

**IMPORTANCE OF MENTORSHIP SERVICES FOR IMPROVEMENT OF EDUCATIONAL ACHIEVEMENT IN PRIMARY CLASSES DURING PEDAGOGICAL INTERNSHIP**

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**Abstract**

The Mentorship Program implemented in our country has been specifically designed for the subject teachers teaching at the secondary general schools and senior secondary schools. Provision of Mentorship services is aimed to provide support by offering necessary and timely advice for improvement of teaching activities, while engaging high school students/pupils in active education process in order to foster the skills of the modern age and develop human potential, as a result.

In this article, the author comes up with an idea that the provision of mentorship service during pedagogical internship would be a necessary process. In fact, mentoring gives impetus to development and mentoring process helps the interns (i.e. student assistants) to properly apply their skills and knowledge within and environment of mutual cooperation; encourages them to move forward with confident steps without compromising the interests and pride of a class teacher. Thanks to mentorship, the mentors can support teachers and interns in engaging students in a real learning environment, organizing the learning process in accordance with their interests, and implementing all the possibilities of their education. While providing psychological support to the development and improvement of professional competence of pedagogical staff, a mentor will:

- 1) Evaluate the real situation in educational institution or high school;
- 2) Organize and observe the improvement process of pedagogical staff, providing classroom and/or distance support;
- 3) Evaluate the improvement process of the pedagogical staff.

Undoubtedly, the rapid reforms have affected the progress of pedagogical practice in universities. Each of the activities carried out by students during the pedagogical practice is regulated by official documents

It is recommended to consider the following in the evaluation of knowledge and skills that students can gain during pedagogical practice:

- Find out interests and needs of the students to assess how they are learning,
- Assess the potential of students to select teaching aids that may be useful,
- Identify students' ability to approach them individually,
- Determine the stages of the lesson,
- Develop children's interest in learning outside the school environment,
- Be able to evaluate students' learning achievements,
- Build a useful learning and teaching process, manage the class,
- Systematically register students' learning achievements,
- Create a favorable environment and interactive lessons, achieve educator-learner cooperation during the training,

- Ensure the provision of life skills, results-oriented and personality-oriented characteristics.

Finally, if the Mentorship Services are systematically applied during pedagogical internship of the interns, current gaps will be addressed which in turn will result in the better improvement of the quality of education.

**Keywords:** Mentorship services, pedagogical internship, training, teacher, quality, evaluation.

The Mentorship Program implemented in our country has been specifically designed for the subject teachers teaching at the secondary general schools and senior secondary schools. Provision of Mentorship services is aimed to provide support by offering necessary and timely advice for improvement of teaching activities, while engaging high school students/pupils in active education process in order to foster the skills of the modern age and develop human potential, as a result.

In this article, the author comes up with an idea that the provision of mentorship service during pedagogical internship would be a necessary process. In fact, mentoring gives impetus to development and mentoring process helps the interns (i.e. student assistants) to properly apply their skills and knowledge within and environment of mutual cooperation; encourages them to move forward with confident steps without compromising the interests and pride of a class teacher. Thanks to mentorship, the mentors can support teachers and interns in engaging students in a real learning environment, organizing the learning process in accordance with their interests, and implementing all the possibilities of their education. While providing psychological support to the development and improvement of professional competence of pedagogical staff, a mentor will:

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As science develops, methodological work is carried out at all levels of the education system to develop the professional skills of educators and students. These works also cover the development of requirements of the knowledge era. Definitely, innovations are the essence of the modernization process. The topicality of the concept of innovation today is due to the incomparable strengthening of the capabilities of science and technology.

The improvement of quality of and competitiveness and personal orientation of an education established in the modern age are always under the spotlight. That is, in the personal-oriented education the quality is perceived as the key indicator of the education as a whole and becomes an indicator of the personality in its key order.

In the establishment of an education condition the requirements of the personality must be met in all parameters, therefore, large scale actions must be taken and all of us must have a stake in this process.

The study of the impact on the quality of education in terms of pedagogical, psychological and physiological aspects of the student achievements is the demand of the modern age and provides a complex approach to the education. Today, we will talk about one of them – a pedagogical approach.

The student's approach to the education, view and thinking are one of the matters conditioning their future activity.

To study the students' pedagogical approach we determine the result through tests related to 4 educational philosophies - progressivism, existentialism, essentialism and perennialism. Upon the determination of the results it's possible to help to improve the situation.

The study of the students in terms of their pedagogical approach to the training is important in correctly determining their paths both in terms of their participation in the training process and the future activity.

The main purpose of this process is to identify the approaches to the problem of pedagogical innovations, as well as to disclose usage of active learning methods and the topicality of the students' accomplishments in the context of pedagogical practice to ensure innovation. The topicality of the piece of work is to further improve the organization of pedagogical practice and raise the quality of education by revealing the essence of the features of evaluation based on the analysis. The samples used in the article are studied on the basis of observations, as well as presented practically. As society develops, theoretical and practical insights about the nature and content of pedagogical innovations, as we have already noted, find their application, meeting new requirements in the field of pedagogy. This forces us to modernize the pedagogical process and apply new forms, content and methods. The main purpose of the educational practice (internship) by the interns who graduated from Bachelor's degree, is to develop their teacher personality, create opportunities to strengthen their knowledge and skills they gained in practice, establish teacher-student relations and create practical opportunities for acquiring all the "ins and outs" of teaching.

Teaching experience as being one of the main types of experience involves the implementation of the tasks as listed below:

- Strengthen the knowledge and skills gained by the interns at the university to ensure their proper use in future teaching activities;
- Carry out awareness on new training methods and research work depending on the characteristics of the chosen specialty by students;
- Develop proactiveness, hard work and collaboration skills in students;
- Encourage students in deeply mastering of their ICT knowledge and skills.

