

Designing Models of Practice-Oriented Undergraduate Training Program in Psychological and Pedagogical Education (Primary School Teacher) Based on Networking of Educational Institutions, Implementing Higher Education and Primary Education Programs

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The article addresses the activity approach to designing the model of practice-oriented teacher training according to Master's programs in specializations "Psychological and Pedagogical Education" (Primary School Teacher) based on network interaction of educational institutions implementing higher educational and primary educational programs. The model was designed based on the analysis of the contents of the Federal State Education Standard of Higher Education in "Psychological and Pedagogical Education". The design was based on opposing the labor actions of the Occupational Standard for Teaching Staff and the competencies defined in the Federal State Education Standard of Higher Education in "Psychological and Pedagogical Education". Herewith, the contents of the student

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professional training were primarily aimed at solving the issues of organization of educational activities of the primary school pupils defined in the Federal State Educational Standard for General (Primary) Education, namely, at achievement of metasubject and personal learning results of the primary school children. The proposed model will be practically approved during 2014—2015.

Keywords: educational activity, occupational standard for teaching staff, Federal State Education Standard of Higher Education in “Psychological and Pedagogical Education”, Federal State Educational Standard for General (Primary) Education, activity approach, competencies, primary school, teacher, internship sites.

In 2009, the Russian Federation approved the Federal State Standard of Primary General Education (FSS PGE) based on the systemic and activity approach that suggests, in particular, “transfer to the strategy of social designing and construction in the educational system based on the development of contents and methods of education that define the ways and methods for achieving a socially desirable level (result) of the personal and educational development of students” [12, p. 4]. Due to introduction of FS PGE, the requirements to psychological competency of a teacher are significantly increased [10]. Besides, it shall not be the academic knowledge of a teacher in psychology but practical mastering of the methods of psychological support for educational activity of primary school pupils. A future teacher shall practically see and understand how education can lead development (L.S. Vygotsky) and how joint activity of a pupil and a teacher can be organized in this case.

In 2013, the Occupational Standard for Teaching Staff (OSTS) that stated the activity approach to organization of the educational process including in the primary school was approved. It is primarily manifested in the contents of labor actions acutely raising the issue of creating new forms of training for a primary school teacher who is competent to build the educational activity of primary school children in accordance with OSTS [4; 10; 14]. It became clear that we need new programs of future teacher training and, therefore, we need new contents

and new forms of the educational process organization at high school (student educational activity). These trends in the development of modern education comply with the Federal Law “On Education in the Russian Federation” [13].

The Project of Pedagogical Education Modernization lays emphasis on the **practice-oriented approach to teacher training**. We need a model of practice-oriented teaching where the main educational results are seen in the ability to build one’s future professional activity in accordance with the norms developed by the professional community — the occupational standard that provides, in its turn, the ability to organize comprehensive educational activity of students in accordance with FSS of general education (FSS GE) [1; 5; 6].

The requirements to modernization of the basic professional educational programs (BPEP) of teacher training specify a number of risks to be taken into account when developing the relevant programs [7]. Firstly, these include the risk of “feldsherism”, i.e. simplified, purely performing approach to the professional teacher activity. Secondly, the risk of division of the professional teacher activity, which is integral in its form and structure, into separate professional actions that constitute it that may possibly lead to “pushing into” appropriate performance of separate professional actions without taking into account the diversity of educational activity of pupils in class. Thirdly, the risk of exaggeration of the role of purely instrumental ways of professional activity with no

regards to the ways of entering the professional community.

The possibility to overcome these risks in the "Basic Lines of Pedagogical Program Modernization" is associated with a transfer to the module principle of program development (with inclusion of educational and introductory practice and students' scientific research into every module) suggesting that the contents and goals of studying every module are aimed at mastering the relevant professional actions (labor functions) specified in the Occupational Standard for Teaching Staff. Specific disciplines shall fulfil the module tasks. For example, general psychology as the basics of psychological training of future teachers shall be the end-to-end discipline in a number of modules of the introductory professional training of a Bachelor's program student. It requires significant changes in the perception and contents of this discipline within BPEP [2].

