

## Analysis of world practices in implementing “teaching practicum”

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**Abstract.** With the rapid development of new technologies, different programs are being implemented in education to develop the teaching profession. Teaching practicum is the most essential part of the teaching process in training qualified teachers. Teaching practicum plays a major role in providing pre-service teachers with the most important professional competencies. The study aims to compare the teaching practicum works in Kazakhstan’s education system and the process and application elements. The phenomenology design, one of the qualitative research methods, was used to achieve this aim. Within the relevant research design scope, data were collected on how teacher training systems and teaching practicums of 17 countries were processed. Primary and secondary sources and official reports were used in the data collection process. Descriptive comparative content analysis was applied in the analysis of the data. According to the research results, countries that were successful in the 2022 PISA exam implemented both compulsory and optional teaching practicums. It is seen that teaching practicum in Kazakhstan is carried out according to the professional development schools model, while different practice models are used around the world. Additionally, it has been determined that the teacher training process and the time allocated to teaching practicum vary from country to country. Within the scope of these results, basic recommendations on teaching practicums at universities in Kazakhstan are presented.



**Keywords:** teaching practicum, pre-service teacher education, PISA exam, teaching practicum models, comparative analysis.



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## Introduction

Universities and education faculties that train pre-service teachers organize teaching practicum in various schools through various models to support pre-service teachers in developing professional competence. It might be argued that teacher practice is essential for developing highly competent teachers [1]. Noonis and Jernice [2] found that preservice teachers gained firsthand

experience and a deeper understanding of students’ learning needs by teaching. Some scholars reported that the support of the practice teacher was beneficial in enhancing the skills of pre-service teachers, particularly in the design of classroom teaching, management, and evaluation of teaching activities during the teaching practicum process [3; 4; 5]. Therefore, it can be said that teaching practicum is crucial for pre-service teachers to get to know the profession, gain

experience in the profession, and establish a connection between theory and practice [6].

There are several different teaching practicum models. Teaching practicum models are important in developing the professional competencies of future teachers at the desired level in their pre-service professional education. Countries develop and implement different models appropriate to their cultural, national, and socioeconomic needs. According to Tang [7], teaching practicum is the most important step in the teacher training process. Darling-Hammond [8] distinguishes three types of teaching practicum models: professional development schools, laboratory schools, and university-school district partnerships. The professional development school model aims to train pre-service teachers by connecting education faculties with public schools. According to Holmes Group [9], the model is designed to provide practical training and the continued development of experienced teachers through collaboration between university lecturers, teachers, and school administrators. In this model, experienced teachers control the implementation of teaching practicum. This model assures that undergraduate and graduate education faculty students grow via teacher practice and observation. Another model will differ from this type of model. The laboratory school model is one in which several schools serve as labs to test educational theories. This model covers the educational spectrum from graduate to doctoral programs [10]. This model is considered traditional because it requires a long period of implementation and time. Therefore, it can be said that the number of countries implementing this model today is low. University-school district partnership model provides teaching experience and practice by collaborating with school districts that comprise many schools rather than individual schools. According to Özcan [11], the model's primary purpose is to bring together university teachers and school administrators, thereby implementing collaborative teaching methods within the context of the "School of Professional Development" concept. In other words, this form of practice is supervised by the instructor at the university and the responsible teacher at the school.

Experts selected by the two institutions will evaluate the implementation process of the activity, the teachers and students who will mentor the activity, and the general plan of the activity. Whitford et al. [12] emphasize that specialists chosen by the two institutions will assess the teaching practicum's implementation process, the teachers and students who will mentor the practice, and the teaching practicum's overall plan. Today, this model is used more widely than other models. Therefore, this model is considered a new approach to the education system.

