

PEDAGOGICAL INTERNSHIP AS A MEANS OF FORMING PEDAGOGICAL SELF-IDENTIFICATION OF FUTURE PRIMARY SCHOOL ENGLISH LANGUAGE TEACHERS IN THE PRC CHINA

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Abstract: Vocational knowledge is the basis of the competencies of primary school English teachers and provides a foundation for further work with children aged 6 to 10 years old. Primary school English teachers should possess knowledge of the theory of teaching the aesthetic cycle and physical education, psychological and pedagogical foundations of professional activities, development of cultural and historical foundations of teaching, knowledge of medical and biological foundations of physical activity of junior students, knowledge of safety rules. Practical knowledge includes implicit knowledge, which consists in gaining pedagogical experience, skills and abilities that students acquire through many attempts and research in a real learning situation. Practical knowledge helps students prepare for future teaching activities not as interns but as teachers. Methodical knowledge is closely related to professional internship and promotes effective interaction with students, understanding of their physical and psychological characteristics, teaches to take effective measures to solve problems that may arise during teaching and develop their own style of work. The article reveals gaps in training English teachers in PRC and considers conditions and possible ways for organizing effective pedagogical internship for future primary school English teachers in PRC.

Keywords: Methodical knowledge, Pedagogical internship, Practical knowledge, Primary school teachers, Vocational knowledge.

1 Introduction

The main purpose of pedagogical internship of students of pedagogical universities is spelt out in the "Law of the PRC on Higher Education", "Law of the PRC on Education" and "Report of the State Commission on Party Administration on the State of Education", "Instructions of the Ministry of Education of the PRC on strengthening the pedagogical internship of students in the field of pedagogical education" and the works of leading Chinese scientists. Summarizing these documents, we can conclude that in the course of the pedagogical internship, students in particular in the field of "education in primary school" should acquire the knowledge, skills and abilities necessary for future professional activities, learn professional ethics and identity. Regarding the knowledge that students must master after passing pedagogical internship, there are such types of knowledge as:

- Vocational knowledge;
- Practical;
- Methodical [13].

The documents emphasise that an important goal of pedagogical internship of students-future primary school teachers is also the development of students' professional and methodological and research abilities [11, 18]. These abilities will help students to develop plans on various educational topics, choose the most effective teaching methods, improve their own professional skills. Acquisition of such skills helps to study and analyse the problems that exist in the field of education, to anticipate the difficulties that may arise during the teaching of sports. In addition, a modern teacher must be formed critical thinking, that is impossible without implementation of research activities [21].

Passing a pedagogical internship also contributes to the formation of professional ethics and self-identification of students-future teachers of primary school in the profession. Professional ethics is defined as norms and rules that teachers must follow in the organisation and implementation of pedagogical activities because it is during this type of work that students first get acquainted with real pedagogical work and gain

a deeper understanding of the teaching profession, which in turn affects their formation self-identification, the emergence of respect for the profession and forms an understanding of whether they will be able to work in this position. That is why it is important to choose experienced teachers as student mentors who will help to form the right professional ethics and identity in students, which will help keep beginner teachers in school for a long time and minimize the outflow of young teachers from the profession [14].

This issue is all the more so relevant for English teachers in PRC. The modern education system requires professional training from English teachers. Professional training is understood as the comprehensive development of future primary school teachers not only in perfect command of English, but also in aesthetic, intellectual, and moral terms, formation of the desire to improve throughout life. At the same time, the tasks of professional training of future teachers include the following:

- Creating a solid foundation of professional competence;
- Comprehensive development of the future primary school teacher;
- Formation of the desire for professional self-improvement and self-development throughout life;
- Encouraging of inclination to the researched activity in the field of education [3].

In China, the teaching profession is subject to a number of requirements set out in the PRC Compulsory Education Act, Chapter 4, paragraphs 28-33: "Every teacher must be faithful to his or her work; it is the duty of society to honour and respect the teacher, who, in turn, must respect the student, give him the opportunity and motivate him. The teacher is not allowed to humiliate the student and use any corporal punishment. The teacher must have a qualification determined by the state, etc." [2].

The same requirements apply to an English teacher.

