Practice-Oriented Teaching in Preparing Future Teachers-Psychologists for Professional Activity

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Abstract: In this article, devoted to the problem of professional training of future teachers-psychologists based on practice-oriented teaching, the research results, tested during the educational process, are presented. They are as follows: the essence of the concept "professional competence" of a teacher is specified; based on the analysis of existing approaches to the study of the structure of professional readiness, personal, intellectual-operational, motivational, communicative, and reflexive components are determined; the structural and functional model of practice-oriented teaching of future teachers-psychologists has been developed following the pedagogical features of practice-oriented teaching and the identified pedagogical conditions, which includes four interrelated blocks: the target, the methodological, the content-procedural, the learning outcome. The criteria of professional training of future teachers-psychologists on the basis of practice-oriented teaching (personal, intellectual-operational, motivational, communicative, and reflexive) and levels of readiness are defined: reproductive (low), adaptive (medium), and integrative (high). The development and consolidation of skills in students is carried out by solving specific tasks of professional activity, during which students try to explain the procedure for solving a specific professional task and check the actual material in practice. The practice-oriented content of the educational material allows bringing teaching closer to specific situations of professional activity, the chosen specialty, to form the life experience of students, thus increasing the level of knowledge and skills, cognitive interest, and, as a result, to form the level of professional competence of students.

Keywords: Practice-oriented teaching, professional training, future teachers-psychologists, professional competence, interactive techniques, structural-functional model.

INTRODUCTION

Current trends in the development of national education require the higher school to provide an adequate social order level of professional readiness of future teachers-psychologists. In this regard, in the present conditions, it seems reasonable to increase interest in the search for new approaches to teaching pedagogical staff, innovative forms of work, allowing to achieve the strategic goal – the training of a teacher of a new formation [1-4]. The professional training system of teachers has not fully met the real needs of teachers-psychologists, and in recent years the situation has become more complicated. New organizational forms of education, an increase in the number of students has led to an expansion of the range of professional tasks that the psychologist faces in daily activities [5, 6]. He has a leading role not only in psychological correction but also in providing the conditions necessary for the upbringing, development, and social integration of students. Therefore, the problem of professional training of future teachers-

psychologists lies not only in the pedagogical and psychological but also in the social and moral-ethical planes [7-9].

Numerous studies show that currently, Kazakhstan has an acute shortage of specialists whose level of training would meet the new requirements of the time. This is because there are still significant shortcomings in the training of teachers of various profiles, including the following:

- insufficient formation of students' complete understanding of the content of their professional activities;

- lack of readiness to solve pedagogical tasks at a high professional level;

- inadequate responses to non-standard situations of pedagogical interaction;

- the use of outdated methods and techniques of education;

- the lack of a sufficient number of hours for practice and training;

- insufficient involvement of students in research activities;

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- lack of connection between the study of academic subjects and the needs of a real school [10-12].

In the modern education system, it is relevant to develop and implement pedagogical technologies in the educational process that increase the intensity, level of motivation, the attractiveness of the learning process and, as a result, improve the quality of education. Academism and fundamentalism are the characteristics of modern higher education that, in most cases, lead to the fact that university graduates do not have the skills of independent search activity and organizing group work. As a result, university graduates are not able to effectively use the acquired theoretical knowledge to solve problems that go beyond educational situations. In our opinion, when organizing specialist training in the formation of the content of education and educational curriculums, the emphasis should be placed on the principles of dialogism and practice orientation [13, 14]. This will allow future specialists to develop dialogical skills, a tolerant attitude to the opinions and views of colleagues, the ability to work in a team, the ability to distinguish a problem from the general situation, choose the best way to solve it predict to analyze the results. Before proceeding to the direct consideration of the essence of the practice-oriented approach to modern training of students, it is necessary to clarify the meaning of the concept's "approach" and "practice-oriented approach" [15-17].

LITERATURE REVIEW

New criteria for the assessment of university graduates prioritize their activity, abilities to realize their intellectual capabilities, to activate their creative potential (self-actualization), to generate new knowledge, and to nurture the necessary personal qualities (self-organization). In Kazakhstani's science, teachers-psychologists have no complete concept of practice-oriented teaching, and the theoretical, technological, and methodological features of practice-oriented teaching are practically not studied.

The above has allowed us to identify contradictions between:

- increased requirements of employers due to the corresponding labor functions of the professional standard and an insufficiently effective system of teachers psychologists training on the basis of practice-oriented teaching;

- the need of society for qualified teachers-psychologists and their lack of preparation for professional activity in the conditions of modern education modernization;

- the need to improve the targeted professional training of the future teacher-psychologist by strengthening practice-oriented teaching and insufficient development of the technological aspect of solving this problem.

