities in organization of formal and non-formal education in comprehensive schools, with pedagogical conditions and teacher's vocational competences, analyzing and assessing the process of education, its content and employed methods for different age groups. They learn how to analyze and evaluate the content and methods for lessons of a specific subject. Students are observers in this practice. Observational practice is performed at the end of term one and takes place at Klaipeda base schools.

Probationary practice (7 cred.) is a part of term two. Students acquire vocational competences and experience, necessary for practical pedagogical activity. They are provided with opportunity of practical pedagogical activity for a certain period of time. They also perform specific pedagogical functions under supervision of mentors and tutors. In the process of this practice they familiarize themselves with the subject teacher's work, develop their skills in understanding of schoolchildren, communication and cooperation, in assistance to teachers and form masters. They also learn how to plan and organize teaching and educational process with respect to age related and individual peculiarities of schoolchildren, their demands and interests, local conditions and possibilities. They plan and efficiently employ means for stimulation of individual motivation and that of entire class for learning and constructive work. They also gain methodological knowledge in specific subject, develop ability to raise aims and goals, to define the content of education and inventively employ teaching/learning methods. Student is an observer and assistant to pedagogues. Probationary practice is to be organized in base schools.

Self-dependent practice (17 cred.) in term three also takes place at comprehensive schools. Students work self-dependently, though under supervision and observation of mentors and tutors. This practice helps to gain vocational competences and experience, necessary for practical pedagogical activity, practical skills and abilities. It also helps to develop ability in purposeful employment of training/learning methods and technologies, to impart popularly and intelligibly knowledge and information, necessary to learners for education/self-education, to perform and combine functions of a subject teacher and form master's functions, to enshrine social, cultural, ethnic and civil identity of those participating in the

process of education. In the process of practice students self-dependently perform entire upbringing related activities. They plan their activities on the basis of theoretical knowledge and practical experience, organize the process of upbringing on the basis of principles of pedagogical interaction, classical and modern technologies, interactive training methods with respect to learners' experience, abilities and interests. After completion of practice students have to reflect their pedagogical work, specify its advantages and failures, project potential methods and means of improvement. In the process of self-dependent practice students realize requirements, defined by inventory of vocational competence and goals of pedagogical teaching (practice). For evaluation of above practice they present inventory of accomplished assignments, proving the level of gained vocational competence. They have their demonstration lessons at base schools. These lessons are also observed by tutors and mentors.

Throughout all practices students in above study programme are provided with possibility for development of value based position and belief that teacher (knowledge owner and conveyer) is being changed by another teacher, who is the organizer of learning, knowledge manager, architect of learning opportunities, assistant of learning, adviser, partner, mediator between learner and different modern knowledge sources, that teacher remains to be an educator and advocate of true-life verities. They continue further with their portfolio of subject related and vocational competences, reflecting and evaluating the level of their own pedagogical competences, identifying and specifying failings, planning methods and means of improvement.

Students are allowed to have 80 % of each practice under supervision of their instructors, while working directly with learners or other members of school community and performing other pedagogical activities (*Pedagogue Training Regulations*. 2012;14. 2). No more than 30 % of pedagogical teaching (practice) they are allowed to have at their workplace (*Pedagogue Training Regulations*. 2012; 22.)

Pedagogical teaching (practice) takes place at comprehensive schools with modern material facilities and modern education technologies (9 gymnasiums, 1 lyceum, 18 primary schools with modern material facilities and ergonomic environment). These schools are supplied with innovative communication technologies (ICT): smart boards, computers, internet access, multimedia, digital copiers, audio/video equipment, etc. They have rich libraries, good reading-rooms, necessary methodological literature and textbooks.