There is a shortage of English teachers in China for primary school, which will start in 2011 from the first grade. For those who are going to teach English in kindergartens and primary schools, it is enough to graduate from a pedagogical college or advanced training courses in English by correspondence. Secondary pedagogical schools began to develop rapidly, the purpose of which was to train pedagogical workers. However, training in these schools was very low and did not satisfy the Chinese government. The Ministry of Education has repealed the provision that primary school teachers must have a diploma of incomplete higher education or a bachelor's degree.

Pedagogical colleges teach English teachers for 3-4 years. Future educators study the following disciplines: "Marxist Philosophy", "Deng Xiaoping's Teaching Theory", "Chinese Language and Literature", "Higher Mathematics", "Modern Science", "Computer Theory" and "Physical Culture" and profile disciplines: "Integrated English", "Speaking, Reading and Writing", "Practice of Translation", "Phonetics", "Oral Practice and Text Narration", "Theory and Practice of Research", "Second Foreign language". Students choose which foreign language to study (Korean, Japanese, French or Russian). An important role in teacher training is given to the methods of teaching English in primary school. At the Faculty of English, there are elective courses, namely: listening to English radio, business English, English shorthand, English in international trade, basics of Anglo-American culture, local lore, Anglo-American literature, Anglo-American culture, travel resources, English in advertising, etc. During their studies at pedagogical universities, starting from the second year, students take qualification tests for English language skills SET (College English Test) for any specialty, as well as TEM (Test English Major) for future teachers of English [9]. Teaching practice lasts

only 6 weeks, after which 4th year students write a thesis for 10 weeks. After graduating from the Pedagogical College, one can continue studies at the Pedagogical University.

Education at the Pedagogical University lasts 4 years. The vast majority of hours are devoted to lectures. Seminars make up only 5% of the total study time.

Training in advanced training courses can be with and without work interruption. Those teachers who have already graduated and work at the school, are certified twice a year – they take an English language exam. For further teaching of English, the teacher must have successfully passed the PET test and have high knowledge of oral English. Teachers who have not passed the exams do not have the opportunity to continue teaching in educational institutions.

Today in China there are a lot of foreign teachers working not only in schools in large cities, but also in small provinces and villages. In a rural school, approaches to choosing a teacher are not so strict. Those who speak a little English and have a lot of European appearance are hired. The salaries of these teachers are not great. Schools not only lack qualified teachers, but there are those who studied English on their own, without graduating from either colleges or pedagogical technical schools. In addition, teachers do not know child physiology and psychology, so it is difficult for them to take into account the developmental features of children who are faced with a misunderstanding of the teacher. All this leads to a loss of interest in learning English.

Although there is considerable interest in the education of English teachers, the level of qualification is very low, which is a major problem in China. Meanwhile, the teacher must use the latest technologies in teaching, create effective resources in the future, and therefore play the role of a multifunctional teacher; use an activity approach. To get a positive effect from learning, the teacher must improve methods and apply a variety of techniques and techniques. Unfortunately, those teachers who complete advanced training courses do not have a methodology of teaching English. Meanwhile, as the main goal of training in a pedagogical educational institution, professional competence is largely formed in the course of teaching internship; this form of organization of university or college education for future teachers is especially important for the formation of professional skills, which are based on such types of competencies as language competence, speech and communicative competence, and methodological competence of students. Accordingly, lack of due efficiency of the third component of the system (methodological competence) lead to lack of effectiveness (in fact, entropy) in the whole system of English teachers training in PRC.

Thus, the problem of organizing effective pedagogical internship for English language teachers in PRC is extremely acute.

2 Materials and Methods

The main tasks of pedagogical internship during undergraduate studies in the speciality "pedagogical activities in primary school" traditionally include:

- Formation and development of professional knowledge, skills and abilities;
- Development of the need for pedagogical self-education and continuous self-education;
- Creating interest in the profession of primary school teacher;
- Education of personality qualities necessary for the profession of primary school teacher;
- Acquaintance with the experience of more experienced colleagues to use it creatively during teaching;
- Study of the organisation of the educational process in primary school to ensure the principle of continuity and minimize the psychological load and stress that arises in students in the transition from a single-teacher system (typical of primary school) to work with a large number of subject teachers (typical for secondary and high school);

- Formation of a creative approach to the implementation of pedagogical activities [17].