The need to resolve these contradictions has determined the problem of this study, which consists in identifying effective ways to prepare future teachers-psychologists for professional activity on the basis of practice-oriented teaching. Insufficient development of this problem in pedagogical theory and the practice requirements led to the choice of the research topic: "Practice-oriented teaching in preparing future teachers-psychologists for professional activity". Theoretical substantiation and practical development of a pedagogical model of teaching future teachers-psychologists for professional activity on the basis of practice-oriented teaching [18-20].

The approach is a set of techniques and ways to influence someone, something, in the study of something, in business conduct [1, 2]. Practice-oriented teaching is a type of training, the primary purpose of which is to develop students' skills and practical work skills that are in demand today in various areas of social and professional practice, as well as to form an understanding of where, how, and for what the skills are used in practice [2, 3]. The essence of practice-oriented teaching is to build the educational process based on the unity of emotional-figurative and logical components of the content; the acquisition of new knowledge and the formation of practical experience in their use in solving vital tasks and problems; emotional and cognitive maturation of students' creative search [21-24].

MATERIALS AND METHODS

The purpose of practice-oriented teaching is to develop cognitive needs, ensure the functioning of knowledge in students' thinking, organize the search for new knowledge, and improve the effectiveness of the educational process. The essence of the practice-oriented approach in education is to build the educational process based on the unity of emotional, imaginative, and logical components of the content; to acquire new knowledge and form the practical

experience of their use in solving a wide range of professional tasks and problems. Practice-oriented teaching involves the presence of special forms (places) of professional employment of students at the University (with the University or with the participation of the University in enterprises and organizations) in order to perform real tasks of practical activity in the field of learning through the involvement of professionals in this activity.

The principles of organizing practice-oriented teaching are:

- motivational support of the educational process;

- connection of teaching with practice;

- awareness and activity of students in teaching [25].

Thus, within the framework of practice-oriented teaching, the internal motivation of teaching develops since there is an opportunity to choose ways to solve the problem under discussion freely. At the same time, students feel their own competence, experience their own autonomy. In the system of practice-oriented teaching, such practical experience is formed as a comparison, assessment of objects, phenomena, processes, identification of cause-and-effect relationships, problem formulation, and analysis of ways to solve it, the need for further replenishment of subject knowledge. Implementation of practice-oriented teaching involves considering the practice as a source of knowledge, as a subject of knowledge with a comprehensive approach to the analysis of facts, and as a means of knowledge [26-29]. The peculiarity of practice-oriented training is that the introduction of students to the situation of cognitive search begins with the assimilation of the name of practical tasks, where there is a collision with the problem and the role of knowledge in professional activity. From awareness of the problem defined in the name of practical tasks, students conducting specific tasks and operations go to collect and analyze data, checking their assumptions [30].

The most important characteristic of a student's educational activity at practice-oriented teaching is the formation of the student's desire to independently acquire knowledge in solving problems and mastering practical skills in solving a set of professional tasks and generalizing the results obtained. The formed skills in practice-oriented teaching, consisting of simple and combined methods of activity, are aimed at the intellectual development of students and the upbringing of their professional culture.

RESULTS

The principles of the organization of practice-oriented teaching are: motivational support of the educational process; connection of teaching with practice; awareness and activity of students in teaching. Practice-oriented teaching influences the formation of the content of all components of the educational process: academic disciplines, educational and industrial practices, extracurricular independent work of students. In the course of the organization of pedagogical practice, such tasks as: professional training of students for the educational process; mastering the best practices of master teachers by students; formation and consolidation of basic professional and pedagogical competencies, acquisition of advanced innovative experience; realization of the professional and personal potential of students; creating conditions for independent professional activity in an educational institution, the formation of professional skills; creating conditions for active participation of students in research activities [12]. So, practice-oriented teaching provides for the mandatory acquisition of a specialty by students on the basis of the use of classroom and extracurricular forms of professional training in the conditions of a real market entity by performing practical tasks on the selected teaching profile.

The above points out the features of practice-oriented professional teaching:

1. Creating an environment in higher education institutions that encourages the formation of a target conscious need for students to acquire professional competencies;

2. Implementation of practice-oriented interactive techniques of professional teaching, which ensures the formation of students' significant personal qualities for future professional activity, as well as experience in performing professional duties in the teaching profile;

3. Organization of pedagogical practice of students based on the formation of professional competence in the teaching profile.