To begin with, when it comes to three-month' pedagogical experience, we should note about the importance of certain environment where interns' activities can be observed. The interns who are able to conduct 17 test classes can make a reality of what they have gained during their Bachelor's degree studies. For students who have completed their B.Sc degree in Primary School teaching 14 weeks' pedagogical internship should be considered as important move in making them to fully realize their potential and lay the foundation of more serious steps towards future teaching activities. The work to be done during pedagogical internship is reflected in the active memory of pedagogical knowledge.

Implementation and evaluation of the test classes will be carried out based on 100-point system.

1. Within the implementation of planned activities during pedagogical internship, the students and/or interns will attend the classes for a certain period. They will gather relevant data through examination of the current of the school and class. Further, they will communicate and get acquainted with class teachers and high-school students/pupils. During first six days, interns will familiarize themselves with the classroom environment to carry out the tasks in relevant classes. Here they will study teaching materials and technical base, didactic presentations, teaching methodical works in the classroom they plan to conduct test classes. They will draw up formal Action Plan, and the schedules of the test classes to be conducted. Action Plan will signed by the school administration, educator, resource teacher and psychologist (in two

copies). One copy will be included in the log and the other will be submitted to the Dean's office.

2. The drawn up records will guide the students' practical activities and determine their sequence. Action Plan will evaluate the performance plans of the school administration, while paving the way for the study of management issues and allowing students to improve against this background.

in the preparation of test classes, it is important to carry out student - teacher, student- resource teacher, student- educator and student-psychologist cooperation. Thus, mastering of the topics on the textbook with reference to the recommended sources, organizing it from a methodical point of view and taking into account the pedagogical and psychological situation of the students are the main factors. Determining the composition and concentration levels of pupils in the classroom can contribute to the success of test classes.

3. Taking into account the modern age requirements use of training technologies should be determined by the subject matter. Interns' ICT skills allow organize the class more interesting and more efficiently, and facilitate the application of integrative tasks. Furthermore, their creative-oriented personality should be one of the important features and in order to create more favourable opportunities interns' cognitive questions and assignments should be referenced more often. With due regard for individual approach, different activity types should be used and different training methods should be applied towards the subject. This will provide a wide range of opportunities for students to develop their thinking and imagination.

4. There are some procedural rules which must be adhered to. It is an important requirement for resource teachers to plan the students' test classes, check and sign their reviews the day before the class. This is carried out in order to provide methodical support where necessary. It is very important to follow-up the lesson to be conducted by the resource teacher. Provision should also be made for participation of educator and psychologist (should be agreed in terms of time). According to the procedure, test classes are evaluated by 10 points and are immediately recorded in log and approved. If a subject teacher is not involved for some reason, then the class teacher, educator or psychologist will give a feedback on this.

5. It is desirable for interns to observe the test classes conducted by their fellow students. Participation in observations and discussions of students undergoing their internships within classes is in doubt mandatory. This is because an intern will have complete idea of the lesson he is following, and there is an opportunity to take into account of the experts' opinion in the organization of the next test classes. Students should also take notes during observation and discussion. They provide the basis for a more careful approach to their work, as well as the development of their analytical skills.

6. The methodological approach to the nature of subjects in primary classes is different. In this regard, the evaluation of the students' test lessons allows for highlighting the features of this assessment and its impact on the quality of education. Therefore, an approach which employs several directions is taken into account and evaluated in the organization of classes. During the internship, students also organize discussions dedicated to moral values and hold events on specific dates. It once again proves importance of focusing on organization of such discussions on moral values when foundation of primary class students is laid. The events contribute to the development of the worldview of and expansion of communication with interns, also encourages the development of organizational skills of students.

7. Preparation and presentation of final reports will allow the students to describe their activities, demonstrate their presentation skills and express their thoughts. The reports may be drawn in written form.

For the evaluation of reports school administration may be involved. At the same time, supervisors of pedagogical internship, educators and psychologists should attend such presentations. If an intern does not attend more than half of their test classes, he/she will not get necessary points for completion of his/her internship and will be required to undergo pedagogical internship over again.

8. According to the procedure for calculation and logging of the students' final score during pedagogical internship, the final score will be based on the total of the points/credits earned during test classes and points as specified in final report of educator, psychologist and student.

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Evaluation of test classes by interns will be carried out as per following criteria:

- Observation of disciplines such as Mother Tongue, Mathematics, Life Lesson, Music as well as Moral Values discussion in grades 1-4 ,making notes on the observation record;
- Analysis, observation and interviewing are carried out in accordance with defined criteria during the evaluation of current situation in high school.

Before the observation, students' daily plan on the subject will be examined and then listening to the lesson will be commenced.

Main evaluation criteria on current planning of test classes by interns during their pedagogical internship:

- Adequate selection of the standards;
- Compliance of the objective with the standards;
- Selection of forms and methods suitable for the implementation of the objective;
- Intra- and interdisciplinary integration;
- Purposeful use of resources;
- Expediency of motivation;
- Compliance of the research question with the goals;
- Adequate development of teacher-student relations between high school students;
- Development of cooperation skills in students;
- Performance of students' evaluation criteria;
- Addressing of training task towards problem solving and its relevance to students' potential opportunities;
- Students' presentation skills, ability to work independently and efficient use of time during classes;

Demonstration of trial lessons, moral conversations, organization of various events, demonstration of psychological characteristics, as well as research work on problematic topics during the pedagogical practice carried out in secondary schools will allow students to develop high skills in pedagogical preparation.

Finally, if the Mentorship Services are systematically applied during pedagogical internship of the interns, current gaps will be addressed which in turn will result in the better improvement of the quality of education.

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