Based on the analysis of programmes in a pedagogical internship, it is possible to generalise the competencies that should be formed in students-future teachers of primary school after its completion. In particular, the programmes highlight general professional, professional and general cultural competencies.

The general professional competencies that should be formed in students-future teachers of primary school include:

- Ability to conduct lessons in basic subjects taking into account the characteristics of students based on the provisions of didactics and teaching methods in primary school;
- Ability to reproduce educational activities taking into account the characteristics of students based on the provisions of the theory and methods of educational work in primary school, the requirements for standards of general training and didactics;
- Ability to cultivate socially significant qualities in primary school students, which include diligence, responsibility, citizenship, purposefulness, tolerance, organisation, etc.;
- Ability to assess the physical abilities and functional state of students and the class as a whole, their situational infusions, etc. to choose the strategy and model of the learning process in both short and long term;
- Ability to perform refereeing functions in-game sports, which are included in the standard curriculum in primary school;
- Ability to plan and implement methodological support for lessons in basic disciplines taught in primary school;
- Ability to form a responsible attitude of younger students to learning as a special and independent activity, to form the values of students and the desire to lead a healthy and socially active lifestyle;
- Ability to use spiritual values, knowledge of the peculiarities of personal development for the education of patriotism, citizenship, prevention of deviant behaviour of primary school students.

Professional competencies include the following:

- Ability to use the basic provisions and principles of pedagogy, methods of pedagogical control and quality control of education when working with primary school students;
- Ability to use modern didactic technologies in working with students aged 6-10 years;
- Ability to develop curricula and programmes for classes in the main subjects studied in primary school;
- Ability to conduct classes in physical culture, foreign language, art and other subjects with different age groups of students;
- Ability to organise extracurricular and educational work of primary school students;
- Ability to use means and methods of motor activity to correct the physical and psychological condition of primary school students, taking into account their age and gender characteristics;
- Ability to promote a healthy lifestyle;
- Ability to apply methods of collecting and summarizing information on student achievement;
- Ability to use communication techniques while working with both the class and individual students.

The general cultural competencies of students-future primary school teachers, which are provided in the programmes of pedagogical internship, include the ability to work in a team, to be tolerant of social, religious, cultural and ethnic differences of students [13].

The significance of the results of the study lies in the scientific substantiation of the role and place of pedagogical internship as

a means of developing professional competence among students – future teachers of the English language. From the standpoint of a system-targeted approach, the conditions are determined under which pedagogical internship, based on innovative approach of volunteering providing diversity and cross-cultural skills comprehension, acts as a leading factor in the formation of a teacher's professional competence, which makes a certain contribution to the development of the theory of vocational education. The practical value of the study also lies in the fact that the results obtained can be used for scientific and methodological support of the process of forming the professional competence of future teachers of a foreign language in a teacher training in PRC and other countries, in the Asia-Pacific region.

3 Results

Based on the analysis of the documentation on the internship of students-future primary school teachers, it can be concluded that the content of this type of work differs slightly in different universities. For example, Wuhan University does not define student research as a separate component of internships, and Hebei Pedagogical University pays little attention to the development of physical education skills of future primary school teachers, as in this province physical education is taught in primary school. sports teachers, not primary school teachers (the right of provincial autonomy to organise educational activities is exercised).

At the same time, summarizing the content of programmes in a pedagogical internship, we can identify its main types of work and their content, which are present in almost all pedagogical universities in the country (private and private, including students) at the bachelor's level. The results of the generalisation are presented in the Table 1.

