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A study of the experience of organizing practical training of future teachers in pedagogical universities

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Abstract

Context and relevance. The relevance of the study of the practical training of future teachers in the current situation of the modernization of pedagogical education is dictated by the need to understand the opinions of stakeholders in the organization of the process of forming the personality of a teacher ready to carry out pedagogical activity in real working conditions in accordance with the needs of the educational system. **Objective.** The aim of the study is to obtain and analyze empirical data on the ideas of stakeholders in the educational process about the established and promising forms of practical training of future teachers. **The hypothesis** of the study lies in the following interrelated assumptions: the forms of practical training established in pedagogical universities correspond to the concept of development of pedagogical education in the Russian Federation; the ideas about the most popular forms of practical training of future teachers differ among different participants and stakeholders; these different ideas can be used as a basis for the development of conceptual foundations and promising directions of practical training of future teachers in pedagogical universities. **Methods and materials.** In the course of the work, the following theoretical research methods were used: analysis and systematization of publications in the field of organization of practical training of teachers, analysis of current regulatory and legal documentation; Empirical survey methods (questionnaires) were used among four groups of educational process participants (1198 people from five federal districts): 180 university management, 348 faculty, 444 students, and 226 employer representatives. **The results** of the study reflected the perceptions of various educational process participants (management, faculty, students, and employer representatives) regarding the organization of practical training. The study revealed similarities and differences in the understanding of the content of practical training among all survey participants and identified the main forms of organizing practical training for students. The analysis revealed insufficient attention to extracurricular activities in the practical training of future teachers, as well as to the use of digital technologies and online platforms. Based on suggestions for improving practical training from students and employers, the study identified

areas for developing the process of developing future teachers' readiness for real-world educational practice. **Conclusions.** The study revealed the need to improve the content of practical training for future teachers, actively include extracurricular activities in the practical part of the program, strengthen cooperation with educational partner organizations, and expand the range of methods and tools for practical training.

Keywords: higher pedagogical education, future teacher, practice-oriented education, practical training of a future teacher, professional readiness of a future teacher

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Исследование опыта организации практической подготовки будущих учителей в педагогических вузах

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Резюме

Контекст и актуальность. Актуальность исследования практической подготовки будущих учителей в современной ситуации модернизации педагогического образования продиктована необходимостью осмысления мнений заинтересованных участников организации процесса формирования личности педагога, готового к осуществлению педагогической деятельности в реальных условиях труда в соответствии с потребностями образовательной системы. **Цель.** Определить представления управленческого состава, преподавателей вузов, студентов и представителей работодателей о сложившихся и перспективных формах практической подготовки будущих учителей. **Гипотеза исследования** заключается в следующих взаимосвязанных предположениях: сложившиеся в педагогических университетах формы практической подготовки соответствуют концепции развития педагогического образования в Российской Федерации; представления о наиболее востребованных формах практической подготовки будущих учителей у различных участников образовательного

процесса отличаются; эти отличающиеся представления могут быть положены в основу развития концептуальных основ и перспективных направлений практической подготовки будущих учителей в педагогических вузах. **Методы и материалы.** В ходе работы были применены методы теоретического исследования: анализ и систематизация публикаций в области организации практической подготовки педагогов, анализ актуальной нормативно-правовой документации; эмпирические опросные методы (анкетирование) четырех групп участников образовательного процесса (1198 человек из 5 федеральных округов): управленческий состав вузов — 180 человек, преподаватели — 348, студенты — 444, представители работодателя — 226. **Результаты** работы отразили представления об организации практической подготовки различных участников образовательного процесса (управленческий состав, преподаватели, студенты, представители работодателей). Исследование выявило сходства и отличия понимания содержания практической подготовки у всех участников опроса и выявило основные формы организации практического обучения студентов. Результаты анализа показали недостаточное внимание к внеучебной деятельности в процессе практической подготовки будущих учителей, к применению цифровых технологий и онлайн-платформ. На основе предложений по совершенствованию практической подготовки от студентов и работодателей в работе выявлены направления развития процесса формирования готовности будущего педагога к реальной образовательной практике. **Выводы.** Исследование указало на необходимость совершенствования содержания практической подготовки будущих педагогов, активного включения в практическую часть программы внеучебной деятельности, усиления сотрудничества с партнерами-образовательными организациями, расширения спектра методов и инструментов практической подготовки.

