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**THE PROFESSIONAL AND PERSONAL GROWTH OF STUDENTS OF  
PEDAGOGICAL SPECIALTIES THROUGH PARTICIPATION IN THE PROJECT  
„STUDENT PRACTICES“**

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***Abstract:** This article examines the impact of participation in the Student Practicum Project on the professional and personal growth of undergraduate education students. By presenting a detailed analysis of the author's role as a university lecturer and academic mentor in the project, it highlights the importance of practical experience in developing the skills and competencies of future teachers. The paper describes specific recommendations for improving the educational process, including support for mentoring, developing reflective skills, and encouraging collaboration within the educational community. Finally, the author emphasizes the importance of continuous learning and the creation of learning communities for sustainable and successful professional development of students.*

***Key words:** students, project "Student Practices", personal and professional growth, competences, motivation, future teachers*

## **INTRODUCTION**

Today, the education system faces broader and more important goals in teacher education. It is seen as a special educational environment that not only imparts knowledge but preserves and develops the spiritual values of humanity. It promotes the intellectual development of the nation and creates favourable conditions for the personal development and professional formation of future teachers. In this context, the important role of teacher education becomes a priority in the system of professional teacher education.

Improving the educational level of future teachers, activating their intellectual potential, and broadening their experience through real teaching practice are key factors that will help them to actively engage in the creation of creative learning environments. This will enable them not only to establish themselves in their profession but also to build their professional careers with knowledge, strength, and confidence.

In this research work the focus is on the professional and personal growth of the students of pedagogical specialties through their participation in the project „Student Practices“.

The Ministry of Education and Science implemented the project BG05M2OP001-2.013-0001 „Student Practices – Phase 2“, funded under the Operational Programme „Science and Education for Smart Growth“, with the implementation period of 40 months, from 13.01.2020 to 12.05.2023, with a total budget of BGN 46 million [<https://praktiki.mon.bg/>].

Within the framework of „Student Practices – Phase 2“ the policy of the Ministry of Education and Science in higher education aimed at building a stable and effective relationship between educational institutions and business and providing the necessary personnel for the future development of the country was continued and implemented.

The Student Practicum Project has been disseminated to various educational institutions and universities in other countries around the world and is implemented under this type of educational programmes. Depending on the specific institutions and educational systems, the programmes may vary in their scope and nature.

Table 1 shows some of the countries in which students participate in student placement projects, with each country having its own specific education systems and programmes that support student development through practical experience:

**Table 1**

USA	United Kingdom	Canada	Australia	Germany
France	Spain	Japan	South Korea	China
Russia	Brazil	South Africa	India	Turkey
Italy	Sweden	Norway	Denmark	Netherlands

The topic of the article, related to the development of professional competencies and skills of future teachers through participation in the project "Student Practices" is of utmost **importance** for the learners themselves and the educational environment. The aspects that underline the **importance** of this topic are:

**Preparation of quality educators** – pedagogy students are the future of education in Bulgaria and their preparation is based on acquired theoretical knowledge as well as through their practical training in a real learning environment. This experience develops their pedagogical skills, which are crucial for their successful careers as teachers.

**Putting theory into practice** – the Student Practicum project provides students with the opportunity to apply the theoretical knowledge acquired during their studies in a real educational environment, helping them to overcome the difficulties arising from the gap between theory and practice and to prepare for the real challenges of the school environment.

**Pedagogical skills development** – participation in the project allows students to develop key pedagogical skills such as lesson planning, student interaction, assessment, and classroom management. These skills are essential to their successful functioning in school.

**Creating confidence** – working in a real learning environment builds students' confidence in their teaching skills and abilities. They gradually transform from students to teachers, and this helps them to adapt more easily to their future professional role.

**Exchange of experience and knowledge** – the project creates an opportunity for exchange of experience and knowledge between the students, full day teachers, mentors, school management and other school representatives. This enriches the educational environment and creates better conditions for the professional development of all participants.

**Improving the educational process** – students' participation in real school environments provides an opportunity to test new methods, techniques, and innovations in the educational process. This leads to improvements in educational practices and the quality of education.

**Research and innovation** - the project provides an opportunity for research in a real educational environment, which contributes to the understanding and improvement of the pedagogical process, to better pedagogical practices and to stimulate innovation in the education system.