In Kazakhstan, higher education institutes offer particular teaching practicum programs to train pre-service teachers. The main purpose of these programs is to improve teacher competencies. The teaching practicum has taken a certain place, in particular, "Педагогтың кәсіби стандартында" and has been recognized as an important part of education [13]. When the following information is considered, Kazakhstan's teaching practicum procedures are based on the faculty-school cooperation model, and teaching practicum is integrated into education faculty programs [14]. The collaboration of faculty members and school administrators in developing the professional competencies of pre-service teachers is considered important in teaching practicum. In training the pre-service teachers of our country, Abai Kazakh National Pedagogical University has switched to a dual-focused teaching practicum model based on close cooperation between the university and the school [15]. With the support of the Ministry of Science and Higher Education of the Republic of Kazakhstan and the Department of Education of the city of Astana, to provide new schools with pedagogical personnel of new formation, 4th-year students of the university, initiated by the rector, Bolat Tilep, underwent teaching practicum in general educational institutions in Astana. Within the framework of the memorandum, 181 students at Abai Kazakh National Pedagogical University completed teaching practicum in 32 educational institutions, including 11 lyceums, 13 gymnasiums, 1 general education school, 3 special educational institutions, and 4 kindergartens [15]. The primary goal of this teaching practicum was to help the pro-

professional development of pre-service teachers and to address the issue of a scarcity of specialists in Astana schools. Furthermore, this experience offers a high potential for settling people in Kazakhstan's northern region. Consequently, such programs appear to enhance educational quality and address the country's socioeconomic issues.

Generally, pre-service teachers' training in Kazakhstani higher education institutions covers a total of 4 years (21 credits). However, whether this duration is sufficient for training qualified teachers is debatable. Because of the advancement of digital technologies, it might be argued that preparing qualified teachers for schools is insufficient [16]. An example of this is Kazakhstan's Programme for International Student Assessment (PISA) test results. The purpose of this exam is to improve the quality and competitiveness of the state education system [17]. Based on the PISA exam results, Kazakhstan appears to be at an average level. Therefore, the study aims to analyze the teaching practicum experiences of the countries that are successful in the PISA exam results and Kazakhstan. In this regard, the comparative data obtained will enable us to reexamine teaching practicum and contribute to the professional development of pre-service teachers. For this purpose, the following research questions were answered:

1. How is the training process of pre-service teachers in Kazakhstan and other countries?
2. How do pre-service teachers participate in teaching practicum in Kazakhstan and other countries?
3. What are the pre-service teaching practicums of pre-service teachers in Kazakhstan and other countries?

The data acquired as part of this study are expected to be beneficial in the evaluation of teaching practicums in the field of pedagogy across the country, as well as in the development of teaching programs for this reason. In addition, the findings from the comparison will be useful in improving existing deficiencies.

## Research methods and materials

This study applies a qualitative research method, employing a phenomenological design. According to Rose, Beeby, and Parker [18], phenomenology is a qualitative research method utilized to describe how people experience a concept and demonstrate their perspectives, feelings, and perceptions. Groenewald [19] stated the main purpose of the research in studies designed with a phenomenological design is to reveal the characteristics of the phenomenon under study as clearly as possible, that is, to define it, with a realistic approach, without adhering to any theoretical framework. Therefore, this study aims to examine the teaching practicum that we frequently encounter in daily life comparatively, utilizing the qualitative method design.

To achieve the research's purpose, all studies conducted on the relevant subject were analyzed. Additionally, information obtained from international organizations was collected and examined. During the research process, the 2022 PISA (Program for International Student Assessment) exam results were taken into consideration in the selection of countries. In this regard, the report [20] published by the OECD (Organisation for Economic Co-operation and Development) organization was examined and countries were selected. Information on the teacher training system in Kazakhstan was examined in reports published by the Ministry of Science and Higher Education of the Republic of Kazakhstan, and the basic reports on teaching practicum of the Abai Kazakh National Pedagogical University. Reports [21], [22], [23], [24] on teacher training programs in European Union countries were obtained from data published on the Internet. The study selected nations that scored higher than the OECD average in all domains and had available data on pre-service and in-service teaching practicums during the teacher training process.

The criterion sampling strategy was employed in the present study. Criterion sampling is the process of investigating all circumstances that fulfill a set of preset criteria. In general, criteria are developed by the re-

searcher within the context of a certain subject, or a set of predefined criteria is used [25]. In this study, previously established criteria were used in the selection of countries to compare countries regarding teaching practicum. These criteria were developed based on the average results of countries in the 2022 PISA exam in all areas, including mathematics, reading skills, and science. PISA exams are internationally valid exams that provide the opportunity to compare

countries' education systems in terms of effectiveness, efficiency, and equal opportunities. According to Creswell and Clark [26], when researchers utilize pre-determined criteria in their research, the relevant criteria must be tied to the nature of the investigation. Therefore, the criteria determined in this study were tried to be selected about the research topic and the nature of the purpose. The countries determined according to the above criteria are given in Table 1.

