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**Міністерство освіти і науки України
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Кафедра Філології

Кваліфікаційна робота

**ПЕДАГОГІЧНА ПРАКТИКА СТУДЕНТІВ СПЕЦІАЛЬНОСТІ «АНГЛІЙСЬКА МОВА ТА
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Department of Philology

**The teaching practicum of English major students: expectations and the
reality**
Bachelor's Thesis

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Introduction

This is a work on The Teaching Practicum of English major students: expectations and the reality.

In Part 1 there is a summary of the word practicum, what exactly it means and its role in the life and study of English major students. Also in this chapter we get acquainted with teaching practice, its role and importance in the life of every teacher-to-be student.

Teaching practice has come to be recognized as one of the most important aspects of the teacher education program [12]. Much evidence points to the value of preservice student teaching due to the realistic nature of the experience [44]. Research examining student teacher practicum reveals that the practicum component of a teacher training program has an important impact on their future careers [30; 41]. Although there has been a considerable amount of research on teacher learning in the general education field [50; 20; 2; 35], in English language teaching there is a paucity of data on what exactly takes place during field experiences, particularly practicum experiences undertaken by non-native ESL teacher candidates [13].

As stated by many researchers [9], one of the most important components of English teacher education programs is the practicum that gives teacher trainees a chance to become aware of the realistic nature of the teaching profession [44; 22].

The practicum has emerged as an increasingly common feature of ESL/EFL teacher preparation programs [48; 13]. Practicum teaching not only allows student-teachers to put their university-acquired knowledge to practical use but also helps them confirm that they have chosen the right career [39].

In Part 2 we get familiar with the research conducted on the previously mentioned topic. We learn about the methodology applied in the research, the participants, research instruments (in this case we have questionnaires), procedure of the research, data analysis methods and findings. Also we get a brief interpretation of the results.

My research was conducted with the help of questionnaires. I used Questionnaire part 1 (Appendix 1) and Questionnaire part 2 (Appendix 2) as my main research instrument. Data was collected by me also with the help of classroom observation sheets students used during their practice. The questionnaires were given to the participants in two parts. The first part was fulfilled by them before their teaching practicum and the second part was fulfilled after, so that they could be able to express their thoughts after being a teacher for a few weeks.

Practice of final-year students is the final stage of professional training of students in higher education, characterized by a high degree of self-awareness and responsibility of students, expanding the scope and complexity of the content of the work. During the practice, students study the system of educational activities of the teacher and the classroom teacher. The practice aims to prepare future professionals to the real practical work, to ensure the required level of their training.

Part 3 contains detailed data analysis and description gained with the help of questionnaires. Speaking about the practice of English major students on behalf of the questionnaires I used we can draw conclusions on a great amount of issues that can be analyzed further. We can see what were the students' expectations before their practice and how they faced them in reality. How did they cope with difficulties when teaching, what conclusions could be drawn after the practice, and many other essential information a future-to-be teacher must be familiar with.

Teaching is a beautiful profession. Though it sometimes can be not easy and not every teacher can cope with all the circumstances which come across their everyday life. The more you practice, the better you will become. This proverb is true not just for teachers but for everybody. But still our main aspect is teachers and their teaching practice. Students faced their fears, maybe hopes during their practice. Without the opportunity to be in a school environment as a teacher for students it is hardly possible to imagine what it is like to be a teacher, and what to do in different kinds of situations. Surely a 4-week period is not enough for this purpose, to my mind a few years are not enough to become a well-prepared teacher who will cope with all situations at a school. Nevertheless, this paper has a practical value. It shows how students feel about teaching or becoming a teacher. The questionnaire that was used as a data collector helped the students to realize what exactly is a teacher's job. The results of this research are important not just for the students or other students who will conduct their teaching practice in the future, but for teachers, supervisors and many others as well. Numerous conclusions can be drawn from the results that will make the work of members of educational sphere more fruitful and precious.

Part 1

1.1. Teaching English as a Foreign Language

Teaching English as a foreign language, also known as TEFL or ESL (English as a second language), has become one of the largest education industries in the world, says the Education First Offices [11]. As the industry has grown, so have the opportunities. Experienced and inexperienced teachers can still enjoy a fun year or two working abroad, but other opportunities within the industry have opened up. Teachers can now enjoy lasting careers as well as travel and experience new cultures. Now really is the best time to teach English as a foreign language [37].

Teaching English as a foreign language is one of the most rewarding jobs there is. As a teacher, one can get instant feedback on the work that done. When one teaches a new word, corrects a sentence or helps someone with their pronunciation, he/she can see the results immediately. TEFL teachers not only help people to learn English, but they also help them have fun in the process. Learning a language requires speaking. Fun games, activities, team tasks and real situations not only get students speaking, but they also make learning interesting and enjoyable. As a teacher, one can create games and activities that both the teacher and his/hers students enjoy and have fun at work making a difference [37].

1. 2. The practicum

The practicum as a learning opportunity for prospective teachers of ESL or EFL remains underexplored. Most of the studies that have been documented in the TESOL practicum literature were conducted in either North America or a few Asian contexts with novice teachers. In this study one can get familiar with the importance of language teaching practice, its difficulties, previous findings and researches. Further it contains teaching experiences, expectations and realities during a 4-week practicum period. The research is conducted in a form of interview and based on the results of the practice outcomes, whether they faced the experiences or the realities were different.

1. 2. 1. Practical training

Practical training of students is the production (pedagogical) practice, which is aimed at the consolidation and development of professional and pedagogical knowledge and skills acquired during training as well as training of graduates of educational institutions for their future careers as teachers of English and foreign literature. Practice is held for four weeks.

For the practice of the developed program, which is discussed and approved at the faculty meeting, agreed with the methodical Commission and approved at the meeting of the Academic Council of the faculty of foreign languages?

Practice:

- selects group leaders and practice base, provides their distribution;
- conducts the final conference on practice;
- monitors the implementation of students internship programs, take measures to eliminate shortcomings;
- is the total internship report, summarizes the experience of its implementation and makes proposals for its improvement.

The primary purpose of the production (pedagogical) practice for the qualification – "Bachelor", "Specialist" training for teaching in secondary schools, for the "Master" in higher education.

Practice of final-year students is the final stage of professional training of students in higher education, characterized by a high degree of self-awareness and responsibility of students, expanding the scope and complexity of the content of the work. During this practice, students study the system of educational activities of the teacher and the classroom teacher. The practice aims to prepare future professionals to the real practical work, to ensure the required level of their training.

During the practice the student must:

- acquire relevant production (pedagogical) skills for their future profession;
- promptly complete all administrative and methodological guidance of the head of the practice, directorates of schools;
- organize the educational process taking into account planning system, schools, traditions, teaching and student groups;
- observe the internal regulations of educational institutions;

- faithfully perform all work specified by the program of practice;
- systematically keep a diary of practice;
- perform scientific tasks of the Department;
- prepare report and documentation of passing the practice.

The content of the program practice consistent with the provision on carrying out practice of students of higher educational institutions of Ukraine, approved by order of the Ministry of education and science of Ukraine and other normative documents on the practical training of students, curriculum of the specialty and educational qualification characteristics of specialists.

The results of the students are summed up in the outcome of the meeting. Evaluation of the practice is recorded in the scoring sheet and put in the gradebook.

In our world, where the English language is used as an international communication tool, teaching English has become an educational field that is worthwhile investigating within the general education system in any country. The studies pertaining to teaching English deal with various issues and all of these issues are somehow related to the education of English teachers. As rightly argued by Hüsni Enginarlar [11], a Doctorate in Linguistics from Ankara, the dissatisfaction with the quality of teaching English is generally ascribed to teacher education programs at universities, and among many essential components of these programs, the practicum, in which last year teacher trainees observe mentor teachers in real classrooms and do practice teaching to real students, has an enormous impact on upgrading the quality of teachers and thus language teaching in general. As stated by many researchers [9], one of the most important components of English teacher education programs is the practicum that gives teacher trainees (TTs) a chance to become aware of the realistic nature of the teaching profession [44; 22]. Successful practicum application entitles a stress-free atmosphere not only for trainees but also for all the other stakeholders directly involved with the practicum (i.e., school administrators, mentor teachers, students and supervisors). Only by understanding the causes of stress for each group of stakeholders can an effective practicum environment be created. Hence, the current study aims to reveal the causes of stress for these stakeholders.

According to Chris Kyriacou, stress refers to “the experience by a teacher of unpleasant, negative emotions, such as anger, anxiety, tension, frustration or depression, resulting from some aspect of their work as a teacher” [26]. Now that the practicum is

regarded as the most stressful aspect of a teacher education program [27], it is natural that the stress-generating factors resulting from the practicum course have been the subject of many studies both abroad [34; 19; 46; 24; 10] and in Turkey [29; 25; 38; 7]. Many of these studies have focused on the causes of stress for TTs as the practicum course is designed for them. One of these studies was carried out in the U.S.A by Numrich [34] who revealed that the most significant stress-generating factors are related to time management, giving clear directions, responding to students' various needs, teaching grammar and assessing students' learning. On the other hand, Gan [19] lists TTs' difficulties in experimenting with pedagogical practices they were taught in the training program and a lack of sense of control in class. Similarly, Stokking et al. [46] state that another cause of stress is the mismatch between TTs' expectations and the realities of the school atmosphere. It was revealed by Kim and Kim [24] that TTs feel stress while speaking English throughout the lesson, teaching speaking and listening skills, having classes with unmotivated and interested students, not being able to manage the class properly and being observed. It was also found that not being prepared enough for the lesson, limited English proficiency, lack of confidence, fear of negative evaluation and lack of teaching experience are the causes of stress. Costin et al. [10] list the major stress factors as follows: heavy workload, lack of time for preparation for teaching practice, the high number of assignments and activities, different expectations from teachers, school administrators and lecturers concerning TTs' performance, mental tiredness and practicum-related expenses. In another study, Reupert and Woodcock [40] found that classroom management is the most serious cause of stress for TTs. Likewise, it is indicated that TTs feel stressed out about their abilities in managing the time and the class [32]. On the other hand, poor coordination between schools and universities and lack of cooperation between the TTs and the mentors might be listed as stress-generating problems for TTs [36].