**The relevance** of the study is determined by the following key factors:

**Changes in educational requirements** – educational requirements are changing and evolving to reflect the contemporary needs of students and society, which in turn requires future educators to be well prepared and trained to deal with new challenges in the learning environment.

**Innovation in Education** – education is constantly looking for innovative methods and approaches to increase the effectiveness and quality of learning. Participation in the Student Practices project provides future educators with the opportunity to test and develop new teaching methods and innovations.

**Preparing for the modern learning environment** – modern learning environments are characterized by diversity, technological innovation, and individual student needs. This requires

future educators to increase their resilience, be well prepared to adapt and work successfully in such environments.

**Student engagement** – participating in a real-world learning environment attracts students and engages them more strongly in their future profession. This increases their motivation and prepares them for a more fulfilling teaching practice after graduation.

**Contemporary demands on teachers** – today's teachers face much more than „knowledge transfer“. Through their participation in the project, future educators form skills related to their ability to develop critical thinking, collaboration, communication skills and other key competencies in students.

**Improving the quality of education** – the quality of education depends on the quality of teacher training. The Student Practice Project contributes to the preparation of well-trained and motivated educators who can raise the standard of education.

**Developing a pedagogical identity** – participation in the project provides students with the opportunity to develop their pedagogical identity and prepare for the role of teacher.

**Joining the teaching community** – the Student Placements project allows students to join the educational community and learn about the real challenges teachers face every day.

Therefore, the relevance of this topic focuses on contemporary educational needs, innovations in the learning process and guides students towards developing pedagogical skills and competencies that will equip them for a successful and meaningful professional career in education.

The decision to choose the topic for the research stems from my desire as a university lecturer and academic mentor in the project to examine and improve the pedagogical preparation of future teachers through concrete and applicable practical experience.

#### **THEORETICAL FRAMEWORK OF THE STUDY**

The new strategies for education at home and around the world, as well as the conditions of the social environment, place contemporary teachers in a different position from their previous place in the educational process as performers of new social roles. This makes it necessary for them to constantly update and adapt to the real situation in school, the shape of which they determine:

- aspects and current trends of the contemporary educational environment;
- the peculiarities in the profile of 21st century generations of students.

All this predetermines the in-depth and practically oriented preparation of students-future teachers at the university. In order to better explore and understand the effectiveness of their preparation, and depending on the specific objectives of the study regarding the impact of student teaching practices on students' professional and personal growth, the following theories and authors were selected:

**David Kolb's Experiential Learning Theory**, which explains how people learn through experience and reflection. This theory has been used to analyze how students learn lessons and develop themselves through student experiences [Kolb, D. A. 1984].

**Effective Teacher Professional Development by Linda Darling-Hammond and co-authors**, focuses on the development of students' professional identities and how these are formed through student teaching practices. They argue that effective preparation ensures that teachers are prepared to provide powerful and deep learning experiences that enable students not only to master content, but also to think critically, problem solve, and learn how to learn [Darling-Hammond, L., Hyler, M. E., & Gardner, M., 2017].

**Social Learning Theory - Albert Bandura**, which explains how people learn by observing others and engaging in social interaction. This theory has been used to analyze the impact of mentoring and social support during student experiences. [Bandura, A., 1977]

**Donald Super's Career Development Theory**, which explain how people develop their careers and what roles education and practice play in that process [Donald Super, 1953].

**Theories of personality development and individual development by Sigmund Freud, Eric Erickson, Carl Rogers, and Abraham Maslow**, which explain the personal development of students

and how student practices assist in achieving various stages of development [Freud, S., 1923/1949], [Erikson E. H., 1982], [Rogers, C., 2021], [Maslow, A., 2001].

## RESEARCH METHODOLOGY AND METHODOLOGY

### *Parameters of the research work*

**The aim** of the study is to identify the specific pedagogical skills and competencies that students form through their participation in the project and how this influences their personal characteristics and motivation, and what are the professional-pedagogical abilities they acquire through this experience. Through this aim, the research seeks to contribute to a better understanding of the importance of practical experience in the education of future teachers and how it can prepare more competent and motivated teachers for the future.

**The object** of the research is the process of practical training of future teachers in the space of the project „Student Practices“ and the impact of this experience on their personal and professional growth.

