Olena Moskalets
ORCID ID https://orcid.org/0000-0002-5779-1590
PhD in Pedagogy, Associate Professor
English Language and Communication Department
Faculty of Romance and Germanic Philology
Borys Grinchenko Kyiv Metropolitan University,
18/2, Bulvarno-Kudriavska St, Kyiv, 04053
o.moskalets@kubg.edu.ua

Galyna Tsapro
ORCID ID 0000-0002-0748-7531 https://orcid.org/0000-0002-0748-7531
PhD in Linguistics, Associate Professor
Head of English Language and Communication Department
Faculty of Romance and Germanic Philology
Borys Grinchenko Kyiv Metropolitan University,
18/2, Bulvarno-Kudriavska St, Kyiv, 04053
g.tsapro@kubg.edu.ua

Liliia Vinnikova
ORCID ID 0000-0001-6384-9712
Senior Lecturer
English Language and Communication Department
Faculty of Romance and Germanic Philology
Borys Grinchenko Kyiv Metropolitan University,
18/2, Bulvarno-Kudriavska St, Kyiv, 04053
l.vinnikova@kubg.edu.ua

Gryshchenko Olena
ORCID ID 0000-0001-7678-9851
PhD in Linguistics, Associate Professor
English Language and Communication Department
Faculty of Romance and Germanic Philology
Borys Grinchenko Kyiv Metropolitan University,
18/2, Bulvarno-Kudriavska St, Kyiv, 04053
o.hryshchenko@kubg.edu.ua

FROM OBSERVATION TO PROFESSIONAL ASPIRATION: TRANSFORMING FIRST STEPS IN PRE-SERVICE TEACHER TRAINING

ABSTRACT

This nine-year longitudinal study reports on the redesign of early field practice in a pre-service English language teaching course at Borys Grinchenko Kyiv Metropolitan University. Initially grounded in the principles of the New Generation School Teacher project, the course was later revised to align more closely with students' needs and the real-life teaching context. The intervention replaced early school-based observation with structured, guided observation of live lessons delivered by more advanced peers on university premises, with Year 2 students participating as learners and observers and Year 3 students alternating roles as student-teachers and peers. The change followed the growing gap between what early school observation was meant to achieve and how students actually responded. In the first cohorts of pre-SETT students, many found that lessons they observed relied on rigid, teacher-centred routines. Instead of inspiring confidence, this experience often confirmed their doubts about teaching as a career. Mixed-method survey data from three tracked cohorts show rising satisfaction with observation practice and stronger links between engagement, perceived preparedness, and readiness to teach. Internal consistency measures (Cronbach's α) were moderate to good across instruments; correlations between interest in observation and both willingness to teach and short-term readiness strengthened as the peer-based model matured. In 2022/23, satisfaction with the peer-led observation days was high; by 2024/25, graduates rated their preparation and school-based practice positively, with over half positioning teaching as a plausible career pathway on the upper end of the scale. While the proportion of students unequivocally committing to school employment remains below the original NGST target, the university-based peer model demonstrably improves early engagement, builds a realistic teacher identity, and lowers the entry threshold for subsequent school practice, particularly under crisis constraints that restrict access to model classrooms. The findings suggest that guided peer observation offers a robust format for the first steps of Pre-SETT and should be combined with later school placements, while systemic measures beyond the university are required to address profession-level prestige and retention.

Keywords: higher education in Ukraine, crisis-responsive education, pre-service teacher training, field practice, peer observation, guided observation

INTRODUCTION

Clearly defined professional interests and wholehearted engagement in the learning process at the initial stages of career training are critical for both academic achievement and long-term professional success (Smet, 2022). However, many young people enter bachelor's programs without clear career goals – an especially concerning trend for teacher-training programs, given the global decline in the popularity of teaching careers (Bahr & Ferreira, 2018; European Commission et al., 2021).

In Ukraine, this issue is particularly acute in programs designed to train future teachers of English. Although foreign language proficiency has long been valued in Ukrainian society, actively promoted by the state (Закон України № 3760-IX, 2024; Постанова Кабінету Міністрів України №34, 2025), and consistently ranked among the most popular academic fields among higher education applicants (Волинські новини, 2021; Громадське, 2025), language teaching remains a low-prestige career.

At most Ukrainian universities, where academic flexibility is limited and teacher-training courses are mandatory for English philology students, many begin their undergraduate studies with little or no intention of becoming teachers. Their primary interests often lie in literature, linguistics, translation, or intercultural communication, while pedagogical training is viewed as a formal requirement rather than a meaningful part of their future career path. As a result, when pre-service teacher education begins, students' motivation to engage with pedagogical content is low, and their emerging teacher identity is fragile – if present at all.

This low motivation contrasts sharply with the relatively high percentage of students who work in education while still studying, and an even larger number who enter the teaching profession after graduation (Mospan, 2016). Despite this, the quality of school education in Ukraine continues to lag behind international standards. According to PISA 2018 and partial results from PISA 2022, students from Ukraine

performed significantly below the OECD average in reading, mathematics, and science (OECD, 2020; OECD, 2023).

It is clear that the teacher training system in Ukraine has long required modernization. In addition to strongly recommending moving away from theory-focused models toward more practice-oriented learning (Borko, Jacobs, & Koellner, 2010), there is an urgent need for training formats that tap into students' intrinsic motivation and support the development of a professional teaching identity.

This **article argues** that rethinking the structure of observation practice may help address this motivational challenge. Observation is traditionally intended to connect theory with practice by exposing students to real classroom environments. However, when implemented too early or in settings where outdated teaching methods dominate, observation can instead demotivate students, reinforcing their scepticism about the relevance and appeal of teaching as a career. The lingering effects of recent crises in Ukraine have further strained the school system and limited students' access to dynamic and innovative classrooms (Kaden, 2020; Kovalchuk & Korzh, 2023), deepening these challenges.

To respond to this, Borys Grinchenko Kyiv Metropolitan University revised its ELT Methodology course to include structured peer observation conducted within the university setting. Year 2 students now observe and analyse lessons taught by Year 3 peers, allowing them to participate actively, engage reflectively, and build a sense of competence and belonging. The central **hypothesis** of this study is that a peer-based format of field practice can generate short-term intrinsic motivation, which may develop into sustained motivation for mastering teaching skills at the initial stages of Pre-SETT, lay the foundation for greater satisfaction with subsequent teaching practice, and ultimately foster a more positive and realistic view of teaching as a profession.

