

The role of pedagogical practice in the formation of professional and methodological competence of the future chemistry teacher

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Pedagogical practice is an important part of practical training of the future chemistry teacher at the pedagogical university. During the practice students model their professional activity, deepen and systematize theoretical knowledge, gained in the study of chemical disciplines, develop skills of preparing and conducting scheduled, optional and extracurricular activities in chemistry. At the same time, precisely pedagogical practice highlights the problem of discrepancy between the traditional chemical and methodological training of students at the pedagogical university and the ever-increasing requirements of modern school. The purpose of the research is to identify innovative capacity of pedagogical practice in the formation of professional and methodological competence of the future chemistry teacher. The main methods used in the research are: content analysis of scientific and methodological literature concerning the problem of the research; questionnaire of students and teachers; study and generalization of the experience of pedagogical practices at institutions of general secondary education. The analysis of the practitioners' questionnaires allowed to identify both positive factors and difficulties that students faced during the practice. As a result of the conducted research, the methods of improving the organization of pedagogical practice of the future chemistry teachers are proposed. Particularly, the propaedeutic stage of preparation for practice in the process and through lecture, practical, laboratory classes at the university in order to form personally and professionally significant competencies, including information technology and communication. In practical classes after students' pedagogical practice is necessary at school, it is effective to use the case method, that focuses on analyzing specific pedagogical situations, watching and discussing video lessons. The interactive form of training, sharing acquired experience, conducting of master-classes and training seminars by teachers to develop students' practical skills in various methods and technologies are relevant. The maximum use of the possibilities of pedagogical practice for the formation of professional and methodological competence of the future chemistry teachers will contribute to their rapid adaptation to teaching activity.