No	Type of work	Content of activity	Reporting form
1	Organisational work	<ol style="list-style-type: none"> 1. Participation in the constituent lesson, methodical classes, consultation, pedagogical councils; 2. Acquaintance with the teaching staff of the school on the basis of which the internship is conducted; 3. Acquaintance with classes and stories of children who are not included in the general groups of physical education; 4. Acquaintance with the material and technical base of the school, sports and music hall, medical office, etc.; 5. Acquaintance with the documentation on planning and conducting educational, health and educational work of the primary school; 6. Drawing up of the individual plan of the passing of internship and preparation of the reporting documentation 	Individual internship plan; diary of pedagogical internship
2	Educational and methodical work	<ol style="list-style-type: none"> 2.1. Attending lessons in basic subjects taught in primary school by experienced teachers; 2.2. Development of a thematic lesson plan; 2.3. Development of lesson plans; 2.4. Study of normative documents on providing educational work in the primary school of a specific educational institution; 	Diary of pedagogical internship, thematic lesson plan, lesson notes taken
	Cultural work	<ol style="list-style-type: none"> 4.1. Working out of the script of a cultural event and its carrying out; 4.2. Development and implementation of measures to improve the health of primary school students and promote a healthy lifestyle 4.3. Holding a meeting with parents (similar to parent meetings) on socially significant aspects of educational activities of primary school children at home 	Diary of pedagogical internship, the script of the event

Scientific research work	3.1. Timing of classes; 3.2. Analysis of the physical and psychological condition of students and the class as a whole during the period of internship	Timing protocol, diary of pedagogical internship
Summing up	Preparation of a report on the internship	Internship report [2, 3, 5, 6, 7]

So, as we can see, during the pedagogical internship students are required to show not the results of their own knowledge of basic subjects, but the ability to work with children, teach them to perform exercises correctly and follow step-by-step instructions, work in a team and more.

4 Discussion

It is evident that the level of English proficiency in students primarily depends on the qualifications of teachers. A teacher who does not know how to teach English cannot fully organize the educational process, especially for elementary school students. The low level of psychological, pedagogical and methodological knowledge of teachers is due to the incorrectly constructed structure of curricula, which, in turn, leads to the imperfection of their professional skills and abilities [9]. It will be very difficult for children to achieve a high level of language proficiency in secondary school, which means they will pass exams successfully.

Thus, the organization of such a system of professional training of future English teachers in PRC, which would develop their creative abilities, is relevant. In the process of pedagogical practice during internship, it is particularly relevant to create the necessary conditions for the development of the creative abilities of students of pedagogical universities and pedagogical colleges, for them to make a conscious choice of profession in accordance with their own abilities, the level of training achieved and personal motivation.

In the process of pedagogical internship, conditions arise for the development of creative abilities, students acquire the necessary skills and abilities and holistically perceive the experience of educational work. Accordingly, they can properly comprehend and form an effective methodology for teaching English, including on the basis of constant self-reflection, and not discrete performance appraisals.

Modern pedagogical higher education in PRC, being on the path of change according to global processes in the world education system, sets itself the task of socializing students, while it is necessary to take into account the conditions of a changing society. Therefore, it becomes necessary to pay special attention to the development of the creative abilities of future primary school English teachers in the process of internship, since namely during this process future teachers get the opportunity to apply and justify the acquired knowledge, skills, and abilities, to correlate their own value system with the requirements and norms of the professional environment, to consolidate and develop personal motivation for self-realization in real pedagogical activity.

Pedagogical internship as a system-forming component is the most important stage in the professional training of a future teacher in the system of public education. It contributes to the consolidation of the knowledge gained by the student during theoretical training, the formation of the skills and abilities of his practical activities as a specialist, which form the basis of pedagogical skills.

The goal of pedagogical internship is to form students' personal readiness to work as a primary school English teacher and the ability to creatively organize educational work with younger students.

The pedagogical internship allows students-teachers of primary school to form their own pedagogical self-identification (because during it they receive methodological support for classes and improve methodological knowledge and skills), understand the

need for knowledge of mental functions, basic human needs, emotions and feelings, motivation behaviour, socio-psychological characteristics of different groups of people, psychological and pedagogical means of organizing and managing an individual or group of people.

According to Chinese educators, to effectively organise pedagogical internship that will promote the formation of pedagogical self-identification of students of future primary school teachers, it is not enough to simply entrust students to schools but to create conditions for their independent learning under the guidance of experienced teachers who love and understand. It is emphasized that the organisation of pedagogical internship should be approached no less carefully than the organisation of classroom forms of work of students of any speciality. It is also necessary to integrate pedagogical internship with other disciplines taught at the university [8].