**Table 1 – PISA 2022 Exam Results, Average Scores Of Countries in All Fields**

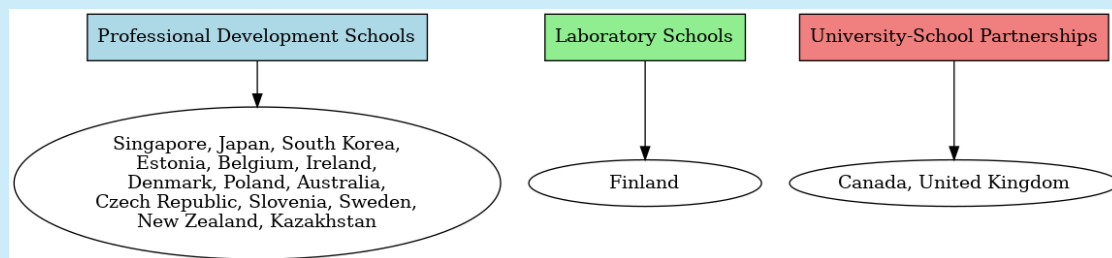
Ranking	Countries	Mathematics/Mean	Reading/Mean	Science/Mean
1	2	3	4	5
1	Singapore	575	543	561
2	Japan	536	516	547
3	Korea	527	515	528
4	Estonia	510	511	526
5	Switzerland	508	483	503
6	Canada	497	507	515
7	Netherlands	493	459	488
8	Ireland	492	516	504
9	Belgium	489	479	491
10	Denmark	489	489	494
11	United Kingdom	489	494	500
12	Poland	489	489	494
13	Austria	487	480	491
14	Australia	487	498	507
15	Czech Republic	487	489	498
16	Slovenia	485	469	500
17	Finland	484	490	511
18	Latvia	483	475	494
19	Sweden	482	487	494
20...	New Zealand	479	501	504
42	Kazakhstan	425	386	423

According to all field results, professional practice studies in the teacher training systems of 20 nations that scored higher than the average score on the 2022 PISA exam across all categories in OECD countries were analyzed through a data scan to find the sources of data for the study. The examined studies were organized with descriptive analysis according to the research sub-questions and compared and interpreted with the practices in Kazakhstan. Interpretations were made after descriptive analysis. Since the reports were official sources, it was assumed that the data were reliable and valid. In addition, expert opinion was sought during the analysis process. Since the data were obtained from open sources, no additional Ethics Committee permission was obtained.

## Results and Discussion

*Findings for sub-question 1: “How is the training process of pre-service teachers in Kazakhstan and other countries?”*

The information on the pre-service teacher training process of countries that scored higher than the OECD average in all categories of the 2022 PISA exam was studied. While examining the reports and information obtained, countries were ranked, and the findings resulting from the examination were compared. Information about some countries was adapted from the study [24]. Comparative information on the teaching practicum models of countries is given in Figure 1.



**Figure 1. Teaching practicum models by country**

The analysis of teacher training models across different countries reveals that teacher education programs generally follow three key models: Professional Development Schools, Laboratory Schools, and University-School Partnerships. The classification of countries based on these models provides insights into how teacher education and practical training are structured globally. As seen in Figure 1, a significant number of countries (Singapore, Japan, South Korea, Estonia, Belgium, Ireland, Denmark, Poland, Australia, Czech Republic, Slovenia, Sweden, New Zealand, and Kazakhstan) share the

characteristics of this model, emphasizing extensive school-based practicum experiences, mentor support, and professional learning communities.

In terms of the laboratory schools model, Finland is a primary example of this model. In this model, teacher training is conducted within university-affiliated practice schools, which serve as research and training hubs. This model allows pre-service teachers to engage in evidence-based teaching practices while being supervised by university faculty and experienced school mentors [24].