Teaching practice has come to be recognized as one of the most important aspects of the teacher education program [12]. Much evidence points to the value of preservice student teaching due to the realistic nature of the experience [44]. Research examining student teacher practicum reveals that the practicum component of a teacher training program has an important impact on their future careers [30; 41]. Although there has been a considerable amount of research on teacher learning in the general education field [50; 20; 2; 35], in English language teaching there is a paucity of data on what exactly takes place during field experiences, particularly practicum experiences

undertaken by non-native ESL teacher candidates [12]. The purpose of previously mentioned exploratory studies and researches is, in part, to address this gap in ESL teacher education research. The study is designed to identify the major challenges nonnative preservice ESL student teachers may experience in teaching practice context.

This is a case study of the perceptions of an 8-week teaching practicum experience in local schools of 16 non-native preservice ESL student teachers from a university in Hong Kong. What challenges these ESL student teachers experienced during the practicum is the focus of the study described here, which attempted to find answers to the following research questions:

1) What challenges did a group of non-native preservice ESL student teachers experience during the teaching practicum?

2) What might contribute to the challenges experienced by these nonnative ESL student teachers?

The research is based on the premise that the knowledge driven from this investigation can make the ESL student teachers more aware of the realities of the teaching contexts they are about to enter.

The practicum has emerged as an increasingly common feature of ESL/EFL teacher preparation programs [48; 13]. Practicum teaching not only allows student-teachers to put their university-acquired knowledge to practical use but also helps them confirm that they have chosen the right career [39]. Phairee et al. further point out that the most commonly expressed problems during the practicum concern ESL student teachers' anxiety over their limited English skills and the large class sizes they encounter. In his practicum model which aims to offer ESL student teachers an integrated, developmental experience that acknowledges the long-term process of learning to teach and becoming members of a profession, Stoyhoff [48] considers the academic and field experiences as interrelated and complementary parts of a whole that ESL students engage in simultaneously, with the goal of developing teachers who have the self-knowledge and skills associated with effective classroom practice. Within this framework, Stoyhoff outlines five principal characteristics of a TESOL practicum:

1) The practicum is integrated into the academic programme;

2) The delivery of the practicum emphasizes a team approach. The team includes mentor teachers, university supervising teachers, language programme managers, and the practicum student teachers.

3) The practicum provides intensive modeling and coaching;

- 4) The practicum incorporates extensive, systematic observation;
- 5) The practicum experience is assessed by means of a portfolio.

Prepared by the student teachers, the portfolio documents their cumulative development over the yearlong experience. Portfolio documents include teaching videos, lesson plans; reflection journals in which students record reactions to teaching- insights discovered, and assumptions questioned. Essentially, Stoyhoff's description of the five principal characteristics of a TESOL practicum somewhat represents a synthesis of the two fundamental approaches to second/foreign language teacher education: a transmission approach of acquainting prospective teachers with classroom techniques and skills, and an approach in which the prospective teachers try to develop their own philosophy of foreign language teaching and become reflective of their own learning-to-teach processes [52].

A number of qualitative studies on ESL or EFL learner practicum experience have been conducted using narrative inquiry as a data collection tool. Numrich [34] reported the results of a secondary analysis of 26 diary studies by novice ESL teachers undertaking a preservice practicum course in a master's degree programme in TESOL in America. The participants in this study were either teachers just entering the field or teachers with less than 2 years of ESL teaching experience. The student teachers' most frequently mentioned frustrations in their diaries were time management, giving clear directions, responding to students' various needs, teaching of grammar, and assessing students' learning. Unlike Numrich's study which was conducted in a native English-speaking context, Chiang [8] investigated the effects of a language teacher training course that integrated fieldwork components with traditional lectures in Taiwan where English is taught and learned typically as a foreign language. Results of Chiang's study indicate that field-based components help prospective foreign language teachers to become reflective of their weaknesses and strengths and enhance their teacher efficacy. The empowering effects of the teaching training course, however, was the result of meticulous planning and integrative implementation to optimize the outcomes of student teachers' learning-to-teach in the field-based practicum. Also relying on qualitative research techniques, Farrell [13] described a case study of how one preservice English language teacher in Singapore failed her practicum. Although initial practicum report indicated that this teacher had failed because she had great difficulty managing her classes and that she was not well prepared for many of her classes, Farrell's analysis of the teacher's teaching journals suggested that fundamentally, it was

the teachers' unconscious assumptions about teaching and learning that might lead to the teacher's failure in the practicum. Finally, Barkhuizen and Feryok [4] reported on a study which investigated pre-service English second language teachers' perceptions of a six-week international experience programme in Auckland, New Zealand. The programme had a school experience component which was intended to develop awareness of teaching and learning experiences in New Zealand. Although this component of school observation and collaboration with experienced teachers in their classrooms provided the pre-service teachers with an opportunity to see what teaching in the New Zealand classroom was like, they did not engage in the actual teaching in their classrooms, which resulted in no chance to transfer to practice the communicative teaching methodologies they learned during the programme [16].

Despite its recognized importance and prevalence in ESL/EFL teacher education Australian Journal of Teacher Education Vol 38, 3, March 2013 95 programmes, overall, reviews of literature on second or foreign language teaching and learning by Freeman and Johnson [16], Freeman [15], and Chiang [8] indicate that research concerning the teaching practicum experience of student teachers in second language teacher education programmes is lacking. This paper reports on a study in the teaching practicum of English major students: expectations and the reality and the importance of this issue on learning English language. Furthermore, the study illustrates the major challenges the ESL student teachers encountered in their 6 - week teaching practicum in the context of a Bachelor of Education (English Language).

Specifically, during the first 3-4 days of the practicum, the student teachers work full days at the school, liaising with their school supporting teachers to engage in collaborative teaching with them if possible. The supporting teacher, also known as class teacher, acts as a mentor and helps familiarize the student teacher with the school routines and some other pedagogical matters such as the level of their class, lesson planning and preparation, but he or she is not responsible for evaluating the student teacher's teaching. During the rest of the practicum period, the student teacher takes over the assigned class and conducts independent teaching. All the student teachers' teaching performance during the practicum is assessed by their university supervisors through the following three components: [15; 8]

1) Classroom teaching performance. The student teachers' teaching performance is assessed on a Distinction/Credit/Pass/Fail system of evaluation by their tertiary supervisors. A minimum of two visits must be made to each student teacher by their

tertiary supervisor. In case of unsatisfactory performance, two referral visits will be arranged.

2) Classroom Language Assessment. Classroom Language Assessment focuses on the following aspects of the student teachers' use of English in the classroom: accuracy and range of grammatical structures; accuracy of pronunciation, stress and intonation; ability to use English as the language of instruction.

3) Reflective journal. Student teachers are required to write a 1000- word summative reflection upon completing their teaching practice. The reflective summary should contain the following contents: a brief introduction which summarizes their experiences in the school; their most significant achievements; a conclusion that signals forward planning for self-improvement towards becoming an effective full-time language teacher. Each student teacher's reflective journal is also evaluated by his or her university supervisor.

1. 3. Purpose and Objectives of Educational-Pedagogical Practices

Practical student preparation is a must-have component of professional preparation; an integral part of the educational and professional program training of specialists and is aimed at consolidating students' theoretical knowledge in the psycho-pedagogical and professional disciplines obtained during training.

The passage of practical training is necessary for the acquisition qualification level. During the production pedagogical practice provides independent lessons and educational activities.

The purpose of educational and pedagogical practice - formation of future teachers of foreign literature of professional skills;

The main tasks of industrial pedagogical practice students of the 4th year:

1. Formation of students' professional and pedagogical orientation:

- active, emotional-positive and valuable attitude to future professional activity as a teacher of foreign literature;
- Stable motivation for success in the future professional activities;
- values of self-fulfillment and self-improvement in the future professional activity;

- responsibility for the results of their professional activity.

2. Formation of integral, system-structural professional students' knowledge:

- Consolidation, deepening and systematization of theoretical knowledge of the course of the history of foreign literature and methods of its teaching;

- consolidation, deepening and systematization of theoretical knowledge in general psychology, age psychology, pedagogy, history of pedagogy, pedagogical skills, modern pedagogical technologies, methods, educational work, etc .;

- consolidate, deepen and systematize knowledge about self-organization and self-improvement in future professional activity.

3. Formation of students' professional and creative independence:

- formation of skills of independent planning of educational work on foreign literature;

- developing skills of self-planning, preparation and conducting different types of lessons;

- developing skills of self-planning, preparation and educational events;

- formation of organizational skills;

- developing skills to see problematic pedagogical situations, isolate them, turn them into a pedagogical task, independently analyze and find optimal solutions;

- development of mechanisms of creative activity in conducting lessons and educational activities.

4. Formation of culture of professional and pedagogical communication students:

- development of subject-subject interaction skills in the process of professional pedagogical activity;

- development of literary verbal and written, monologic and dialogic speech;

- Forming the ability to distribute and concentrate, act in public situation;

- formation of active listening skills;

- development of tolerance.

5. Formation of pedagogical reflection of students:

- Formation of skills of analysis and introspection of lessons and educational events;

- formation of self-diagnosis, self-esteem and self-correction skills.

1. 4. Professional and pedagogical skills that students need to master

Production pedagogical practice time:

1. Forecasting and projective skills:

1) Ability to plan and deliver lessons independently different types: the ability to define the topic of the lesson according to the curriculum and establish its place in the system and structure of the discipline

"World Literature"; ability to clearly identify the purpose of the lesson (training, developmental, educational) and choose the appropriate type of lesson; the ability to choose the optimal, logical, flexible, chronologically justified structure of the lesson that corresponds to the topic, purpose, type of lesson and age-specific psychological characteristics students; ability to work with different sources of information; skills process information according to the goals and objectives of the lesson; skills to make appropriate selection of educational material from the topic of the lesson (selection content and amount of knowledge on the topic of the lesson, selection of each question appropriate facts and examples, etc.); ability to select and create the necessary tools training and visual aids (didactic material, tables, charts, drawings, etc.); ability to draw up a synopsis of the lesson with the definition of the topic, purpose, type, equipment, plan, sequence of the main stages of the lesson, timing, fixing the content of the lesson; ability to predict the expected the result of the lesson.

2) Ability to plan and organize educational events independently literary and musical content: the ability to determine the form, theme and purpose educational event, taking into account the interests and age characteristics of students; ability to creatively model the structure (scenario) of an educational event; skills select and create the necessary equipment (drawings, didactic material, photo material, scenery, costumes, etc.); ability to involve students in preparing an educational event, allocating the roles of executors of certain cases or theirs separate sections (parts) taking into account interests, opportunities, abilities; ability to support and develop students' initiative; ability to predict the expected result of an educational event.