Ключевые слова: высшее педагогическое образование, будущий учитель, практико-ориентированное образование, практическая подготовка будущего учителя, профессиональная готовность будущего учителя

Финансирование. Исследование выполнено при поддержке Министерства просвещения Российской Федерации в рамках государственного задания на НИП № 073-03-2025-069/2 от 19 марта 2025 года по теме «Исследование моделей организации практической подготовки будущих педагогов» (регистрационный номер ЕГИСУ НИОКТР 125061907123-7).

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Introduction

Strengthening the practical orientation of future teacher training programs has traditionally been a priority direction for modernizing the system of higher pedagogical education. The relevance of this direction is currently also due to

the regulatory approval of the concept of “practical training,” which includes not only internships and is one of the key elements of pedagogical educational programs. The following factors determine the transformation of the practical component of pedagogical education:

A practice-oriented approach to teacher training focuses the learning process on developing specific practical skills for solving professional tasks.

Modern conditions define new principles for program design, creating the need to align the content of training and educational outcomes with the current requirements of educational reality.

The renewal of university infrastructure creates a modern environment for organizing practical training.

In this regard, the goal of the research presented here was to determine the perceptions of management, university faculty, students, and employer representatives regarding existing and prospective forms of practical training for future teachers.

The research hypothesis is based on the following interconnected assumptions: the current forms of practical training in pedagogical universities align with the concept of pedagogical education development in the Russian Federation; the perceptions of the most in-demand forms of practical training for future teachers differ among various stakeholders; and these perceptions can serve as a foundation for developing conceptual frameworks and promising directions for practical training of future teachers in pedagogical universities.

Pedagogical education has undergone profound changes in recent years in accordance with state requirements and the demands of educational practice. It is worth noting the Comprehen-

sive Project for Modernizing Pedagogical Education in the Russian Federation (2014–2017), which aimed to develop new approaches to modular design of core professional educational programs for teacher training based on activity-based and practice-oriented approaches. This project emphasizes the need to foster professional competencies in students that align with current professional demands. Within this approach, the creation of a new model of cooperation between universities and schools becomes important, highlighting the significance of practical experience in real educational settings (Margolis, Safronova, 2018). Today's agenda provides new impetus for the development of pedagogical education. The Concept for Teacher Training until 2030, approved by the Government of the Russian Federation, aims to establish unified approaches to designing educational programs focused on developing the practical readiness of future teachers (Basyuk, 2022; Lubsy, 2022).

In accordance with the regulating normative document, the understanding of practical training is presented as «a form of organizing educational activities during the mastering of an educational program under conditions where students perform certain types of work related to their future professional activity and aimed at forming, consolidating, and developing practical skills and competencies in the profile of the corresponding educational program»¹.

It is important to note that practical training and internship (or “practice” in

¹ Order of the Ministry of Education and Science of Russia and the Ministry of Education of August 5, 2020 No. 885/390 «On the practical training of students» <http://publication.pravo.gov.ru/Document/View/0001202009110053?ysclid=melb39fxv258678294>

the Russian context) are not identical concepts, despite the similarity of their characteristics. In accordance with the Federal Law “On Education in the Russian Federation,” practical training is “a form of organizing educational activities...”, while internship is defined as a component of the educational program². Thus, the design of practical training is possible both during an internship and within the framework of disciplines (modules), specifically in the part of performing tasks for mastering practical skills of future professional activity.

The competency-based approach in education focuses the learning process on the formation of specific practical skills for solving professional problems (Khutorskoy, 2017). Researchers’ attention is directed towards studying the features and defining the main guidelines for developing program content, and proposing forms for implementing practical training. These works aim to identify the essence of the phenomenon of “practical training” (Elizarova et al., 2024; Vishnyakova, 1999), define the key characteristics of the process (Kopyeva, Pityukova, 2012), determine methodological approaches to implementing practical training (Platonova, Neverkovich, Parfenov, 2016), develop content in accordance with current requirements, including the development of modern models of practical training (Frolova, 2020; Zemlyanskaya, Bezborodova, 2021), organizational and technological features of implementing pedagogical practice (Sharipova,

2013), and define strategic directions in the development of practical training in pedagogical education (Makarova, Chernenko, 2020; Kostyunina, 2016). An important component of the learning process is the assessment of practical training results. Today, the procedure of a demonstration exam is actively used in the practice of pedagogical universities as a modern tool for assessing the readiness of graduates of pedagogical fields of study for professional activity in conditions close to real ones (Voevodskaya, 2025; Svetonosova, 2025).