As a rule, the organisation of pedagogical internship in China is the responsibility of the departments of the university and school educational work, however, the main role belongs to the university, which should decide on content and activities to be included in a pedagogical internship, including future primary school teachers. Traditionally, these include:

- Study and analysis of the experience of development and reforms of pedagogical internship of Chinese and foreign universities;
- Development of curricula for a pedagogical internship, taking into account the specifics of the school on the basis of which it will be conducted;
- Definition of the model, forms and content of pedagogical internship;
- Choice of the base of the pedagogical internship;
- Definition of requirements to heads of pedagogical internship and development of the corresponding methodical recommendations;
- Creation of a management system for pedagogical internship and certification of the quality of its organisation [5, 8].

One of the mandatory requirements for the organisation of pedagogical internship of future primary school teachers in China is the personal and professional interest of all participants in this process. The content of the pedagogical internship should be related to the modern needs of society and meet the directions of education reform in the country [5].

Before the pedagogical internship, the representatives of the universities must agree with the director of the school on the basis of which the internship will take place. After that, the school is provided with work plans for pedagogical internship and projects. At the same time, internship leaders from the university are identified, including methodologists, teachers of relevant disciplines, teachers of pedagogy and psychology, as well as school leaders. Then there is the division of students into groups and the attachment of students to one of the bases of internship, their acquaintance with the timing and objectives of pedagogical internship. It should be emphasized that during the pedagogical internship in schools, universities provide constant feedback to students and teachers for timely identification of problems that may arise and their effective solutions. Based on the results of the pedagogical internship, students should provide reports and diaries of internship, generalization of work experience and recommendations of teachers-leaders of internship on improving and improving approaches to pedagogical activities in the future [8].

According to the document "Thoughts on strengthening the pedagogical internship of students in the field of pedagogical education", universities should provide double guidance to students, i.e., each student has both the head from the university and the school. Such a system helps, on the one hand, to provide methodological recommendations to students and adjust their pedagogical activities, and on the other hand, to establish a close link between the university and the school. The responsibilities of the head of the university include acquainting students with

the content of internship, assessment methods, providing initial guidelines, together with students developing an individual plan of internship, clarifying with school teachers specific information about the school, schedule, physical and psychological development of students, division of students into groups for the study of individual subjects (usually – foreign language and physical education) [12].

During the direct internship, the curator from the university controls the quality of students' work in the classroom and the implementation of all tasks assigned to them, monitors the educational process and, if necessary, adjusts the activities of students. There are also regular group discussions to get feedback from students and help solve problems that arise during their teaching internship.

After the internship, the task of the curator from the university is to monitor and evaluate the package of documents that students must provide to the university: curricula, internship diary, attendance protocol, the results of their own observations of student achievement.

The responsibilities of the head of the internship from the school include:

- Providing recommendations on the specifics of working with a particular age group of students;
- Joint planning of trial lessons;
- Assistance in planning a series of lessons and defining relevant tasks and goals;
- Assistance in the development of extracurricular activities, which is a necessary element of the pedagogical internship;
- Interaction and transfer of information on the results of pedagogical internship to the head of the university [12].

During the internship, students develop skills for a deeper understanding of the complexity of the teaching profession and ethical behaviour in the implementation of professional activities. It is established that pedagogical internship contributes to the formation of several clusters of skills that can be divided into cognitive, dispositional, motivational, reflective, social and performing skills. Passing a pedagogical internship also contributes to the formation of students' philosophy of work in primary school and with children of this age category as such.

At the same time, there are special knowledge and skills that need to be developed during the pedagogical internship of future primary school teachers. Methodists at Beijing Pedagogical University emphasize that trainees need to be taught to use timing and heart rate during physical education and sports classes in primary school. With the help of the method of timing, trainees need to learn to determine the density of the lesson, i.e. the ratio of mental and motor activity of students. Methodists determine the density of the lesson as a percentage of the ratio of time spent on various elements of educational work during the lesson and use this indicator to assess the quality of the lesson. Mental actions include observing the activities of other students, receiving instructions from the teacher, evaluating the activities of students, and so on. Motor actions include performing physical exercises, preparing for exercises, moving equipment, preparing a place for classes, etc. Time and rest time are also taken into account. It is proposed to distinguish between total density (HD) and motor density (MS). To determine each of them, it is suggested to use the formulas below:

$$TD = (PJT : TLT) \times 100\%, \text{ where}$$

TD – total density;

TLT – total lesson time (in minutes);

PJT – pedagogically justified time (in minutes)

and

$$PJT = MA + MeA + R, \text{ where}$$

MA – time spent on motor actions;

MeA – spending time on mental actions;

R – rest.

