



**2<sup>nd</sup> INTERNATIONAL SCIENTIFIC-PRACTICAL CONFERENCE**

**“EUROINTEGRATION IN ART, SCIENCE AND EDUCATION:  
EXPERIENCE, DEVELOPMENT PERSPECTIVES”**

**II МІЖНАРОДНА НАУКОВО-ПРАКТИЧНА КОНФЕРЕНЦІЯ**

**“ЄВРОІНТЕГРАЦІЯ В МИСТЕЦТВІ, НАУЦІ ТА ОСВІТІ: ДОСВІД,  
ПЕРСПЕКТИВИ РОЗВИТКУ”**

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## Foreword

The Second International Conference *EUROINTEGRATION IN THE ARTS, SCIENCE AND EDUCATION: PERSPECTIVES, PERSPECTIVES OF IMPLEMENTATION* is an event that demonstrates the support of Ukrainian scientists by Lithuanian colleagues and is dedicated to the topical issues of fine arts, culture and pedagogy.

For the second year in a row, researchers with many years of experience, as well as undergraduate and graduate students, meet in the scientific space of the conference, which is in line with the principle of equality and aims to combine traditions and alternative approaches.

The conference proceedings reflect the main goal of the event - to bring together European and Ukrainian researchers, to highlight non-standard opinions and to establish ways of interaction in the field of interdisciplinary research. Our tasks are to find answers to the questions of how intergenerational knowledge and diverse perspectives can improve the sustainable development of education and science, how to integrate theoretical achievements into life, and how to combine science and art in the context of new demands and requirements of society.

The publication of the proceedings in an online format is a deliberate move by the conference organisers, in consistence with one of the priorities of the European Green Deal - the rational use of natural resources and the development of an ecological consciousness in the global scientific community.

Compilers

## Передмова

Друга Міжнародна конференція «ЄВРОІНТЕГРАЦІЯ В МИСТЕЦТВІ, НАУЦІ ТА ОСВІТІ: ДОСВІД, ПЕРСПЕКТИВИ РОЗВИТКУ» – захід, що демонструє підтримку українських вчених литовськими колегами, присвячений актуальним проблемам образотворчого мистецтва, культури і педагогіки.

Другий рік поспіль в науковому просторі конференції зустрічаються дослідники з багаторічним досвідом та студенти і аспіранти, що відповідає принципу рівності та спрямовано на поєднання традицій і альтернативних підходів.

Матеріали конференції віддзеркалюють головну мету заходу – об'єднання європейських і українських дослідників, висвітлення нестандартних думок та налагодження шляхів взаємодії у царині міждисциплінарних досліджень. Наші завдання – це пошук відповідей на запитання, як знання різних поколінь та різноманітні точки зору можуть покращити сталий розвиток освіти і науки, як інтегрувати теоретичні здобутки в життя та поєднати науку і мистецтво в контексті нових запитів та вимог суспільства.

Публікація матеріалів в онлайн-форматі – усвідомлений крок організаторів конференції, який відповідає одному з пріоритетних напрямів у реалізації європейського «зеленого курсу» – раціональному використанню природних ресурсів та формуванню еко-свідомості у світовій спільноті вчених.

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## PEDAGOGICAL PRACTICE AS A FACTOR IN THE DEVELOPMENT OF STUDENTS' COGNITIVE INITIATIVE

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**Abstract.** The study analyses the peculiarities of the development of students' cognitive initiative in the process of pedagogical practice in preschool education institutions. The main aspects of the organisation of pedagogical practice are revealed: creating conditions for independent work, using active teaching methods, reflection and feedback, mentoring support. **Keywords:** cognitive initiative of students, pedagogical practice, preschool education institutions, professional training of teachers.

**Introduction.** The relevance of the problem of developing students' cognitive initiative is due to a number of factors related to changes in the information society, economy and technology and the need to create appropriate conditions for the development of an active, independent and competitive personality. Employers are increasingly expecting graduates to have not only knowledge but also the ability to set tasks, initiate projects, and find non-stereotypical solutions. Therefore, this problem is relevant, as it is directly related to the training of a personality capable of functioning effectively in conditions of rapid change. Higher education institutions should rethink their approaches to teaching, focusing on the formation of independent, motivated and creative professionals.

### **Theoretical part**

As S. Ivakh, L. Mashkina point out, pedagogical practice allows students to successfully prepare for the implementation of their own innovative, progressive ideas in specially created professional circumstances. According to scientists, pedagogical practice is an indicator of the professional experience acquired by students, the depth and awareness of theoretical knowledge of specialised disciplines, basic mastery of practical skills and focus on pedagogical activity.

It should be noted that the professional training of first-level (bachelor's) higher education applicants in accordance with the Higher Education Standard of Ukraine is carried out on the basis of all types of educational activities provided for in the curriculum of the educational and professional programme and is aimed at developing the necessary general and professional competencies. The practical component of which is acquired in the process of involving students in all types of pedagogical practices. Therefore, the organisation of students' pedagogical practices on the basis of the principles of systematicity and cross-cutting is a necessary and integral part of the process of their purposeful training.