The study aims to assess how a peer-based observation format influences motivation, engagement, and readiness for teaching among pre-service English teachers.

THEORETICAL FRAMEWORK

Learning any profession is effective only when it provides realistic hands-on experience under the guidance of experienced mentors. Learning to teach is meaningless without structured field practice guided and supported by committed, knowledgeable teachers. Numerous studies on teacher training emphasize the role of practical training in preparing future educators (Zeichner, 2010; Villalobos Iturriaga et al., 2025).

As in any professional activity, mastering teaching skills relies heavily on motivation. According to Ryan & Deci (2000), intrinsic motivation is a central driver of educational engagement. However, the current low prestige of the teaching profession often fails to generate sufficient long-term intrinsic motivation among pre-service teachers. Instead, many students rely on extrinsic motivation, which centres on visible academic achievements and may promote surface-level learning with limited skill development. While extrinsic motivation can evolve into intrinsic motivation over time (Dörnyei, 1994), this transition depends on meaningful engagement throughout a sufficient period of time.

To foster deeper engagement at the initial stages of pre-service teacher training, it is crucial to appeal directly to intrinsic motivation. Instrumental motivation defined as "*potential pragmatic gains from target skills"* (Gardner, as cited in Dörnyei, 1994) alone cannot sustain commitment to teaching. Integrative motivation, described as the "*desire to interact with or become similar to valued members of a target community"* (Gardner, as cited in Dörnyei, 1994), offers a more powerful route. While many students do not identify with in-service school teachers, they often regard peers one or two years ahead as relatable and credible role models. Thus, peer teaching and peer observation present a meaningful pathway toward intrinsic engagement.

Research supports the positive impact of peer interaction in teacher preparation. Peer observation and feedback enhance instructional practice and professional dialogue (Andal et al., 2024; Hattie & Timperley, 2007; Ryan & Deci, 2000). Peer teaching promotes reflection, skill development, and confidence (Atay & Kurt, 2007). Co-teaching and peer coaching foster collaboration, reflective practice, and effective method adoption (Thijs & van den Berg, 2002; Bruce & Ross, 2008). These forms of

peer-based professional learning support soft-skill growth and mark a move away from outdated, lecture-driven models in teacher education.

The recognition of the low effectiveness of pre-service English teacher training, along with growing evidence supporting student-centred learning formats, prompted calls for curriculum designs that offer early, meaningful, and personally engaging experiences. One notable initiative that sought to address these challenges in Ukraine was the New Generation School Teacher (NGST) project.

The New Generation School Teacher project (New Generation School Teacher project, n.d.), launched in 2013 by the British Council in Ukraine and the Ministry of Education in Ukraine, made a big step towards addressing the problem. The key characteristics of the experimental curriculum, developed by the representatives of thirteen Ukrainian universities and consultants from the British Council, included updated pedagogical disciplines, student-centredness, and increased role of field practice. The latter feature required integration of regular school visits into the three-year long course of ELT methodology. During the school visits students were supposed to conduct guided observation of lessons by experienced teachers (two semesters), gradually adopt the role of teacher assistants (three semesters) and finally try their hand at planning and presenting lessons by themselves in the capacities of student-teachers (final semester on the bachelor program).

Borys Grinchenko Kyiv University joined the project in 2016 at the very beginning of the pilot stage of the experimental curriculum. As intended by the curriculum, the first cohort of students was invited to attend schools and watch the teachers' work in the classrooms. That was the moment the first discrepancy between the desired outcome of the extensive field practice and the real results of school visits occurred: the students saw that the declared practices and values of teaching English as a tool of communication were not widely implemented at schools. Numerous issues, later described by an independent consultant Alan S. Mackenzie in the project evaluation report "*as teaching-learning traditions with heavy emphasis on grammar and vocabulary and limited use of English as an active life skill"* (Mackenzie, 2019: 4) had a rather negative influence on students' perception of their careers in education.

While the solution to the problem was seen in promoting in-service school teachers' move "*from traditional to modern methodologies"* (Mackenzie, 2019: 4), project participants did not have any reliable instruments to promote the shift. As a result, during observation practice, students were exposed to outdated lesson designs and classroom management techniques, which were promoted by school teachers and administrators as well-established and time-tested.

Another drawback of the experimental course, as pointed out by participants and quoted in the Evaluation report, was the students' desire to "participate more actively, earlier in their observation teaching practice (Mackenzie, 2019: 5). The last, but not the least problem, revealed by the project assessment was participants' extremely low desire to pursue careers in teaching. While the targeted number of students willing to become teachers was 85%, the evaluation survey and interviews revealed that the real percentage of project participants intending to work in education is below 30%. This result neutralized other high achievements of the project such as students' methodology competence and greatly improved language command (Mackenzie, 2019: 7). Thus, the idea of improving pre-service teacher training by providing more school-based field practice turned out to be controversial: although students do gain more practical experience, they are often exposed to the same old authoritarian, teacher-centred methods, which only reinforce their lack of desire to pursue a career in education.

A practical solution for implementing a three-year ELT course with integrated field practice while minimizing students' exposure to outdated teaching methods in the early stages of training emerged as a forced way out during the COVID-19 pandemic. Since most schools were unable to allow students on their premises for in-person observation, and online observation was strongly opposed by teaching staff and parents, school-based teaching practice was postponed until the final year of training (see Moskalets & Tsapro, 2025, for more details on the evolution and outcomes of school-based teaching practice at BGKU).

The first two years of field practice were instead provided by the Centre for Languages and Literature Teaching Methodology at the Department of Romance and Germanic Philology. Run by ELT methodology teachers and supported by the

department administration, the Centre took responsibility for designing the practice schedule, grouping students, assigning responsibilities, and providing classrooms and equipment for offline classes.

In the 2020/21 academic year, the Centre was officially recognized as the site for the pre-service field practice. In the 2021/22 academic year, the syllabus for the Bachelor's degree in EFL philology and teaching at BGKU was updated to make observation and teaching practice at the Centre mandatory for second and third-year students.

Unfortunately, close observation and objective evaluation of the effects of peer teaching and peer observation at the Centre were disrupted by the beginning of full-scale invasion and military actions in Ukraine in February 2022. Nevertheless, in the following academic year (2022/23), scheduled field practice at the Centre was resumed and demonstrated the viability of the new system.