Implementation of this approach requires a substantial increase in the practice volume (up to 60—80 credits) (in Bachelor's programs), 30—40 credits of which are included in the form of thematic practices determined by the contents of block-modules of the distributed practice (during 1—3 years of Bachelor's program) required for the full development of professional activities, and at least 30 credits are given for organization of long-term practical training (internship) during the 4th year of the applied Bachelor's program aimed at the development of a holistic professional activity in accordance with the program objectives at one of the practical "clinical" bases organized on the principles of school-university partnerships in the context of supervision by the experienced teachers of the educational organization.

The above suggests:

changing requirements to BPEP results based on bringing the mastered competencies in compliance with a list of competenc-

es defined by the Occupational Standard for Teaching Staff.

changing the BPEP structure, which shall be based not on disciplines, as it has historically emerged in the Russian teacher education, but on modules. Each module being a comprehensive practice-theoretical unit should be aimed at formation of a specific set of professional actions complying with the Occupational Standard for Teaching Staff. The modules should be complemented by a significant volume of practice in a specially organized laboratory and learning environment (workshop) and on the clinical basis (in a real educational institution).

The requirements to modernization of the basic professional educational programs (BPEP) for teacher training reflect the general structure of an educational module and its examination stages (Table 1).

In addition to the development of professional actions due to scientific study of its implementation conditions and its failure reasons, inclusion of the research unit into the mastered module allows the listener to form reflexive attitude to the mastered professional action. Discussion of the conditions and ways of the professional actions with other attendees and a curator allows not just to "assign" it but also to understand it in the space of professional possibilities, i.e. to carry the theoretical, professional and worldview synthesis.

This pattern is actually a certain complete cycle of profession-entry at the level of the occupational skills. However, it can be fully implemented at a certain level of awareness in the future professional activity and with psychological readiness for professional work. Therefore, its implementation is expected either in Master's program or during years 3—4 of Bachelor's program.

Therefore, we propose to review years 1—2 of Bachelor's program as a cycle of initial general understanding of the profession and as a period of formation of motivational

and volitional readiness for the future educational activities.

Thus, the proposed model of practice-oriented teacher training in Master’s programs of specialization “Psychological and Pedagogical Education” (primary school teacher) based on the network interaction of educational institutions consists of *two cycles*:

Cycle I — general understanding of profession and formation of motivational and volitional readiness for the future educational activities. It is predominantly implemented in the first — third semesters and is substantially an initial form of entry into profession by Bach-

elor’s program students. The modules of this cycle are given in Table 2.

Cycle II — entry into profession at the level of abilities to professional activity. It is predominantly implemented in the fourth-eighths semesters. The original goals are uncovered in the modules of this cycle, the contents of the three modules of the first cycle are enhanced in it (Table 3).

Thus, the module “Theoretical and Experimental Bases of Psychological and Pedagogical Activity” in the fourth and eighth semesters is implemented in the module “Educational Technologies of Primary School”, the module “Psychol-

Table 1

Structure of an Educational Module and its Examination Stages

Stage No.	Stage Description	Educational Contents
Stage 1	Educational and Introductory Practice	1. Demonstration of the models of professional actions united with one or several labor functions. 2. Professional testing. Attempts of independent fulfilment of professional tasks. 3. Identification of pedagogical issues and tasks.
Stage 2	Theoretic	1. Studying theoretical module material as a way to solve pedagogical issues and tasks. 2. Shaping the ways of professional action performance (tool aspect). 3. Implementation of the specific professional action methods in the educational and laboratory environment (practicum)
Stage 3	Educational internship	Carrying out professional actions on the clinical basis (of a real educational institution) under supervision
Stage 4	Students’ scientific research	1. Analyzing effectiveness and challenges in performance of professional actions. 2. Organization of mini-research aimed at analyzing the reasons of ineffectiveness and challenges, construction of a new professional action
Stage 5	Reflective-theoretic	1. Organization of reflection (group, individual) of one’s own actions taking into account the results of students’ scientific practice. 2. Shaping the general way of professional actions (implementation of a professional action in the possibility space).