II. Operational skills.

1) The ability to independently teach lessons of different types: the ability adhere to the basic general pedagogical requirements for the lesson (sanitary-hygienic, didactic, educational, psychophysiological, etc.);

Ability to implement basic didactic principles (humanism, scientific, life-related, accessible, systematic and consistent, clarity, individual approach, differentiation, emotionality, strength mastering knowledge, skills, interrelated study of English language and literatures, etc.); Skills are rational and effective use methods, techniques and learning tools in the lesson education; ability to effectively organize their own activities and educational activities of students; the skill is accessible, concise and expressive formulate questions; ability to use technical means effectively teaching; ability to change logic and method quickly presentation of the material; ability to apply innovative training technologies (creative personality development technology, project technology, technology "Creating a success situation", etc.); ability to use methods and methods of intensification of educational and cognitive activity of students (creation problematic situations, organization of independent cognitive activity, etc.); ability to optimally allocate time; ability to use effectively involuntary and arbitrary attention of students; ability to use techniques for activation of different types of memory (figurative, verbal, auditory, mechanical, emotional) and types of remembering; owning the mechanisms of creative activities in conducting lessons; ability to distinguish problematic ones pedagogical situations, turn them into pedagogical tasks, analyze and find optimal solutions; ability to analyze and evaluate work of students in the class; ability to provide integrity and logic completion of the lesson.

2) Ability to independently carry out educational activities: the ability to implement basic principles of education (nationality, humanity, democracy, nature, individuality, unity of education and life, support for the positive, etc.); skills are rational and make effective use of methods, techniques, means of education; possession mechanisms of creative activity; ability to provide integrity and logic completeness of educational measures.

III. Communicative skills.

The ability to realize subject-subjective interaction in the process of pedagogical communication; developed literary oral and written, monologue and dialog speech; possession of a pedagogical tact, norms of pedagogical ethics; ability to distribute and concentrate, act in a public situation; active listening skills. Reflective skills: the ability

to analyze and self-analyze lessons and educational activities; the ability to perform qualitatively and adequately self-diagnosis and self-assessment; the ability to exercise self-regulation and self-correction; ability to predict their future professional development.

1. 5. Contents of Activities of Practices

1. Studying the requirements of the curriculum for the content of educational pedagogical practice and making an individual plan program execution.
2. Familiarity with the rules of the school's internal rules, the schedule of lessons, the mode of day of students.
3. Study of the organization of educational process in school, the main directions of its work.
4. Familiarization with educational programs in world literature.
5. Familiarity with the content, purpose and rules filling of school pedagogical documentation (calendar-thematic the plan, the plan of educational work of the class teacher, the class journal, student diaries, etc.).
6. Acquaintance with the equipment and training providing a classroom, a classroom where the practice takes place.
7. Assisting the teacher in the development of didactic materials for lessons, in the conduct of educational events, the provision of individual help students.
8. Drawing up synopsis plans of test and test lessons.
9. Independent conducting of trial and credit lessons.
10. Conducting self-examination and self-diagnosis of the test lesson, filling in a diagnostic map of the lesson self-examination.
11. Preparation of production documentation for pedagogical production practice.

Student trainees are required to:

- Participate in productive and reporting conferences on production pedagogical practice.
- Arrive on time to practice and attend systematically teaching and production pedagogical practice.
- Perform all types of work provided in a timely and qualitative manner practice program and appropriate instructions, carefully prepare for every activity.

- To be responsible, organized, disciplined, polite, industrious.
- Organize your work according to the requirements of the School Charter, internal regulations, to comply with orders school administration and practice leaders.
- Submit timely reports to the head of practice from the department.

Student trainee has the right to:

1. Get advice from practice leaders and faculty practice.
2. Make suggestions on how to improve the training areas students to practice, its organization and conduct.
3. Participate in meetings, meetings, conferences and other events the institution where the student is practicing.
4. Use the library of the institution in which the student passes the internship.
5. Attend trial and credit lessons taught by other student trainees.

Head of practice from the Department of Theory, History and Methodology teaching foreign literature:

1. Organizes trainings and practical consultations.
2. Participates in conferences and reporting conferences.
3. Controls the provision of rational working conditions of students.
4. Observes, analyzes and evaluates students' completion of credit lessons.
5. Examines student records.
6. Evaluates the results of passing pedagogical practice.

1. 6. Stages of Educational-Pedagogical Practices

Preparatory: Introduction to the program of practice and requirements regarding the design of its results. Solution organizational issues.

Working: Introduction to the conditions and base of passage practice. Practice program implementation.

Summary: Preparation of the practice report. Summing up practice. Presentation of practice results.

The preparatory stage of practice involves the decision of all organizational issues. At this stage, representatives of the practice bases get acquainted with its program, coordinate with practice leaders from university requirements for student activity, mode of work, forms of reporting. There is an installation conference where

students, leaders are present university practices and practice bases. Students are introduced to tasks and program of practice, sample design reporting documentation.

The working phase of the internship involves introducing students to the basics practice, drawing up each plan for each trainee, practical activities according to plan, planning, preparation and conducting trial lessons, consulting with practice leaders. For work stage student performs basic tasks of practice, analyzes and discusses the results with the leaders of the practice, determines the topic of his speeches at the final conference.

The final stage of practice involves the student reporting practice documentation, obtaining a written response from the place where the trainee's work is assessed. All reporting materials appear to supervise the practice manager from University. The practice of the reporting conference at which the students concludes report on the implementation of the practice program. Students prepare speeches, presentations, booth exhibitions, newspapers reflecting progress and results practice. University heads of practice and practice bases are failing student work results, announce grades, and notes and wish.

1. 7. Practical Reporting Documentation

What does it do at the department of the theory, history and methodology of teaching foreign literature

1. Diary of a manufacturing pedagogical practice that reflects student's work for the whole period of practice and contains the following sections:

- information about the secondary school in which passing practice;
- individual plan of work of the student-intern;
- Observing and analyzing 3 lessons in world literature experienced of the teachers visited by the student (sample design and structure attached).

2. Plans-synopsis of two trial and one test lessons from student 's world literature (guidelines for preparation for the lesson, indicative outline and outline lessons are added).

3. Diagnostic map of introspection of one test lesson, completed and signed by the student (diagram attached).

4. Diagnostic map of expert evaluation of one credit lesson, completed and signed by the practitioner (teacher-methodologist)
5. Leader response from practice (with recommended evaluation and seal of school).
6. Self-examination report of the student-student signed by the student (Oriented Schedule attached).
7. Presentation (photo materials) of lessons.

All reporting materials are submitted to a folder with the name "Documentation of teaching and production pedagogical practice". Samples reporting documentation is attached.

1. 8. Methodological recommendations for the Preparation of the Lesson

1. Read the World Literature Curriculum at the content of the relevant section of the topic, find out their connection with other topics.
2. Identify the specific topic of the lesson in the system and structure discipline.
3. Analyze the presentation of the selected topic in the textbook according to program requirements.
4. Review the methodological literature on optimization of the educational process during the development of specific educational material.
5. Get additional training material on the topic you want.
6. Define clearly the purpose and objectives of the lesson.
7. Clearly define the type and structure of the lesson.
8. Come to class in advance, so you will do a lesson, and meet the students.
9. Find the ones you think are effective in exploring your chosen topic teaching methods.
10. Get the necessary training (didactic material, tables, etc.).
11. Compare the selected methods, techniques, teaching aids with your own opportunities and opportunities for students.
12. Find out the meaning of the little-known words for the students and prepare for them explanation.

13. Make a synopsis of the lesson in which you define the topic, the purpose (didactic, educational, educational), highlight the structural components according to the type selected.

14. The plan should be complete, with sufficient disclosure of the content and course, with full methodological support.

17. Select and record additional material (jokes, puzzles, materials) for the game, etc.).

18. Consider techniques for using visual aids, having prepared the necessary devices.

19. Put on a simple and elegant lesson so that you and your students are comfortable your appearance did not distract from the training material.

20. Out loud, in front of the mirror (using a tape recorder) recite the poem if provided in the lesson plan.

21. Be prepared for the unforeseen "destruction" of your plan. Consider an additional option.

1. 9. Rules of Techniques of Organization of Pupils on Educational Activities

1. Come to class 10-15 minutes before the call.
2. Appear smiling students, do not use "closed pose "(arms crossed).
3. In the body posture show efficiency, determination, confidence, readiness for work.
4. Approach the desktop carefully, carefully look at all students and everyone in particular.
5. Say goodbye and loudly to the students.
6. Check (unnoticed for students) the chair you will be sitting on, to avoid trouble.
7. Check the readiness of students and the class for the lesson (the presence of exercise books, textbooks, diaries, etc., board preparation, other equipment).
8. Ensure students' psychological readiness for work is interesting their subject, extraordinary questions, etc.
9. Tell the topic and purpose of the lesson.
10. Take a lesson on your chosen topic.
11. Make a summary of the work in the lesson, give the students grades and give homework.

1. 10. E-Portfolio in English Teaching Practicum

Teaching requires more than having degree of education. Teachers should recognize student needs and getting the class involved in the learning process. Teaching calls on the professional to use a variety of skills in order to reach a wide range of learners! One of the most important skills for teachers to develop is the ability to differentiate instruction. Differentiation involves modifying the content, process, product or learning environment to effectively address the variety of student interests, learning preferences, affective needs and readiness levels in today's classrooms.

Barrett [5] points out that teachers who are skilled at communication, classroom management and appropriate discipline techniques create a positive learning environment. Although being well versed in your subject area is important, being able to communicate necessary skills and concepts in a way students can understand is crucial. Teachers develop skills over time through best practices shared by other teachers, continuing education and classroom experience. According to Nursing Education Center (2013) teachers need skills in teaching for the following reasons:

- To ensure competency in teaching
- To make the class interesting
- To enable the teacher to develop confidence in teaching
- To avoid confusion
- To enable the teacher to understand individual differences in learning

Best teachers have the ability to influence students and help them grow. Because academic skills are basic to the profession, teachers at public schools must usually meet state education requirements, including at least a bachelor's degree and a license or certification. Teachers also need to have management skills and creativity. Teachers must have pedagogical skills. Teachers should understand their students' needs, abilities and learning styles and the various ways of teaching the subject matter. For example, a high school chemistry teacher needs the ability to demonstrate and explain experiments. A first-grade teacher needs a mastery of the various methods of teaching reading. At all levels, teachers must be able to make difficult concepts understandable, both verbally and using props and other nonverbal methods. Being an effective teacher is much more than simply having the right materials. Effective teaching means maximizing communication and developing great presentation skills. While teaching involves

innumerable skills and traits, a few basic principles can be distilled for the teacher in-training.