Highly qualified and experienced (over 5 years of working experience) mentors-teachers practitioners join their academic colleagues in lecturing of programme subjects. They are leaders and correspond to requirements for pedagogical teaching (practice) in *Pedagogue Training Regulations* (2012, p. 20). These Regulations were designed by KU PF researchers, who took part in mentor training project „Improvement of study practice and tutelary system for beginning teachers, training pedagogues-tutors with mentor's competences“ (ESF–2.4.–037). While implementing the project, KU PF lecturers designed methodological material for mentors' training and were authorized to develop them. They were disseminating mentorship ideas in comprehensive schools, organized courses and trained 83 mentors, authorized to supervise over students' practice in education institutions of Klaipeda and entire western region of Lithuania. Students of the study programme may practice in KU PF base schools, where highly qualified pedagogues-mentors are working.

Study methods, developed for practice, are suitable for achievement of study results and their impartial evaluation (project, study portfolio, etc.). These methods help to acquire knowledge, inventively employ them in vocational activity, disclose personal and social abilities of students. They also create favourable conditions for development and improvement of culture, related to pedagogue's vocational activity.

Students, already working at school, are allowed to have a part of their practice (30 %) at their workplace. Organization and assessment of students' practice is realized in close cooperation with social partners. After completion of pedagogical teaching (practice) its results are discussed publicly by tutors and mentors, lecturers of the study programme and students. Pedagogical teaching (practice) is further improved with respect to students' demands, propositions of social partners and tutors, requirements of labour market.

2. Students' attitude towards management of pedagogical teaching (practice) in the process of practical training

To find out students' opinion about pedagogical teaching (practice) an inquiry-questionnaire was designed.

It aimed at understanding how trainees evaluate their own readiness, activity and management in the process of practice; what methods are to be employed for improvement of its quality; what suggestions

regarding improvement of its management could offer the tutoring department. 29 students of the programme, future teachers of mathematics, Lithuanian and foreign languages, biology, physics, geography, history, music, dance and theatre were questioned. Respondents expressed their opinion about organization of activities in non-formal education at base school and about gained experience in the process of pedagogical teaching (practice).

Evaluation of students' readiness for self-dependent pedagogical teaching (practice):

