

PECULIARITIES OF PEDAGOGICAL INTERNSHIP ORGANIZATION FOR FUTURE SPECIALISTS OF FOREIGN PHILOLOGY IN BLENDED LEARNING

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ABSTRACT

The competitiveness of the professional training of future philologists depends on the opportunities for professional realization, due to the formation of specific competencies, one of which is the competency of teaching activities. The specified factor encourages the creation of students' conditions to obtain opportunities for professional realization in the practical activity of a teacher in secondary education.

The conditions of a prolonged pandemic require the correction of the implementation of any type of educational activity by transferring it to the mode of distance learning which causes the need for students' special training for pedagogical activities in the conditions of the mixed and distance mode in work of a secondary education.

*The **purpose** of the article is to analyze the features of pedagogical internship organization for students of foreign philology in a mixed form of education.*

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The **methodology** is the analysis of scientific approaches to the definition the concepts "pedagogical practice of future philologists", "distance learning", "information and communication technologies (ICT)"; results' presentation in the organization of pedagogical practice for philology students; determination of effective means for implementing the practical activities of an English language teacher in the conditions of distance learning which is based on the results of the pedagogical practice for philology students.

Results. The pedagogical practice of philology students is aimed at forming the practical skills necessary for teaching a foreign language, in particular in all types of speech activity: speaking, reading, writing, listening. The formation of students' abilities to take into account the peculiarities of the presentation of educational information and the practice of specific foreign language skills for learners in the conditions of distance learning acquires importance.

The analysis of the options of several platforms for the implementation of distance learning of a foreign language revealed the greatest effectiveness of the ZOOM program which was confirmed among other things by its selection as a common platform for training by basic colleges in O.M. Beketov National University of Urban Economy in Kharkiv (Ukraine).

According to the results of pedagogical practice in the distance learning mode of the basic colleges, the need to correct the program of practices and the content of psychological and pedagogical disciplines and the methodology of teaching a foreign language, taking into account the characteristics of the teacher's activity in the conditions of the distance mode of work with the study group, was determined.

In **conclusion** it should sum up that it is important to focus students on a clear distribution of time for the implementation of all types of speaking activities in a foreign language for students in the classroom and the reflection of these tools at specific stages of a lesson, taking into account the time of assessment and reflection.

KEYWORDS: Pedagogical Practice, Future Philologists, Foreign Language, Blended Learning, Distance Learning.

INTRODUCTION

Technological means of distance learning are increasingly becoming a compulsory element of the organization in the modern educational process. In the conditions of a pandemic, they become an irreplaceable way of conducting educational classes, as well as organizing all possible types of student practices. The effectiveness of any modern training is determined by the

opportunities which speciality gives to a graduate for employment.

According to the professional training of future specialists in foreign philology, the usual way of professional implementation in addition to translation is teaching which is represented by various forms of its implementation such as course training of clients (including specific organizations), tutoring services, children and young

people's education in the high school program, etc.

In view of the above information, it is more popular among entrants in the labour market of educational services are those curricula in foreign philology which contain part of the pedagogical training of specialists including pedagogical internship (Specht, 2022).

Blended learning has been researched by J. Rivera (Rivera, 2019), who investigated the importance of blended learning in education as a method for teaching and learning Foreign Languages Subjects at university level. D. Garrison & H. Kanuka (Garrison, Kanuka, 2004) provided the transformative potential of blended learning in the context of the challenges facing higher education.

Due to the long pandemic caused by COVID-19 the educational process in educational establishments of all levels it has been carried out mixed learning for three years that is sometimes distance learning (if the pandemic level increases). This socio-hygienic situation highlights the necessity to use the technological means of distance learning by educators.

The **purpose** of the article is to analyze the features of pedagogical internship organization for students of foreign philology in a mixed form of education.

METHODOLOGY

The methodological principles of the study determine the analysis of scientific approaches to the definition of "pedagogical internship of future philologists", "distance learning", "information and communication technologies (ICT)"; presenting the results of the pedagogical internship organization of students-philologists of O. M. Beketov National University of Urban Economy in Kharkiv (KhNUUE);

determination of the effective means of realization of English teacher's practical activity in distance learning according to the results of pedagogical internship of students-philologists.