Scott and Moir [42] clarify that “current trends in teacher education focus on homogeneity and uniformity, and are framed increasingly within technical- rational, bureaucratic forms of discourse that are removed from more encompassing social, political and moral domains. To the extent that teacher education is aloof from contested issues, ideas and ideals, or adopts an uncritical stance towards conventional social and political understandings, it becomes easier to use critical inquiry into the realities that surround the preparation of professionals”.

Sockett et al [45] point out that the task of improving learning is common both to teachers and to teacher educators. Indeed, its achievement perhaps should be the central criterion whereby all programs of professional development are evaluated. For the moment, therefore, it is a matter of gathering together differing perspectives necessary to identifying the ways forward to this ideal, in this case those of faculty and classroom teachers. Teaching practice refers to the professional discourse, knowledge, skills, tools, and habits of mind underlying the interpretive processes that characterize expert teaching practice. Such expert practice is located within and responsive to micro- and macro contexts and situations.

Ontario College of teachers [37] presented the standards of practice for the teaching profession:

- *Commitment to Students and Student Learning*

Members are dedicated in their care and commitment to students. They treat students equitably and with respect and are sensitive to factors that influence individual student learning.

- *Professional Knowledge*

Members strive to be current in their professional knowledge and recognize its relationship to practice. They understand and reflect on student development, learning theory, pedagogy, curriculum, ethics, educational research and related policies and legislation to inform professional judgment in practice.

- *Professional Practice*

Members apply professional knowledge and experience to promote student learning. They use appropriate pedagogy, assessment and evaluation, resources and technology in planning for and responding to the needs of individual students and learning

communities. Members refine their professional practice through ongoing inquiry, dialogue and reflection.

- *Leadership in Learning Communities*

Members promote and participate in the creation of collaborative, safe and supportive learning communities. They recognize their shared responsibilities and their leadership roles in order to facilitate student success. Members maintain and uphold the principles of the ethical standards in these learning communities.

- *Ongoing Professional Learning*

Members recognize that a commitment to ongoing professional learning is integral to effective practice and to student learning. Professional practice and self-directed learning are informed by experience, research, collaboration and knowledge.

E-portfolio may help student teachers to improve their teaching skills. Miiller and Morgaine [31] point out those students generally use e-portfolios to collect their work reflect upon strengths and weaknesses and strive to improve! Ecually beneficial are the data that faculty departments and institutions derive when they assess the work in portfolios, reflect upon it in curricular contexts and use the data and reflections to plan for improvement! E-portfolios provide a rich resource for both students and faculty to learn about achievement of important outcomes over time, make connections among disparate parts of the curriculum, gain insights leading to improvement, and develop identities as learners or as facilitators of learning.

The components of portfolio are:

- Lesson plans of English
- Power Point presentations
- Teaching aids used during the program of teaching practice
- Tests used during the program of teaching practice
- Certificates of good performance at school of training
- School activities used during the program of teaching practice
- Student reflection during the program of teaching practice

The above written chapter is about Teaching practice, as it has come to be recognized as one of the most important aspects of the teacher education program and that its inevitable when one's aim is to become a teacher and share his/her knowledge

with others every day. Teaching is a beautiful profession. Though it sometimes can be not easy and not every teacher can cope with all the circumstances which come across their everyday life. The more you practice, the better you will become. This proverb is true not just for teachers but for everybody.

Part 2

2.1 Background to the Study

Teaching practice is the most important part of teacher training programme. It should be the central pivot of the professional training. Good and effective teaching is an achievable art, but hard work, patience and struggle is needed for it. Teaching practice is the practical aspect of teacher training and it is an assortment of factual and dramatic characteristics. During the teaching practice student teachers find an opportunity to use the acquired knowledge, especially in the areas of psychology, teaching methods, teaching principles and teaching techniques. During teaching practice student teachers are like apprentices to acquire skills. Teaching practice is a valuable opportunity, where student teachers are in a position to increase their knowledge, do experiments on the basis of acquired knowledge and to solve the problems related to teaching. Student teachers which are on teaching practice, if they are aware about their lacking experience and need of more learning, as well as willing to learn and gain, then they can learn practically much more from experienced teachers and teacher educators. During teaching practice, it is not only that they have opportunity of teaching but they also have the opportunity to observe inside and outside of the classroom. In this connection data was collected from 19 student/prospective teachers who have completed their teaching practice and it was found that teaching practice is taken seriously by the participants of the research and many interesting findings were found in this regard.

Practice teaching occupies a key position in the programme of teacher education. It is a culminating experience in teacher preparation. It provides opportunity to beginning teachers to become socialized into the profession [17]. Performance during practice teaching provides some basis for predicting the future success of the teacher. Outgoing popularity and centrality of practice teaching is an important contributing factor towards the quality of teacher education programme. During practice teaching working with students in schools provides a high degree of emotional involvement mostly of a [21] positive nature. Student teachers feel themselves grow through experience and they begin to link to a culture of teaching. During practice teaching, they feel engaged, challenged and even empowered [51; 43].

2.2 Definitions of Teaching Practice

A number of terms such as the practice teaching, student teaching, teaching practice, field studies, infield experience, school based experience or internship are used to refer to this activity [49]. The term practice teaching embraces all the learning experiences of student teachers in schools [3]. The term practice teaching has three major connotations: the practicing of teaching skills and acquisition of the role of a teacher; the whole range of experiences that students go through in schools; and the practical aspects of the course as distinct from theoretical studies [47].

Teaching practice is the name of the preparation of student teachers for teaching by practical training. It is the practical use of teaching methods, teaching strategies, teaching principles, teaching techniques and practical training and practice / exercise of different activities of daily school life. Objectives of Practice Teaching According to Akbar [1].

2. 3. The objectives of practice teaching:

1. To provide the prospective teachers with an opportunity of establishing an appropriate teacher pupil relationship.
2. To provide an opportunity for evaluating the student potential as a teacher and suitability for the teaching profession.
3. To develop personal relationship with others: administrators, teachers, parents and students.
4. To provide the future teacher with practical experience in school to overcome the problems of discipline and enable him / her to develop method of control [21].
5. To provide with an opportunity to put theories into practice and to develop a deeper understanding of educational principles and their implication for learning.
6. To enable the student teachers effectively to plan and prepare lessons.
7. To develop skill in the use of fundamental procedures, techniques and methods of teaching.
8. To develop desirable professional interests, attitudes and ideas relative to teaching profession.

9. To enable student teachers to acquire desirable characteristics / traits of a teacher and to display appropriate behavior.
10. To provide student teachers with an opportunity to have teaching evaluated and to gain from the benefits of constructive criticism.
11. To provide an opportunity for self-evaluation and to discover own strengths and weaknesses.
12. To develop skills in future teachers related to teaching like fluent speaking, meaningful reading, using blackboard and other teaching material.
13. To provide an opportunity to liaison with school environment, its functioning and with community and its resources.
14. To provide for the exchange of ideas and methods between practicing school and teacher training institution, by teacher training institutions' staff and students, perceiving new ideas material and equipment in use in practicing schools and introducing new ideas, material and equipment into the school [21].

2. 4. Stages in teaching practice

Following are the stages in teaching practice according to Aijaz Ahmed Gujjar, Bushra Naoreen Saifullah SAIFI & Muhammad Jamil Bajwa [21].

2. 4. 1. Primary Stage

It is necessary to make a trip of student teachers to that particular school, where they are going for practice teaching. The main aim of this tour is to see the concerned head teacher, class teachers and school staff in order to acquire information about school and its environment. Student teachers must observe the teaching methods of school, methods of concerned class teacher, copies or notebooks of the students and their usual routine [21]. On return from the tour student teachers must have the details about scheme of studies, age of the students, strength of the class, abilities and specific problems of the students, timing of the school, textbooks and teaching aids.

2. 4. 2. Preparation of Lesson

For the preparation of lesson student teachers must know the subject, the relevant books and audio visual aids which he / she is going to teach. Well prepared lecture gives confidence to the teacher in the class. Student teachers and supervisor can reform the teaching learning process after its evaluation [21].

2. 4. 3. Qualities of a Good Lesson

A good lesson has the following qualities:

- Lesson planning should be in complete detail.
- Lesson should be interesting.
- Effective and timely use of teaching methods and teaching aids. IV.

Student should be ready for learning.

- Students should be involved practically in teaching learning process.
- Lesson should be taught in professional and friendly environment.
- All students should be given same attention by keeping in view their

individual differences.

[21]

2. 5. Teaching in Classroom

The stage of teaching in the classroom is known as practice teaching. Student teachers while teaching in the classroom passes through different steps of his / her teaching (Introduction, presentation, recapitulation) and concerned teacher / supervisor assesses / observes his / her lesson [43].

2. 6. Evaluation of Teaching Practice

In order to evaluate the teaching practice supervisor observes the student teacher while teaching in the classroom. Supervisor evaluates / observes the punctuality, lesson planning, teaching methods, use of audio visual aids, adequacy of audio visual aids, pitch of voice, dress, start and end of lesson, interest of the students, discipline of class, use of black / white board, students' notebooks and objectives of the lesson [43].

2. 7. Participation in other Routine Works of School

Teaching in classroom is not the only objective of teaching practice, but also to provide training in all activities which student teachers are going to perform in future during their job as a professional teacher. For this purpose, they have to spend whole day in school as teacher. They have to participate in all the activities of school e.g. preparation of timetable, preparation and maintenance of different registers, evaluation of class work and home work, arrangement of tutorial groups, sports / games, morning assembly, co-curricular activities, duty during recess, duty as day master, duty before and after school timing, decoration of classroom, preparation and maintenance of attendance board, news board, information board, look after and arrangements of A visual aids room, home economics room, science laboratories and library.

How to deal with students' parents, officers of the school, school employees and guests are also the part of teaching practice. Duties as invigilators, preparation of question papers for examinations, evaluation of answer scripts and compilation of results is also part of teaching practice [21].

2. 8. Role of Supervisor in Teaching Practice

Supervisor's duty is not only to evaluate the lessons of teaching practice, but by using his/her all the abilities to make this experience (All the stages of teaching practice) result oriented. He/she should have got all the activities planned beforehand. He/she should have meeting and conversation with teacher educators, experienced teachers of the institution, educationists, concerned school head teachers and other teachers [43].