Normal values of total density are 98-100%, and motor density should be 30-80%. Fluctuations in motor density are determined by the tasks to be performed by students (learning new movements, complex repetition, etc.) and the section of physical education being studied (athletics, gymnastics or sports). Total density is an indicator that summarizes the indicator of rational use of time [7].

According to Hebei University Primary Education Methodists, teaching in higher education is a social process, and the concept of "being a teacher" is socially legitimized through the interaction of teachers with other teachers, parents and children. Thus, the process of becoming a person as a teacher involves much more than acquiring a certain set of knowledge and skills. Ba Wei, a professor of physical education at the Shenyang University School of Sports, argues that teaching skills are not just about decontextualized skills or mirroring predefined images; the ability to teach is a time when the past, present and future are set in dynamic tension. Learning to teach – like learning itself – is always a process of formation: a time of formation and transformation, a test of what someone is doing and who they can become. This transformational process is better understood and supported through an understanding of theoretical approaches to identity development [19].

However, according to some Chinese educators, there are still many problems in the organisation of pedagogical internship in Chinese universities. The main ones are:

- Misunderstanding of the goals and role of the pedagogical internship by its participants, as many internship curators from both universities and schools pay attention to the skills of professional knowledge and professional competence but do not pay enough attention to the formation of professional ethics and creative abilities of students. Some teachers are not ready to provide methodological support to students and believe that conducting classes by trainees destroys the discipline and standard course of the class. On the other hand, students with insufficient pedagogical self-identification or with negative pedagogical self-identification also formally approach classes, do not listen to the methodical advice of supervisors and consider passing pedagogical internship as a necessary degree for obtaining a diploma;
- Is one-sided and not always correct content of pedagogical internship, which includes only the design of work plans, preparation for lessons and their attendance, but almost does not include issues of preparing students to work as class teachers, conducting research. It is emphasized that most universities do not have step-by-step goals and objectives of the pedagogical internship;
- Management of the pedagogical internship is not always carried out on a scientific basis. The formal approach to pedagogical internship, where each student has two leaders (from the university and the school) is well thought out, but in practice, in most cases, the management of the internship is only by universities;
- The formality of the evaluation of pedagogical internship by school teachers is also a disadvantage of the organisation of pedagogical internship because in most cases schools provide only high marks, not taking into account the shortcomings that were in the work of students.

Despite certain shortcomings, the pedagogical internship remains one of the most effective methods of forming pedagogical self-identification of future primary school teachers, as it is established that pedagogical self-identification increases with experience in school, interest in performing professional duties [14, 19, 22].

Another type of internship in China, which influences the formation of pedagogical self-identification of future professionals, is a social internship, which has recently received increasing attention. Increasing attention to this type of internship is associated with the programme of China's reform of teacher education. Today, in all pedagogical universities in

China, public internship complements the course of classroom classes and is held during the summer or winter holidays. The Standard for Teacher Education Curricula, published in 2011, emphasized the need for guidance and attention to practical activities in the training of teachers [1].

As for future primary school teachers, the active involvement of students in various types of internship and their practical immersion in the profession will also contribute to the formation of their pedagogical self-identification and vision of themselves as teachers. In addition, conducting public internship helps to broaden the horizons and talents of students, foster a sense of social responsibility and self-confidence in the implementation of pedagogical activities.

In contrast to a pedagogical internship, which is conducted under the curriculum of a particular faculty with students of one course (usually in the seventh semester), a social internship is conducted by students of different faculties, specialities and courses. As a rule, social internships for prospective primary school teachers are organised and coordinated by the Association of Prospective Teachers, which facilitates internships not only at the university location but also in other provinces and regions of the country, and sometimes even abroad. primary schools operating in Chinese diasporas in Asia and Africa. The association forms "teams of teachers" who carry out pedagogical activities in remote regions of the country. To improve each lesson, students work together to develop lessons, make presentations, and think about how to use playful teaching methods for younger students to help students better understand the material.