According to the updated syllabus, second- and third-year students have three practice days per semester, scheduled simultaneously. Third-year students design and deliver English lessons for their peers and for second-year students, and report finding the experience most beneficial (Slyvka, 2025). Second-year students, in turn, participate in these lessons and conduct guided observations focusing on specific aspects recently studied in their ELT methodology sessions.

Formally, observation practice for second-year students begins with an orientation conference about four weeks into the academic year. At the conference, students receive an outline of their observation assignments, the schedule, and the assessment criteria. In practice, however, students are introduced to the observation practice earlier during their sessions in ELT Methodology sessions, as lecturers deliberately use examples from field practice feedback and reports of previous cohorts to illustrate theoretical concepts.

On each observation day, second-year students are expected to attend three lessons, focusing on the same aspect of teaching throughout. After observing all three lessons, students record key information about each and then summarize their observations. Through years of implementing the NGST curriculum and experimenting

with sequencing and combining observation foci, the current list of observation topics includes:

1. Motivational strategies in an English lesson
2. Thinking skills and learning English
3. Learner autonomy in a language classroom
4. Methods and approaches in an English lesson
5. Communicative skills in the language classroom
6. Learning environment in a language classroom.

A few days before the observation date, students are strongly encouraged to access and review the observation task. They are advised to either print out the Observation Report Sheet or save it on their device to avoid relying on an internet connection during the observation day and to be able to take notes while participating in the lesson.

After the observation practice, students have one week to revise and submit their reports as a cool reflection on the experience. Meanwhile, immediately after each lesson, all participants receive links to Google Forms, where they are expected to provide hot feedback on the lesson. Hot feedback questions focus on the emotional aspects of the experience and, in particular, participants' level of satisfaction. In addition to written reports and feedback, students are encouraged to share their impressions and express their opinions during ELT sessions held shortly after the observation practice.

Groups of students acting as lesson participants are not fixed; for each lesson, learners rotate to ensure they have the opportunity to collaborate with peers from different academic groups. Year 2 students participate in three lessons, observing the same aspect of English teaching delivered by different Year 3 student-teachers. The student-teachers not only conduct their own lessons but also participate as learners in two additional sessions, thus alternating between the roles of teacher and learner within the same day. It is not uncommon for Year 2 students to attend a lesson taught by a particular student-teacher and then find that same individual sitting next to them as a peer participant in the following session. Full engagement in lesson activities is equally expected from both Year 3 and Year 2 participants.

The structured organization of observation practice, where Year 2 students observe multiple lessons and interact with Year 3 peers who alternate between the roles of teacher and learner, is intentionally designed to serve more than one purpose of illustrating theory from ELT sessions. Less explicit but equally essential goal of this setup is to help Year 2 students internalize the reality that they, too, will soon be in the position of teaching. By seeing their slightly more advanced peers take on and reflect upon the challenges of lesson delivery, Year 2 students are encouraged to view teaching not as a distant or abstract concept, but as an imminent and achievable step in their own development.

Pre-, during-, and post-observation activities further reinforce this by explicitly discussing the emotional and practical aspects of the student-teacher experience. These discussions aim to normalize the difficulties of teaching practice and emphasize that every Year 3 student, regardless of academic performance, is required to undertake this role. This framing encourages Year 2 students to develop empathy for their peers, show greater tolerance toward mistakes, and understand the importance of supportive classroom collaboration. More importantly, it helps them envision themselves in the role of a teacher and fosters confidence in their ability to grow into it. This awareness is expected to deepen their engagement in the ELT course and to positively influence their perception of teaching as a future career.

METHODOLOGY

This research follows a **longitudinal observational design** based on repeated cohorts of pre-service English teachers at Borys Grinchenko Kyiv Metropolitan University between 2016 and 2025.

To better understand the impact of the revised observation practice format on both observation outcomes and attitudes toward a teaching career, data were analysed using two key indicators: Year 2 students' level of engagement during observation practice and their stated willingness to pursue teaching after graduation, as reported during their final year of the Bachelor's degree program. All surveys were completed anonymously

via Google Forms; no identifying information was collected, and responses were analysed in aggregate.

To assess and compare the effectiveness of observation practice at the initial stages of the new curriculum implementation and the present-day state of affairs, a mixed-method approach was applied. Between 2016 and 2025, during the implementation of the NGST project curriculum, seven student cohorts completed their Bachelor's degree at BGKMU. Data were collected from three cohorts: those enrolled in 2015-2019, 2016-2020, and 2021-2025. Their three-year ELT training periods took place in 2016-2019, 2017-2020, and 2022-2025, respectively. Unfortunately, systematic observation of the four intermediate cohorts was disrupted by the COVID-19 pandemic and the onset of full-scale military action in Ukraine. These circumstances forced a trial-and-error approach and continuous adaptation of the training process, which in turn limited opportunities for consistent data collection.

The first two cohorts of Year 2 students were surveyed at the end of the autumn semester in 2016 and 2017, while the seventh cohort provided their responses at the end of the academic year in 2023. Year 4 students from cohorts 2 and 7 were surveyed at the end of the academic year in 2020 and 2025, respectively. Data on the learning outcomes of 2019 graduates were drawn from the *Evaluation Pre-SETT Ukraine* report (Mackenzie, 2019). Figure 1 shows when data were collected across the project timeline.