Research by B. Radulovic, M. Dzinovic, G. Miscevic (Radulovic, Dzinovic, Miscevic, 2024), Caslav Stoiljkovic, T. Kompirovic, D. Popovic (Stoiljkovic, Kompirovic, Popovic, 2024), and I. Corbacho-Cuello & A. Munoz-Losa (Corbacho-Cuello, Munoz-Losa, 2025) also highlights the importance of practical training for teachers in solving professional tasks. Studies aimed at finding effective pedagogical strategies for the practical preparation of future teachers convincingly demonstrate the significance of using practice-oriented teaching tools (Mansfield, 2022; Altun, Kuduz, Akkan, 2025). It is worth noting that foreign scholars’ research is also directed towards identifying modern approaches to implementing practical training for future educators and forming professional readiness for real educational practice (De Smet Cindy, 2024; Kotulakova, 2024; Wheeler, Oyewola, Longhurst, 2025; Birot-Gautron, Kohout, Deyrich, 2025; von Hagen et al., 2025), including the use of digital platforms and

² Federal Law «On Education in the Russian Federation» dated December 29, 2012 No. 273-FZ

VR technologies (Cujd kova, Vankus, 2023; Yeflach-Wishkerman, 2024; Long, Zhang, Zeng, 2025).

Within the scope of this study, following a number of scholars (Elizarova et al., 2024; Zemlyanskaya, Bezborodova, 2021; Frolova, 2020; Guruzhapov, 2017; Baiborodova, 2015), the practical training of future teachers is considered a key component of teacher training programs, shaping their readiness for independent professional practice in contemporary conditions.

Despite the active research by scholars into the practical training of future educators, the opinions of university administrators and faculty, students, and employers, who are involved in assessing graduates' readiness for pedagogical work, remain insufficiently explored. In this regard, analyzing the opinions of educational process participants on the forms, content, and outcomes of practical training is crucial for enhancing the quality of teacher education.

Materials and methods

In the logic of a practice-oriented approach to the training of pedagogical personnel, the theoretical basis of the work was formed by the works of V.A. Baiborodova (Baiborodova, 2015), S.G. Guruzhapov (Guruzhapov, 2017), S.G. Kopyeva, V.Yu. Pityukov (Kopyeva, Pityukov, 2012), E.R. Sharipova (Sharipova, 2013), and others.

To develop the theoretical framework of the study, an analysis of publications on research problems, regulatory legal documents regulating the process of practical training in higher education institutions was conducted.

To analyze the experience of implementing practical training for future teachers based on the aforementioned research positions, a questionnaire was developed for surveying 4 groups of participants in the educational process: university management, faculty, students, and employer representatives (see Appendix 1).

The questionnaire included questions aimed at studying perceptions of the forms of organizing practical training for future teachers, the specifics of implementing practical training in universities, including identifying key and promising forms of organization, assessment, and mechanisms for organizing interaction in the process of practical training. Data collection was carried out from June 5, 2025, to June 23, 2025. The study participants were higher education organizations subordinate to the Ministry of Education of Russia, training students in educational programs of UGSN 44.00.00 "Education and Pedagogical Sciences," and partner organizations involved in socio-educational interaction. A total of 1198 people from 5 federal districts participated in the survey:

University management (vice-rectors, deans, heads of departments, heads of educational and methodological units) — 180 people (15%),

University faculty (teachers implementing the content of training within the framework of practical training for future teachers) — 348 people (29%),

University students (3rd-5th year students of pedagogical universities studying pedagogical bachelor's degree programs) — 444 people (37%),

Employer representatives (pedagogical staff of educational organizations participating in the implementation of pedagogical bachelor's degree programs) — 226 people (19%).

The research sample, stratified with cluster selection, is representative, with a margin of error of 3.5% and a confidence interval of 98%. The study was implemented on the principles of anonymity and voluntariness, with participants recruited based on their willingness to participate.

Based on the information obtained from the survey, descriptive statistics methods were used to analyze data on the features of practical training organization in pedagogical universities for each category of study participants and for each section of the questionnaire.

Results

Within the framework of this study, an investigation was conducted to identify

both current and prospective forms of organizing practical training for students of pedagogical universities. During the theoretical analysis, key structural-content and administrative-managerial aspects of organizing practical training were identified. These aspects characterize the process of practical training for future teachers from the perspectives of content design and implementation. They reflect the features of practical training in universities and the ongoing changes driven by current demands of educational practice and existing regulatory documents.