The last model, university-school partnership, is followed by Canada and the United Kingdom. These countries emphasize collaborative teacher training programs be-

tween universities and local school districts [24]. The training process includes joint educational projects, shared resources, and coordinated supervision by both university faculty and school administrators. Apart

from the relevant models, the process of preparing pre-service teachers is essential. Detailed information on the teacher training process of the countries is given in Table 1 below.

**Table 1 – Teacher Training Process by Country**

Countries	Duration of Teacher Education	Teaching Practicum Duration
Singapore	4 years	1 year passive + active practicum in later years
Japan	4 years	3-5 weeks in the last term of 4th year
South Korea	4 years	9 weeks in public schools
Estonia	5 years	15 credits of practicum with mentor and university consultant
Canada	5 years	Varies across states
Ireland	4 years	24-32 weeks over the last 2 years
Belgium	3 years	Teaching practicum model is followed
Denmark	4 years	64 weeks of practical training
United Kingdom	4 years	24-32 weeks over the last 2 years
Poland	3.5 years	9-month internship
Australia	4 years years	12-20 weeks of practicum
Czech Republic	3 years	At least 4 weeks (recommended)
Slovenia	4 years	Practicum every year, 25-40% of total coursework
Finland	3 years	1 practicum in state schools
Sweden	3.5 years	The final year is entirely practical education
New Zealand	Varies	No standardized practicum duration
Kazakhstan	4 years	1 year passive, 3 years active

*Note: Adapted from Kadiňšah et al. (2023)*

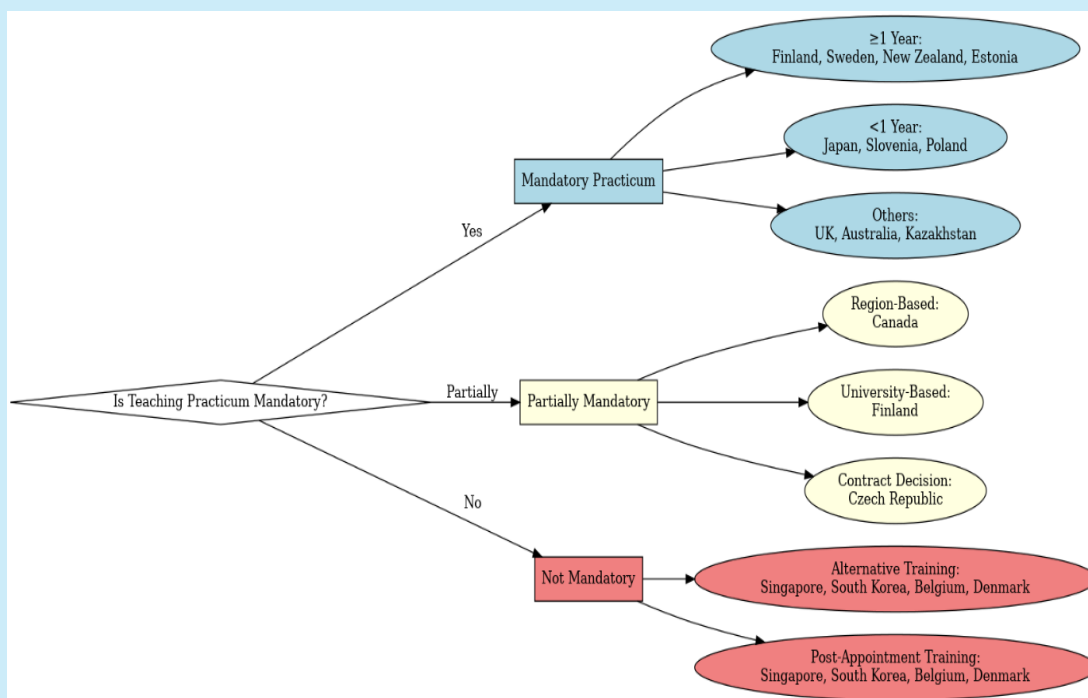
As seen in Table 1 above, there is no major difference between the pedagogical education systems of the countries. The educational systems of most countries (Singapore, Japan, South Korea, Ireland, Denmark, United Kingdom, Australia, and Slovenia) cover 4 years [24; 22]. The education process in these countries is the same as in Kazakhstan and the teaching practicums are also similar. Estonia, Canada, Belgium, Poland, Czech Republic, Finland, and Sweden have different models for teacher training at the

undergraduate level. The education process in these countries varies according to the needs of the countries. In Canada, the teacher education process at the undergraduate level is provided for 5 years [27]. In Belgium, the teacher training duration is provided for 3 years [24]. Although the process in these countries differs from the education process in Kazakhstan, teaching practicums that play an important role in the process of training qualified teachers may also differ.