Table 2

Cycle I Modules

“Disciplines of the Mathematic and Scientific Cycle”
“Disciplines of the Humanity and Economic Cycle”
“Theoretical and Experimental Bases of the Psychological and Pedagogical Activity”
“Psychology and Pedagogy of Child’s Development”
“Methodology and Methods of Psychological and Pedagogical Activity”

Table 3

Cycle II Modules

Original modules (cycle I)	Contents enhancement of the cycle I modules in the cycle II modules
"Theoretical and Experimental Bases of the Psychological and Educational Activity"	"Educational Technologies of Primary School"
"Psychology and Pedagogy of Child's Development"	"Special Types of Educational Activity"
"Methodology and Methods of Psychological and Educational Activity"	"Psychological Support for Educational Process"

ogy and Pedagogy of Child's Development" — in the module "Special Types of Educational Activity", the module "Methodology and Methods of Psychological and Educational Activity" — in the module "Psychological Support for Educational Process".

Let's give more consideration to cycle I, which shall be practically approved in 2014—2105. Cycle I of the teaching training practice-oriented model in Bachelor's programs of the specialization "Psychological and Pedagogical Education" (Primary School Teacher) based on the network interaction of educational institutions that implement the higher education and primary general education programs, is based on the idea of **students' professional testing** in the labor actions — in accordance with the Occupational Standard for Teaching Staff (Table 4).

Studying in the first semester starts with the introductory practice. First of all, it is necessary to determine student's level of development of metasubject and personal competencies as essential primary school education results. We suggest that it is the only way that one can overcome the tendency to inuring children as the main teacher task pertinent to the modern every-day pedagogical practice. Future teachers shall master a wider understanding of primary education from the very beginning, namely, as a systematic introduction of the younger generation into the cultural forms of orientation in the reality around.

Three most common types of professional testing contents can be specified:

- solving psychological and pedagogical tasks on teaching and development of children on local sites of the educational process;
- solving psychological and pedagogical tasks of the educational process associated with realization of goals of specific measures and specific educational technologies;
- solving psychological and pedagogical tasks of the educational process associated with realization of goals of the educational environment and diagnostics of child's mental development.

Professional testing may be performed in the following forms:

- testing in a real educational process;
- testing in a simulated educational process;
- testing in communication.

When designing the testing, it is necessary to consider both its contents and its possible forms. The examples of testing design with account to the balance of its contents and forms in individual modules are given in Tables 5 and 6.

It is necessary to take into account that the *levels of testing in the educational process* can be different:

- under supervision and with tutor's help;
- independently, with tutor's control;
- in collective interaction with professional teachers and other students.

Besides, the *level of mastering labor actions* can also be different:

- mastering with senior colleague’s control (partial);
- mastering in the field of interaction with senior colleagues (limited);
- independent mastering.

Organization of the practical student training is based on the **network interaction of the university and a comprehensive organization** built on the principles of the school-university partnership. The network interaction of a higher educational institution and schools can be implemented by integrating students into flows and distributing them among educational sites based on educational institutions where the school takes over part of the load primarily associated with the formation of professional activities, which

involve solving the following issues: development of criteria for selection of educational institutions for participation in the partnership; the selection procedure; certification of the selected organization as a partner for implementation of an educational program; contracting the relations with the partner; development of the coherent educational and methodical documentation and the program of practical training of students on partner’s premises aimed at formation of professional competencies that are consistent with the objectives of the module and the requirements of the initial level of the occupational standard for teaching staff; development of control and testing materials to evaluate students’ professional competency level.

The content of the interaction of educational institutions of higher and primary general education is based on the idea of

Table 4

Professional Testing Example

Activity types of the practice-oriented teacher training	Professional Testing Examples of the Educational Activity of Students
Professional testing in performance of labor actions in the labor function “General Pedagogic Function. Teaching”	Delivering lesson fragments under the supervision of an experienced teacher; the students perform testing in pedagogical activity according to the scenarios proposed by their mentor (practicing teachers). The emphasis is on the fragments of the lesson where metasubject part of the educational process is realized. Here, the first stage of network interaction of universities and basic education institutions implementing primary general education programs is performed.
Professional testing in performance of labor actions in the labor function “Educative Activity”	Participation in class preparation to a school sports competition. Here, completeness of participation is important — from the beginning of training for the competition to completion of the competition
Professional testing in performance of labor actions in the labor function “Developmental Activity”	Conducting examination of children with psycho-pedagogical diagnostic tools under the guidance of the educational psychologist (high school teacher or school psychologist). Attention should be focused on the norms of modern children development, which are hidden from direct observation (for example, the phenomenon of the lack of understanding of the quantity preservation principle in 6—7-year-old children discovered by J. Piaget). It is also possible to participate in the discussion of educational process adjustment projects
Professional testing in performance of labor actions in the labor function “Pedagogical Activity in Implementation of Primary General Education Programs”	Participation in the measures for adaptation of first-graders to school under mentor’s supervision