To examine existing practices of organizing practical training for future teachers, a questionnaire was developed for four groups of educational process participants: university administrators, faculty members, students, and employer representatives (see Appendix 1). The summarized results of the analysis of information obtained during the study are presented in Table.

Table

Results of the analysis of the information received on the organization of practical training for future teachers at pedagogical universities

	Management staff	Academic staff	Students	Representatives of employers
General questions for all survey participants				
What do you think is included in the system of practical training of future teachers at your university (%)?				
various practices	100%	100%	85%	81%
practical classes, workshops at school/preschool	100%	90%	73%	85%
lectures, practical classes, workshops at the university	100%	88%	71%	81%
organization and/or participation in public and socially significant events	60%	85%	71%	70%
other	10%	10%	4%	0%

	Management staff	Academic staff	Students	Representatives of employers
What forms of practical training are used in your university/ which ones do you consider important (for students and employers), %?				
organization of practice in schools/preschool institutions	100%	85%	92%	92%
organization of practical classes and workshops on the basis of schools/ preschool institutions	95%	43%	69%	81%
organization of practical classes and workshops at the university	100%	83%	88%	67%
organization of project activities on the basis of schools/ preschool institutions	90%	40%	67%	70%
organization of educational events on the basis of schools/preschool institutions	80%	68%	67%	63%
organization of practical training on virtual platforms using simulators, simulators, etc.	25%	8%	25%	30%
other	4%	3%	0%	4%
What forms of intermediate and final attestation are implemented in the system of practical training of future teachers at your university? / In what forms of exams and tests for future teachers have you participated, % ?				
interdisciplinary examination (credit)	95%	73%	92%	59%
project protection	95%	73%	75%	67%
demonstration exam	100%	85%	88%	70%
certification in the format of round tables, conferences, simulation games, etc.	50%	40%	25%	30%
Is the professional and student community involved in the procedure of making proposals to the content of work programs for practical training of future teachers, % ?				
Yes	100%	93%	27%	33%
No	0%	7%	73%	67%
Are there feedback mechanisms for organizing the practical training of future teachers at your university, %?				
Yes	100%	90%	13%	30%
No	0%	10%	87%	70%
Questions for a specific group of participants				
Respondents are university management staff				
What changes were made to the OPOP based on the order of the Ministry of Education and Science of the Russian Federation and the Ministry of Education of the Russian Federation dated August 5, 2020 No. 885/390 «On practical training of students» (attach the file with the curriculum, RAP, competence map as an example), % ?				
the content of work programs of disciplines (modules) and practices has been adjusted				80%
the amount of hours for practical training of future teachers has been increased.				100%
the competence map/ technological competence map has been adjusted				65%
The respondents are university professors				
Have you participated in the process of making changes to the OPOP based on the order of the Ministry of Education and Science of the Russian Federation and the Ministry of Education of the Russian Federation dated August 5, 2020 No. 885/390 «On practical training of students», %?				
in developing the content of work programs of disciplines and practices				63%
in developing a project to change the complexity of the practical training of future teachers				28%
in the development of the competence map/ technological competence map				30%
The respondents are university students				

	Management staff	Academic staff	Students	Representatives of employers
Is your practical readiness for the real working conditions in school/ kindergarten sufficiently formed», % ?				
Enough				92%
Not quite enough				8%
Not enough				0%
8% of respondents would like to make suggestions to the content of their education in terms of — Formation of competencies in maintaining school documentation, in particular, an electronic journal; — Developing communicative competencies with participants in the educational process; — Reduce the number of practices outside of school, go to all types of practices in school; — Increase in the number of hours in core subjects in the 1st year, allowing you to repeat the school curriculum				
The respondents are representatives of employers				
Are you ready to make suggestions on the content of practical training for future teachers, %?				
Yes				33%
No				67%
33% of the respondents wanted to make suggestions to the content of the training of future teachers in terms of: — Adding hours to the main profile of the discipline; — Cooperation of the student scientific society with gifted schoolchildren, holding Festivals of experimental science; — Strengthening the theoretical and practical training of students in the formation of communicative competencies with different participants in the educational process (parents, teaching staff); — Provide for the possibility for students to obtain additional qualifications (mentoring, tutoring, methods of organizing and conducting "Important Conversations" at school); — Strengthening the digital component of student training; — Focus on the formation of universal competencies in the field of research and project activities; — Increasing the number of weeks for teaching internships at schools, strengthening the mentoring component with working students.				

