



**BELARUSIAN STATE PEDAGOGICAL UNIVERSITY  
NAMED AFTER MAXIM TANK**

**INSTITUTE OF INCLUSIVE EDUCATION**

*UDC 378.146*

# ***Essay as a form of self-report within the teaching practice of students***

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Essays as a form of communication have been used for more than a quarter of a century to control students' knowledge.

***Depending on the type and purpose of the essay*** (self-report, self-reflection, reasoning about impressions, associations, etc.), ***one can judge:***

- the level of the student's written communication skills;
- about the degree of its self-organization.

***Essay was used as:***

- self-report form;
- presentation of their impressions of the practical experience gained in the process of passing the pedagogical practice of third-year students of the full-time form of education in the specialty "Speech therapy".



Through the activities which are focused on preventing the spread of respiratory viruses, including COVID-19, the practice was divided into two parts:

- **Three weeks** of practice under a preschool education institution;
- **Three weeks** of practice in the Moodle distance learning system.

At the end of the practice essay served as comparing, rethinking and synthesis the experience of active and virtual practice.



The essay "***My experience of teaching practice in the context of distance learning***" can be considered:

***1. From the external position*** to which the organization of written communication belongs (its criteria were the volume, literacy, presentation and authenticity of the text).

***2. From the internal position (content).***

In the first case, a quantitative and qualitative analysis is used based on the indicated criteria.

In the second case, there is a content analysis of the presented text.

All specified characteristics of the essay were analyzed using the software product Advego<sup>1</sup>.

<sup>1</sup> Semantic analysis of the text [Electronic resource] / Advego - content exchange No. 1. - Access mode: <https://advego.com/text/seo>. - Date of access: 06.04.2020.

# *Essay analysis*

<i>Amount of the executed essays</i>	from 2 to 1/3 pages
<i>The average filling of the texts</i>	284 words
<i>Average literacy rate of the text</i>	94 %
<i>Plagiarism check</i>	from 34 % to 100 % of authenticity
<i>Average of authenticity</i>	72 %

# ***Research issues***

- 1. How much did the replacement of the form of teaching practice from preschool education institutions to distance learning affect the gaining of the experience?***
- 2. What is the overall assessment of the experience gained during the virtual practice?***
- 3. What are the conclusions on the use of virtual access tools for organizing practical work with preschool children and their parents?***



# *Emotional evaluation of the basic definitions of essay content*

<i>Definition</i>	<i>Positive</i>	<i>Negative</i>
<b>Experience</b>	1) positive (11) 2) desired (7) 3) valuable (52) 4) useful (22) 5) irreplaceable (2) 6) precious (7) 7) interesting (7) 8) instructive (4) 9) large (13)	1) unusual (3) 2) unexpected (5) 3) any new (27) 4) weird (3)
	<b>9 words;</b> <b>125 mentions</b>	<b>4 words;</b> <b>38 mentions</b>

# *Emotional evaluation of the basic definitions of essay content*

<i>Definition</i>	<i>Positive</i>	<i>Negative</i>
<b>Teaching practice in preschool educational institutions</b>	1) expected (22) 2) hands-on experience (38) 3) liveliness (11) 4) direct communication with children (59) 5) direct communication with teachers (13) 6) surveillance (5) 7) try yourself, check (21)	1) short (41) 2) interrupted (57) 3) unfulfilled (9) 4) wrong (23)
	<b><i>7 words;</i></b> <b><i>169 mentions</i></b>	<b><i>4 words;</i></b> <b><i>130 mentions</i></b>





# *Emotional evaluation of the basic definitions of essay content*

<i>Definition</i>	<i>Positive</i>	<i>Negative</i>
<b>Distance learning</b>	1) familiar (27) 2) habitually (9) 3) modern (18) 4) comfortable (6) 5) disciplines (5)	1) long-term work of PC (12) 2) tight rules (24) 3) System "freeze" (37)
	<b>5 words;</b> <b>65 mentions</b>	<b>3 words;</b> <b>73 mentions</b>



# *Emotional evaluation of the basic definitions of essay content*

<i>Definition</i>	<i>Positive</i>	<i>Negative</i>
<b>Distance teaching practice</b>	1) creativity (27) 2) testing skills (24) 3) freedom of choice of funds (16) 4) novelty of possibilities (60) 5) irregularity (2) 6) alternativeness (3)	1) suddenness (22) 2) forcedness (15) 3) inappropriate form of extend (7) 4) lack of practice itself (21)
	<b>6 words; 132 mentions</b>	<b>4 words; 65 mentions</b>

# *Conclusions*

1. The replacement of the form of teaching practice from preschool education institutions to distance learning affected significantly the gaining of the experience. Students described the change in their attitude as the tasks were solved and, summarizing the experience gained, accept its benefits both in the educational present and in the professional future.
2. The overall assessment of the gained experience in passing teaching practice in preschool educational institutions virtually is contradictory. However, this experience was again assessed as valuable and applicable in further professional occupation.
3. All students noted that the provided and used on their own initiative information and communication technologies meet the requirements of the present and can become additional means and tools for speech therapy work in preschool educational institutions with children and their parents.



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