**The subject** of the study is the real learning environment with its inherent features and aspects and its impact on the professional training of students – future teachers and the improvement of their personal qualities.

**Criteria and indicators** are presented in Table 2:

*Table 2*

CRITERIA	INDICATORS
1. Lesson planning	1. Definition of objectives and target groups
	2. Choice of methods and strategies
	3. Selection of teaching materials
	4. Developing the teaching unit - the lesson
	5. Differentiating the lesson
	6. Planning of evaluation
2. Selection, creation, and processing of learning materials	1. Analysis of learning materials
	2. Creating learning materials
	3. Adaptation of materials
	4. Integration of technologies
	5. Evaluation of materials
	6. Professional excellence
3. Implementation of lessons	1. Lesson planning
	2. Preparing for the lesson
	3. Lesson implementation
	4. Interaction with students
	5. Lesson adaptation
	6. Assessment of students
4. Interaction with students	1. Creating a positive environment
	2. Active listening and communication
	3. Answering questions and submitting information
	4. Help, support, and individual approach
	5. Stimulating active participation
	6. Behaviour management and discipline
5. Assessment of students	1. Assessment of knowledge and skills
	2. Formative and summative assessment
	3. Feedback

	4. Objectivity and fairness
	5. Individual approach
	6. Ethics in evaluation and providing incentive for development
<b>6. Collaboration with teachers and mentors</b>	1. Observation and participation
	2. Mentoring and guidance
	3. Support and feedback
	4. Dialogue and experience sharing
	5. Real experience in an educational environment
	6. Professional links and networks
<b>7. Reflection and feedback</b>	1. Reflection on the learning experience
	2. Feedback from teachers and mentors
	3. Reflection on personal beliefs and values
	4. Positive change and goal orientation
	5. Self-assessment skills
	6. Creating an action plan and using reflection in future teaching careers

**Methodology of the study**

Table 3 describes the study methodology:

*Table 3*

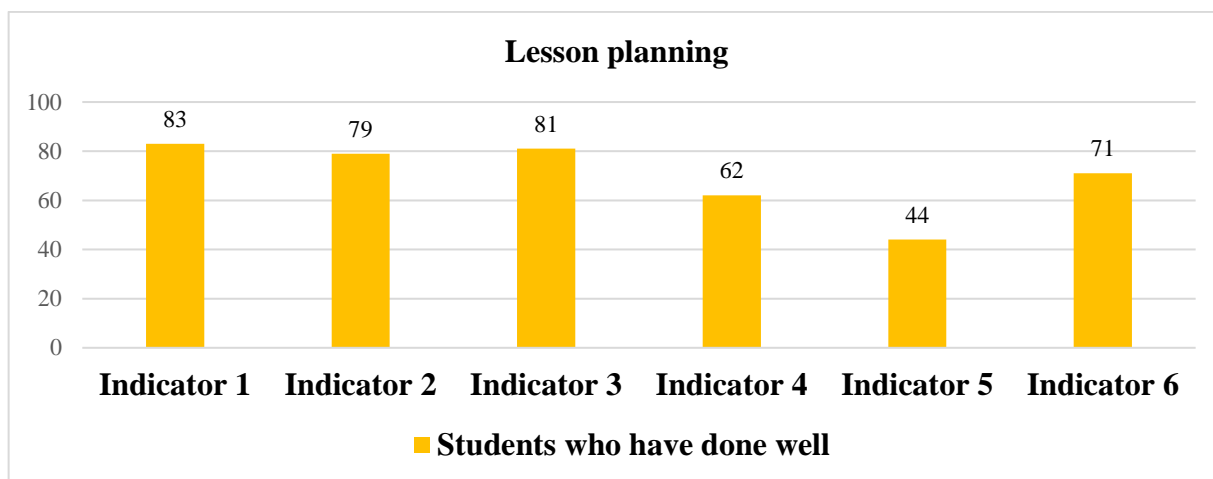
<b>PREPARATORY STAGE OF THE STUDY</b>		
Literature review of the study	Organization and preparation of the study	Development of diagnostic tools
<b>MAIN STAGE OF THE STUDY</b>		
Investigating the personal and professional growth of student future teachers on the main criteria and indicators through observation during their participation in the project „Student Practices“		
<b>FINAL STAGE OF THE STUDY</b>		
Processing and presentation of the study results	Findings and conclusion	Finalization of the research paper

The study was conducted within the framework of the project „Student Practices“ in the period from September 2020 to December 2022, with 73 students from the specialty „Pedagogy“, Bachelor's degree and specialty „Preschool and Primary School Pedagogy“, Master's degree. The respondent sample also included 15 academic mentors.