Table 5

Example of Designing with Account of the Balance between the Testing Kinds and Psychological and Pedagogical Task Solution Types in Module I

Testing form	Solving psychological and pedagogical tasks on education and development of children on <i>local sites</i> of the educational process	Solving psychological and pedagogical tasks of the educational process associated with realization of <i>goals of specific measures and specific educational technologies</i>	Solving psychological and pedagogical tasks of the educational process associated with realization of goals of the <i>educational environment and diagnostics of child's mental development</i>
Testing in the real educational process	Delivering lesson fragments on development of scientific and mathematical thinking during introductory practice		Participating in the diagnostics of students' thinking development during practical classes on the discipline "General and Experimental Psychology"
Testing in the simulated educational process		Delivering simulated classes on school subjects "The World around us" and "Mathematics" in the discipline "Profession Basics"	
Testing in professional communication	Discussing phenomena of child's mentality development in the discipline "Scientific and Mathematical Development of Primary School Pupils" (based on the plot of R. Bykov's movie "Attention, the Turtle" ("Vnimaniye, Cherepakha"). Discussion of the first experiences of working on a collective project "Observation of the Phenomena of Development of Modern Children Consciousness" (Part 1: Mathematical and Scientific Thinking of Younger Schoolchildren") during the classes on discipline "Scientific and Mathematical Development of Younger Schoolchildren"	Discussing video lessons on schools subjects "The World around us" and "Mathematics" during the classes on the discipline "Scientific and Mathematical Development of Primary School Pupils"	Discussing the results of thinking diagnostics during the seminars on the discipline "General and Experimental Psychology"

relying on advanced practice of the primary general education. The mechanism of interaction between educational institutions of higher and primary general education shall be a type of activity of problem-methodical associations of university professors and internship site teachers in accordance with the objectives of each module. Learning outcomes are checked based on mentor's feedback and based on the professional test fulfillment.

The purpose of network interaction of the organizations of higher and primary general education in the implementation of models of practice-oriented teacher training according to Bachelor's programs of the specialization "Psychological and Pedagogical Education" is enhancement of practical student training of students, of future primary school teachers.

Network interaction tasks.

- Elaboration of the Program of Professional Competency Development in ac-

Table 6

Example of Design Implementation with Account of the Balance between the Testing Kinds and Psychological and Pedagogical Task Solution Types in Module II

Testing form	Solving psychological and pedagogical tasks on education and development of children on <i>local sites</i> of the educational process	Solving psychological and pedagogical tasks of the educational process associated with realization of <i>goals of specific measures and specific educational technologies</i>	Solving psychological and pedagogical tasks of the educational process associated with realization of goals of the <i>educational environment and diagnostics of child's mental development</i>
Testing in the real educational process	Delivering lesson fragments on humanitarian development of children during introductory practice		Participating in the diagnostics of students' imagination development during practical classes on the discipline "General and Experimental Psychology"
Testing in the simulated educational process		Delivering simulated classes on school subjects "The World around us" and "Mathematics" in the discipline "Profession Basics"	
Testing in professional communication	Discussing the phenomena of child's development in the discipline "Humanitarian Child's Development" based on the material of the experience of work on the collective project "Observation of the Phenomena of Development of Modern Children Consciousness" (Part 2. Humanitarian Development of Schoolchildren)		Discussing the results of imagination diagnostics during the seminars on the discipline "General and Experimental Psychology". Discussing the problems of humanitarian child's development based on the plot of R. Bykov's movie "Scarecrow" ("Chuchelo")

cordance with the contents of every taught module.

- Practical implementation of the Program with interaction of a higher educational establishment and a school.
- Coordination of interaction performing control and evaluation of student's professional competency level, recording developed competencies in graduate's electronic portfolio, organization of scientific reflection of the bases of developed student's professional action.

Let's review the *mechanisms of equal cooperation and partnership* between a higher educational institution and other educational establishments (basic sites).