For example, teams of students from Beijing Pedagogical University in 2019 underwent social internship in cities along the regions of China, where the strategy "One Belt, One Road" is being implemented. Teams of trainees planned the internship taking into account the requirements for the educational process of high school. The trainees were faced with two main tasks: conducting classes in the general course of secondary school education and implementing individual training courses in each discipline. During the first task, the trainees worked with first graders. In total, 24 special courses in 6 disciplines (mathematics, Chinese, Chinese culture, reading, English, physical education, art) were organised and conducted. The trainees held classes on such topics as "Reading makes life wonderful", "Interesting mathematics", "Communication in English", "Fun Starts" [14].

Teachers at Beijing Pedagogical University note that participation in social internships in economically backward regions allows students to improve professional competencies, develop pedagogical self-identification and understand the need for the teaching profession. During the social internship, students learn to perform professional duties, develop and maintain education in the country. The social internship also provides opportunities to explore current issues of basic education and better understand the lives of the people, which is a necessary element of Chinese society [1, 5, 17, 21].

However, during the social internship with students of Beijing Pedagogical University, some shortcomings were highlighted. In most cases, the methodological leaders assigned to each group of trainees did not spend enough time on trainees and providing methodological recommendations for planning and organizing the educational process. Therefore, in many cases, students who came to the place of internship had to adapt to the new environment and learn new activities on their own. In addition, the main criteria for checking the reporting of internship documents were the availability and quality of paperwork for internship and generalized results of internship. However, this does not correspond to the real state of affairs and does not provide an effective assessment of the experience, skills, and abilities that students have acquired during social internship [14].

Pedagogical universities in China develop and implement programmes to modernize internships, and in many pedagogical

specialities, a social internship is a mandatory component of education. The public internship can be initiated not only by universities but also by the Association of Future Teachers. It should be emphasized that in contrast to the pedagogical internship, the social internship involves students of pedagogical specialities in various fields, faculties and courses. Then teams of students who study in different specialities are formed and peculiar pedagogical teams are formed. While working in teams, students socially develop steps and educational activities, make presentations, use game teaching methods and more.

During the internship, "pedagogical teams" had to solve two groups of tasks: conducting classes in basic school subjects and educational activities. For example, the Dream Class team took into account the fact that they work with social orphans, who are mostly left with grandparents because their parents had to go to work. Therefore, the educational activities of the "teaching staff" were called "Know the world, know yourself." Within the framework of several educational events on this topic, such events as "Dream. Cultural map", "Dream. Psychological help", "Dream. Creation and realization", "The country of my dreams" were introduced. These classes were aimed at developing both students' cognitive abilities and the right attitude towards other people, nations, and the Motherland [14].

To form active citizens, it is necessary to involve students in practical activities on this issue: the provision of social services, involvement in youth cultural sections, participation in the democratic governance of the university, involvement in the Communist League of Youth and student associations. Such active actions will help raise the awareness of young people and form the right views on citizenship and the place of citizens in society [20].

One of the forms of involving students of future primary school teachers in practical activities is participation in volunteer groups and movements. The West China Programme, the Volunteer Teaching Programme, and other voluntary community service programmes involve a significant portion of Chinese youth, with the most active participation typically among college students. According to a survey conducted in 2014 in China, it is students who want to participate in various social projects and volunteer groups. Such interest in participation in social activities is considered by scholars as raising the civic consciousness of students, and political leaders consider participation in volunteer movements an effective form of civic education [22].

Such active involvement in cultural work is connected with the fact that in future professional activity students will use mostly the forms and methods of work in public education that they once experienced. Teachers are convinced that such practical classes allow students to develop the ability to use the latest learning technologies in the teaching of English, as well as methodically correctly explain the theoretical material.

Volunteer groups for teachers of English offer two types of volunteering: international (in poor African countries) and in rural China. Those students who volunteered in Tanzania noted that this country is very different from the PRC because there is a great cultural difference between the two countries and the way of life of ordinary people.

