



METHODOLOGICAL APPROACHES AND TECHNOLOGIES OF FORMING PROFESSIONAL ERUDITION OF FUTURE TEACHERS IN THE CONDITIONS OF PEDAGOGICAL PRACTICE

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Article history:	Abstract:
Received: 28 th February 2025 Accepted: 26 th March 2025	The article examines the influence of practical work in the school environment on the development of teachers' erudition. The study was conducted in order to identify how the active involvement of teachers in practical activities within the school contributes to their professional growth and knowledge expansion. The author analyzes various methods of working with teachers, such as seminars, master classes, training courses and pedagogical practice. Special attention is paid to how these forms of practical work contribute to the deepening of teachers' knowledge in the field of the subject, pedagogical techniques, as well as to improving their professional competence. The results of the study can be useful both for teachers seeking self-development and for the school administration when planning professional development programs for staff.

Keywords: practical work in schools, formation of teacher erudition, educational process, teaching methods, professional development, pedagogical practice, curriculum, integration of knowledge, pedagogical competencies, learning environment, educational effectiveness.

The focus is on the systematization of methodological principles and the development of a holistic model for supporting students of pedagogical specialties, ensuring an increase in the level of their professional competence, critical thinking, reflection and readiness for independent pedagogical decision-making. This chapter examines a set of pedagogical, psychological and organizational-methodological factors that determine the quality and effectiveness of the formation of key components of professional erudition in students of pedagogical specialties: subject-methodological literacy, communicative and reflective competence, as well as the ability for innovative activity in the educational process. The author proceeds from the assumption that the formation of professional erudition of a future teacher requires the active implementation of specially developed methodological solutions in pedagogical practice, supported by modern educational technologies and a focus on the personal development of each student. Within the chapter, special attention is paid to the theoretical and methodological basis underlying the design and implementation of the presented technologies. The leading scientific approaches that influence the process of forming the pedagogical erudition of future teachers are analyzed in detail: competence-based, personality-oriented, activity-based, reflexive and systemic. Their integration allows creating a flexible, multi-level methodology for

working with students, stimulating them to meaningfully perceive pedagogical knowledge and skills, realize their value for future professional activity and form sustainable professional and personal qualities. The author offers a detailed description of innovative pedagogical technologies and methods used in the process of preparing future teachers for pedagogical practice. Among them, one can highlight the technologies of problem-based learning, project activities, case method, as well as methods of tutoring, pedagogical coaching and mentoring. An important aspect is the use of digital educational resources and interactive work formats that allow students to master theoretical concepts and teaching methods in the educational process, and then test them in a real pedagogical environment. The presented technologies are designed to form not only solid knowledge and skills in future teachers, but also to develop their ability for creative thinking, independent analysis and interpretation of pedagogical situations, as well as critical understanding of the results of their own work. In addition, the author addresses the issues of organizing pedagogical practice as a key stage of professional development. The conditions for constructing an educational environment in which students can actively participate in setting learning goals, developing lessons, interacting with students and reflecting on their own experience are considered. The



criteria and indicators of the effectiveness of methodological approaches, as well as methods for assessing the level of formation of professional erudition, including the use of diagnostic tools, individual portfolios and reflective diaries are described. A special place is occupied by the analysis of the relationship between theoretical training and practical skills of future teachers, as well as determining the optimal ratio between classroom forms of training and practical activities at school. Thus, the second chapter of the dissertation is a holistic conceptual and technological basis for the formation of professional erudition of future teachers. It summarizes modern scientific approaches, reveals the methodological principles of selection and integration of educational technologies, defines the content and sequence of actions necessary for the development of deep professional reflection in students, mastery of modern pedagogical methods and technological tools, as well as the ability to flexibly adapt to the realities of a rapidly changing educational environment. The result of the implementation of the described methodological approaches and technologies is an increase in the quality of training of future teachers, their self-confidence and the ability to effectively solve complex pedagogical problems, which ultimately has a positive effect on the development of the modern school and education as a whole.

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