**PRESENTATION, INTERPRETATION AND ANALYSIS OF THE STUDY RESULTS**

*In criterion one, Lesson planning*, students were taught how to create structured and effective units that meet students' needs and learning objectives. Lesson planning is a key aspect of the teaching process as it determines how information is presented and assimilated, how different methods are used and how student progress is assessed. The results for the different indicators under this criterion are presented in Figure 1.





*Figure 1*

### ***1. Definition of objectives and target groups***

Students formulated specific and measurable objectives for their lessons and identified, described what kind of knowledge or skill they wanted to transfer and what outcomes they aimed to reach together with the learners. The prospective elementary teachers also sought to understand the needs of their students and how they could best be supported in their learning process. 83% of the students were successful in target setting.

### ***2. Choice of methods and strategies***

Students studied a variety of teaching methods and learning strategies to increase students' cognitive activity. Then, 79% of them successfully made a choice of appropriate methods for the specific learning topic and target group, with discussion, group work, demonstrations, interactive exercises, etc. being the most preferred.

### ***3. Selection of teaching materials***

Students selected and prepared learning materials and resources to support the learning process - textbooks, visual materials, presentations, online resources, etc. An extremely important skill formed by prospective teachers (81%) was that the materials should be appropriate for the age and knowledge level of the students.

### ***4. Developing the teaching unit - the lesson***

The students worked diligently and passionately on structuring their lesson, including defining its main stages according to the type of lesson - an organizational beginning, updating students' background knowledge, a main part during which the teacher develops the new learning content, summarizes and systematizes what was learned in the lesson, and a conclusion in which he assigns homework and instructions for its successful completion, as well as an assessment of the class work.

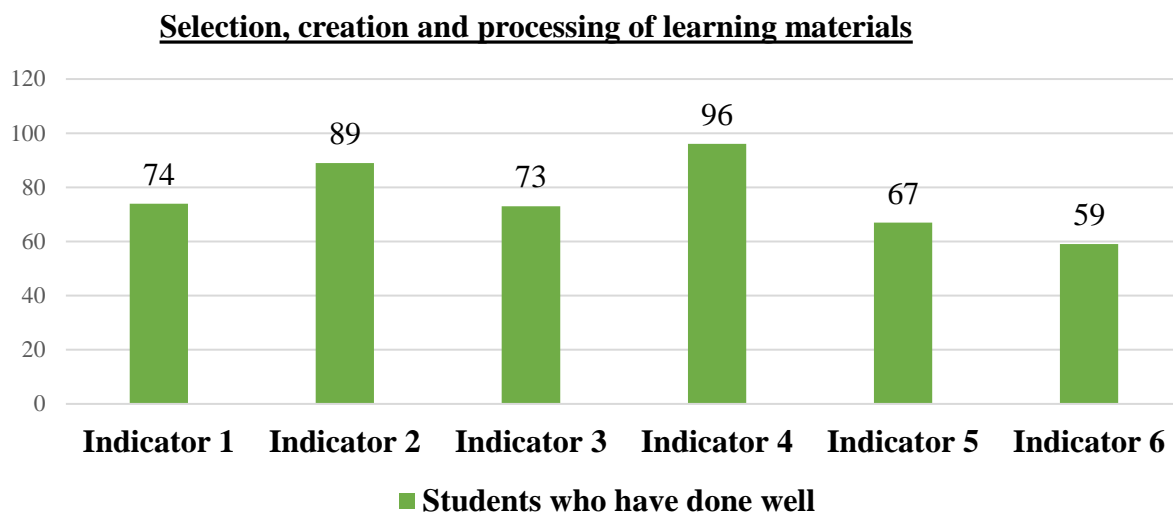
### ***5. Differentiating the lesson***

Adapting the lesson to suit the diverse needs and learning styles of different students is a key element of student teachers' professional capability, and this requires changing materials, methods, and assessment to support each student's learning success. This task was quite challenging for the students and 44% of the students were successful.