The use of practice-oriented teaching in professional training gives it the main value – students get the experience of future professional activities,

creating an appropriate level of their competence [31]. The creation of a model for the formation of the future teacher's readiness for professional activities based on practice-oriented teaching was carried out in accordance with the following sequence:

- definition of the principles, the system of which formed the concept of activity;

- development of stages for professional activities based on practice-oriented teaching of future teachers;

- accounting for organizational and pedagogical conditions that affect the process of forming the future teacher's readiness for professional activities based on practice-oriented teaching;

- identification of the components of the future teacher's readiness for professional activities based on practice-oriented teaching that make up the internal structure that ensures the implementation of the identified functions;

- selection of a set of diagnostic techniques;

- selection of means of forming the future teacher's readiness for professional activities based on practice-oriented teaching.

The author's structural-functional model, which reflects the gradual interaction of the teacher with students in order to form their readiness for professional activity on the basis of practice-oriented teaching, combines the target, methodological, content-procedural, and effective blocks. The content of the target block (Figure **1**) that defines the strategic direction of the research (its objectives, principles, etc.) is determined by the state order. The methodological block of the model combines the approaches used in the implementation of research tasks: system-based, student-centered, activity-based, acmeological, and competence-based. The content-process block brought together the organizational and pedagogical conditions necessary for the most effective flow of the process of forming the readiness of future teachers for professional activity based on practice-oriented teaching; the stages of implementation of this process (educational, actualizing, and modeling) [32, 33].

The learning outcome block of the model allowed us to assess the levels of readiness of future teachers for professional activity based on practice-oriented teaching. It includes such criteria of students' readiness

for professional activity as personal, intellectual-operational, motivational, communicative, and reflexive and such levels as low, medium, and high. The target block of this model is represented by the professional readiness of future teachers based on practice-oriented teaching. In accordance with the methodological component of the structural-functional model, the solution of the pedagogical process's tasks is carried out through system, activity, personality-oriented, acmeological, and competence-based approaches. The system-based approach considers the process of preparing future teachers for professional activity through an integral structure. It is a set of interrelated and complementary components that allow studying each of the elements of the system, identifying and comparing their characteristics, analyzing the existing contradictions, similarities, and differences in them for building their hierarchy and monitoring their development. The activity-based approach focused on the unity of the individual and his activities and involving the organization and management of educational-cognitive and practical work of the student, the inclusion of subjects of the educational process in the solution of creative tasks in order to form optimal skills of professional activity, the development of general professionalism of the teacher, allowed to determine the ways to achieve the peaks of professional maturity. Taking into account the fact that an individual's self-education and cognitive activity play an important role in practice-oriented teaching, the student-centered approach contributed to the creation of high-level educational and professional motivation, provided correction of students' psychological state, allowed to develop their reflexive skills throughout the entire period of teaching [34].

The acmeological approach, integrating into the educational environment knowledge about human development, achievement of peaks in activity and development in various types and types of educational systems, was used by us due to the fact that it, having a set of techniques and methods of studying and organizing professional activities, allows us to take into account the achievements of a person at all stages of his development. The competency-based approach focuses on the outcomes of education. The outcome is considered not the amount of information learned but the ability to act in various situations and solve professional tasks of varying complexity. We have chosen at the stage of ascertaining experiment approaches identified and justified pedagogical conditions promoting the formation of students' readiness for professional activities, which has enabled
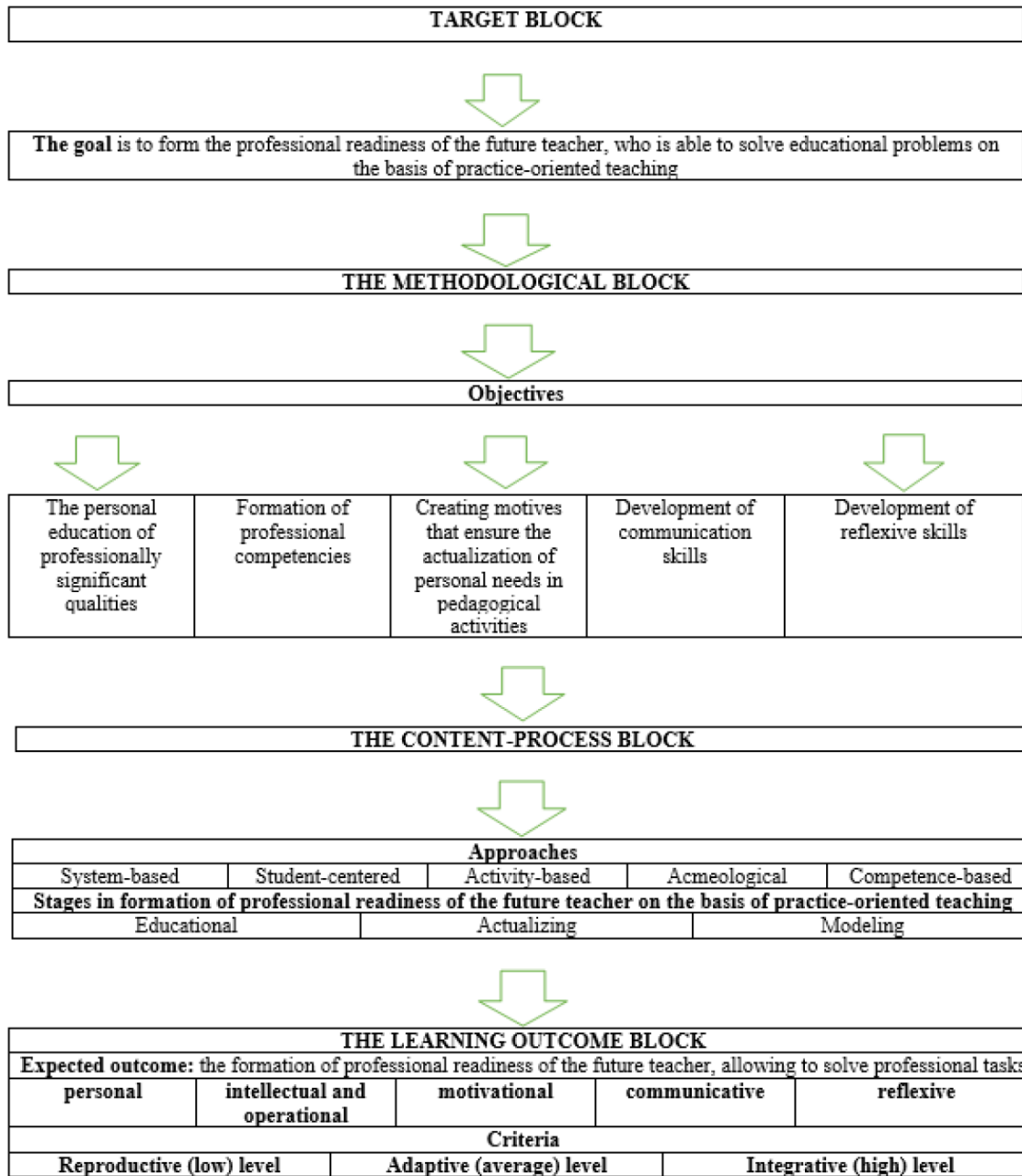
TARGET BLOCK