Introductory lectures should be arranged before the departure of student teachers to the practicing schools in order to aware the student teachers about the preparation of lesson plans and other assigned activities. During teaching practice it is the duty of supervisors to supervise their lessons, other assigned activities, guidance and counselling as well as provide the student teachers with feedback and to enable them so that they can criticize and reform themselves [21]. During the teaching practice student teachers should not be criticized in front of the practicing school staff and students. If there is a need then all the student teachers should be gathered and should be scolded and warned without nominating and asking the name. Supervisors' role is to prepare teachers for future, therefore he / she should act as a facilitator.

Practice of final-year students is the final stage of professional training of students in higher education, characterized by a high degree of self-awareness and responsibility of students, expanding the scope and complexity of the content of the work [43]. During the practice, students study the system of educational activities of the teacher and the classroom teacher. The practice aims to prepare future professionals to the real practical work, to ensure the required level of their training.

Being a final-year student is a great responsibility and opportunity to gain as much as we can before we face our teaching experiences from the real life at the same time. The topic of my research paper is The Teaching Practicum of English major students: expectations and the reality. This topic is extremely important in teaching the English language. Teaching requires a lot of different methods which are never the same. Teachers must have a very colorful imagination and not in the last place patience, because each student is a personality and they differ from one another. If a teacher successfully applies one method to a certain student it is not certain that method will be successful for the other student as well.

One of the crucial parts of my research paper is the methodology my research was conducted by. My aim was to find out the attitude of the English major students towards the Teaching Practicum, their beliefs and expectations and further results, fears they faced and their opinion. When planning the study my aim was to get a picture of the most commonly appeared hardships and experiences English major students were facing before and during their practicum.

2. 9. Participants of the Research

19 participants have fulfilled a questionnaire about their Teaching Practicum. 17 female and 2 male participants aged 19-22 expressed their fears, expectations, beliefs about the importance and necessity of Teaching Practicum in higher educational establishments. The participants were selected according to the fact they had to pass a 4-week practice at any secondary school of Ukraine. My research was conducted with the help of questionnaires. I used Questionnaire part 1 (Appendix A) and Questionnaire part 2 (Appendix B) as my main research instrument. Data was collected by me also with the help of classroom observation sheets students used during their practice. The questionnaires were given to the participants in two parts. The first part was fulfilled by them before their teaching practicum and the second part was fulfilled after, so that they could be able to express their thoughts after being a teacher for a few weeks.

2. 10. The Procedure of the Research

The procedure of my research started with getting data about teaching practicum, further practicum of the English major students. I found some English major students who were able to fulfill my questionnaires and who were eager to find out about my research. First, I handed out the first part of the questionnaire before the start of our teaching practice. It took me a week to gather my questionnaires back. The second part of the questionnaire was conducted the same way. The participants of the research didn't face any difficulties while filling in their answers. The empirical data was collected confidentially, only their gender was revealed. Further I collected the results and analyzed them, made charts and drew conclusions to get a clear picture about the 4-week practice and questions related to it.

As I have already mentioned the empirical research method I used was questionnaires. Although questionnaires are the most frequently used methods of empirical analysis still I have decided on it. I designed my questionnaire very carefully, I was looking for aspects that could help my research and gather information about the teaching practice.

In my questionnaire I used open and close format questions as well. I started with simple questions about the students who were answering them to get some background data and followed by more complex ones to gather information on the topic given.

To sum up the main objectives of the study I would like to reaffirm the importance of studying the teaching practice. Although there are a great amounts of studies on this topic still further investigation is needed. Time passes, people change, pupils also change and the further we go the other aspects we should take into consideration. Though the methods are the same as many years ago but still nowadays we must use them a little differently.

2. 11. Findings of the Research

As stated by many researchers [9], one of the most important components of English teacher education programs is the practicum that gives teacher trainees a chance to become aware of the realistic nature of the teaching profession [44; 22]. With the help of my research I wanted the future-to-be teachers to get acquainted with this statement. During my data analysis I can say that most of the answers I could have predicted, however there were some unexpected ones for me as well. As the participants of my research were English major students it was unexpected for me to find out that only a few of them would like to become teachers. I understand that the degree they are getting at the moment has a great number of opportunities: they can be teachers, interpreters, translators, work for different companies even from home, etc. I am overwhelmed that the participants shared their feelings, expectations and of course the results with me.

To my mind each field of studying a language though it is investigated till nowadays still needs further investigation. Times change, people change and our abilities are changing, so conducting a research is never an end, we should always progress in our findings.

The main objective of the teaching practicum is to provide student teachers with authentic hands-on experience in teaching. This is required to develop their teaching skills and to start collecting experiences to enrich their professional wisdom. It is not enough to read about teaching or to observe others teach, something students have done for years. Theoretically, we should all be able to teach classes upon graduating from high school because we watched so many teachers teach.

Every professional teacher knows that it doesn't work this way. Student teachers have to practice themselves because practical knowledge and wisdom are held by the individual and cannot easily be transmitted from person to person. Student teachers need

know-how, and by connecting the skills of teaching to knowledge, through reflection, they will gradually start developing practical wisdom.

However, to reach beyond their current personal level it is necessary to be guided by someone who is more experienced. There are limits to how useful a student teacher's internal reflection is in understanding personal reasoning. The mentor constitutes a model to imitate, and teaching becomes more like training. Therefore, it is crucial to have excellent teachers as mentors.

An important role of the practicum is to provide a supported entry to the profession. The factor with the strongest impact on retention seems to be the quality of the first teaching experiences, and what student teachers experience in their practicum creates their view of the profession. It is therefore essential that student teachers are offered quality practice placements. In order to learn from field experience, it is necessary to look back at it and reconstruct it through interaction between the individual, objects and other persons. In this way, the experience can prepare the individual for the future. Systematic reflection in dialogues with peers, mentors and supervisors prepares student teachers for the real and complex classroom and provides future teachers with tools for developing confidence to act professionally in unique situations.

Teaching practice is an activity, which can play an important role in preparing teachers for future challenges in a classroom. Its effectiveness for the nation is beyond any doubt. It is a milestone for professional adolescence. It is a fuel for an endless journey and a combination of personality, professional skills, knowledge and training. Now it is the duty/responsibility of teacher educators and teachers of practicing schools to make this fuel endless.

Part 3

3. 1 Revealing the Results of the Research

As mentioned above the topic of my research paper is The Teaching Practicum of English major students: expectations and the reality. Previously in Part 2 I mentioned the main information about my research and data analysis. Further you will get acquainted with the results of the research.

The first part of the questionnaire contained 19 questions, one of which were a chart that contained 10 other questions. Further information about the participants of the research who fulfilled the first and the second part is shown in the following tables, they are the same in the first and second parts as well as they were the same participants. Diagram 1. shows the male/female percentage of the participants. According to Diagram 2 all of the participants were aged 19-22.

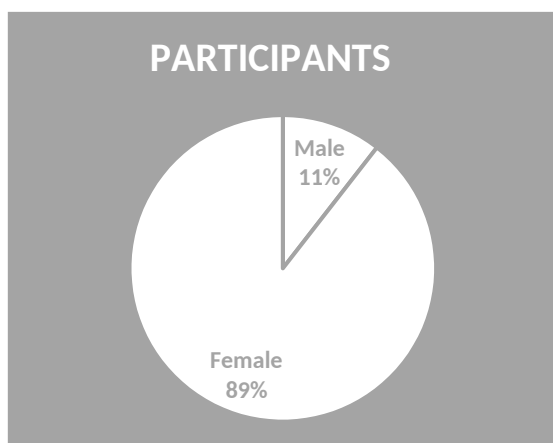


Diagram 1

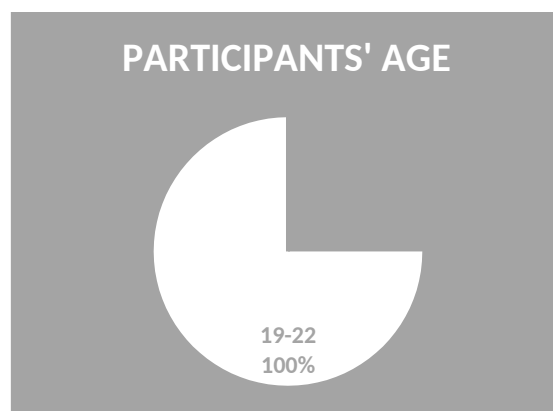


Diagram 2

Diagram 3 shows how many years have the participants studied English language.

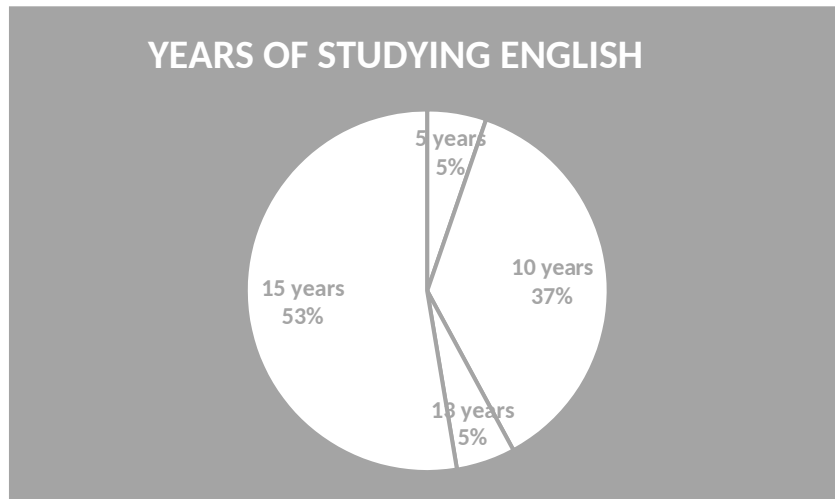


Diagram 3

Diagram 4 – on the scale from 1 to 5 is shown how difficult was to learn the English language for participants.