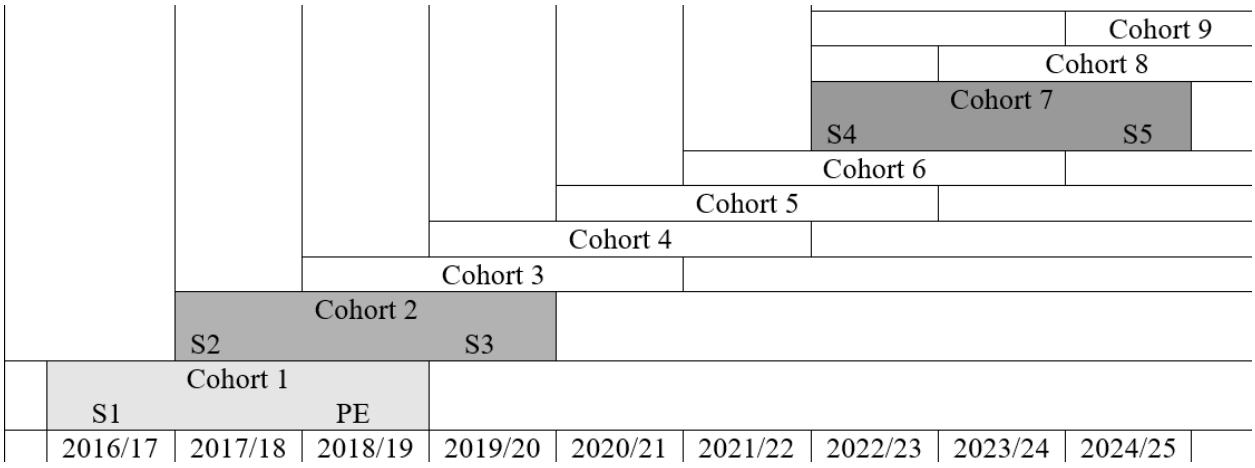

Figure 1. Observation and peer-teaching structure within the Pre-SETT model

S1- Survey 1 on cohort 1's Observation Practice
S2 - Survey 2 on cohort 2's Observation Practice
PE - NGST Project Evaluation
S3 - Survey 3 on cohort 2's Teaching Practice Results
S4 - Survey 4 on cohort 7's Observation Practice
S5 - Survey 5 on cohort 7's Teaching Practice Results

Surveys #1 and #2 asked participants to indicate their level of agreement with the following statements:

A. The observation practice has been interesting for me.

B. When I graduate from the university, I would like to work as a school teacher.

C. I would like to work at a school similar to the one where I had my observation practice.

D. Next year, it will be easy for me to teach the classes I observed.

To express their level of agreement, participants selected one of the following options: 1-Totally disagree; 2 – Rather disagree; 3 – I am not sure; 4 – Rather agree; 5 – Absolutely agree.

The response matrices for participants surveyed in the 2016/17 and 2017/18 academic years are presented in Tables 1 and 2. The number of participants in Survey 1 and Survey 2 was 17 and 36, respectively. For each set of data, average value, standard deviation, and Cronbach's α were calculated.

Table 1.

Responses from Cohort 1 (Survey 1)

Participant	Statement A	Statement B	Statement C	Statement D
1	3	4	1	2
2	4	3	3	3
3	5	4	4	3
4	3	2	2	3
5	3	1	1	1
6	2	1	1	1
7	1	1	1	5
8	3	2	1	3
9	4	1	1	4
10	4	1	1	4
11	5	2	3	5
12	3	4	2	4
13	3	1	2	3

14	4	2	2	3
15	2	1	1	3
16	4	3	2	3
17	4	3	3	3
Average	3,35	2,12	1,82	3,12
STDEV	1,06	1,17	0,95	1,11
Cronbach's α=0.66				

Table 2.

Responses from Cohort 2 (Survey 2)

Participant	Statement A	Statement B	Statement C	Statement D
1	5	5	5	4
2	3	3	1	3
3	2	1	2	3
4	3	3	3	4
5	3	4	3	1
6	3	1	2	2
7	4	5	4	5
8	5	2	2	3
9	4	1	1	3
10	5	2	3	4
11	4	2	1	4
12	1	1	1	1
13	1	1	2	2
14	2	4	4	3
15	4	2	3	3
16	3	3	2	3
17	5	1	2	5
18	5	3	4	3
19	2	2	1	2
20	5	4	2	4
21	5	3	3	4
22	4	3	2	3
23	1	1	1	1
24	5	3	3	3
25	5	4	3	3
26	4	3	4	5
27	4	2	1	4
28	5	3	4	5
29	5	1	2	3
30	5	3	4	4
31	5	3	2	5
32	5	3	3	4
33	5	5	3	4
34	2	3	1	3

35	4	2	2	3
36	5	3	3	3
Average	3.83	2.64	2.47	3.31
STDEV	1.34	1.20	1.11	1.09
Cronbach's α=0.79				

Cronbach's alpha, calculated for the first and second surveys, yielded values of approximately 0.66 and 0.79, respectively, indicating moderate and good internal consistency of the survey results. Standard deviation values, ranging from 0.95 to 1.34 across individual statement responses, suggest a considerable degree of variation in participants' opinions.

A comparison of the average response values from Survey 1 and Survey 2 made it possible to calculate the quantitative shifts in student attitudes, as presented in Table 3.

Table 3.

Changes in student attitudes toward observation practice across the first two cohorts

	Statement A	Statement B	Statement C	Statement D
Cohort 1	3.35	2.12	1.82	3.12
Cohort 2	3.83	2.64	2.47	3.31
	+0.48	+0.52	+0.65	+0.19

While the second cohort showed a positive shift in attitudes toward both observation practice and the prospect of a teaching career, overall enthusiasm for becoming a teacher (Statement B), especially in a school similar to their field practice site (Statement C), remained notably low. This suggests a mismatch between the intended goals of the observation practice and its actual outcomes.

To examine whether there was a significant relationship between students' interest in the observation practice and their enthusiasm for a teaching career, the Pearson correlation coefficient, which is commonly used to assess the strength and direction of the relationship between two variables (Schober, Boer, & Schwarte, 2018), was applied. The results are presented in Tables 4 and 5.

Table 4.

Pearson Correlation Coefficients for Survey 1

	Statement 1	Statement 2	Statement 3	Statement 4
Statement 1		0.42	**0.69**	0.18
Statement 2	0.42		**0.58**	-0.01
Statement 3	**0.69**	**0.58**		0.20
Statement 4	0.18	-0.01	0.20	

Table 5. Pearson Correlation Coefficients for Survey 2

	Statement 1	Statement 2	Statement 3	Statement 4
Statement 1		0.37	**0.46**	**0.66**
Statement 2	0.37		**0.63**	0.37
Statement 3	**0.46**	**0.63**		0.42
Statement 4	**0.66**	0.37	0.42	

The analysis revealed a consistent pattern of positive correlation between students' interest in observation practice and their desire to become a teacher, with strong and moderate correlation coefficients observed in Cohort 1 (r = 0.69) and Cohort 2 (r = 0.46), respectively. Notably, the second survey showed a substantial increase in the correlation between interest in observation practice and perceived readiness to teach in the near future, rising from a negligible r=0.18 to a strong positive r = 0.66. As expected, the correlation between students' desire to become a teacher and their willingness to work at a school similar to their field practice site remained comparable across cohorts (r = 0.58 for Cohort 1 and r = 0.63 for Cohort 2).