⇓

The goal is to form the professional readiness of the future teacher, who is able to solve educational problems on the basis of practice-oriented teaching

⇓

THE METHODOLOGICAL BLOCK

⇓

Objectives

⇓   ⇓   ⇓

The personal education of professionally significant qualities	Formation of professional competencies	Creating motives that ensure the actualization of personal needs in pedagogical activities	Development of communication skills	Development of reflexive skills

⇓

THE CONTENT-PROCESS BLOCK

⇓

Approaches				
System-based	Student-centered	Activity-based	Acmeological	Competence-based
Stages in formation of professional readiness of the future teacher on the basis of practice-oriented teaching				
Educational		Actualizing		Modeling

⇓

THE LEARNING OUTCOME BLOCK				
Expected outcome: the formation of professional readiness of the future teacher, allowing to solve professional tasks				
personal	intellectual and operational	motivational	communicative	reflexive
Criteria				
Reproductive (low) level		Adaptive (average) level		Integrative (high) level

Figure 1: Structural-functional model information of professional readiness of future teachers based on practice-oriented teaching.

us to initiate and conduct the formative stage of the experiment. We considered it appropriate to organize the formative stage of the pedagogical experiment in three stages: educational, actualizing, and modeling. In the first stage, the main goal was to form a system of theoretical knowledge. This goal should be achieved by expanding and deepening some of the topics of traditional courses. Educational, cognitive activities of students in accordance with the goal covered conventional forms of education: lectures, seminars, and practical classes [35-38]. The main goal of the second actualizing stage is the acquisition by students of individual experience in forming a system of special

skills aimed at the professional actualization of their individual characteristics. This goal is achieved by organizing lectures, practical and laboratory classes, special disciplines, academic disciplines of students' choice through a system of active and interactive teaching methods, building on their basis an individualized educational trajectory for each of the students, containing a set of professional knowledge and skills and reflecting the actualization of the future specialist's personality.