Based on scientific research (Ivakh, Palasevych, 2014; Mashkina, 2012), we note that the constant change in educational standards and the introduction of innovations requires the teacher to be able to adapt and be proactive. Cognitive initiative is one of the key professional

qualities of a preschool teacher, which determines his or her ability to independently search for knowledge, creatively solve pedagogical problems, improve working methods and initiate changes in the educational process. The need to develop students' cognitive initiative during pedagogical practice in preschool education is due to modern requirements for the quality of training of future preschool teachers, as well as the peculiarities of working with preschool children.

Currently, the development of students' cognitive initiative during pedagogical practice in preschool education is an urgent task, as it not only improves the quality of their professional training, but also ensures effective work with children. Modern preschool education requires a high level of creativity, independence and the ability to continuously learn, which is impossible without the development of cognitive initiative. Therefore, pedagogical practice should be organised in such a way as to create conditions for the active involvement of students in the educational process and encourage them to independently search for new knowledge and methods of work.

Thus, pedagogical practice is a key component of the training of future preschool teachers. It is not only an opportunity to apply the knowledge gained, but also a way to develop cognitive initiative – the ability to independently seek solutions, generate new ideas, and improve work methods. We will present and analyse typical tasks included in the industrial (pedagogical) practice and their impact on the development of cognitive initiative of higher education students.

1. Planning and organisation of the educational process. Practical tasks: acquaintance with the annual plan of the preschool education institution; analysis of the educator's work schedule; analysis of the class schedule and features of the educational process in groups; independent participation in planning work with children. Influence on the development of cognitive initiative: a student trainee needs to understand the logic of organising the educational process and find interesting approaches to learning. The tasks contribute to the development of analytical thinking and the ability to make suggestions for improving planning in preschool education. The student intern can initiate the search for methods that are most suitable for the age characteristics of children, for example, to offer an integrated lesson combining several areas (e.g., mathematics and nature, drawing and valeology, etc.) instead of the standard approach.

2. Conducting educational classes. Practical tasks: preparing lesson notes and conducting them with children on the chosen topic; using methods and forms of work that involve the active participation of children (gaming, design, STEM education, etc). Influence on the development of cognitive initiative: independent preparation of a lesson outline makes the student practitioner look for ideas, analyse information and adapt it to the needs of a particular group. During the lesson, the student faces real challenges (lack of interest, unexpected behaviour of children, presence of parents, etc) and has to be creative to solve problems.

3. Work with parents of pupils. Practical tasks: conducting consultations with parents, parent meetings or participating in the preparation of visual information materials for them; studying the needs of families and preparing recommendations to support children's development at home; involving parents in the educational process (participation of parents in holidays and entertainment, children's project activities, volunteer work, etc). Impact on the development of cognitive initiative: the task involves studying scientific sources, searching for recommendations and adapting them to specific conditions. The student intern learns to initiate a dialogue with parents and offer individual solutions.

4. Reflection on pedagogical activity. Practical tasks: analysis of own work during the internship; participation in the 'reflection circle'; preparation of a report on the results of the internship. Impact on the development of cognitive initiative: the task stimulates students to

reflect, analyse their actions and find ways to improve their professional skills. Student interns initiate changes in their activities based on their own conclusions.

The tasks of practical training for future preschool teachers have great potential for the development of their cognitive initiative. Through the preparation of classes, observation, interaction with children and parents, the student gets the opportunity to independently look for new ideas and adapt them to the conditions of practice, analyse their own activities and improve their professional skills, identify problems in the educational process and look for effective ways to solve them, etc. The effectiveness of these tasks of pedagogical practice depends on the ability of students to show initiative, creativity and critical thinking during their implementation.

**Conclusions.** The organisation of pedagogical practice is an integral part of the professional training of future preschool teachers. The development of cognitive initiative during the practice is necessary for the formation of competent, creative and independent specialists who are able to work effectively in modern preschool education institutions. A well-organised pedagogical practice is a factor in the development of students' cognitive initiative, which in turn has a positive impact on their professional training, develops independence in educational and professional activities, improves critical thinking and creative skills, strengthens motivation for self-education, forms reflection skills and contributes to the education of a new generation of teachers capable of creative and research and innovation activities, etc. The main aspects of organising the internship are: creating conditions for independent work (providing students with the opportunity to plan and conduct classes, select materials and experiment with working methods), use of active learning methods (use of interactive technologies, projects, games and experiments that stimulate the cognitive activity of both children and students), reflection and feedback (organising regular analysis of the work done, discussing successes and difficulties with the practice managers), mentoring support (providing students with qualified mentors who help them develop their skills and self-confidence).

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