### ***6. Planning of evaluation***

About 71% of the students planned the assessment of students, created assessment criteria, and used a variety of methods to assess their knowledge and skills.

***In the second criterion, „Selection, creation and processing of learning materials“***, students created and adapted learning materials tailored to the needs and abilities of students. This aspect of their practical training creates favourable conditions for them to become creative and innovative educators, able to create learning environments that are stimulating and adapted to the specific learning context. The results for the different indicators of this criterion are reflected in Figure 2:



*Figure 2*

***1. Analysis of learning materials***

Students (74%) analyzed the actual learning materials and identified their relevance to the specific lesson or topic, an important requirement being that they understood what knowledge and skills the learning materials were providing and whether they were appropriate for the target group of students.

***2. Creating learning materials***

The prospective teachers were happy and creatively inspired to create new teaching props to use in the learning process, such as presentations, tasks, exercises, game scenarios, etc. 89% of them complied with the basic requirement that the materials should be clear, interesting and stimulate learning interest.

***3. Adaptation of materials***

Student teachers prepared and adapted learning materials for students with different learning needs and styles. 73% of them mastered the skill of how to facilitate access to knowledge for each student, for example by changing the complexity of the materials or through multisensory stimuli.

***4. Integration of technologies***

96% of students increased their digital competence and successfully, easily implemented various technologies in the classroom by incorporating and using interactive learning platforms, multimedia elements and online resources.

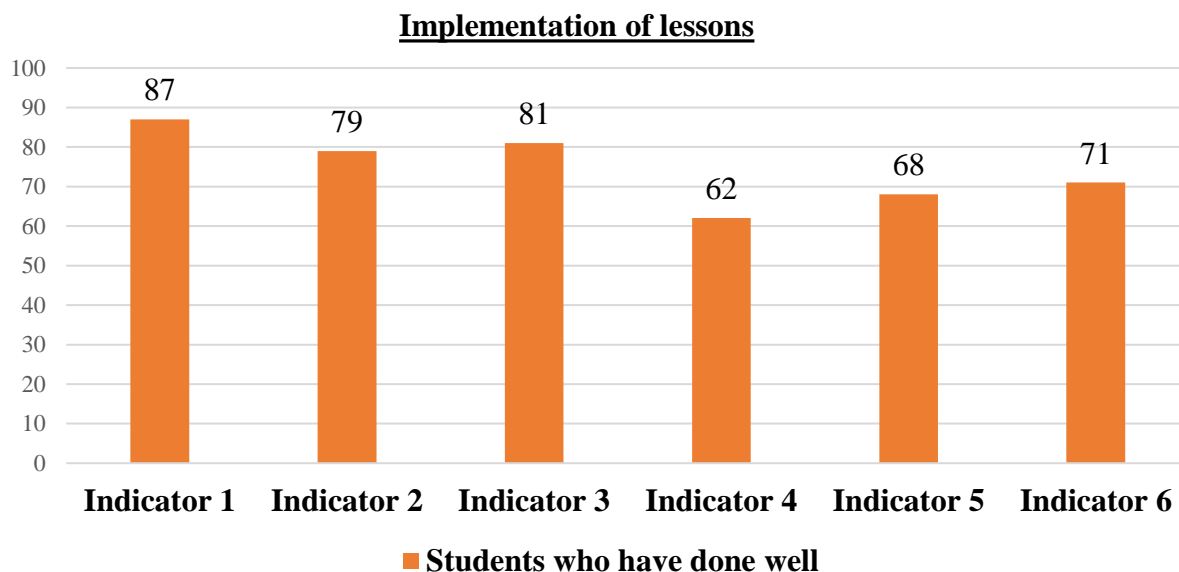
***5. Evaluation of materials***

Students (67%) rated the effectiveness of the learning materials. By measuring the results of the knowledge and skills shown to be developed in the students due to the materials, they suggested updates and improvement of the same in future.

***6. Professional excellence***

The processing of learning materials developed in 59% of the students professional abilities to create educational resources and adapt them according to the specific conditions and challenges they encountered.

**According to the third criterion „Lesson implementation“**, students conducted their first lessons on a specific topic in a real learning environment. This challenge gave them the opportunity to apply their knowledge and become familiar with the structure of the lesson and the interaction with the students. The results of this criterion and its accompanying indicators are noted in Figure 3.