In the article it has been used the methods of scientific analysis to distinguish ideas about the degree of research of the problem; organization of the experiment of students' pedagogical practice in a distance format to present the author's experience of practical activity; reflections on the results of practice with the generalization of positive and negative elements that were determined depending on the distance form of its organization as an invitation to a professional discussion of specialists in the field of pedagogical and methodical sciences.

RESULTS

The works of I. Barabash (2015), N. Bezliudna (2021), V. Koval (2013), S. Surhova (2020) are devoted to the problem of practical training of future teachers. Focusing on the classical fundamental provisions of the organisation of professional training of future teachers, the researchers did not analyse the effectiveness of mixed forms of organisation of pedagogical practices, as they did not need such a social order. At the same time, it is now necessary to identify and research new approaches to the practical training of teachers in view of the regular social challenges caused by the global pandemic.

The work of I. Barabash (2015) emphasizes the need to form the technological skills of the future philologist, related to the organization of the educational process. The author emphasizes the need to link the results of pedagogical internship with research work of students, forming their competencies to use the methods of

scientific knowledge such as observation, analysis, generalization and etc.

In addition to the main practical tasks performed by the pedagogical internship in the training of future teachers, it is necessary to single out additional ones forming students' skills to carry out pedagogical communication with teachers, students and administration; to find and use the results of innovative experience of teaching the discipline by modern methodologists. All these things affect the awareness of the possibility of choosing a pedagogical profession.

According to V. Koval, "professional training of future teachers of philology" is a purposeful, dynamic, innovative process adapted to the real conditions of higher education which is determined by the competitiveness of universities in the market of educational services" (Koval, 2013, p. 166).

M. Vechirko notes the importance of forming the future philologist's needs and ability to solve pedagogical problems in unpredictable, unplanned pedagogical situations which involves mastering the research approach to teaching. According to the author, this is facilitated by seminars and practical classes in the form of conferences and discussions, debates, competitions for pedagogical projects, the use of various creative forms of work where students have the opportunity to express their abilities and capabilities such as creative tasks taking into account the implementation of interdisciplinary links contribute to the formation of activity and the foundations of personal pedagogical experience of the future teacher (Vechirko, 2012).

The increasing attention of scientists to distance learning technologies is currently connected with the COVID-19 pandemic. At the same time, the methodological

expediency of using distance learning is considered from two positions: as a form of education and as one of the components of the entire educational system. Distance education is a form of education in which the teacher and the learner interact with each other at a distance and all the components characteristic of the educational process (goal, content, methods, teaching aids and organizational forms) are preserved, and all this is implemented with the help of specific means of Internet technologies or other interactive means.

Scientists' increasing attention to distance learning technologies is currently linked to the COVID-19 pandemic. At the same time, the idea of using digital technologies is not new for scientific discourse. It is considered from two positions: as a form of learning and as one of the components of the entire educational system. Under the distance form of learning, the scientist sees a form of learning in which the teacher and the student interact at a distance and retain all the components of the educational process (purpose, content, methods, teaching aids and organizational forms), and all this is realized specific means of the Internet technologies or other interactive means.

The main priorities of the application of these technologies, scientists identify the provision of a large amount of authentic information; influence on all channels of perception using multimedia technologies (texts, graphics, sounds, animations, video); adaptability; nonlinearity of information provision; high interest in the educational process (Chernenko, 2019).

Using these digital resources, integrating them into the learning process more effectively it can be solved a number of didactic tasks:

- make classes more visual and interesting increase the intensity of the educational process;
- provide instant feedback;
- to form a stable motivation for cognitive activity;
- activate mental abilities;
- involve passive students;
- to form skills and abilities to ensure information and digital competence;
- to form elements of abstract and logical thinking;
- promote individualization and intensification of learning;
- to teach students to work independently with digital resources and tools, etc. (Chernenko, 2019).