In light of the findings from the 2019 Pre-SETT Ukraine Evaluation (Mackenzie, 2019), which revealed a very low level of enthusiasm for pursuing a teaching career among Cohort 1 students, a follow-up survey was conducted with Cohort 2 students in May 2020. The participants were asked the following questions:

1. Have you had any teaching experience beyond the university-provided teaching practice?

2. How likely are you to teach after you graduate from university?

A total of 37 students responded. More than four out of five participants gave a positive answer to the first question, with only six reporting no independent teaching experience. This resulted in a positive-to-negative response ratio of 83.8% to 16.2%.

Nevertheless, responses to the second question, which offered three options, yielded the following results: “very likely” – 27%, “I am not sure” – 46%, and “very unlikely” – 27%, indicating a moderate level of enthusiasm for teaching, though higher than that observed in the previous cohort, which overall might indicate some improvement in Pre-SETT.

Due to a number of unforeseen factors, the next cohort of students whose progress could be closely monitored at the initial stage of Pre-SETT and before receiving bachelor’s degree were those enrolled in 2021-2025 and doing the ELT course in 2022-2025.

In spring 2023, the students had their observation practice with Year 3 student-teachers at the Centre for Languages and Literature Teaching Methodology. By that time, both the format of the field practice and the feedback form had been redesigned. After participating in each lesson by Year 3 student-teachers, Year 2 participants were asked an extended set of questions. In total, 121 answers were collected in spring 2023.

To compare the data collected in 2016/17, 2017/18, and 2022/23 academic years, a question from the 2022/23 survey was selected that aligned in focus with earlier surveys on the level of interest evoked by the observation practice. The question was: “How satisfying was the experience?” Participants rated their impressions using the scale from 1 to 10, where 1 meant “It did not come up to my expectations at all” and 10 meant “I enjoyed it immensely”, yielding the average score of 9.51 and a standard deviation of 1.10, indicating a high level of satisfaction and consistency in responses.

To enable comparison with the earlier datasets, which used a 1–5 scale in 2016/17 and 2017/18, a coefficient of 0.5 was applied to the 2022/23 results. This adjustment produced a recalculated average of 4.76 and a standard deviation of 0.55. Table 6 presents the dynamics in the level of interest and satisfaction with observation practice expressed by Cohorts 1, 2, and 7.

Table 6. Level of interest/satisfaction with observation practice among

three cohorts of Year 2 students.

Academic year	Level of interest / satisfaction	Standard deviation
2016/17	3.35	1.06
2017/18	3.83	1.34
2022/23	4.76	0.55

In May 2025, Cohort 7 were asked to provide anonymous feedback on their preparation for, and experience of, teaching practice, as well as their enthusiasm pursuing a teaching career. Responses were collected from 29 participants.

The survey included the following questions:

1. Are you satisfied with your teaching experience during the academic year 2024/25?

2. Are you satisfied with the school where you had your English teaching practice?

3. Do you think you were well prepared for your English teaching practice at school?

4. How helpful was the guided observation of live lessons delivered by more advanced students in developing your teaching skills?

5. How helpful was the observation of live lessons delivered by school teachers in developing your teaching skills?

6. How helpful was team teaching to younger university students for mastering your teaching skills?

7. How helpful was solo teaching to younger university students for mastering your teaching skills?

8. Do you think your future career could be connected with teaching and education?

9. Have you had any teaching experience beyond the university-provided teaching practice?

For Questions 1-5, participants selected one of the following options:

1 - not at all;

2 - rather not;

3 - it was ok;

4 - rather yes/rather helpful;

5 - perfectly satisfied/helpful.

For Question 6, a 10-point scale was used, where 1 meant “No way” and 10 meant “Definitely yes.”

For Question 7, participants chose between “yes” and “no”.

A summary of the response to Question 6 is presented in Figure 2.

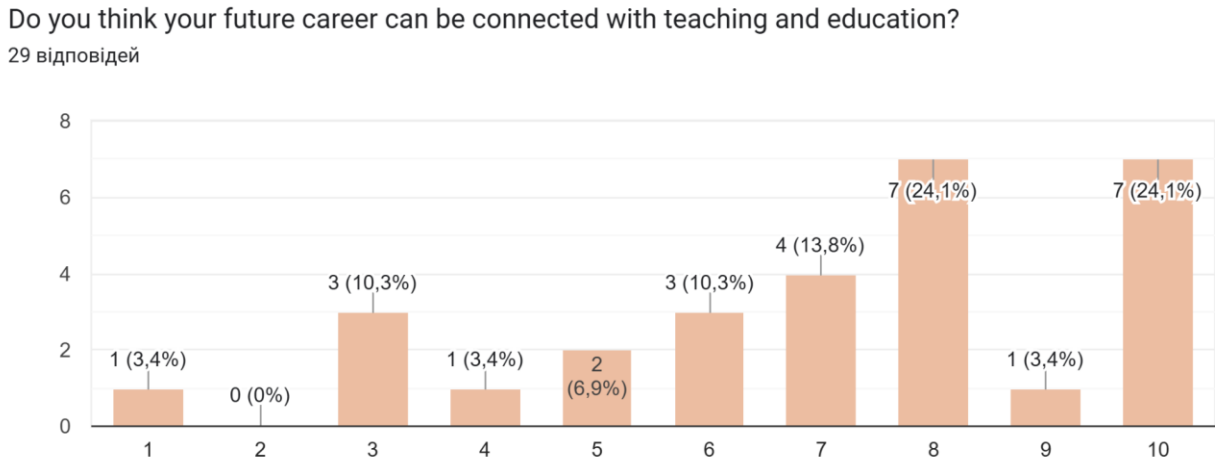

Figure 2. Cohort 7 graduates’ level of enthusiasm for pursuing a teaching career

For further statistical analysis, responses to Question 6 were converted by multiplying each value by a coefficient of 0.5.

The full response matrix for the May 2025 survey is presented in Table 7.

Table 7.