*Figure 3*

**1. Preparing for the lesson**

The students prepared for the upcoming lesson by analyzing the topic and selecting appropriate learning materials and resources to use during the lesson. Only 87% of the students did well with this task.

**2. Lesson planning**

79% of the students prepared a detailed lesson plan including objectives, learning activities, methods, assessment, and time frames. This process helped them to structure the lesson and make it effective and interesting for the students.

**3. Lesson implementation**

81% of the students presented their lesson to the students, providing them with information, explanations and activities aimed at developing certain competencies and achieving the learning objectives of the specific lesson.

**4. Interaction with students**

Students struggled with the process on the fourth indicator of criterion three and 62% of them created a positive learning environment and interacted effectively with students. They used a variety of methods to actively participate, stimulate student interest and motivation, provide discipline and a positive emotional background in the classroom.

**5. Lesson adaptation**

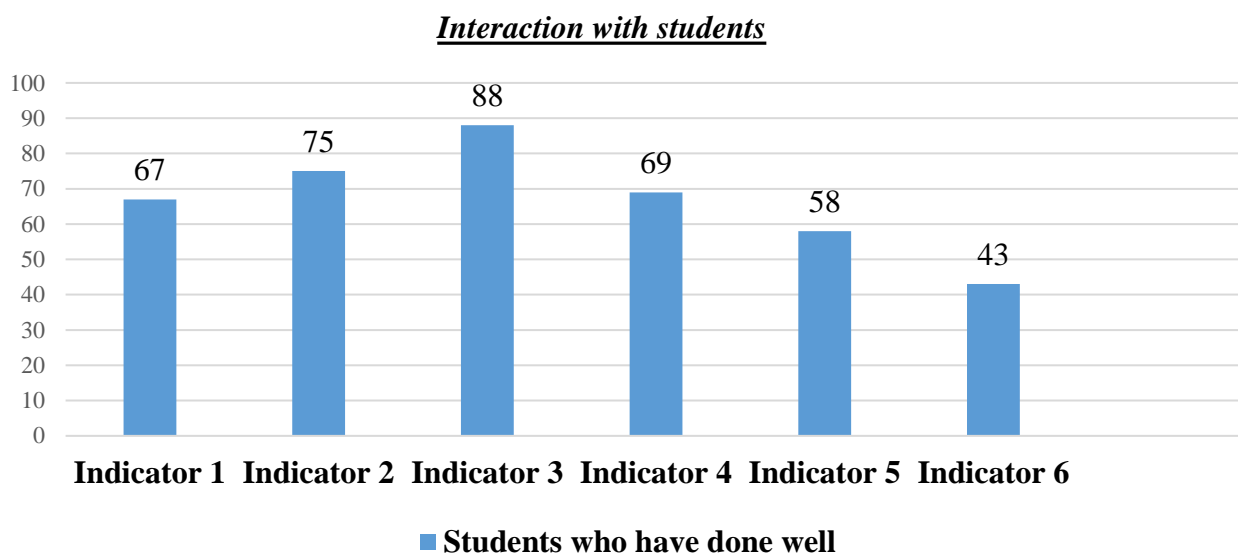
68% of students noticed that certain aspects of the lesson did not produce the expected result or were not appropriate for the students. It was pleasing that they kept their composure and calmly adapted, their chosen approach and changed the activities to meet the expected outcomes.

**6. Assessment of students**

Students (71%) used a variety of methods to assess student knowledge and achievement, such as tests, assignments, projects, or discussions. A significant skill that students formed was how to provide feedback to students and their parents and how to encourage them to cope with difficulties and continue to develop.

**Criterion four „Interaction with students“** students learn how to create a positive and supportive learning environment where the interaction between educator and students plays a key role in the successful learning process. Interaction with students includes several aspects that are essential to creating an enriching educational experience and are reflected in Figure 4.





**Figure 4**

***Creating a positive environment***

Students were taught how to create a supportive environment where students feel comfortable, supported, and significant. A positive educational atmosphere stimulates interest in learning, active participation, and positive interaction among participants in the educational process. Despite the difficulties they encountered, 67% of the students rose to the challenge.