The first mechanism — Bachelor's council creation. It shall include:

- basic site representatives;
- leading university professors of Bachelor's programs;
- pedagogical community (representatives of teacher associations, clubs, etc.).

The second mechanism — introduction of an institute of individual mentoring for students. A mentor is a teacher supporting the students from the 1st till the 4th year of study. Besides, a functional responsibility of a coordinator of teaching mentor is introduced in the university. The university professors assess student's academic progress using standardized methods and tech-

niques, and the mentor evaluates student's personal growth and the degree of their entry into the profession. Thus, the Bachelor's program ends with an exam, protection of Bachelor's thesis at the university, and the basic site issues a characteristics of student's personal and professional maturity given by the mentor. Moreover, all student's materials are recorded in the portfolio.

The third mechanism suggests university's participation in the program of basic site development and enrichment of the educational school environment through enhancement of social communications of primary school pupils with other grown-ups holding intermediate position between schoolchildren and teachers.

Principles of Comprehensive Interaction of a Higher Educational Institution and a School. Each institution may implement the model of practice-oriented teacher training based on Bachelor's programs in the specialization "Psychological and Pedagogical Education" (Primary School Teacher) on the basis of the networking of educational institutions, according to their own conditions (organizational and financial capabilities, base site conditions, etc.). It is important for practice to be integrated into each module in the form of network interaction. Introductory practice begins immediately as part of the first module. A positive result of each module is a prerequisite for students to enter the next module activity.

School provides adoption of professional skills through professional testing of different levels. All testing is carried out under the guidance of an experienced educational tutor.

The first level of professional testing is associated with the formation of individual multipurpose educational actions (MEA) of students, testing in organized individual rather closed local case studies aimed at specific educational outcomes, as well as testing in the assessment of individual aspects of the mental development of students.

The second level of testing is associated with the formation of MEA of students in individual educational technologies in dif-

ferent subjects, as well as with the experience of estimating the mental development of schoolchildren on individual technologies.

The third level of testing is associated with the establishment and operation of an integrated system of primary education (learning environment) and diagnosis of mental development of children in the educational environment as a whole, which is carried out under the supervision of mentors, experienced teachers and school psychologists.

A university provides scientific and reflective part of the professional formation of a future teacher and academic training in the required knowledge and skills.

Networking of higher and primary educational institutions in the implementation of models of practice-oriented teacher training is carried out in accordance with the *Service Agreement between a University and a School* and work plans for problem-methodic groups created to implement individual modules. The problem-methodic groups are coordinated by the head of the Bachelor's program.

Understandably, implementation of the above activities can and should take place within the requirements of the Federal State Educational Standard of Primary General Education and the Occupational Standard for Teaching Staff. It is necessary to take into account that the main part of the basic professional educational program shall comply with the Federal State Standard of Higher Vocational Education in Psychology and Pedagogy. However, based on the goals and tasks of pedagogical education modernization, model testing should lead us to the formulation of proposals for the improvement of these documents.

There are some prerequisites for this. The basic and variative parts of the Federal State Standard of Higher Vocational Education in Psychology and Pedagogy are basically consistent with the basic provisions of the Occupational Standard [9; 12].

When designing the programs of Bachelor teacher training, it is important to define the scope of competencies of a Bachelor's

program graduate, unlike a Master’s program graduate. OSTs includes descriptions of generalized labor functions, labor action, as well as knowledge and skills. We believe that, *first of all, it is necessary to focus on the performance of labor actions as a basis for practical activity*. A Bachelor should implement educational activities based on advanced, but already well-known educational technologies. In complex cases that require extraordinary self-decisions, they shall turn to a more experienced colleague. The main difference between a Master and a Bachelor in terms of OSTs implementation lies in the fact that a Master should be more independent than a Bachelor in decision-making on the organization and modernization of the educational process of the educational environment. The analysis of OSTs competencies in terms of Bachelor’s capabilities has shown the following.

1. As part of implementation of the generalized labor function “Pedagogical Activity in Designing and Implementation of the Educational Process in Preschool, Primary General, Basic General, Secondary Edu-

ational Institutions”, the Bachelor independently implements the educational process in educational institutions of primary general education according to known techniques and programs, and designs the educational process under supervision of a more experienced educational mentor or supervisor.