The third stage is modeling. Its main goal is to master and consolidate in practice new ways of

professional actions based on improving the skills of purposeful professional self-determination. This goal, in our opinion, can be achieved by organizing the teaching of most subjects on the basis of practice-oriented teaching of future teachers, which allows in the course of studying disciplines, during the period of students' pedagogical practice and work in the "Educational, scientific and methodological laboratory" to bring educational and professional activities as close as possible. Strengthening the practical orientation of University teaching is one of the most important areas of higher school reform was taken as a basis. At the final stage of experimental work on the formation of professional readiness of future teachers, the degree of effectiveness of the formative stage implemented by us was studied [39-41]. To assess the results of future students' readiness for professional activity based on practice-oriented teaching, we used the following criteria:

- the degree of expression of professionally significant personal qualities necessary for effective pedagogical activity, emotional-volitional regulation of professional activity is the personal criterion;

- the volume of theoretical knowledge of the student about the specifics of pedagogical activity;

- practical skills of working with students, including both general pedagogical competence and highly specialized, is an intellectual and operational criterion;

- professional self-awareness (understanding of their compliance with the image of the profession of a teacher-defectologist);

- self-actualization (the need for professional self-improvement); understanding the need to plan and implement interaction with children is a motivational criterion;

- the ability to solve communicative tasks, find an adequate style of communication in various situations of interaction, readiness to communicate in different communicative situations;

- the ability to understand children and be understood by them is a communicative criterion;

- the degree of expression and frequency of reflexive skills in interaction with children (adequacy of emotional response, self-analysis, self-assessment, coordination of actions, criticality) is a reflexive criterion [42].

Based on applying the methods described above, we compared the results of the ascertaining and forming stages of the experiment in the Control Group (CG) and Experimental Group (EG). The results showed positive dynamics for all criteria in the EG, but there were no significant changes in the CG. Among professionally significant qualities (personal component), the greatest dynamics in EG was observed in the formation of empathic tendencies (Tables **1**, **2**).

Table 1: Dynamics in the Formation of Empathic Personality Tendencies at the Stages of Experimental Research (in %)

Levels	Ascertaining stage	CG at the ascertaining stage	EG at the ascertaining stage
Reproductive (low) level	8.8	10.4	18.6
Adaptive (average) level	56	57.3	60.5
Reproductive (low) level	35.2	32.3	20.9

Table 2: Dynamics of Tolerance Formation at the Stages of Experimental Research (in %)

Levels	Ascertaining stage	CG at the ascertaining stage	EG at the ascertaining stage
Reproductive (low) level	8.2	11.5	20.9
Adaptive (average) level	42.9	47.9	41.9
Reproductive (low) level	48.9	40.6	37.2

Table 3:   Dynamics in the Formation of the Intellectual and Operational Component at the Stages of Experimental Research (in %)

Levels	Ascertaining stage	CG at the ascertaining stage	EG at the ascertaining stage
Reproductive (low) level	14.8	16.7	22.1
Adaptive (average) level	52.7	56.2	57
Reproductive (low) level	32.5	27.1	20.9

Also, EG students, compared with KG students, had a higher level of emotional stability, manifested in a lack of a tendency to change emotions frequently. They increased the tolerance index and improved self-control, which allowed these students to show more tolerance in pedagogical interaction with children. The results in the formation of the intellectual and operational components also confirmed the validity of using our model in the pedagogical University's educational process. As we have already pointed out, the intellectual and operational component is the most important in the structure of professional readiness, its "core" [43, 44]. It determines the effectiveness of solving professional tasks and the ability to work at a high professional level. The more significant dynamics in the formation of special competencies in EG is explained, in our opinion, by the modeling of professional situations in the classroom during the study of subjects of the elective cycle, in particular, the "Workshop in the formation of professional readiness", as well as by the active activity of students in the laboratory, where professional skills were improved in real situations (Table **3**).

We consider the motivational component to be one of the most significant elements of the professional readiness of future teachers in the whole complex. It is known to be quite difficult to form (especially the internal motivation factor), but a comparison of its indicators allowed us to detect both quantitative and qualitative differences in EG and KG in the direction of increasing results in EG [45-49].

Summarizing the results of diagnostics of the communicative component (Table **4**), we found a significant jump in the development of communicative

competence in EG students, especially in terms of improving their communicative efficiency and reducing the impact of emotional hindrances on the communication process.

Among them, the number of students experiencing difficulties in the adequate expression of emotions, who do not know how to dose them, or who are prone to negative emotional reactions has decreased (the results are confirmed not only by diagnostic methods but also became obvious to the students themselves [50, 51]. In addition, we noticed positive changes in the success of the formation of the reflexive component: the number of students who are at the adaptive (average) level of pedagogical reflection, in percentage terms, almost did not change (on average, slightly more than 40% in KG and EG). The dynamics of indicators at the integrative level are interesting: the growth of indicators of reflexive skills has increased by more than two times (in EG – by an average of 13 %, in KG – by 5 %). These students are more likely to comprehend and see the contradictions of the educational process, be able to analyze them, and resolve them constructively [52] (Table **5**).