*Findings for sub-question 2: “How do pre-service teachers participate in teaching practicum in Kazakhstan and other countries?”.*

A teaching practicum is important in training qualified teachers. The teaching practi-

cum process is organized according to the needs and political and cultural principles of the country. Information on the teaching practicums of the countries was collected and examined by taking into account the PISA 2022 exam results. The findings are given in Figure 2.



**Figure 2. Teaching practicum by country**

The comparative analysis of global teaching practicum requirements among countries participating in PISA 2022 reveals significant differences in structure, duration, and necessity of practicum experiences. The categorization of these practices into mandatory, partially mandatory, and non-mandatory systems highlights the differing approaches to teacher preparation worldwide.

Countries that enforce a mandatory teaching practicum reflect a strong commitment to structured, hands-on teacher training. Among these, Finland, Sweden, New Zealand, and Estonia require a minimum of

one year of practicum experience before full professional qualification [24]. This practicum period allows for deeper immersion in the teaching profession, ensuring that prospective teachers acquire pedagogical skills under the guidance of mentor teachers and university faculty. For instance, in Finland, a one-year practicum is integrated into faculty practice schools, although participation is not compulsory. On the other hand, countries such as Japan, Slovenia, and Poland mandate a practicum period of less than one year [24; 28]. For example, Japan incorporates a six-month trial teaching practicum as a part of a master's degree



program, requiring collaboration between the candidate, mentor teacher, and school principal [24]. Similarly, Slovenia and Poland require internships of 6 to 10 months and 9 months, respectively, with structured supervision from mentors and administrators [24]. The United Kingdom, Kazakhstan, and Australia also implement mandatory practicum programs, but the structures vary. The UK mandates a one-year practicum upon entering the profession, while Australia permits pre-service teachers to gain practical experience for 12-18 months [24]. In Kazakhstan, undergraduate teaching practicum is required and can last up to 4 classes. Kazakhstani students practice passive teaching in the 1st grade and active teaching starting from the 2nd grade. Kazakhstani students practice teaching at schools with university teachers and school advisors. They take the "Teaching Proficiency Test" after graduating from university, and successful candidate teachers sign agreements with different schools to become teachers.

In some countries, the requirement for a teaching practicum is not mandated but instead depends on regional policies, university decisions, or agreements. For example, Canada follows a region-based system where the teaching practicum varies across provinces [24; 28]. Despite having a well-structured practicum system, Finland allows some flexibility in whether student teachers must complete [24]. The Czech Republic takes a contractual approach, where the decision to undergo practicum training is left to individual school principals. This variation shows that, in these countries, teacher preparation pathways may be adaptable to local needs rather than standardized across the nation.

A subset of countries does not enforce a teaching practicum as a prerequisite for entering the profession. Singapore, South Korea, Belgium, and Denmark fall into this category [24]. Singapore provides a structured professional development system where pre-service teachers take part in weekly collaborative planning sessions and accumulate 100 hours of in-service training annually [24]. South Korea relies on a 30-day annual in-service training model, with pre-service

teachers being continuously evaluated by mentor teachers, school principals, and instructors. In Belgium and Denmark, mentorship and pre-service training take precedence over formal practicum requirements [24]. These models suggest an emphasis on continuous professional development over pre-service practicum, potentially offering greater flexibility to newly appointed teachers.