2. As part of implementation of the generalized labor function “Pedagogical Activity in Implementation of Primary General Education Programs”, the Bachelor independently implements primary general education programs. Under supervision of a more experienced educational mentor or supervisor, they can adjust educational activity based on the data of educational results monitoring taking into account irregularity of mental development of primary school children (including due to age gaps, differences in preschool education and upbringing conditions) as well as the peculiarities of dynamics of development of boys and girls.

3. It is necessary to introduce additional competencies providing specific activity of a primary school teacher. They are given in Table 7.

Table 7

Additional Bachelor’s Competencies

ABC-1. Readiness to perform professional activity in accordance with the requirements of federal state education standards of primary general education
ABC-2. Readiness to develop skills associated with information and communication technologies in collaboration with a computer science teacher
ABC-3. Readiness to implement up-to-date including interactive forms and methods of educational work under mentor’s supervision — both in class and during non-school hours, in collaboration with experienced educational mentors
ABC-4. Readiness to cooperate with colleagues to make students follow the rules of conduct in accordance with the statute of the educational institution and the internal code of conduct
ABC-5. Readiness to implement educational possibilities of different kinds of child’s activity (educational, play, labor, sports, art, etc.) in cooperation with a mentor
ABC-6. Readiness to provide help and support to teachers and students in organizing activity of students’ government bodies
ABC-7. Readiness to implement educational programs
ABC-8. Adjustment of the educational activity under mentor’s supervisor based on the data of educational results monitoring taking into account irregularity of mental development of primary school children (including due to age gaps, differences in preschool education and upbringing conditions) as well as the peculiarities of dynamics of development of boys and girls
ABC-9. Readiness to hold events on prevention of possible difficulties in child’s adaptation to the educational process in basic school during year IV of primary school (in cooperation with a psychologist)

Nowadays, schools shall be responsible for developing these additional competencies in future teachers.

Structure of the basic professional educational program. The structure consists of eight modules united into 2 cycles, practice, scientific research activity, graduate Bachelor's thesis.

Cycle I modules: "Mathematical and Scientific Cycle Disciplines", "Humanitarian and Economical Cycle Disciplines", "Theoretical and Experimental Bases of Psychological and Educational Activity", "Psychology and Pedagogy of Child's Development", "Methodology and Methods of Psychological and Pedagogical Activity". Practice is distributed among all modules.

These modules provide professional development of students, mainly on the level of general orientation and readiness to the professional activity. Their effectiveness is checked according to the contract of 2014—2015.

Further professional development at the level of capacity for the professional activity will be carried out in the subsequent training of students based on the proposed model of practice-oriented training of future teachers, which develops the achievements of cycle I of occupation-entry and directs students towards the technological aspects of the professional teacher activity. Students will develop it in cycle II of the following modules: "Educational Technology of Primary School", "Special Educational Activities", "Psychological Support for the Educational Process."

The content of the modules and their relation to practice require separate discussion. Note that practice remaining a major element of practical training of future teachers is united with educational activities within the module by the contents of the individual steps. Accordingly, each module has priority types of professional student testing presented in Table 8.

Table 8

Types of Professional Testing Performed by Students during Module Practice

Modules	Semester	Types of Professional Student Testing during Module Practice
"Mathematical and Scientific Cycle Disciplines"	First	Delivering lesson fragments on school subjects "The World around us" (in the scientific part) or "Mathematics". Under the supervision of an experienced teacher, they perform testing in pedagogical activity based on the scenarios proposed by the mentor (practicing teacher). Besides, the emphasis is on the fragments of the lesson where metasubject part of the educational process is realized. It may also be carried out in a lesson-simulating manner. Participation in examination of younger schoolchildren based on the diagnostic methods of development of natural-scientific ideas, in particular, of understanding the cause-effect relationship, differentiating between living and nonliving subjects, etc.
"Humanitarian and Economical Cycle Disciplines"	First	Delivering lesson fragments on school subjects "The World around us" (in particular, insight into the society structure) or "Literature Reading". Under the supervision of an experienced teacher, they perform testing in pedagogical activity based on the scenarios proposed by the mentor (practicing teacher). Besides, the emphasis is on the fragments of the lesson where personal educational results are realized. It may also be carried out in a lesson-simulating manner. Participation in children examination based on the methods of diagnostics of moral judgements (J. Piaget), gender stereotypes, etc.
"Theoretical and Experimental Bases of Psychological and Educational Activity"	Second	Delivering classes to children on development of cognitive capabilities during non-school hours. Based on the materials "Intellektika" ("Intelectics") elaborated by A.Z. Zak