Positive dynamics occurred in both groups CG and EG, but in EG, it is more significant – the greatest dynamics were shown by EG students in comparison with the subjects in CG in the formation of communicative, reflexive, and intellectual-operational components of professional readiness [53]. We associate the obtained data with systematic work on the development of these components of activity at all stages of the pedagogical experiment: involvement of students in fragmentary lectures, organization of dialogical communication in the laboratory and practical

Table 4:   Dynamics in the Formation of the Communicative Component at the Stages of Experimental Research (in %)

Levels	Ascertaining stage	CG at the ascertaining stage	EG at the ascertaining stage
Reproductive (low) level	25.3	30.2	46.5
Adaptive (average) level	37.0	39.6	30.2
Reproductive (low) level	37.7	30.2	23.3

Table 5:   Dynamics of Reflexive Component Formation at the Stages of Experimental Research (in %)

Levels	Ascertaining stage	CG at the ascertaining stage	EG at the ascertaining stage
Reproductive (low) level	8.8	13.5	22.1
Adaptive (average) level	41.2	43.8	46.5
Reproductive (low) level	50	42.7	31.4

classes, implementation of the special course "Practical training in the formation of professional readiness", the opportunity to practically apply the knowledge gained in the "Educational, scientific and methodological laboratory" and in the process of pedagogical practice.

Slight differences in the formation of motivational component of professional readiness in both groups are due, in our opinion, the complexity and integrality of this component, the development of which is caused by several factors, both internal (for example, value orientation of the individual) and external nature (the prestige of the profession, financial reward, etc.), the need to do this for a longer time [22, 54-56]. Thus, the effectiveness of the proposed model of professional readiness formation based on practice-oriented teaching is confirmed by the results of the control stage of the experimental study. Both the control and experimental groups showed positive dynamics in the development of professional readiness of future teachers according to all criteria, but the most significant changes occurred in the EG according to the communicative, reflexive, and intellectual-operational criteria.

DISCUSSION

The analysis of scientific literature has shown several approaches to practice-oriented teaching in the higher education system. So, in the research of Yu. Vetrov, N. Klushina the purpose of practice-oriented teaching is to form the professional experience of students when they are immersed in a professional environment that meets the requirements of real business during training, production, and pre-graduate practice [57-59].

An alternative view of the problem of practice-oriented teaching is presented in the research of T. Dmitrienko and P.I. Obraztsov, who consider the most effective: the introduction of professionally-oriented teaching techniques that contribute to the formation of students' significant personal qualities for future professional activity, as well as knowledge, skills, and

skills that ensure high-quality performance of functional duties in their chosen specialty [60, 61]. In the research of A. Verbitsky, practice-oriented teaching is associated with the use of contextual (professionally directed) study by students of profiled and non-profiled disciplines [2]. Practice-oriented teaching is aimed at mastering both mental and subject activities; it not only contributes to the enrichment of experience but also forms personal structures that will allow the individual to engage in professional activities actively. An important characteristic of practice-oriented teaching is the motivation of educational and cognitive activity to form future teachers' readiness for professional activity at the competence level. In addition, as a system, practice-oriented teaching consists of many subsystems, includes actions and operations, and contributes to the maximum convergence of educational and professional activities [62].

The acmeological approach to the study of professionalism at the end of the twentieth century became the natural successor to the personality-oriented and individual approaches since it was precisely in the framework of studies related to the personality of a professional that the idea of the essential significance of achievements inactivity gradually developed. The implementation of this approach is in demand in the theory and practice of pedagogy, depending on the socio-economic development of society and the state of education; its actualization is usually associated with the development of education and positive socio-economic changes that contribute to the professional growth of the individual. It should be noted that the acmeological approach contains a set of techniques and methods for studying and organizing professional activities, taking into account the achievements of a person at the stage of his maturity as an individual. This fact is significant in solving our research tasks. It is known that the acmeology of the professional as his ability to reach the top of development is characterized through social and phenomenological aspects: self-improvement of the individual and professional socialization. It is known that the acmeology of a professional implies the ability

to reach the top of development, characterized through social and phenomenological aspects: self-improvement of the individual and professional socialization [63-66].

According to the research of A. A. Derkach, one of the founders of acmeology as a science, it is the acmeological approach that dominates the development of creative abilities of professionals, taking into account several aspects of teaching in the higher education system (age, educational, professional, creative, and reflexive) that are as follows,

• the age aspect associates with the diagnosis of inclinations

• the educational aspect is aimed at developing knowledge and skills in the education system.

• the professional aspect is aimed at determining the opportunities and results of employment

• the creative aspect determines the effort spent and guarantees the success of their implementation by identifying the level of professionalism

• the reflexive aspect ensures the optimal interaction of all acmeological aspects of human professionalization.