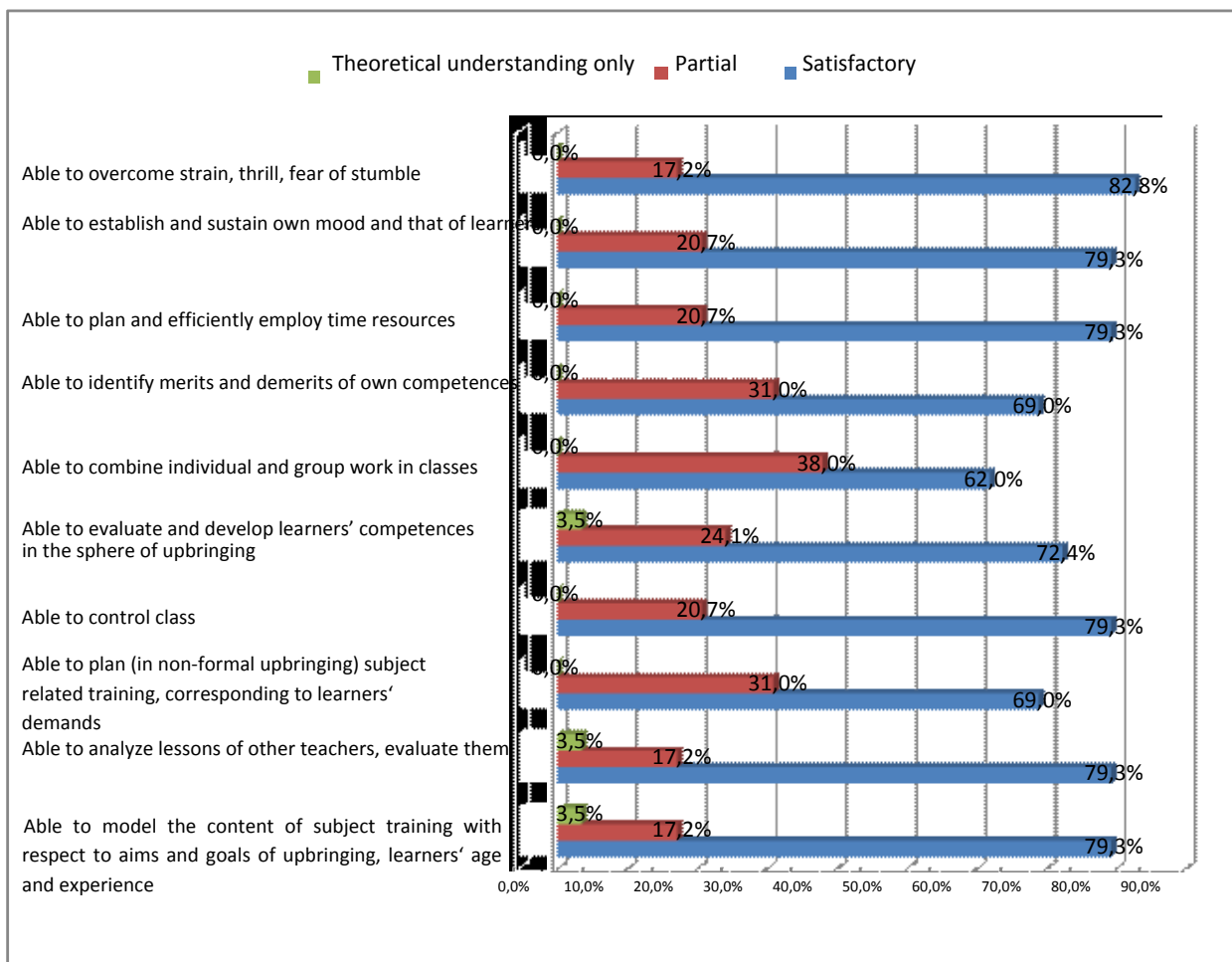
<p>Positive aspects of practice:</p> <ul style="list-style-type: none"> • it was interesting to give demonstrative lessons; • amount of theoretical and practical knowledge for practice was sufficient; • observation of mentor's lessons helped to realize, how to give lessons; • in the process of practice learned how to analyze lessons and differentiate assignments; • practice enabled to self-assess own abilities and realize problems of completed work; • practical activity assisted in critical evaluation of own personality, understanding of failures and merits of given lessons; • writing of log made me to reconsider daily events; • theoretical lectures gave much valuable information and knowledge for good performance during practice; • learned how to learn and make lesson plans; • practice helped to familiarize with educational environment of schools; • was much assisted by colleagues, giving lessons in the same subject; • practice enabled to understand what I should strive for and how I should improve to finally become a subject teacher; • I understood that overall welfare of schoolchildren is important for me and I want to communicate with them and help them after classes; • made attempts to employ interesting teaching methods and they were successful; • practice enabled to understand that teacher has to evaluate own activity and search for new possibilities in the process of upbringing; • didactic knowledge appeared to be a recipe for interesting organization of lessons; • in the process of practice I was improving teacher's general and special competences; • gained experience in communication with learners; • formed an apparent view of teacher's work.
<p>Negative aspects of practice:</p> <ul style="list-style-type: none"> • too long in time-span; • lack of psychological knowledge; • emergence of methodology related issues; • lack of theoretical knowledge about organization of lessons and work with different age groups; • lack of knowledge about training methods and their selection for different age groups; • lack of didactic knowledge in the subject; • problems regarding planning of report related practice documents; • without previous vocational experience it would be difficult to practice; • too many contact hours with learners, too little time for to lessons.

Table 1. *Positive and negative aspects in quality evaluation of students' self-dependent pedagogical teaching (practice)*

Students offered valuable and critical ideas, arguments and propositions about how to improve the management of practical training and study quality, students' motivation for learning in the process of practice. Amount of theoretical knowledge was sufficient and in the process of practical teaching they gained necessary competences, however, they also underlined aspects that are related to subject teaching methods and have to be improved: (*„...more knowledge about most efficient subject related teaching methods in theoretical lectures...“*), (*„...more practical assignments and simulation in lectures to properly prepare for practical activity at school...“*), (*„...more attention to practical assignments in lectures on psychology...“*), (*„...lecturers of subject pedagogy could offer more different methods for subject teaching, suggestions to change selective (free-chosen) study subjects and choose those more related to subject pedagogy...“*).