Increased attention to distance learning has been reflected in the numerous works of scientists related to the study of certain disciplines and the acquisition of a specific specialty. Scientists S. Surhova and O. Faichuk (Surhova, Faichuk, 2020,) focused on the peculiarities of the organization of pedagogical internship of future philologists in terms of distance learning. The authors note that the change in the form of an internship has led to the need to revise its classic assessment results that is the ability to remove from the assessment of psychological and pedagogical characteristics of the student, as it is impossible to have a personal interaction that precludes objectivity.

"Today, in the conditions of the COVID-19 pandemic, it is impossible to ensure the fulfilment of all the tasks of complex pedagogical internship fully. Such aspects of the teacher's work as communication with students, paper work, the work of the head of the club remain out of the

attention of students and leaders of the internship" (Surhova, & Faichuk, 2020, p. 92).

At the same time scientists appreciate the possibilities of modern technologies of the MOODLE and ZOOM platforms with the help of which the process of psychological and pedagogical practice of future philologists is as close as possible to the real conditions of the educational process.

A. Kovalenko details the means of organizing a training session in the distance mode:

- multimedia presentation which allows you to influence several types of memory: visual, auditory, emotional, and sometimes motor, and can be useful for organizing and conducting auditions, translating texts, composing dialogues;
- training;
- discussion (subject to appropriate selection of issues for discussion);
- web-quests a type of search activity in which students obtain the necessary information on the Internet at the specified addresses (Kovalenko, 2021).

According to O. Trotsenko, O. Bilyk and N. Pyliachyk, the positive results of distance learning can be considered the reduction of future teachers' anxiety which was concluded based on the analysis of ICT use in pedagogical internship. The results of the experiments in at the Vasyl Stefanyk Precarpathian National University and the Pavlo Tychyna Uman State Pedagogical University showed that future teachers who completed the curriculum on the peculiarities of the use of ICT in teaching felt more confident during foreign language lessons, and their level of anxiety

was much lower (Trotsenko, Bilyk, & Pyliachyk, 2020).

The positive effect of the use of ICT in the study of a foreign language is discussed in the work of I. Kostikova and H. Bezbavna (2019). Thus, the researchers claim that the use of the Internet with a variety of information and resources, means of communication contributes to the formation of students' competencies in language and speech (reading and writing), generally has a positive effect on English learning, in developing motivation and interest (Kostikova, & Bezbavna, 2019). According to the authors' conclusions we can note the importance of the direction of students-interns in the use of ICT in the development and implementation of classes for students both in distance learning and in real presence.

The development of distance learning technologies and ICT has allowed solving the problem of transferring the educational process in educational institutions to a mixed learning quickly and effectively which has become an unalterable way of learning in the pandemic. At the same time teachers and students had to adapt to distance working conditions and master typical online and distance communication platforms such as ZOOM, Meet, Teams and others.

It should be noted that in general distance learning is divided into synchronous and asynchronous forms. In the synchronous form, all participants are connected online at the same time, although they are geographically located in different places (for example, video conferencing). Asynchronous learning mode allows you to learn in a personally convenient mode using the services of learning platforms.

The most popular example of asynchronous distance learning is the MOODLE platform, due to the fact that in

the modern world there are more than 68000 registered Moodle sites in 235 countries (both eastern, for example: China, Taiwan; and western: Australia, America, UK and others), 28 million users and 2.5 million courses. Among the most famous users of this platform are: the London School of Economics, New York State University, the Open University of Great Britain and the giant Microsoft companies (Bakhmat, & Babakina, 2014, p. 43–50).

Currently the scientific discourse presents many studies that address the problems of using these services in the implementation of various forms of educational process. First of all, we were interested in those related to the teaching of foreign languages and the organization of pedagogical internship. Thus, in the article by A. Yankovets and O. Yankovets (2020), the Zoom service is presented as one that provides an opportunity to work with a full range of educational materials, as well as for contact forms of work. The authors highlight the advantages of using this platform:

- invariability of the format: "teacher audience" which is manifested in the possibility of individual two-way telecommunication of the higher education establishment's student with a teacher and other higher educational establishments in learning;
- the ability to record and play distance lessons in a convenient mode;
- a wide range of features of this program, in particular working with documents in Word, Doc, Pdf, using the White Board function and the use of audio and video materials in the learning process (Yankovets, & Yankovets, 2020).