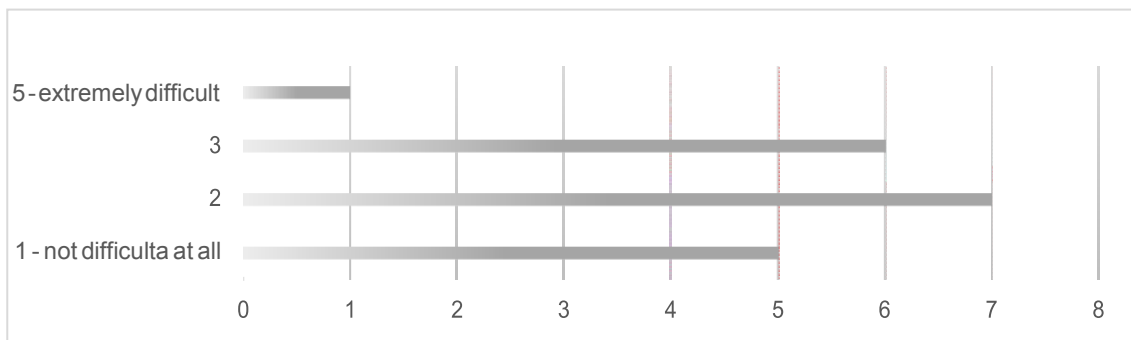


Diagram 4

Diagram 5 shows how many of the asked ones had English as their favorite subject.

Diagram 6 shows the percentage of students who would like to become teachers in 5 years.

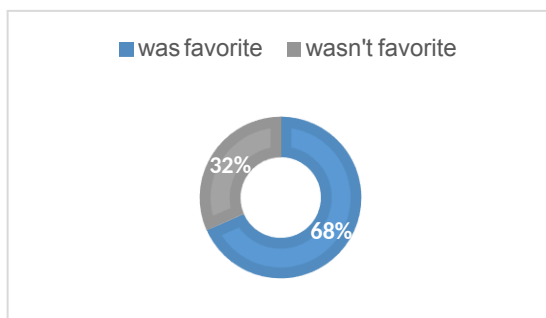


Diagram 5

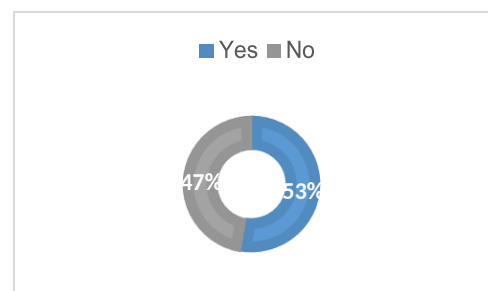


Diagram 6

The explanations why 9 out of 19 is not going to be a teacher in 5 years the participants gave different: 2 of them are not interested in it, 7 simply doesn't have patience to work with children. Fortunately, the research showed that there are still a few future-to-be teachers among them as well who enjoy working with children, being around them, teaching or simply would like to be a part of something bigger in our lives and share some of their knowledge with others.

Answering the question have they ever thought of teaching English or teaching at all only 2 of 19 have never thought of teaching at all. Most of English major students learn English as it is an international language, it is the language of opportunities. To become a teacher is not everyone's cup of tea.

All of the participants have upper secondary level of education completed.

Before starting their teaching practice 14 members were looking forward to it, 5 weren't. Sharing their experience after completing their practice 13 enjoyed it and 6 didn't.

Answering the question – on the scale from 1 to 5 how difficult teacher's work is we can draw the conclusion shown in Diagram 7.

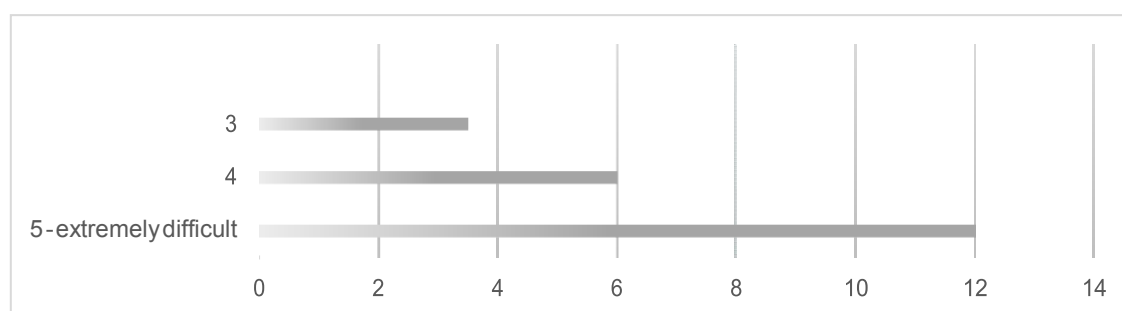


Diagram 7

For the question if the participants would be offered a job as an English teacher the answers are the following (Diagram 8 – before conducting the 4-weeks practice, Diagram 9 – after the conducting).

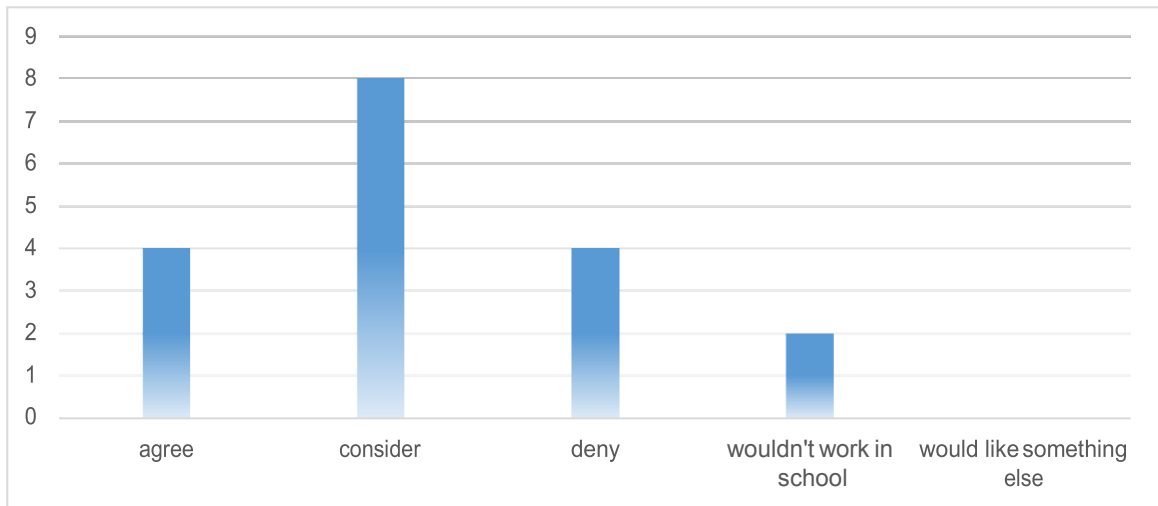


Diagram 8

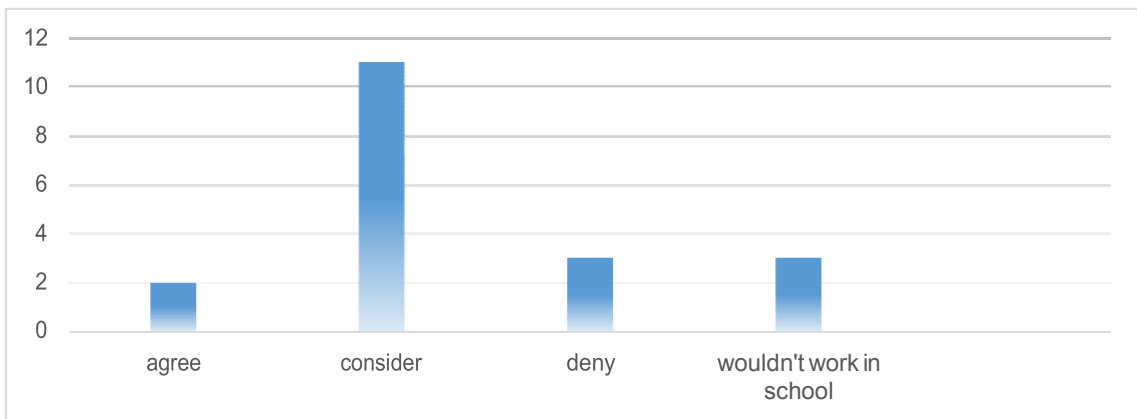


Diagram 9

The participants' opinion about is the 4-week practice enough or not for an English major student is the following. (Diagram 10 – before conducting the 4-weeks practice, Diagram 11 – after the conducting).

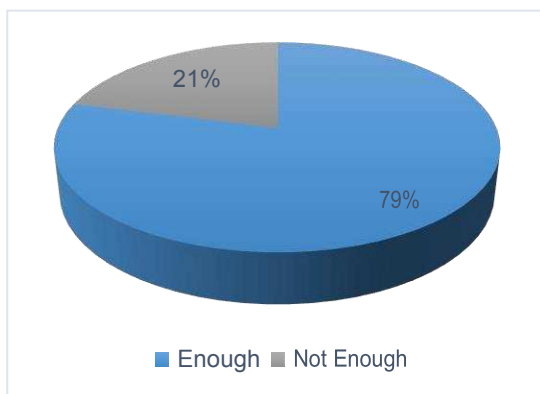


Diagram 10

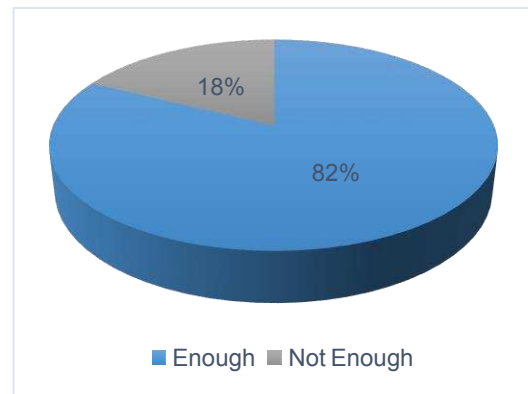


Diagram 11

Students underlined that if they want to become successful teachers they need more practice, at least a few weeks every year while studying.

The next block of statements given to the participants of the research was the following:

1. Teaching Practice is compulsory for English major students.
2. English major students should only observe the process of teaching.
3. English major students are thrown in “deep water”.
4. Teaching English requires a lot of patience.
5. Teaching English requires a lot of knowledge.
6. Teaching English requires a lot of creativity.
7. Teaching English requires a great amount of energy.
8. Teachers from school you are practicing should visit you during your Teaching Practice.
9. English major students should do extracurricular activities during their Teaching Practice.
10. English major students should have held their lessons only in one form of the school.