More than half of respondents share the idea that teacher's general cultural, personal and vocational competences, gained and developed in studies, are very important in the process of pedagogical teaching (practice): („...it is desirable that lecturers and students should cooperate closer...“), („...student, leaving for any pedagogical teaching has to realize importance of personal motivation...“), („... more practical assignments in lectures would be useful as they would help to realize and gain basic competences of a subject teacher...“), („...more knowledge of ethics, teacher's rights and obligations...“), („...lack of open speaking and skills in class control...“), („...going deeper into knowledge assessment competence is desirable...“), („...better learning of communication art for closer contacts between learners and teachers...“).

Students gave valuable suggestions about improvement of practice management: („...more attention to lesson planning methodology instead of development of long-term plans...“), („... reduction of contact hours with learners, more time to preparation for lessons...“), („...different practice assignments for those already working and not working at school...“), („...refuse writing of exhaustive analysis of observational lessons in probationary practice...“), („...short analysis of observed lessons and only from the viewpoint of supposed aims...“), („...no educational assignments in self-dependent practice (they could be integrated into the content of observed practice)...“), („...tutors should obey requirements of base schools for recording of observed lessons, writing of lesson plans and giving lessons...“), („...it would be better to have self-dependent practice in term two, as writing of final project in term three takes much time...“), („...to organize teaching about performance of self-dependent practice of a larger scope, as information, received at instruction courses, is not sufficient; for the sake of quality patterns of practice reports should be presented...“), („...additional hours to tutors for comprehensive explanation of assignments are required...“), („...lack of information about difficulties that students are going to face in probationary and self-dependent practice, when giving lessons...“), („...more knowledge about how to work among children with special needs is required...“), („...it is advisable to introduce students to inventory and other documents of self-dependent practice one month before its start, also to present more exhaustive requirements for reports on pedagogical practice...“).



Pic. 1. Students' opinion about experience, gained in pedagogical teaching (practice)

On the basis of students' reflection and its analysis it is possible to maintain that students offered valuable remarks and suggestions regarding improvement of management in pedagogical teaching (practice). It is very important and significant for implementation of modern study programmes and their improvement with respect to suggestions of students, social partners, tutors, mentors and academic supervisors, also to requirements of labour market.

On the basis of students' inquiry it is possible to maintain that vocational pedagogical teaching (practice) assisted future teachers in gaining of experience, abilities and skills, necessary for practical pedagogical activity.

Research results show (pic. 1) that in the process of pedagogical teaching (practice) students (82,8 %) are able to control their own cognitive processes: strain, thrill, fear to stumble, however, 17,2 % of students still experience lack of self-reliance. 79,3 % of students maintain that their class control skills are sufficient and they are able to establish and sustain good emotional atmosphere among learners. 20 % of students think that they lack class control related skills and they need more experience of practical work at school. About 80 % of students maintain that in the process of observational practice they learned how to analyze and evaluate lessons, observed by experienced pedagogues-mentors. They could successfully employ knowledge and experience, gained in the process of self-dependent practice. 20,7% of students maintain that their knowledge about how to analyze and evaluate teacher's lessons is insufficient. Research results enable to maintain that practice of these students was not a success. The analysis of results shows that students are able to employ different teaching methods in lessons, when working with learners individually and in groups. Therefore, 62% of respondents are familiar with innovative teaching technologies and active training methods, however, some of them (38%) would like to deepen this knowledge and apply it in pedagogue's vocational activity.