The changing socio-economic reality has led to changes in education content, as the new requirements imposed on the modern specialist were not sufficiently taken into account or not taken into account in the training programs. There was a shift in emphasis from the concept of "qualification" to the concept of "competence", which marked a new approach to education – competency-based [67]. By this time in the national education formed the preconditions for the emergence of competence-based approach due to the known concepts of the content of education, suggesting, along with the knowledge, skills and abilities and the mastering of social experience, and experience emotional and value relationship to creative activity, involving the development of flexibility, initiative, creative thinking and the personality formation in general [9].

In the UNESCO report, competence is presented as a set of skills inherent to each individual, which combines:

• qualifications in the strict sense of the word;

• social behavior;

• ability to work in a group;

• initiative;

• love of risk [10].

The last four skills allow the knowledge and skills of a specialist to be implemented effectively and fully. The competency-based approach focuses on the results of education. The result is not the amount of information learned but the ability to act in various situations and solve professional tasks of varying complexity. The competency-based approach involves the formation of competence, under which A.V. Khutorskoy understands "a set of interrelated personal qualities (knowledge, skills, ways of activity), set in relation to a certain range of subjects and processes and necessary to act efficiently concerning them" [68-72].

Professional competence is an indicator of its professional development at the stage of formation in the profession, but its components are acquired at all stages of training, indicating the effectiveness of pedagogical actions in the personal and subject-activity development of students. Implementing a competency-based approach to the professional education system ensures effective professionalization of the individual, assuming clarification of the content of education by mastering the necessary skills and abilities in the field of work. The effectiveness of actions is ensured by [73]:

• continuous support of the process of competence development of the personality of professional education;

• dialectical unity of core competencies formed in the process of teaching at all stages of education;

• a constant complication in the teaching process of the structural components of each competence;

• the presence of a system of targeted pedagogical actions corresponding to the competence-based educational paradigm.

The competency-based content of education provides for an integrated construction of the educational program (modular educational programs),

orientation to specific competencies in setting goals, and selecting the content of each lesson and connection with practice (life activity). The productive nature of the techniques used in the educational process provides a high level of methodological readiness for the teacher to implement the competence approach in the educational process.

The development of professional competencies takes place in a complex and systematic way. The inclusion of practical actions in the educational process creates an educational space where the theoretical base acquires its practical implementation. Thus, the practice-oriented approach creates the possibility of gradual development of the professional skills of a specialist-from the formation of typical professional actions to productive, creative activity. Practice-oriented teaching involves using interactive techniques within the framework of training courses, during which students are purposefully prepared for social and project activities. The technology of project work is the organization of the educational process following the algorithm of step-by-step problem-solving or completing a training task. The project method is one of the types of interactive educational techniques during which students independently plan and perform practical tasks-projects. The project is a complex of research, calculation, graphic, and other types of work performed by students independently, under the general supervision of the teacher's guide, with the purpose of practical solution of the problem, problems. A project is a practical activity that aims to achieve the planned result and a project – this is the same result of project activity. Projects can be divided into several types:

1. Research projects based on the principle of consistency and clear submission to a pre-conceived plan. These projects should be socially significant and have a high share of experimental and experimental work to obtain a specific result.

2. Creative projects that focus on the final result in the form of a specific product: articles, newspapers, presentations, videos, etc. This type of project does not have a clear, thought-out plan of action. The sequence of tasks is characterized by variability on the way to a specific result.

3. Game projects where the outcome will be applying certain roles to participants, performing specific functions. In examples of games, projects include developing and implementing events such as brain-ring, round table, etc.

4. Information projects that are aimed at collecting information about a process or phenomenon. To create them and create research projects, students need a well-developed, structured plan of sequential actions.

5. Practice-oriented projects that are the basis of development are aimed at the social interests of the project participants and developers themselves. The success of such a project depends primarily on good organization and well-coordinated work of all participants [74].

The project method, in our opinion, contributes to the activation process in the best possible way, gives students the opportunity to develop their learning skills (analysis, synthesis, search and problem-solving, setting goals and tasks), show their creativity, ideas, and implementation of their plans such as a Business game – a method of imitating situations that simulate the professional activity of the teacher by playing according to the specified rules. The activities of the school teacher determined the rules of the business game. One of its options was role-playing: a meeting of the school's methodical board, a parent meeting to increase interest in the education of students. Brainstorming is a widely used method of producing new ideas for solving scientific and practical problems of education. Its goal is to organize collective thinking activities to find non-traditional ways to solve problems in a modern school. Using the method of brainstorming in the educational process allowed us to solve the following tasks:

•   creative assimilation of educational material by students;

•   connection of theoretical knowledge with school practice;

•   activation of educational and cognitive activity of students;

•   formation of the ability to focus attention and mental effort on solving an urgent problem;

•   formation of the experience of collective mental activity.