In teaching a foreign language, the Zoom platform allows you to use all the resources needed to develop and improve your speaking skills: reading, writing, listening and speaking. Thus, the online presentation (report format) allows you to update the student's monologue; reading is organized through the presentation on the screen of text in a slide format (reading in simultaneous action) or an attached text file (reading in asynchronous mode, for example, when doing homework). Audio broadcasting allows you to improve the skills of auditory perception of the text.

We consider the "proof-reader" function to be useful for the learning interaction of the ZOOM platform, which provides an opportunity to correct student work and make textual edits with the help of a marker.

The teacher manages the course of the lesson also through the function of turning on / off the screen demonstration which allows you to normalize the order of presentation of individual tasks by students.

Explanation of new material, in addition to prepared information in the form of slides or tables, can be carried out in a gradually dynamic mode of application of the "whiteboard" on which the teacher can write, erase and add information. Therefore, we consider the ZOOM application to be the most effective for conducting foreign language classes, as its options allow you to improve all communication skills, as well as apply various forms and methods of work.

According to scientists N. Bezliudna and N. Dudnyk, the organization and holding of an educational event (educational hour, subject evening, excursions and etc.) is a problematic element of pedagogical internship in the mode of distance learning which is one of the tasks of the

future primary school teacher classes (Bezlyudna, & Dudnyk, 2021). Given the fact that in the conditions of quarantine it is impossible to hold a classical educational event the authors have developed substitute tasks to ensure the formation of educational competencies of future teachers:

- analysis of the educational event of the basic educational institution, conducted earlier and saved in video;
- development of the author's scenario of the thematic event with its analysis;
- identifying ways to organize educational work of the school in terms of distance learning - in accordance with the plan of educational work and taking into account the needs of students, parents (use of synchronous and asynchronous means of communication; limiting the number of applications and platforms; site, creation of local communities and organization of their work, selection of materials and tools for interactive educational activities, organization of students to work on thematic projects in pairs, groups – with instructions and algorithms, assistance to parents and teachers in using digital devices and various applications creation of motivational letters of thanks for students and parents - for cooperation in quarantine.

The generalization of the experience of scientists in the organization of pedagogical practices of students in a pandemic allowed identifying the main aspects of the preparation of future philologists for teaching with the use of distance learning tools, which include:

- acquaintance with the main platforms for the implementation of distance learning in educational institutions and

- analysis of the effectiveness of their applications for learning a foreign language in all types of speech activities;
- selection of one of the most optimal platforms and detailed presentation of all its possibilities in learning a foreign language to pupils (students);
 - selection of methodological materials that are optimal for learning a foreign language of students on the specified platform;
 - preparation of each lesson taking into account both the technical capabilities of the platform and the presentation of each of the types of speech activities of students (speaking, listening, writing, reading);
 - taking into account in the organization of classes time for technical inclusion of students;
 - adjusting the classic elements of the lesson (lesson) taking into account the capabilities of the selected platform.

Thus, the preparation of future philologists for practical teaching activities should be based on the formed theoretical knowledge of didactics, organization of the educational process and methods of teaching a foreign language. Given the peculiarities of the educational process in a pandemic, students must be ready to implement training both in real presence and in a distance format. Students pay special attention to the review of modern platforms that allow for the implementation of distance learning and provide opportunities to form in the student all kinds of speech activities.

These generalised provisions were confirmed during the organisation and carrying out of pedagogical practice for students by the speciality 035 "Philology.

English Philology and Translation" of O. M. Beketov National University of Urban Economy in Kharkiv.

Preparation for pedagogical practice begins at the university in the teaching of disciplines "Pedagogy" (1st year) and "Methods of teaching a foreign language" (3rd year). Close cooperation of teachers of these disciplines allows developing a theoretical and practical readiness to implement methodological skills in the practical activities of students. Thus, getting pedagogical and methodological competence, students focus on taking into account the purpose of teaching a foreign language, the characteristics of the audience to be studied (adults or children), the purpose of learning a foreign language.