The survey results illustrate the organization of practical training from the perspectives of The survey results demonstrate the organization of practical training from the perspectives of various participants in the educational process. It should be noted that the opinions of university representatives reflect official approaches to the implementation of the educational process. The responses of students and employers, who are the focus of pedagogical education, provide an opportunity to gain a holistic understanding of the practical training process and

to comprehend the expectations from learning outcomes. The analysis of the survey materials revealed that all participants in the study are united in their understanding of the content of practical training for future teachers, and unanimously emphasize the importance of this component in shaping the professional readiness of graduating teachers for independent work.

The research identified that the main forms of organizing practical training are internships and the organization of practical classes and workshops based

at general education organizations and university sites. This format implies close collaboration with experienced mentors, providing students with opportunities for independent planning and conducting classes and events, which contributes to gaining practical experience and developing readiness for real-world practice conditions. Thus, the research confirmed the first tenet of the hypothesis, which states that the forms of practical training established in pedagogical universities align with the Concept for Training Pedagogical Personnel for the Education System of the Russian Federation for the period up to 2030.

The survey results present diverse views on the processes of updating practical training programs. The university administration, possessing an overarching vision of the educational process, provides comprehensive information regarding program adjustments within the university. Faculty members, responsible for their specific program components, are not always involved in content update processes, often functioning as implementers. However, more than half of the survey participants are engaged in the processes of improving educational programs.

The majority of surveyed students and future employers consider practical training sufficient for subsequent pedagogical activity. A smaller portion of responses, highlighting deficiencies, suggests directions for improving teacher training programs.

It should be noted that differences were identified in the assessment of the potential of extracurricular activities in the implementation of practical training

for future educators between the management staff and other respondent groups. Students also noted insufficient attention to the application of digital technologies and online platforms in the practical training of future teachers. Students and employer representatives point out insufficient development of skills in preparing school documents, as well as skills for effective interaction with colleagues, students, parents, and administration. Both groups of respondents express interest in increasing the workload of training at educational institutions to gain practical experience.

Thus, the study confirmed the second hypothesis's assumption that perceptions of the most in-demand forms of practical training for future teachers differ among various participants in the educational process. A comprehensive analysis of these opinions allows for a systemic view of the strengths and challenges of current practical training for future teachers and reveals its promising directions.

The suggestion from students and employers to revise the volume of practical training based in general education organizations deserves close attention. It is possible that the current format involves an excessive amount of time spent at the university in conditions that do not always fully reflect the specifics of school work, or perhaps these practices are not always effectively structured to achieve maximum benefit.

Employers' proposals for integrating modern technologies, digital educational platforms, and interactive teaching methods into practical training programs are valuable for increasing the relevance and effectiveness of future educators' preparation.

Therefore, the third assumption of the study's hypothesis, stating that differing perceptions can form the basis for developing conceptual foundations and promising directions for the practical training of future teachers in pedagogical universities, also found its confirmation.

Conclusion

The research yielded the following data:

1. The most common formats for organizing practical training are internships and the organization of practical classes and workshops at educational institutions and university sites, involving close interaction with experienced instructors.

2. An identical understanding of the content of practical training forms was recorded among participants in the educational process, as well as the importance of the practical component in shaping the professional readiness of future teachers.

3. Differences were noted in perceptions of practical training formats, particularly extracurricular activities, and the resources of digital tools, which characterize modern and in-demand approaches to organizing practical student learning.

4. The majority of responding employers and students are satisfied with the results of their practical training.

5. Students and employer representatives equally note a deficit in competencies related to managing school documentation and communication skills with all participants in the educational process. They also suggest reducing the number of internships conducted outside of educational institutions.

Thus, the novelty of the obtained data lies primarily in the conceptual approach to the research, which allows for a systemic view of existing forms and challenges in practical training by correlating the opinions and demands of the main stakeholders involved in the practical training of future teachers, in order to address the tasks of developing pedagogical education. The practical significance of the research lies in the fact that the obtained data can be used by pedagogical education professionals to improve the forms of practical training for future teachers.

Limitations arise from the fact that the study focuses on the experience of organizing practical training for future teachers at pedagogical universities under the jurisdiction of the Russian Ministry of Education. However, the study's sample spans five federal districts, allowing us to identify general trends and specific aspects of practical training for future teachers.

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Appendix

Appendix A. A study of the experience of organizing practical training of future teachers in pedagogical universities. <https://doi.org/10.17759/pse.2026000004>

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