Modules	Semester	Types of Professional Student Testing during Module Practice
"Psychology and Pedagogy of Child's Development"	Second	Examination of children's readiness to education in basic school and participation in adjustment measures for preparation of primary school leavers for education in basic school
"Methodology and Methods of Psychological and Pedagogical Activity"	Third	Participation in building and holding experimental research on defining possible prospects of first-grader's individual educational trajectories. Participation in measures aimed at adaptation of first-graders to school

Moreover, practice deals with one end-to-end approach — participation in professional communication, preparation of collective projects in the field of description of psycho-pedagogical phenomena of present-day children development and of educational projects for younger school-children (under the direction of university teachers). This activity provides the opportunities of networking of teachers and uni-

versity students participating in networking (Table 9).

The analysis of possible methods and techniques of diagnostics of student educational achievements requires additional discussion. Note that the practice results will be the basis for estimating the professional student achievements by both university professors and educational tutors of basic educational institutions.

Table 9

General Schematic Organization of Practice in the Field of Professional Communication by Modules

Modules	Semesters	Types of Student Testing in Professional Communication by Modules
"Mathematical and Scientific Cycle Disciplines"	First	Starting work on the collective project "Observation of the Phenomena of Consciousness Development in Modern Children" (Part 1. Mathematical and Scientific Thinking of Younger Schoolchildren)
"Humanitarian and Economical Cycle Disciplines"	First	Continuing work on the collective project "Observation of the Phenomena of Consciousness Development in Modern Children" (Part 2. Humanitarian Thinking of Younger Schoolchildren)
"Theoretical and Experimental Bases of Psychological and Educational Activity"	Second	Continuing work on the collective project "Observation of the Phenomena of Consciousness Development in Modern Children" (Part 3. Individual Peculiarities of Child's Consciousness and Activity) based on practical observations
"Psychology and Pedagogy of Child's Development"	Second	Completing work on the collective project "Observation of the Phenomena of Consciousness Development in Modern Children" (Part 4. What Primary School Leavers are Like) based on practical observations
"Methodology and Methods of Psychological and Pedagogical Activity"	Third	Starting work on the collective project "Individual Trajectories of Student Development" (Part 1. What First-Graders are Like)

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Проектирование модели практикоориентированной подготовки педагогических кадров по программам бакалавриата по направлению подготовки «Психолого-педагогическое образование» (Учитель начальных классов) на основе сетевого взаимодействия образовательных организаций, реализующих программы высшего образования и начального общего образования

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В статье рассматривается деятельностный подход к проектированию модели практико-ориентированной подготовки педагогических кадров по программам бакалавриата по направлению подготовки «Психолого-педагогическое образование» (Учитель начальных классов) на основе сетевого взаимодействия образовательных организаций, реализующих программы высшего образования и начального общего образования. Проектирование модели проводилось на основе анализа содержания Федерального государственного образовательного стандарта высшего профессионального образования по направлению «Психолого-педагогическое образование». В основе проектирования лежало сопоставление трудовых действий Профессионального стандарта педагога и компетенций, определенных в Федеральном государственном образовательном стандарте высшего профессионального образования по направлению «Психолого-педагогическое образование». При этом содержание профессиональной подготовки студентов было направлено, в первую очередь, на решение задач организации учебной деятельности младших школьников, определенных в Федеральном государственном образовательном

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стандарте общего (начального) образования, а именно на достижение метапредметных и личностных образовательных результатов учащихся начальной школы. Представленная модель будет проходить апробацию в течение 2014—2015 гг.

Ключевые слова: учебная деятельность, Профессиональный стандарт педагога, Федеральный государственный образовательный стандарт высшего профессионального образования по направлению «Психолого-педагогическое образование», Федеральный государственный образовательный стандарт общего (начального) образования, деятельностный подход, компетенции, начальная школа, учитель, стажировочные площадки.

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