Responses from Cohort 7 (Survey 5)

Respondent	**Q1**	**Q2**	**Q3**	**Q4**	**Q5**	**Q6**	**Q7**	**Q8**	**Q9**
1	3	4	4	3	3	3	3	2	Yes
2	5	5	5	4	5	5	5	4	Yes
3	5	4	4	5	3	5	4	1,5	No
4	4	4	4	5	5	5	5	4,5	Yes
5	5	5	5	5	3	4	5	3	Yes
6	3	3	4	4	4	5	4	5	Yes
7	4	4	4	4	4	4	5	3,5	No
8	5	4	5	3	3	5	5	1,5	No

9	3	2	4	4	3	5	5	4	Yes
10	4	5	5	4	3	3	4	5	Yes
11	5	5	5	5	5	5	5	4	Yes
12	4	5	3	3	4	5	5	1,5	No
13	4	5	4	5	4	3	3	4	Yes
14	5	5	5	4	5	5	5	5	Yes
15	5	2	5	5	5	5	5	0,5	Yes
16	5	4	4	4	5	5	5	3,5	Yes
17	5	5	5	5	5	5	5	5	Yes
18	4	4	4	5	5	5	5	4	Yes
19	2	3	3	3	3	3	3	3	Yes
20	5	5	4	4	4	4	4	3,5	No
21	4	5	4	3	5	4	2	3	Yes
22	5	4	5	4	4	5	5	5	Yes
23	5	5	5	5	5	5	5	3,5	Yes
24	3	2	4	5	5	5	5	2,5	Yes
25	5	5	5	4	5	5	5	4	Yes
26	4	5	5	3	5	3	4	2,5	Yes
27	5	5	5	5	5	5	5	5	Yes
28	5	5	4	3	4	3	3	5	Yes
29	5	5	5	5	5	5	5	4	Yes
Average	**4,34**	**4,28**	**4,41**	**4,17**	**4,28**	**4,45**	**4,45**	**3.53**	Yes-24 No-5
STDEV	0,86	1,00	0,63	0,80	0,84	0,83	0,87	1.26	
Cronbach's α = 0.735									

Standard deviation calculated for each set of responses reveals the highest level of consistency in answers to Question 3 (self-assessed level of preparation for teaching practice at school), while the greatest variation was observed in responses to the question about prospects of a teaching career.

Cronbach's alpha for the dataset is 0.735, which indicates acceptable internal consistency.

The average response values indicated a notably positive assessment of the school-based practice, the overall preparation for it, and its individual components.

To determine whether the factors addressed in Questions 1–8 were interdependent, Pearson correlation coefficients were calculated. The results are presented in Table 8.

Table 8.

Pearson Correlation Coefficients for Survey 5

	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
Q1	1.0	**0.55**	**0.66**	0.33	0.36	0.38	0.41	0.10
Q2	0.55	1.0	0.33	-0.06	0.20	-0.20	-0.11	0.33
Q3	0.66	0.33	1.0	0.35	0.32	0.25	**0.43**	0.23
Q4	0.33	-0.06	0.35	1.0	0.35	0.47	**0.50**	0.19
Q5	0.36	0.20	0.32	0.35	1.0	**0.43**	0.31	0.23
Q6	0.38	-0.20	0.25	0.47	0.43	1.0	0.75	0.02
Q7	0.41	-0.11	0.43	0.50	0.31	0.75	1.0	0.07
Q8	0.10	0.33	0.23	0.19	0.23	0.02	0.07	1.0

As revealed by the calculations, the highest level of positive correlation (r = 0.66) was between students' level of satisfaction with the school-based teaching experience and their self-assessed level of preparation for it. A slightly lower positive correlation (r = 0.55) was observed between satisfaction with the teaching practice and the perceived quality of the school where the practice took place.

Notably, Questions 4 and 7 showed a positive correlation of r = 0.50, indicating a moderate relationship between observation practice in Year 2 and satisfaction with solo teaching students on the same course.

Other pairs of questions that fall within the range of moderate positive correlation include Questions 3 and 7, and Questions 5 and 6, both with r = 0.43. These findings suggest that teaching younger university students had a direct impact on student-teachers' perceived readiness for school practice, and that delivering solo lessons to younger peers enhanced the benefits gained from observing school teachers' performance.

The question regarding teaching experience beyond the university-provided practice yielded a positive-to-negative response ratio of 82.8% to 17.2%, which is very similar to the results obtained for Cohort 2 (see Table 9).

Table 9.

Teaching experience outside university-provided practice: Cohorts 2 and 7

	Cohort 2 (2016–2020)	Cohort 7 (2021–2025)
Possess teaching experience beyond university-provided practice	83.8%	82.8%
No teaching experience beyond university-provided practice	16.2%	17.2%

The crucial question regarding graduates' intention to pursue a teaching career was phrased differently over the five-year period; nevertheless, both versions allow for an estimation of the percentage of students who might intend to work in education (see Table 10).

Table 10.

Graduates' willingness to become teachers among Cohorts 2 and 7

	Questions	Responses
Cohort 2	How likely are you to teach after you graduate from university?	Very unlikely – 27% I am not sure – 46% Very likely – 27%
Cohort 7	Do you think your future career could be connected with teaching and education? (1-No way; 10 - Definitely yes)	1-3.4% 2-0% 3-10.3% 4-3.4% 5-6.9% 6-10.3% 7-13.8% 8-24.1% 9-3.4% 10-24.1%

In Cohort 2, only 27% of participants gave a positive response regarding the possibility of teaching after graduation. While the percentage of Cohort 7 students who provided a confidently positive response (rating 10) remains low (24.1%), the total number of responses on the positive end of the scale (ratings of 8, 9, or 10) is notably higher, reaching 51.6% overall.

FINDINGS AND DISCUSSION

The revisited curriculum for pre-service English teacher training was introduced at Borys Grinchenko Kyiv Metropolitan University (which had a different name at the time) in 2016 and, by May 2025, had undergone a series of transformations and adaptations while retaining the key characteristics of the original design: a three-year-long ELT course with integrated field practice throughout.

Observation practice, intended for the initial stages of training, was among the components most significantly adapted. Instead of visiting schools to observe

experienced teachers, students were invited to take part in lessons designed and delivered by peers one year ahead of them in the course. These sessions allowed for guided observation “from inside” the lesson, with students participating as active learners rather than passive observers.

The transformation of field practice was driven by learning outcomes and attitudes demonstrated by the first cohorts of students trained under the original curriculum developed through the New Generation School Teacher (NGST) project. Surveys conducted during the 2016/17 and 2017/18 academic years revealed that traditional school-based observation failed to instill sufficient confidence in participants regarding the next steps in their training or their future careers. Encounters with the existing secondary education system were often discouraging and did little to foster enthusiasm for teaching. While the second cohort showed some positive developments, the need to reconsider the structure of early-stage field practice in Pre-SETT remained pressing. A follow-up survey conducted closer to graduation indicated that, although most students had gained teaching experience beyond the university-provided practicum, only a small proportion were willing to pursue careers in teaching.