A common requirement to consider when choosing a problem for brainstorming is the possibility of many

ambiguous solutions to the problem, which is put forward to students as a professional task [11, 75].

The case method was used in those classes in academic disciplines where it was possible to redirect a practical school situation into a pedagogical task and predict its solution. The task of creating cases was given in advance, and students also got acquainted with the stages of creating cases: defining goals, identifying goals in a specific situation, searching and collecting information for the case, testing the content of the case in the classroom, etc. This is a type of classroom activity where students, with a previously studied information package of educational material (case), conduct a collective search for new ideas and determine the optimal ways, mechanisms, and technologies for their implementation. The use of the case-study method in the preparation of future teachers involves a deep and detailed study of the real or simulated pedagogical situation, performed in order to identify its specific and general characteristics. The analysis of specific pedagogical situations allows one to form and work out important professional skills and master fundamental scientific, psychological, and pedagogical knowledge [76, 77].

An important point in the implementation of this method of teaching is the reliance on the students' own experience of life, which is the main source of educational knowledge, provides a high personal involvement of students in the educational process [78]. Joint activity of students in the development of educational material implies that everyone contributes to the understanding of the proposed pedagogical problem for discussion while exchanging knowledge, ideas, and types of activity. An important condition for using this method is to create a favorable psychological atmosphere for all participants in the educational process, demonstrate respect for each other, which allows future teachers to acquire new pedagogical knowledge, form professional skills, develop skills of cognitive activity on the basis of cooperation. In relation to future teachers' training, the teaching methods we consider contribute to the creation of a professional context and professional competencies [72-74].

Pedagogical practice is the most important element of practice-oriented teaching of future teachers and an integral part of the main educational program for students. It is considered as an integrating and core component of the personal and professional development of students. Pedagogical practice is a process of mastering various types of professional activity. Conditions are deliberately created for self-knowledge, self-determination of the student in different professional roles, and the need for self-improvement in professional activity is formed. This understanding of practice allows us to consider it as one of the main conditions for the professional self-determination of a specialist who performs an integrating function between theoretical and practical teaching of future specialists. The main goal of pedagogical practice is to train competent teaching staff who possess a system of universal knowledge, who can solve professional and research problems, to obtain practical skills in general educational institutions, performing the educational function of a subject teacher and the upbringing function of a class supervisor, who are able to produce professional creativity in an innovative and developing environment [79].

CONCLUSIONS

The study of the theoretical foundations of the problem of practice-oriented teaching of future teachers-psychologists, the analysis of the results of the pedagogical experiment allowed us to draw the following conclusion:

1.   We have clarified the concept of professional competence of the teacher and defined it as "a complex integrative education that includes motives and needs, special knowledge and skills, professionally significant qualities, a high level of communicative competence and pedagogical reflection, allowing the teacher to work effectively with students".

2.   Interrelated and complementary structural components are identified: personal, intellectual-operational, motivational, communicative, and reflexive.

3.   It is proved that practice-oriented teaching is based on system-based, personality-oriented, activity-based, acmeological, and competence-based approaches.

4.   The main provisions of practice-oriented teaching of teachers are revealed:

    -   the essence of practice-oriented teaching consists in such an organization of

educational and cognitive activities, in which it is maximally integrated with professional; in consideration of practice as a source, subject, and means of knowledge.

- The purpose of practice-oriented teaching is to activate and deepen the process of searching for and obtaining new knowledge, skills, and abilities.

- An essential characteristic of practice-oriented teaching is the motivation of educational and cognitive activities, the purpose of which is to form future teachers' practical experience in setting goals, evaluating pedagogical phenomena and processes, solving professional tasks, including non-standard ones, and the need for further professional self-actualization.

- In practice-oriented teaching, self-education and the cognitive activity of the individual play an important role.

5. The structural and functional model of practice-oriented teaching of future teachers-psychologists has been developed in accordance with the pedagogical features of practice-oriented teaching and the identified pedagogical conditions. It includes four interrelated blocks: the target (the goal and tasks defined by the State order); the methodological (methods of the author's approach to solving the research problem); the content-procedural (educational-methodical and scientific-practical support of the teaching process, ways to implement the forms of organization of educational activities and methods of teaching); the learning outcome (criteria and levels of professional readiness, diagnostic procedures, analysis of pedagogical experiment).

6. The criteria (personal, intellectual-operational, motivational, communicative, and reflexive) and levels of readiness are defined: reproductive (low), adaptive (medium), and integrative (high).

7. The effectiveness of organizational and pedagogical conditions for the formation of professional readiness of future teachers-psychologists on the basis of practice-oriented is proved, as evidenced by a significant increase in the number of EG students with average and high levels of readiness for all five components after the formative stage of the experiment.

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