***Active listening and communication***

75% of prospective teachers made an effort to listen carefully to their students and communicate clearly and effectively with them. Those skills helped them more easily understand the individual needs, issues, and challenges of adolescents.

***Answering questions and submitting information***

Students (88%) answered students' questions in the classroom in a clear and understandable way, thanks to their successful preparation to provide information and explanations in a way that is accompanied by understandable examples.

***Help, support, and individual approach***

Not all, but 69% of students helped and supported students with technical or conceptual difficulties, showing their willingness to offer additional explanations, exercises, or materials to help students understand difficult learning topics. Taking an individualized approach to each student, students considered their learning preferences, needs, and diversity of personalities. This approach is meaningful and supports greater effectiveness in the learning process.

***Stimulating active participation***

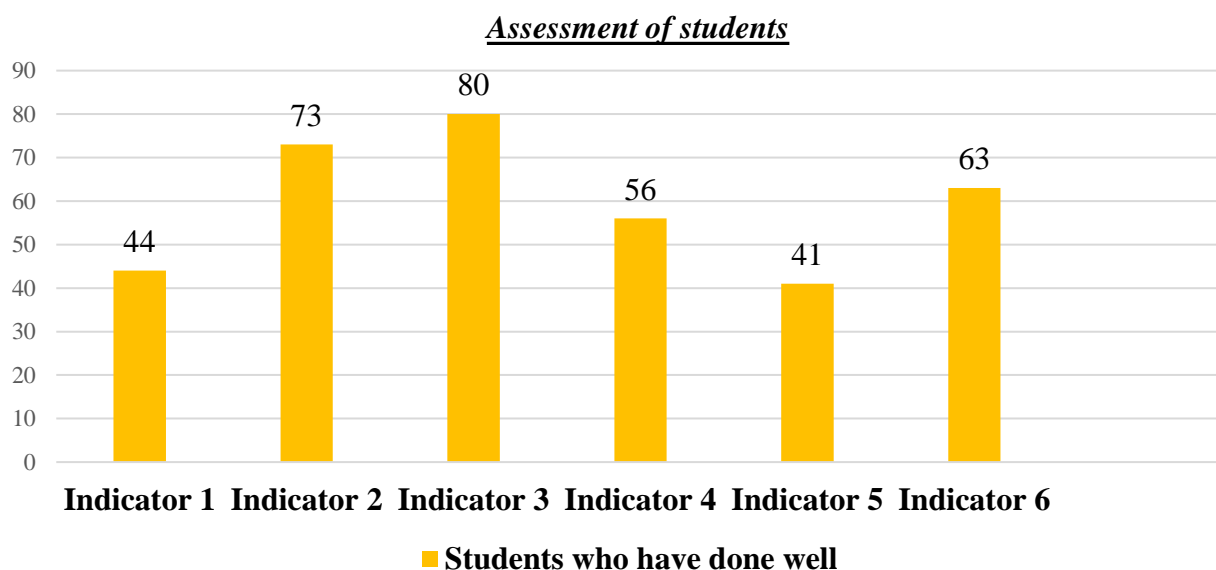
For almost half of the student community, stimulating active student participation by asking questions, provoking discussions, and creating interactive learning situations was a challenge. But for 58% of them, this task provoked their creativity, which in turn stimulated the process of engaging students and developing their critical thinking.

***Behaviour management and discipline***

One of the most challenging tasks for prospective teachers was how to manage student behavior in the classroom and how to maintain good discipline. To be successful and do well with this challenge, they needed to master the methods of establishing rules, fostering respect, and resolving conflict. This is why their success rate here is 43%

***In criterion five „Assessing students“*** students observed and were trained on how to assess student learning progress and achievement. Assessment is a key tool for determining the extent to which students have mastered knowledge and skills and for promoting their academic progress. It is

important that assessment is fair, objective, and constructive. Here are the indicators included in this criterion (Figure5):



*Figure 5*

***Assessment of knowledge and skills***

Students used a variety of methods and independently developed tools to assess students' knowledge and skills, such as written and oral tests, projects, practical tasks, discussions, etc. 44% of the prospective teachers met the challenges in the first indicator of criterion five.

***Formative and summative assessment***

Students showed that they understood the difference between formative and summative assessment and 73% explained and applied that formative assessment is used throughout the learning process to monitor student progress and provide feedback. And summative assessment is done at the end of the learning period and assesses their overall progress and achievement.