Students had 5 degrees to evaluate these the statements: Strongly disagree, Disagree, Neither agree nor disagree, Agree, Strongly agree. The results are the following: (Diagram 12 – before conducting the 4-weeks practice, Diagram 13 – after the conducting).

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	All
Statement 1				2	17	19
Statement 2		5	2	11	1	19
Statement 3		1	2	12	4	19
Statement 4			1	1	17	19
Statement 5			1	1	17	19
Statement 6			3	12	3	18
Statement 7			4	10	5	19
Statement 8		1	2	16		19
Statement 9		2	4	10	3	19
Statement 10		1	2	16		19

Diagram 12

Diagram 13

Analysis and comparing (taken before and after the teaching practice) of the statements and their evaluations:

Statement 1 - Teaching Practice is compulsory for English major students. As we can see everybody agreed on this statement whether they were asked before or after their teaching practice.

Statement 2 - English major students should only observe the process of teaching. The majority of students agreed with this statement even more after conducting their practice.

Statement 3 - English major students are thrown in “deep water”. In this case the students agreed as well. Of course they have known about the 4-week practice since their first day of studies but still the emotions experienced can produce a feeling like this.

Statement 4, 5, 6, 7 - Teaching English requires a lot of patience, knowledge, creativity and great amount of energy. These statements were agreed by the participants.

Statement 8 - Teachers from school you are practicing should visit you during your Teaching Practice. Most of the students agreed on this statement, however after conducting their practice a few disagreed on this.

Statement 9 - English major students should do extracurricular activities during their Teaching Practice. The majority agreed as well.

Statement 10 - English major students should have held their lessons only in one form of the school. The students’ opinion here is also positive.

Further I had a few more questions:

What are the students plans about work for future? The results were different. Some would definitely like to become a teacher, others wouldn’t. In any case the participants

would like their future jobs to be connected with languages, especially with English language.

Question 16 was about their future studies, whether they are going further to get a Master's Degree or not. The results are in Diagram 14 (before teaching practice) and Diagram 15 (after teaching practice).

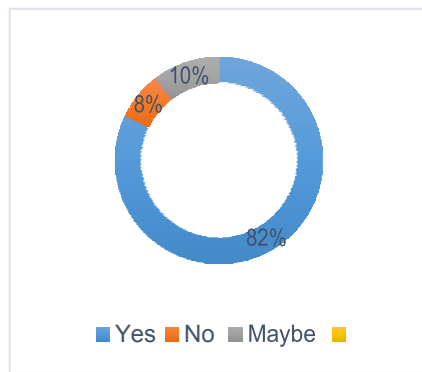


Diagram 14

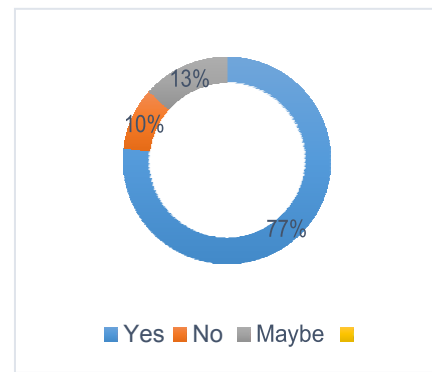


Diagram 15

Answering the question what teaching practice will give to students most of them said: experience and knowledge, some of them would like to find some new useful and different teaching methods. Their expectations on their practice were different: some expected to work out different useful teaching methods, some are interested in the process of teaching and how to deal with difficulties, with children, how to deal with problematic children, some simply wanted to feel how it is like to be a teacher, some were afraid, for someone they thought it will be very hard, for others it won't be hard at all and of course there were students who expected to show the children that English language learning can be very interesting.

The questionnaires' second part contained a few other questions about the practice experiences: for question about the students' point of view on teaching English and being a teacher the answers were mostly negative, like it is too difficult or they wouldn't like to do it in the future. Some mentioned that all of the pupils are different and that teachers should deal with them differently. The main aspect needed in this job is patience. Although the majority of students said it is difficult to be a teacher, there were some for whom it was interesting and they liked it and in the future they can imagine themselves as teachers.

Each participant had to explain the results of their practice in a few words. All of them had positive comments on this question. For some this experience was interesting, for some even exciting, helpful and useful.

I asked about the evaluation of the practice, students had to give an opinion of their practice. They could choose from: superb, excellent, great, good, fair, not so great. In Diagram 16 we can see the results.

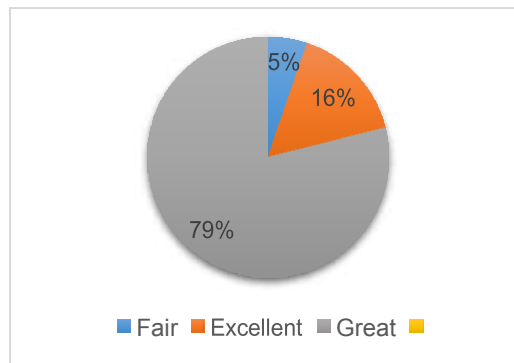


Diagram 16

Next aspect appearing in the questionnaire was about the effectiveness of the lesson observation during the practice. Students mainly needed these observations according to their questionnaires, they were effective for them, to some it made easier to prepare for their own lessons, they got acquainted with lesson plans and how a lesson should be conducted and built correctly.

Another question was about the methods the practice supervisor used. This question wasn't answered eagerly enough. Only half of the students mentioned some methods used by their supervisor, and the answer was "different". Some wrote that the supervisor helped children who had difficulties. Only one student wrote that her supervisor used audio-lingual method, she mentioned it was the most effective; and she mentioned another important issue, the children were using only the target language.

The last question in questionnaire part 2 was about the difficulties students faced during their teaching practice. The most common problem is the pupils' behavior. For 9 students of 19 it was their biggest problem. Only 3 wrote they had no difficulties. Others mentioned a few other difficulties: lack of knowledge, lack of interest, lack of willpower, lack of communication with pupils and not in the last place to involve all the children in work.

Speaking about the practice of English major students on behalf of the questionnaires I used we can draw conclusions on a great amount of issues that can be analyzed further. We can see what were the students' expectations before their practice and how they faced them in reality. How did they cope with difficulties when teaching, what conclusions could be drawn after the practice, and many other essential information a future-to-be teacher must be familiar with.

The more you practice, the better you will become. This proverb is true not just for teachers but for everybody. But still our main aspect is teachers and their teaching practice. Students faced their fears, maybe hopes during their practice. Without the opportunity to be in a school environment as a teacher for students it is hardly possible to imagine what it is like to be a teacher, and what to do in different kinds of situations. Surely a 4-week period is not enough for this purpose, to my mind a few years are not enough to become a well-prepared teacher who will cope with all situations at a school. This paper shows how students feel about teaching or becoming a teacher. The questionnaire that was used as a data collector helped the students to realize what exactly is a teacher's job. The results of this research are important not just for the students or other students who will conduct their teaching practice in the future, but for teachers, supervisors and many others as well. Numerous conclusions can be drawn from the results that will make the work of members of educational sphere more fruitful and precious.

Conclusions

This is a work on The Teaching Practicum of English major students: expectations and the reality. The aim was to find out the students' attitude to teaching English, their 4-week practicum, their expectations and the reality they faced.

This topic is relevant today because teaching English is very important as we see the opportunities that foreign language skills give us.

The term practice teaching has three major connotations: the practicing of teaching skills and acquisition of the role of a teacher; the whole range of experiences that students go through in schools; and the practical aspects of the course as distinct from theoretical studies [47].

Teaching requires more than having degree of education. Teachers should recognize student needs and getting the class involved in the learning process. Teaching calls on the professional to use a variety of skills in order to reach a wide range of learners! One of the most important skills for teachers to develop is the ability to differentiate instruction. Differentiation involves modifying the content, process, product or learning environment to effectively address the variety of student interests, learning preferences, affective needs and readiness levels in today's classrooms.

According to Nursing Education Center (2013) teachers need skills in teaching for the following reasons:

- To ensure competency in teaching
- To make the class interesting
- To enable the teacher to develop confidence in teaching
- To avoid confusion
- To enable the teacher to understand individual differences in learning

In Part 1 we learnt about a summary of the word practicum, what exactly it means and its role in the life and study of English major students. Also in this chapter we got acquainted with teaching practice, its role and importance in the life of every teacher-to-be student. As were stated by many researchers [9], one of the most important components of English teacher education programs is the practicum that gives teacher trainees a chance to become aware of the realistic nature of the teaching profession [44; 22].

The primary purpose of the pedagogical practice for the qualification – "Bachelor", "Specialist" training for teaching in secondary schools, for the "Master" in higher education.

Practice of final-year students is the final stage of professional training of students in higher education, characterized by a high degree of self-awareness and responsibility of students, expanding the scope and complexity of the content of the work. During this practice, students study the system of educational activities of the teacher and the classroom teacher. The practice aims to prepare future professionals to the real practical work, to ensure the required level of their training.

Although there has been a considerable amount of research on teacher learning in the general education field nowadays it still needs further investigation. Times change, people change and our abilities are changing, so conducting a research is never an end, we should always progress in our findings.

In Part 2 we got familiar with the research. We learnt about the methodology applied in the research, the objectives of practice teaching, teaching in classroom, participation in other routine works of school, the role of supervisor in teaching practice, the participants, research instruments, procedure of the research, data analysis methods and findings. Also we got a brief interpretation of the results.

Teaching practice is an activity, which can play an important role in preparing teachers for future challenges in a classroom. Its effectiveness for the nation is beyond any doubt. It is a milestone for professional adolescence. It is a fuel for an endless journey and a combination of personality, professional skills, knowledge and training. Now it is the duty/responsibility of teacher educators and teachers of practicing schools to make this fuel endless.

In Part 3 we learnt about a detailed data analysis and description gained with the help of questionnaires. We found out the participants' expectations, fears towards their practice and the reality they faced when first teaching.

The purpose of this current study was to show the importance and inevitability of teaching practice in learning a foreign language and in pedagogical field as well.

This work has practical benefits as well. We found out the students' opinion on the importance of teaching practices, their attitude and opportunities they could see in their teaching practice.

Teaching is a beautiful profession. Though it sometimes can be not easy and not every teacher can cope with all the circumstances which come across their everyday life.