In addition, future philologists gain knowledge of classical pedagogy (didactic laws of modern lessons, the realization of the threefold purpose of the lesson) and age psychology (taking into account the age characteristics of children's perception of information, development of their thinking, attention, imagination, etc.).

Students spend a lot of time solving case problems which are aimed at guiding future professionals to understand the current problems of high school, as well as the formation of critical thinking, in particular, in determining the logical connections and patterns of teachers' idea, Pedagogy of cooperation (late XX century) and modern innovations. For example, the idea of support and large blocks in learning turned into computerised and modular learning; the idea of anticipation is reflected in the modern technology of inverted learning (inverted lecture – in high school); the idea of a personal approach is presented in the

model of implementation of diversified forms of learning.

The main task of the symbiosis of professional methodological and pedagogical competence in the preparation of future philologists for teaching is to bring theoretical knowledge to the level of technology. To achieve this goal in the educational process, active teaching methods are used which allows students to consciously approach the knowledge aspect, to realize the practical significance of the theory, to be able to apply it in practice; to use mobile in the conditions of quasi-professional pedagogical activity.

Discovering these issues we consider the use of training technologies, design and modelling of pedagogical situations in seminars and laboratory classes in psychological and pedagogical disciplines is to acquire and develop professional and pedagogical and methodological competencies and professionally significant personality traits, simulation and organizational games, creating a "success situation" for each student, advancing positive emotions during the implementation of creative projects.

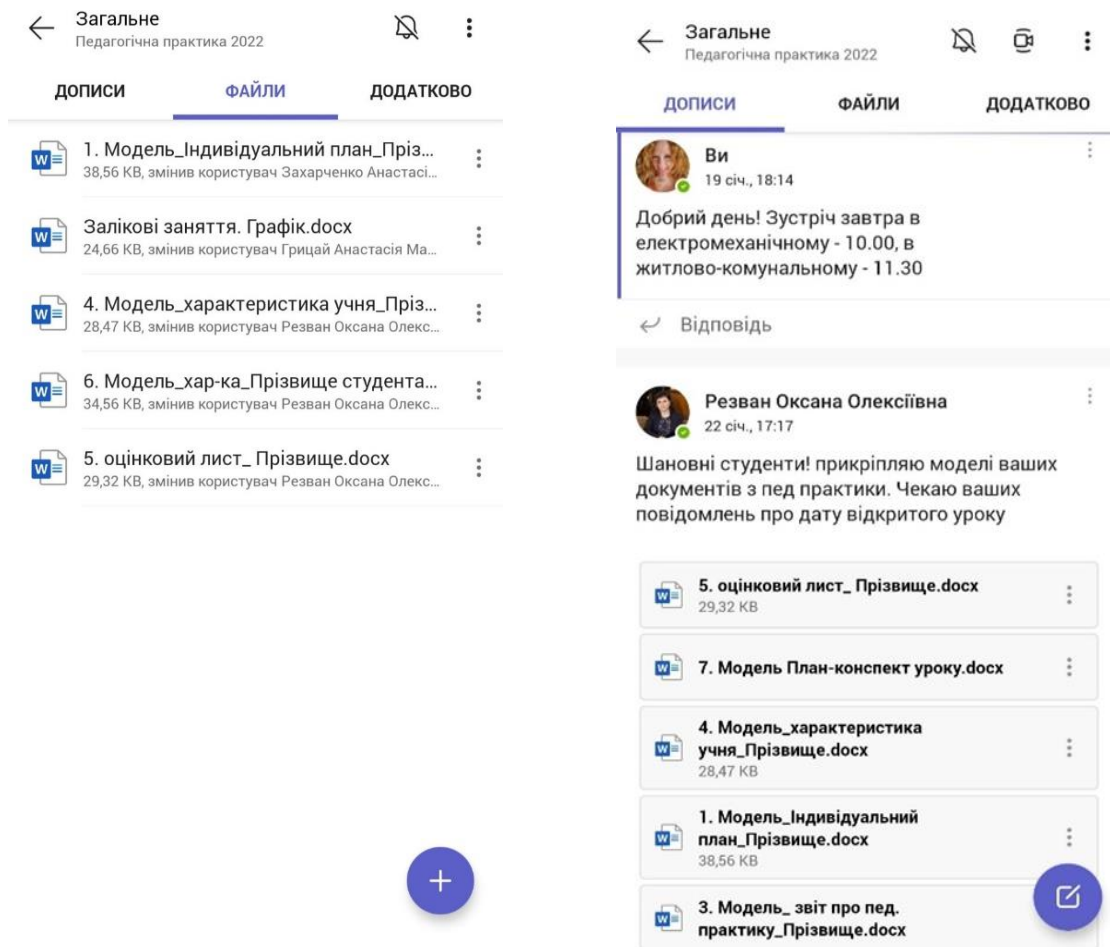
At classes of pedagogy and methodology, it is advisable to organize professional tests that simulate the content of the teacher which helps to teach students to solve professional problems, to organize their behaviour in accordance with the requirements of the teaching profession. Future philologists should gain experience of testing in various types of professional and pedagogical communication with students, colleagues, managers and parents of students.