Close monitoring of training under the experimental curriculum was interrupted by a series of unforeseen events both globally and within Ukraine. The next cohort to be followed in detail was Cohort 7. These students experienced observation practice on university premises, observing Year 3 student-teachers and delivering lessons to their less experienced peers. This approach left them feeling better prepared for school visits and school-based teaching practice. Compared to earlier cohorts, they reported a notably lower level of frustration when encountering the Ukrainian school system and ranked their own activities throughout training relatively high. Nevertheless, the percentage of graduates willing to pursue teaching careers still remained below the level targeted by the NGST project.

CONCLUSIONS

Peer observation at the initial stages of pre-service teacher training shows clear benefits by engaging future teachers early in the learning process and better preparing

them for school-based experience. It leads to higher satisfaction with the learning process and more effective field practice.

Still, motivating graduates of pre-service teacher training programs to choose teaching as their preferred career requires broader action beyond the level of any one university. This could involve shifting society's perception of the teaching profession's role in supporting the country's well-being, and, as a result, changes in state policy to better support and reward educators. While the state sector and teaching children remain among the largest employers, a shift in policy is necessary to make the career of a school teacher genuinely attractive to young educators.

FURTHER RESEARCH

The number of young teachers who have acquired teaching skills under the updated curriculum continues to grow, while experienced teachers who completed their pre-service training under outdated curricula are actively engaging in in-service training to master current teaching methods. Engaging these groups of teachers to supervise students' field practice may provide an opportunity to resume school-based observation and teacher-assistant practice, as originally proposed by the NGST project. If this becomes possible, it will be important to determine the optimal balance between peer teaching and peer observation on the premises of the university and school-based field practice.

REFERENCES

Верховна Рада України. (2024, 26 червня). *Закон України № 3760-IX «Про застосування англійської мови в Україні».* https://zakon.rada.gov.ua/laws/show/3760-20#Text

Волинські новини. (2021, 26 липня). *Вступ-2021: які спеціальності найчастіше обирають (філологія, право, комп'ютерні науки).* Retrieved from https://www.volynnews.com/news/all/vstup-2021-iaki-spetsialnosti-naychastishe-obyraiut/

Головіна, О. (2021, 7 травня). *Розбудова Нової української школи: перші результати дослідження.* Супервізія в НУШ ЛОІППО. https://barna-

consult.com/rozbudova-novoyi-ukrayinskoyi-shkoly-pershi-rezultaty-doslidzhennya

Громадське. (2025, 9 вересня). *Вступна кампанія 2025: На які спеціальності цього року найбільше подавалися вступники — дані від МОН.* Retrieved from https://hromadske.ua/osvita/251037-na-iaki-spetsialnosti-tsyoho-roku-naybilshe-podavalysia-vstupnyky-dani-vid-mon

Кабінет Міністрів України. (2025, 14 січня). *Постанова № 34: Про затвердження переліку посад державної служби, що потребують володіння англійською мовою.* https://zakon.rada.gov.ua/laws/main/34-2025-%D0%BF#Text

Міністерство освіти і науки України. (2024, 27 жовтня). *Освіта рухає світ: відбулася найбільша щорічна освітня конференція.* Інститут освітньої аналітики. https://iea.gov.ua/osvita-ruhaye-svit-vidbulasya-najbilsha-shhorichna-osvitnya-konferenciya

Andal, F. A., Nayeem, A., Invento, N., & Aslam Agai, A. (2024). Peer observation of teachers: Exploring teaching experiences. *European Journal of Social Sciences Studies.* https://doi.org/10.46827/ejsss.v10i1.1709

Atay, D., & Kurt, G. (2007). The effects of peer feedback on the writing anxiety of prospective Turkish teachers of EFL. *Journal of Theory and Practice in Education,* 3(1), 12–23.

Bahr, N., & Ferreira, J. (2018, May 24). Seven reasons people no longer want to be teachers. *The Conversation.* http://theconversation.com/seven-reasons-people-no-longer-want-to-be-teachers-94580

Borko, H., Jacobs, J., & Koellner, K. (2010). Contemporary approaches to teacher professional development. In P. Peterson, E. Baker, & B. McGaw (Eds.), *International encyclopedia of education* (Vol. 7, pp. 548–556). Elsevier. https://www.researchgate.net/publication/242071048

Bruce, C., & Ross, D. (2008). Structured discussion and reflection in peer coaching. *Education Policy Analysis Archives,* 28(61).

Deci, E. L., & Ryan, R. M. (2000). The "what" and "why" of goal pursuits: Human needs and the self-determination of behavior. *Psychological Inquiry,* 11(4), 227–268. https://doi.org/10.1207/S15327965PLI1104_01

Dörnyei, Z. (1994). Motivation and motivating in the foreign language classroom. *The Modern Language Journal,* 78(3), 273–284. https://doi.org/10.2307/330107

European Commission, EACEA, & Eurydice. (2021). *Teachers in Europe: Careers, development and well-being (Eurydice Report).* Publications Office of the European Union. https://eric.ed.gov/?id=ED614400

Gardner, R. C. (1994). Integrative and instrumental motivation: A biographical note. In Z. Dörnyei (Ed.), *Motivation and motivating in the foreign language classroom* (pp. 274).

Hattie, J., & Timperley, H. (2007). The power of feedback. *Review of Educational Research,* 77(1), 81–112. https://doi.org/10.3102/003465430298487

Kaden, U. (2020). COVID-19 school closure-related changes to the professional life of a K–12 teacher. *Education Sciences,* 10(6), 165. https://doi.org/10.3390/educsci10060165

Kovalchuk, S. N., & Korzh, T. (2023). War and education in Ukraine: The impact on teachers and students. *Compare: A Journal of Comparative and International Education.* https://doi.org/10.1080/03057925.2023.2177427

Mackenzie, A. S. (2019). *Evaluation of PRESETT Ukraine: New Generation School Teacher Project.* British Council & TransformELT. https://www.britishcouncil.org.ua/en/teach/projects/presett

Moskalets, O., & Tsapro, G. (2025). Pre-service teaching practice: New challenges and solutions. *Visnyk Natsionalnoho universytetu "Chernihivskyi kolehiium" imeni T. H. Shevchenka,* (32), 174–180. https://doi.org/10.58407/visnik.253229

Mospan, N. (2016). Teacher education graduates in Ukraine: Current state of play. *Cogent Education,* 3(1), 1221192. https://doi.org/10.1080/2331186X.2016.1221192