The more you practice, the better you will become. This proverb is true not just for teachers but for everybody. But still our main aspect is teachers and their teaching practice. Students faced their fears, maybe hopes during their practice. Without the opportunity to be in a school environment as a teacher for students it is hardly possible to imagine what it is like to be a teacher, and what to do in different kinds of situations. Surely a 4-week period is not enough for this purpose, to my mind a few years are not enough to become a well-prepared teacher who will cope with all situations at a school. Nevertheless, this paper has a practical value. It shows how students feel about teaching or becoming a teacher. The questionnaire that was used as a data collector helped the students to realize what exactly is a teacher's job. The results of this research are important not just for the students or other students who will conduct their teaching practice in the future, but for teachers, supervisors and many others as well. Numerous conclusions can be driven from the results that will make the work of members of educational sphere more fruitful and precious.

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Резюме

Тема цієї роботи: Педагогічна практика студентів спеціальності «англійська мова та література»: очікування та реальність. Метою було з'ясувати ставлення студентів до викладання англійської мови, впродовж 4-тижневого практикума, їхні очікування та реальність, з якою вони стикалися.

Ця тема є актуальною в наш час, адже викладання англійської мови дуже важливо оскільки ми бачимо можливості які нам дає знання іноземних мов.

Об'єктом дослідження стали студенти спеціальності англійська мова і література, які були опитані з допомогою анкетування.

Термін "викладання практики" має три основні конотації: використання навичок викладання та здобуття ролі вчителя; весь спектр досвіду, який учні проходять у школах; і практичні аспекти курсу, відмінні від теоретичних досліджень [47].

Навчання вимагає більше, ніж мати ступінь освіти. Вчителі повинні визнати потреби учнів та залучити клас до навчального процесу. Навчання закликає професіонала використовувати різноманітні навички, щоб охопити широке коло учнів! Однією з найважливіших навичок розвитку вчителів є вміння диференціювати навчання. Диференціація передбачає зміну змісту, процесу, продукту чи навчального середовища для ефективного вирішення різноманітних інтересів учнів, переваг до навчання, ефективних потреб та рівнів готовності в сучасних аудиторіях.

За даними Центру освіти (2013), викладачі потребують навичок викладання з наступних причин:

- Забезпечити компетентність у викладанні
- зробити заняття цікавим
- дати можливість вчителю розвинути впевненість у викладанні
- Щоб уникнути плутанини
- дати можливість вчителю зрозуміти індивідуальні відмінності у навчанні

У розділі 1 ми дізналися про практикум, що саме воно означає та його роль у житті та вивченні англійської мови студентів. Також у цій главі ми ознайомилися з викладацькою практикою, її роллю та значенням у житті кожного студента, який

хоче бути вчителем. Як заявляли багато дослідників [9], одним із найважливіших компонентів програм навчання вчителів англійської мови є практикум, який дає викладачам шанс пізнати реалістичну природу викладацької професії [44; 22].

Основна мета педагогічної практики для отримання кваліфікації - "бакалавр", "спеціаліст", підготовка до викладання в середніх школах, для "магістра" у вищій школі.

Практика студентів випускних курсів - це заключний етап професійної підготовки студентів у вищій школі, що характеризується високим ступенем самосвідомості та відповідальності студентів, розширенням обсягу та складності змісту твору. Під час цієї практики студенти вивчають систему навчальної діяльності вчителя та класного керівника. Практика має на меті підготувати майбутніх фахівців до реальної практичної роботи, забезпечити необхідний рівень їхньої підготовки.

Хоча до цього час було проведено значну кількість досліджень учителів у загальноосвітній галузі, ця галузь все ще потребує подальшого дослідження. Часи змінюються, люди змінюються і наші здібності змінюються, тому проведення дослідження ніколи не є кінцем, ми завжди повинні прогресувати у своїх висновках.

У розділі 2 ми ознайомилися з дослідженнями. Ми дізналися про методологію, що застосовується в дослідженні, цілі викладання практики, викладання в класі, участь у інших рутинних роботах школи, роль керівника в навчальній практиці, учасників, інструменти дослідження, процедуру дослідження, методи аналізу даних та їх результати. Також ми отримали коротке тлумачення результатів.

Навчальна практика - це діяльність, яка може зіграти важливу роль у підготовці вчителів до майбутніх завдань у класі. Його ефективність для нації не викликає сумнівів. Це віха для професійного підліткового віку. Це паливо для нескінченної подорожі та поєднання особистості, професійних навичок, знань та навчання. Тепер обов'язок / відповідальність педагогів та вчителів практикуючих шкіл зробити це паливо нескінченним.

У розділі 3 ми дізналися про детальний аналіз даних та опис, отриманий за допомогою анкет. Ми з'ясували очікування учасників, страхи перед їх практикою та реальністю, з якими вони стикалися під час першого навчання. Здобута

інформація є надзвичайно цінною для студентів, майбутніх вчителів, та всіх працівників які працюють у сфері освіти.

Метою цього нинішнього дослідження було показати важливість та неминучість викладацької практики при вивченні іноземної мови.

Ця робота має і практичні переваги. Ми з'ясували думку студентів щодо важливості викладацької практики, їхнього ставлення та можливостей, які вони могли бачити у своїй навчальній практиці.

Appendix A

Questionnaire

Teaching Practicum

You are going to conduct your 4-week Practice on Teaching English as a Foreign Language. You are required to fulfill the 1st part of a questionnaire on the Teaching Practicum of English major students. In the following questions describe your beliefs and expectations on this issue.

1. Are you a female or a male?

- Female
- Male

2. How old are you?

- Under 18
- 19-22
- 23-26
- 27-32

3. How many years have you been learning English?

4. On the scale from 1 to 5 how difficult was for you to learn English? (1-not difficult at all, 5- extremely difficult)

5. Was English your favorite subject at school?

- Yes
- No

6. Do you see yourself as an English teacher in 5 years?

- Yes, Why? _____
- No, Why? _____

7. Have you ever thought of teaching English, or teaching at all?

- Yes
- No

8. What is the highest level of formal education you have completed?

- Didn't complete
- Upper secondary education

- Bachelor's level
- Master's level
- Doctor's level

9. Are you looking forward to your Teaching Practice?

- Yes
- No

10. Do you think it would be easy for you to teach English?

- Yes
- No

11. On the scale from 1 to 5 how difficult is a teachers' work? (1-not difficult at all, 5-extremely difficult)

12. If you are to be offered a job as an English teacher what would be your moves?

- You will agree
- You will take it to consideration
- You will deny it
- You will not work in schools
- You would rather do something else for a living

13. In your view, is it enough to have two teaching practice sessions in the four years of Bachelor studies? Why? / Why not?

14. Choose whether you agree or not with following statements:

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
1. Teaching Practice is compulsory for English major students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. English major students should only observe the process of teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. English major students are thrown in “deep water”.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Teaching English requires a lot of patience.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Teaching English requires a lot of knowledge.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Teaching English requires a lot of creativity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Teaching English requires a great amount of energy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Teachers from school you are practicing should visit you during your Teaching Practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. English major students should do extracurricular activities during their Teaching Practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. English major students should held their lessons only in one form of the school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Give a brief answer to the questions:

15. What are your future plans about work?

16. Are you going to get a Master's Degree in English language?

- Yes
- No
- Maybe

17. What do you think the Teaching Practice will give to you?

18. What are your expectations of your Teaching Practice?

19. What are the results of your Teaching Practice?

Thank you for your participation and help.

Appendix B

Questionnaire

Teaching Practicum

You have conducted your 4-week Practice on Teaching English as a Foreign Language. You are required to fulfill the 2nd part of a questionnaire on the Teaching Practicum of English major students. In the following questions describe your expectations and realities of your Teaching Practice, analyze teaching strategies, methods, facing difficulties and general points of view on teaching English and being a teacher.

1. Are you a female or a male?
 - Female
 - Male
2. How old are you?
 - Under 18
 - 19-22
 - 23-26
 - 27-32
3. How many years have you been learning English?

4. On the scale from 1 to 5 how difficult was for you to learn English? (1-not difficult at all, 5- extremely difficult)

5. Was English your favorite subject at school?
 - Yes
 - No
6. Do you want to be an English teacher?
 - Yes
 - No
7. Have you ever thought of teaching English, or teaching at all?
 - Yes
 - No
8. What is the highest level of formal education you have completed?

- Didn't complete
- Upper secondary education
- Bachelor's level
- Master's level
- Doctor's level

9. Was it easy for you to teach English?

- Yes
- No

10. On the scale from 1 to 5 how difficult the teachers' work is? (1-not difficult at all, 5-extremely difficult)

11. If you are to be offered a job as an English teacher what would be your moves?

- You will agree
- You will take it to consideration
- You will deny it
- You will not work in schools
- You would rather do something else for a living

12. In your view, is it enough to have two teaching practice sessions in the four years of Bachelor studies? Why? / Why not?

13. Choose whether you agree or not with following statements:

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
1. Teaching Practice is compulsory for English major students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. English major students should only observe the process of teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. English major students are thrown in "deep water".	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Teaching English requires a lot of patience.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Teaching English requires a lot of knowledge.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Teaching English requires a lot of creativity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Teaching English requires a great amount of energy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Teachers from school you are practicing should visit you during your Teaching Practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. English major students should do extracurricular activities during their Teaching Practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. English major students should held their lessons only in one form of the school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Give a brief answer to the questions:

14. What are your future plans about work?

15. Are you going to get a Master's Degree in English language?

- Yes
- No
- Maybe

16. What did the Teaching Practice give to you?

17. What is your point of view on Teaching English and being a teacher?

18. What are the results of your Teaching Practice?

19. How would you evaluate your Teaching Practice?

- Superb
- Excellent
- Great
- Good
- Fair
- Not so great

20. How effective were the observed lessons for your Teaching Practice?

21. What teaching methods did your supervisor used?

22. What difficulties have you faced during your Teaching Practice?

Thank you for your participation and help.

NYILATKOZAT

Alulírott, Árgyelán Andrea angol szakos hallgató, kijelentem, hogy a dolgozatomat a II. Rákóczi Ferenc Kárpátaljai Magyar Főiskolán, a Filológia tanszéken készítettem, angol nyelv és irodalom tanári diploma megszerzése végett.

Kijelentem, hogy a dolgozatot más szakon korábban nem védtem meg, saját munkám eredménye, és csak a hivatkozott forrásokat (szakirodalom, eszközök stb.) használtam fel.

Tudomásul veszem, hogy dolgozatomat a II. Rákóczi Ferenc Kárpátaljai Magyar Főiskola könyvtárának Kézirattárában helyezik el.

Beregszász, 2020. május 4.

Árgyelán Andrea