Such quasi-professional activity provides an opportunity to develop important professional competencies: to choose the optimal material for this task, to justify their point of view, active listening and reaction to the comments of colleagues. Modelling of professional situations contributes to the formation of individual professional style at the stage of preparation for practice and its detection and correction in practicing, development of abilities for self-improvement, self-development taking into account their own capabilities and requirements of the profession.

In studying the discipline "Methods of teaching English" students gained knowledge about the basic provisions of the formation of subjects of study (students) of all types of speech activities: speaking, reading, writing and listening; got acquainted with the classic and innovative ways of forming these skills and practiced techniques for their implementation in quasi-professional activities, in particular, with a focus on subjects of different ages and for different purposes of mastering a foreign language.

The organization of pedagogical practice (see Fig. 1) in a remote format is implemented on the platform TEAMS. Before the beginning of pedagogical practice, an introductory conference was organized where students were informed about the requirements for practice, the peculiarities of the organisation of the educational process in basic educational institutions, the mode of interaction with practice leaders.

Figure 1

The organization of pedagogical practice

The result of practical pedagogical activity was to be conclusions about regular pedagogical observations of a group of students in the process of their activities in different classes; description of professional methods of the teacher-mentor; psychological and pedagogical characteristics of one of the students; plan-summary of the test lesson.

In addition, in preparation for the test lesson, students were required to give a test lesson (or part of it - at the choice of the teacher-mentor), attend practical lessons and test lessons of each other in order to gain experience in analytical teaching. To integrate theoretical knowledge into practical skills, trainees focused on the process of analyzing their own test lesson (defining its type, stages,

methods and methods of activity, choosing the content of exercises, types of control and reflection).

Special attention needs to be paid to preparing students for the implementation of practical teaching activities in distance learning. Thus, future philologists were guided to create slides that allowed to summarise, consolidate, present new information; create exercises for compliance, selection, completion of phrases, correction of errors, etc. in order to enhance the cognitive interest of students in the process of learning foreign language grammar; record audio files and select video materials by inserting them into slides in order to organise the development of phonetic hearing and

perception, recognition and use of new vocabulary, etc.

An important element of teaching a foreign language is working with the text which in distance learning can be more organized than in the real learning process. We explain this idea primarily by the ability to display the whole text, part of it or text with omissions of words (for various tasks), which affects the motivation of the audience to a particular type of work; in addition, in the conditions of gradual inclusion of microphones of students the problem of maintenance of physical discipline at a lesson (employment) disappears.

Basic educational institutions of pedagogical practice of students-philologists of O.M. Beketov National University of Urban Economy in Kharkiv are separated structural units of the university: Housing and Municipal College and Electromechanical College. The high level of methodological skills of teachers in these educational institutions allows them to be tasked with managing the practice of students teaching English / German.