Students' opinion about performance of assignments for non-formal education in the process of pedagogical teaching (practice). Each subject teacher at school is an active organizer of non-formal education. In programmes, designed for pedagogical teaching (practice) there are several assignments of non-formal education and they are meant for organization of learners' leisure time. Trainees have to organize cultural-educational events at school, bass of event dramaturgy, forms of these events, etc. After completion of practice students share their experience and impressions about performance of these assignments in the process of pedagogical teaching (practice).

Students maintain that organization of different events at school was successful and they managed to rally teachers for different activities, related to preparation of these events. School managers also contributed to organization of these events, providing with financial and other assistance. It was necessary to prepare responsibly for these events, as several hundred spectators participated in them. Children offered many unique ideas, so it was necessary to learn how to inventively employ them. It was also necessary to search for literature about writing scenario, since theoretical lectures about organization of events were missing. Students' opinion about performance of non-formal education activity in the process of pedagogical teaching (practice): (*„...organization and realization of different events was a success...“*), (*„... attempts to rally teachers for organization of events was successful...“*), (*„...school managers assisted in organization of events, providing with financial and other support...“*), (*„...it was necessary to prepare responsibly for these events, as several hundred spectators participated in them...“*), (*„...children offered many unique ideas, so it was necessary to learn how to inventively employ them...“*), (*„...it was necessary to search for literature about writing scenario, since theoretical lectures about organization of events were missing...“*), (*„...organization of events in non-formal education takes much time, so it should be emphasized in assignments, number of lessons for self-dependent work should be reduced...“*), (*„...learners actively assisted in organization of events, this activity was very interesting for them...“*), (*„...a person, responsible for organization of events in non-formal education at gymnasium helped to organize events...“*), (*„...did the best to make events interesting, informative, making to give thought to own behaviour...“*), (*„...had to organize events even during pupils' holidays...“*), (*„...missed experience in employment of stage and audio equipment, knowledge about stage ethics...“*), (*„...rallied a good pupils' team, helping in organization of events...“*), (*„...events helped to better understand pupils, naughty children became more concentrated and organized in lessons...“*), (*„...had to organize special events for deepening of knowledge in the subject...“*), (*„...had to teach pupils speech culture...“*).

In the process of practice students acquired skills in communication and cooperation, abilities in giving lessons, organization of cultural- educational events in non-formal education, familiarized with school activities and pedagogical competences. Students' ideas, remarks and reflections helped

supervisors, tutors and mentors to improve management and educative aspects in pedagogical teaching (practice).

Conclusions

1. Success in pedagogical teaching (practice) of subject pedagogues is mostly predetermined by its structurally well organized management: models for organization of pedagogical practice, system of professional supervision, forms and methods for mentor's assistance to practicing student, tutor's professional supervision of practice.
2. Model for management of practice in the study programme of Subject pedagogy should assist students in gaining of practical experience in subject pedagogue's activity. This practice is designed for acquisition of teacher's vocational qualification and is based on close cooperation of the university and school, where it takes place. The essence of above management lies in organization of pedagogical teaching (practice) with respect to students' role in it and according to the following scheme: *observer* → *pedagogue's assistant* → *working self-dependently* and supervised by mentors and tutors, watching how trainee self-dependently performs educative activity among schoolchildren on the basis of theoretical knowledge and practical experience, how comprehensively they impart knowledge and information, necessary for education.
3. Research results show that quality of students' practice in above study programme of KU Pedagogical Faculty is determined by professionalism of tutors and mentors, ability to create proper teaching and ergonomic conditions for development of communication and cooperation skills and ability to give lessons in base schools with modern material facilities and teachers, employing modern innovative education technologies. Students' ideas, remarks and reflections helped their supervisors to improve management and educative aspects of pedagogical teaching (practice).
4. Subject pedagogue is an organizer of formal and non-formal education at school. Experience, gained in the process of non-formal education enables students to enter into knowledge improvement and self-education, to improve vocational and creative thinking, communication and cooperation skills, to deepen subject related knowledge, creating new possibilities and opportunities for teaching, to learn how to create an aesthetic, attractive learning environment and school culture.

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