*Findings for sub-question 3: "What are the pre-service teaching practicums of pre-service teachers in Kazakhstan and other countries?"*

From the above data, it has been determined that teaching practicum is implemented with different options in countries that are successful in the education system. These options appear as mandatory, partially mandatory, and optional. Countries with mandatory long-term practicum experiences tend to emphasize structured teacher induction processes, aligning with research suggesting that extended hands-on practice enhances pedagogical competency [24]. Therefore, it can be said that the perception that the approach in which teaching practicum is compulsory will be successful is wrong. In Kazakhstan, it is mandatory, and the time allocated for teaching practicum is adequate. Therefore, Kazakhstan is similar to other countries in terms of the time and expenditure allocated to teaching practicum. Meanwhile, partially mandatory and non-mandatory options highlight flexibility, relying on in-service training and mentorship to support pre-service teachers via their careers.

From a policy perspective, countries that lack a mandatory practicum but emphasize ongoing professional development may benefit from incorporating structured mentorship and initial supervised teaching experiences. Conversely, those with rigid practicum structures could explore blended models that integrate alternative training pathways while maintaining the rigor of pre-service preparation.

When it comes to the teaching practicum model, most of the countries examined



(Singapore, Japan, South Korea, Estonia, and Belgium) appear to use the professional development schools model. In Finland and Germany, pre-service teaching practicum is provided in practice schools established within universities that are similar to both the Professional Development Schools Model and the Laboratory Schools Model [24]. It is seen that the faculty-school cooperation model is widely used in Kazakhstan. In other words, this model is similar to the type of model used in teaching practicum in other countries, especially the Professional Development Schools Model. Kazakhstani students have the opportunity to use theoretical and practical knowledge together in schools.

## Conclusion

In this study, the teacher training systems and teaching practicums of successful countries, according to the 2022 PISA results, were compared with the current system in Kazakhstan. Many countries, including Singapore, Japan, South Korea, Estonia, and Belgium, follow the professional development school model, integrating structured practicums, mentorship, and in-service training. Similarly, Ireland, Denmark, Poland, Slovenia, Sweden, Kazakhstan, and other countries emphasize school-based practicum experiences and mentor support.

Finland follows the laboratory school model, where teaching practicum occurs in university-affiliated practice schools, bridging theory and practice. Meanwhile, Canada and the UK have adopted the university-school partnerships model, enhancing collaborations between schools and universities through joint projects and shared supervision.

Practicum requirements also vary. Countries like Finland, Sweden, New Zealand, and Estonia, mandate long-term practicum experiences, while others, including Japan, Slovenia, Poland, the UK, Kazakhstan, and Australia, require short practicum periods. Canada and the Czech Republic allow regional flexibility, whereas Singapore, South Korea, Belgium, and Denmark prioritize mentorship over mandatory practicums.

The findings suggest that countries adopt models based on their education policies, institutional structures, and professional development priorities.

Kazakhstan's system aligns with the professional development school model, emphasizing mandatory practicums and mentorship. To improve, it could incorporate elements of university-school partnerships to enhance collaboration between universities and schools. It should be noted that success can be achieved by restructuring the teacher training system with an optional approach. This implies that teacher training systems should not strictly mandate teaching practicums but should instead provide high-quality, well-structured optional practicum opportunities.

## Recommendations

Based on the results, several recommendations can be made. Firstly, teaching practicum in Kazakhstan can be reshaped by considering the practices in the countries with high success in the PISA exams, including both compulsory and optional practicum models. Allow flexibility in teacher practicum by providing an optional practicum component while ensuring the availability of high-quality, practical teaching experiences for those who opt for it. Secondly, students' practice frequency can be improved by increasing the credits for school experience and practice training courses. This will allow pre-service teachers to spend more time in real classroom settings. Another suggestion is to popularize teaching practicum strategies from Abai University, which provide diverse teaching experiences. Taking into account the socioeconomic features of pre-service teachers, when assigning practicum placements, ensure they receive diverse teaching experiences that reflect different school environments. This practice makes a positive contribution to the increase in the success of the teaching profession. However, as a result of the comparison, laboratory schools and university-school district partnerships can be used as teaching practicum models in addition to professional development schools. Introduc-

ing laboratory schools for practical training will improve pre-service teachers' teaching competencies. Furthermore, increasing practice should be the primary need for students to graduate. Teaching practicum should be integrated throughout the teacher education program to ensure continuous skill development. Encouraging schools to collaborate closely with universities to facilitate well-planned and meaningful teaching practicums.