The course of pedagogical practice takes place in two stages: analytical within which students get acquainted with the documentation and methodological experience of the teacher-mentor, observe the activities of students in the classroom, attend and analyze the lessons of teachers; and practical which is represented by a test lesson and a number of reporting documents. Before conducting a test lesson, each trainee must agree on the topic and synopsis with the head of the practice, adjust the content of the lesson according to the comments.

The problem of a long pandemic affected the conditions of pedagogical practice, in particular, the analytical stage was

implemented in the usual conditions of the educational process in colleges and the practical stage was distance learning.

The results of the analytical stage of pedagogical practice were notes in the diaries of pedagogical observations of students which reflected their ability to distinguish effective and outdated methods of teachers which as a result of their own practical activities in preparing a lesson influent on the choice of the most effective ways in interaction with pupils (students of colleges).

Opportunities to attend classes of other teachers in a selected group, provided to trainee students in the pre-quarantine period, showed their ability to observe students, analyze their activities in the classroom, communicate, summarize information and draw conclusions in the form of psychological and pedagogical characteristics of each student. However, it should be noted that the creation of such a product of practical activities depends entirely on the possibilities of communication in the mode of real presence so it is a mixed form of pedagogical practice.

Trial and credit classes were carried out by trainee students in the distance mode of colleges, so the main focus was on preparing students to choose forms and methods of activity that would, first, correspond to the content of the lesson (thematic plan); secondly, actualized all types of students' speech activity; thirdly it was convenient to use in the format of the ZOOM platform.

It should be noted that the majority of trainee students managed to achieve good results in the distance learning test. Thus, it was used slide forms of grammatical information; animation and video files, listening resources (including ESL Cold [Practice Listening])

(<https://eslgold.com/practice-listening/>); text files for reading; case problems with phrase stamps for the development of dialogic speech.

At the same time the negative consequences of distance learning were the inability to control the actual inclusion of students, technical delays in feedback, the inability to determine the level of independence of the student in the classroom.

It is worth noting the main problems that were identified in the process of presenting credit classes by students. First, the expediency of using consistent translation of the text by different students in class is questionable, as we consider this type of activity quite conservative and ineffective both in terms of forming foreign language competence and motivating students to learn a foreign language in general.

Secondly, the trainees wanted to show a spectacular lesson, so often did not pay attention to its effectiveness for all (or at least most) students of the study group, in particular, providing the opportunity to detect foreign language proficiency only a small number of attendees remained passive. The third problem for future philologists was the difficulty in allocating time to the stages of the lesson which affected the practice of "giving" grades that is without commenting on them to students and in the absence of reflection on the lesson as a whole.

The final stage of pedagogical practice was the holding of two online conferences: with English teachers of basic colleges where a reasoned assessment of each trainee's work from each mentor was provided; and with practice leaders where there was an analysis of each trainee's lesson with the possibility of dialogic protection of the choice of forms and

methods of educational activities and general assessment.

DISCUSSION

The results of pedagogical practice of students of O. M. Beketov KNUUE, conducted distantly are connected with the experience of other scientists analysed in this article. Thus, the effectiveness of A. Chernenko's opinion (Chernenko, 2019) on the possibilities of distant platforms to ensure regular communication with students both in the form of individual communication and collective discussions has been proven.

We consider A. Kovalenko's conclusions (Kovalenko, 2021) useful regarding the influence of multimedia presentation on the development of students' cognitive and emotional sphere (memory and the effect of impression in the perception of information), as well as the possibilities of one-time use for the general public of the results of individual search and information activities of students.

We support the conclusions of I. Kostikova (Kostikova et al., 2019) about the effectiveness of the distant form of conducting credit lessons for students in reducing students' anxiety about the level of personal pedagogical excellence. At the same time we also confirm the negative assessment of distant forms of educational activities by N. Bezliudna and N. Dudnyk (2021) since the problem is the ability to monitor the immediate emotional reactions of students.

The effectiveness of pedagogical practice, organized in a mixed mode, has been proven empirically and experimentally, as evidence of which it is possible to determine the high level of students' motivation of regarding implementation in pedagogical activities.