New Generation School Teacher project. (n.d.). *Pre-SETT: New Generation School Teacher project.* Retrieved July 10, 2025, from

https://www.britishcouncil.org.ua/en/teach/projects/presett
https://ngschoolteacher.wixsite.com/ngscht

OECD. (2020). *PISA 2018 results: Ukraine – Country note.* OECD Publishing. https://www.oecd.org/pisa/publications/PISA2018_CN_UKR.pdf

OECD. (2023). *PISA 2022 results (Volume I and II): Country notes – Ukrainian regions (18 of 27).* OECD Publishing. https://www.oecd.org/en/publications/pisa-2022-results-volume-i-and-ii-country-notes_ed6fbcc5-en/ukrainian-regions-18-of-27_78043794-en.html

Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist,* 55(1), 68–78. https://doi.org/10.1037/0003-066X.55.1.68

Slyvka, S. (2025). *Peer-teaching in pre-service teacher training: Students' perspective. Mundus Philologiae: Збірник студентських наукових робіт,* 1(4), 103–108. https://mundphil.kubg.edu.ua/index.php/journal/article/view/46/53

Schober, P., Boer, C., & Schwarte, L. A. (2018). Correlation coefficients: Appropriate use and interpretation. *Anesthesia & Analgesia,* 126(5), 1763–1768. https://doi.org/10.1213/ANE.0000000000002864

Smet, M. (2022). Professional development and teacher job satisfaction: Evidence from a multilevel model. *Mathematics,* 10(1), 51. https://doi.org/10.3390/math10010051

Thijs, A., & van den Berg, E. (2002). *Peer coaching as part of a professional development program for science teachers in Botswana*. *International Journal of Educational Development, 22*(1), 55–68. https://doi.org/10.1016/S0738-0593(00)00078-X

Villalobos Iturriaga, I. C., Acosta García, K., Castro-Ceacero, D., Contreras Hernández, P., & González Sanzana, Á. (2025). Importance of pedagogical practice in teaching satisfaction. *Education Sciences,* 15(3), 286. https://doi.org/10.3390/educsci15030286

Zeichner, K. (2010). Rethinking the Connections between Campus Courses and Field Experiences in College and University-Based Teacher Education. Journal of Teacher Education 61(1-2): 89-99. DOI: 10.1177/0022487109347671

ВІД СПОСТЕРЕЖЕННЯ ДО ПРОФЕСІЙНОГО ПОКЛИКАННЯ: ТРАНСФОРМАЦІЯ ПЕРШИХ КРОКІВ У ПІДГОТОВЦІ МАЙБУТНІХ УЧИТЕЛІВ

Москалець Олена, кандидат педагогічних наук, доцент, факультет романо-германської філології, Київський столичний університет імені Бориса Грінченка, вул. Бульварно-Кудрявська, 18/2, Київ, Україна, 04053, o.moskalets@kubg.edu.ua

Цапро Галина, завідувач кафедри англійської мови та комунікації, кандидат філологічних наук, доцент, факультет романо-германської філології, Київський столичний університет імені Бориса Грінченка, вул. Бульварно-Кудрявська, 18/2, Київ, Україна, 04053, g.tsapro@kubg.edu.ua

Віннікова Лілія, старший викладач, факультет романо-германської філології, Київський столичний університет імені Бориса Грінченка, вул. Бульварно-Кудрявська, 18/2, Київ, Україна, 04053, l.vinnikova@kubg.edu.ua

Грищенко Олена, кандидат філологічних наук, факультет романо-германської філології, Київський столичний університет імені Бориса Грінченка, вул. Бульварно-Кудрявська, 18/2, Київ, Україна, 04053, o.hryshchenko@kubg.edu.ua

Це дев'ятирічне лонгітюдне дослідження, проведене у Київському столичному університеті імені Бориса Грінченка, присвячене переосмисленню етапу ранньої педагогічної практики у курсі підготовки майбутніх учителів англійської мови, який було започатковано проєктом «Шкільний вчитель нового покоління». Запроваджене нововведення замінило відвідування школи, запропоноване проєктом, на структуроване, цілеспрямоване спостереження за живими уроками, які проводять більш досвідчені студенти на базі університету. Студенти другого курсу виступали в ролі учнів і спостерігачів, тоді як студенти третього курсу почергово виконували ролі студентів-учителів і учнів. Така зміна стала реакцією на зростаючий розрив між очікуваними результатами ранньої шкільної практики та реальними враженнями студентів. У перших наборах програми «Шкільний вчитель нового покоління» багато студентів відзначали, що спостережувані уроки ґрунтувалися на жорстких, учитель-центрованих підходах. Замість того щоб зміцнити віру у власні сили, цей досвід часто лише підтверджував їхні сумніви щодо вибору педагогічної кар'єри.

Дані змішаного типу, отримані з трьох досліджуваних когорт, демонструють зростання задоволеності практикою спостереження та посилення взаємозв'язку між залученістю, відчуттям готовності й наміром викладати. Показники внутрішньої узгодженості даних (коефіцієнт α Кронбаха) варіювали від помірних до високих; кореляції між зацікавленістю у спостереженні, готовністю викладати та короткостроковою впевненістю у власних силах зміцнювалися у міру розвитку моделі, заснованої на взаємодії однолітків. У 2022/23 навчальному році рівень задоволеності досвідом спостереження за уроками однолітків був високим; у 2024/25 випускники позитивно оцінили свою підготовку та шкільну практику, причому понад половина з них розглядала педагогіку як цілком реалістичний професійний шлях. Хоча частка студентів, які однозначно обирають роботу в школі, залишається нижчою за початкову ціль проєкту, університетська модель спостереження за уроками однолітків довела свою ефективність: вона підвищує рівень раннього залучення, формує реалістичне усвідомлення ролі вчителя та знижує психологічний поріг входження до шкільної практики, особливо в умовах кризових обмежень, коли доступ до зразкових шкіл ускладнений.

Отримані результати свідчать, що цілеспрямоване спостереження за уроками однолітків є ефективним форматом для перших кроків у системі підготовки майбутнього вчителя і має поєднуватися з подальшими шкільними практиками. Водночас для підвищення престижу та привабливості професії вчителя необхідні системні заходи, що виходять за межі університетського рівня.

Ключові слова: вища освіта в Україні, освіта в умовах криз, підготовка майбутніх учителів, педагогічна практика, спостереження за уроками однолітків, кероване спостереження