Taking into consideration all the perspectives above, future studies should investigate the long-term impact of different teacher practicum models on teaching effectiveness and student achievements. Additionally, studies should explore the impact of mentor teachers' qualifications and mentoring styles on pre-service teachers' development. Furthermore, the effectiveness of different practicum models should be examined at an empirical level.

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## Педагогикалық практиканы енгізуде әлемдік тәжірибелерді талдау

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**Аңдатпа.** Жаңа технологиялардың дамуымен білім беруде педагог кәсібін дамыту үшін түрлі бағдарламалар жүзеге асырылуда. Педагогикалық практика – білікті мұғалімдерді даярлаудағы оқыту процесінің ең маңызды бөлігі. Педагогикалық практика мұғалімдерді аса маңызды кәсіби құзыреттіліктермен қамтамасыз етуге дайындау үшін үлкен рөл атқарады. Зерттеудің мақсаты 2022 жылғы PISA емтиха-

нында жақсы нәтиже көрсеткен елдердің оқыту практикасы мен Қазақстанның білім беру жүйесінде педагогикалық практика қалай жұмыс істейтінін және үдеріспен қолдану элементтерін салыстыруға бағытталған. Бұл мақсатқа жету үшін сапалы зерттеу әдістерінің бірі феноменологиялық дизайн қолданылды. Тиісті зерттеу дизайны аясында 17 елдің мұғалімдерді оқыту жүйесі мен педагогикалық практикасы қалай өңделгені туралы деректер жиналды. Деректерді жинау процесінде негізгі және қосымша деректемелер және ресми есептер пайдаланылды. Деректерді талдауда сипаттамалық және салыстырмалы мазмұнды талдау қолданылды. Зерттеу нәтижелеріне сәйкес, 2022 жылғы PISA емтиханында табысты болған елдер міндетті және факультативтік педагогикалық практикаларын енгізгендігі анықталды. Қазақстанда педагогикалық практика біліктілікті арттыру мектептерінің үлгісі бойынша жүзеге асырылып жатқаны, ал дүние жүзінде әртүрлі тәжірибелік үлгілер қолданылатыны байқалады. Сонымен қатар, әр елде педагогтерді дайындау процесі мен педагогикалық практикасына бөлінген уақыт әр түрлі болатыны анықталды. Осы нәтижелер аясында Қазақстан университеттерінде педагогикалық практиканы жүргізу бойынша негізгі ұсыныстар берілді.



**Кіл сөздер:** педагогикалық практика, алдын ала педагогикалық білім беру, PISA емтиханы, педагогикалық практика үлгілері, салыстырмалы анализ.

## Анализ мировых практик по проведению педагогических практик

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**Аннотация.** С быстрым развитием новых технологий в образовании внедряются различные программы для совершенствования подготовки педагогов. Педагогическая практика является самой важной частью учебного процесса в подготовке квалифицированных учителей. Она играет ключевую роль в обеспечении будущих педагогов важными профессиональными компетенциями. Данное исследование направлено на сравнение педагогической практики в странах, которые продемонстрировали высокие результаты на экзамене PISA 2022 года с тем, как она проводится в Казахстане. Для достижения этой цели был использован феноменологический дизайн, относящийся к методам качественных исследований. В рамках данного исследовательского подхода были собраны данные о том, как функционируют системы подготовки учителей и как организуется педагогическая практика в 17 странах. В процессе сбора данных использовались первичные и вторичные источники, а также официальные отчёты. Для анализа данных применялся описательный сравнительный контент-анализ. Согласно результатам исследования, страны, добившиеся успеха на экзамене PISA 2022 года, внедрили как обязательные, так и факультативные формы педагогической практики. Выявлено, что педагогическая практика в Казахстане осуществляется в рамках модели профессиональных школ развития, тогда как в других странах используются другие модели практической подготовки. Также было установлено, что процесс подготовки учителей и время, выделяемое на педагогическую практику, варьируются от страны к стране. На основании результатов анализа разработаны рекомендации по организации педагогической практики в университетах Казахстана.



**Ключевые слова:** педагогическая практика, подготовка учителей, PISA, модели педагогической практики, сравнительный анализ.

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