CONCLUSIONS

In the course of the study, the peculiarities of the organization of the pedagogical practice of future specialists in foreign philology in the conditions of a mixed form of education were determined, such as: careful selection of audio and video files for presentation and use in class; operational check and adjustment of technological elements of the remote resource: microphones, applications, etc.; organization and holding of a number of conferences with specialist mentors as an analysis of the results of credit lessons.

Noting the mentioned problems, we consider it expedient to recommend to teachers who organise pedagogical practices for students, future philologists of foreign languages, to correct practice

programs taking into account the peculiarities of its implementation in blended and distance learning. In addition, it requires attention to review the content of teaching disciplines of the psychological and pedagogical cycle and methods of teaching a foreign language taking into account the technological possibilities of using specific forms and methods of working with students in remote classes.

It is important to focus students on a clear distribution of time for the implementation of all types of speaking activities in a foreign language for students in the classroom and the reflection of these tools at specific stages of the lesson, taking into account the time of assessment and reflection.

CONFLICT OF INTERESTS

The authors declare that there are no conflicts of interest regarding the publication of this paper.

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АНОТАЦІЯ / ABSTRACT [in Ukrainian]:

**ОСОБЛИВОСТІ ОРГАНІЗАЦІЇ ПЕДАГОГІЧНОЇ ПРАКТИКИ МАЙБУТНІХ
ФАХІВЦІВ З ІНОЗЕМНОЇ ФІЛОЛОГІЇ В УМОВАХ ЗМІШАНОГО
НАВЧАННЯ**

Конкурентоздатність професійної підготовки майбутніх філологів залежить від можливостей професійної реалізації, обумовлених сформованістю конкретних компетенцій, однією з яких є компетенція педагогічної діяльності. Означений фактор спонукає до створення умов отримання студентами можливостей професійної реалізації у практичній діяльності вчителя закладу середньої (або середньої спеціальної) освіти.

Умови тривалої пандемії вимагають корекції реалізації будь-яких видів навчальної діяльності через переведення її в режим дистанційного навчання, що спричиняє необхідність особливої підготовки студентів до педагогічної діяльності в умовах змішаного та дистанційного режиму роботи освітнього закладу.

Мета статті – проаналізувати особливості організації педагогічної практики студентів іноземної філології та змішаної форми навчання.

Методологічними засадами дослідження визначаємо аналіз наукових підходів до визначення понять «педагогічна практика майбутніх філологів», «дистанційне навчання», «інформаційно-комунікативні технології (ІКТ)»; представлення результатів організації педагогічної практики студентів-філологів; визначення ефективних засобів реалізації практичної діяльності вчителя англійської мови в умовах дистанційного навчання – за результатами педагогічної практики студентів-філологів.

Результати. Педагогічна практика студентів-філологів спрямована сформулювати практичні уміння, необхідні для викладання іноземної мови, зокрема, в усіх видах мовленнєвої діяльності: говоріння, читання, письмо, аудіювання. Важливістю набуває сформованість умінь студентів урахувати особливості подання навчальної інформації та відпрацювання конкретних умінь іноземного мовлення учнів в умовах дистанційного навчання.

Аналіз опцій декількох платформ реалізації дистанційного навчання іноземної мови виявив найбільшу ефективність програми ZOOM, що підтверджено у тому числі її вибором у якості загальної платформи для навчання у базових коледжах Харківського національного університету міського господарства імені О.М. Бекетова (Україна).

За результатами проведення педагогічної практики у режимі дистанційного навчання базових коледжів визначено необхідність корекції програми практик та змісту психолого-педагогічних дисциплін та методики викладання іноземної мови з урахуванням особливостей діяльності викладача в умовах дистанційного режиму роботи з навчальною групою.

Слід зробити **ВИСНОВОК**, що важливо орієнтувати студентів на чіткий розподіл часу на виконання всіх видів мовленнєвої діяльності учнів іноземною мовою на уроці та рефлексію цих засобів на окремих етапах уроку, з урахуванням часу оцінки та рефлексії.

KEYWORDS: педагогічна практика, майбутні філологи, іноземна мова, змішане навчання, дистанційне навчання.

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