Some students noted that volunteering changed their personal values and ways of communicating with other people, as well as their way of thinking. One of the volunteers emphasized that he saw many things that made him think about his life and the events around him. The volunteer programme contributed to the formation of pride in one's own country and gratitude to society, as well as the formation of a new worldview.

As for volunteering in rural China, the main mission, in this case, is to spread Chinese culture through foreign (English) language, to form a sense of pride for their own country and, at the same time, through the formation of understanding diversity and importance of intercultural skills. Volunteers note that there are still many problems in the Chinese countryside and the standard of living is much lower than in the country's cities, so

their main mission is to distribute necessities and promote all things Chinese. Volunteers note that when participating in such missions, they develop a sense of responsibility for other people.

Combined with previous results on the impact of college students' volunteer projects, it can be concluded that these two types of volunteering contribute to the civic education of future primary school teachers, justifying the need for education, self-development, understanding of the laws that govern Chinese society, because only there one can become a conscious citizen of the country. Before leaving for the volunteer centre, they had several exchanges of experiences and meetings to clearly understand the tasks and goals of the volunteer mission. At the same time, the participants of the volunteer missions directly note that in order to achieve the results of their own work, the mission must be at least one month. Otherwise, there is not enough time to transfer knowledge and skills.

Working on volunteer missions also helps to develop a sense of social responsibility, which is an integral part of civic education. At the same time, the sense of social responsibility is more formed in those students who liked to participate in this type of activity than in those who took part in volunteering for a short time. Students also have increased internal motivation for further participation in volunteering. According to the volunteers, the first trip as part of a volunteer mission to the countryside contributes to the accumulation of pedagogical experience in working with children's language teams. At the same time, the second time one is returning to the same area as part of a volunteer mission because of good relations with local children, and the third time – because social responsibility has already been formed for these young citizens of the PRC.

Another volunteer said that this was the first time he had taken part in a volunteer mission because he was interested in looking at life in the countryside, but with each new mission a sense of satisfaction and responsibility for working with children came. To improve the effectiveness of volunteering, Chinese colleges need to standardize the management of volunteering services and provide organisational guarantees to students. First of all, it is necessary to integrate social responsibility into volunteer planning, not only emphasizing the enthusiasm of college students to participate in volunteer service but also helping to determine the purpose of social responsibility of volunteer service, to conduct appropriate training for future mission participants.

5 Conclusion

The school system in modern PRC needs English teachers who have a deep knowledge of their subject, own a variety of methodological tools, have a thorough psychological, pedagogical and methodological training, constantly striving for creativity, cooperation and communication with students. This is possible when establishing a real connection between practice and the study of theoretical courses, updating the theoretical knowledge of students in the process of teaching at school.

Volunteer organisations play a very important role both in the civic education of students-future teachers of English and in their preparation for the implementation of educational activities in this area in the process. Such innovative element of teachers' internship in PRC is expected to allow creating an optimal model of pedagogical practice, based on professionally oriented teaching of a foreign (English) language and the integration of psychological, pedagogical and methodological disciplines.

However, some teachers point out that the current volunteer service in Chinese colleges is underdeveloped and cannot meet the many needs of college students. Currently, the most common forms of volunteering are:

- Volunteering in rural areas;
- International volunteering;
- Teaching on a volunteer basis;
- Helping the poor.

To improve the volunteer movement, China is currently working to coordinate with the government, colleges, and volunteer services. They are also currently working on an interactive platform for volunteer services among colleges, governments, and social services; planning and coordinating all the needs of society that could be solved by volunteers; integration of various social resources and providing opportunities for volunteer services for students-future teachers of primary school [14, 20, 22].

It should be emphasized that pedagogical self-identification is one of the most important factors in the integration of young professionals into the profession because it identifies itself with the teaching profession and the formation of value institutions. A special role in the formation of pedagogical self-identification is played by the correlation of one's own psychophysiological and functional characteristics with the requirements for the teaching profession and the ability to perform professional tasks. The main points of the process of pedagogical self-identification include the formation and development of sustainable interest in the profession, accumulation of theoretical knowledge and practical skills, as well as internship as the practical use of knowledge and skills acquired in university, and their own thoughts, approaches and pedagogical experimentation.

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