***Feedback***

80% of the students provided constructive feedback to the students about their performance. They proved able to identify adolescents' strengths as well as areas for adjustment and positive change, offering practical advice for development and improvement.

***Objectivity and fairness***

Students had difficulty in establishing objectivity and fairness in the evaluation of students. It was a challenge for them to develop clear and accurate assessment criteria, a transparent process and equitable treatment of all students. Only 56% were able to do this.

***Individual approach***

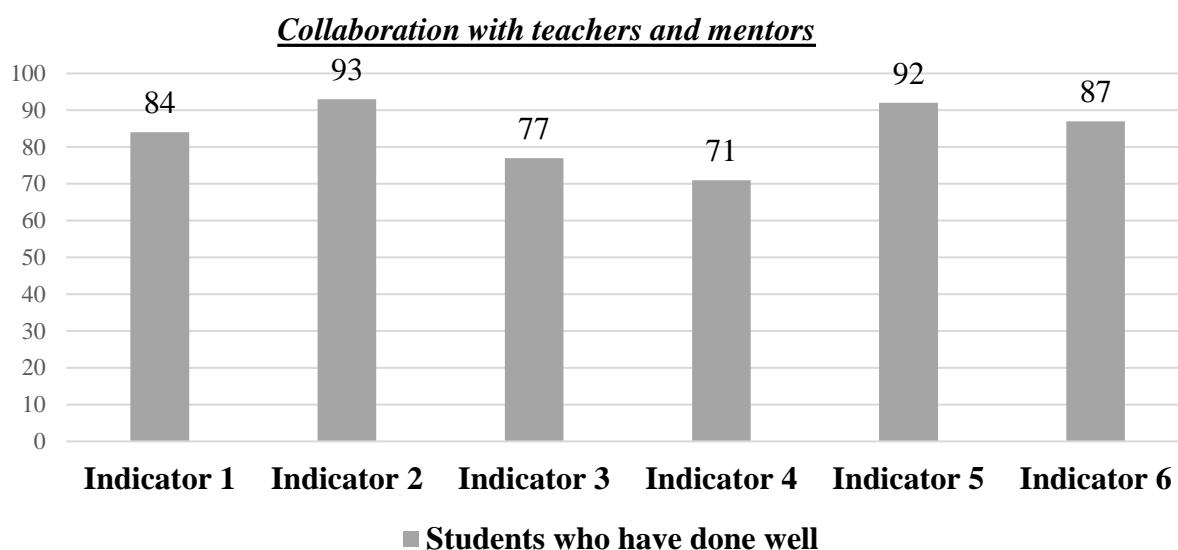
Again, considering students' learning needs and development, only 41% of students took an individual approach to assessment. Successful prospective teachers included adapting assessments for children with special educational needs and/or advanced learners.

***Ethics in evaluation and providing incentive for development***

One of the effective ways through which students are encouraged to develop their knowledge and skills and their assessment. 63% of the students positively motivated and supported the graduates to continue to strive for achievement and academic growth, and in the assessment, their focus was not on mistakes but on correct answers, which were reflected in green in the written examination papers. Students formed skills in ethical behavior and objectivity in grading, maintained confidentiality of grades, and avoided conflicts of interest, demonstrating competence regarding the effects of subjectivism.

**The sixth criterion „Collaboration with teachers and mentors“**, provided students with the opportunity to work closely with experienced teachers and mentors who provided support, guidance,

and the opportunity to put their learning skills into practice. This aspect of the Student Placements project was crucial to the professional development of future teachers. This process can be seen in detail through the different indicators presented in Figure 6:



**Figure 6**

***Observation and participation***

Students observed the lessons and activities of experienced teachers and mentors. 84% of them were actively involved in the learning process, helping to prepare materials, facilitating group activities and even leading parts of the lessons.

***Mentoring and guidance***

Experienced teachers and mentors provided students with valuable guidance, advice, and additional information, shared their experiences, and answered their questions. For 93% of prospective teachers, all of this had a positive impact on developing their practical skills and coping with challenges in a real learning environment.

***Support and feedback***

Mentors provided feedback to students on their work and pedagogical behaviors in the classroom. This interaction helped in 77% of them to identify their strengths and areas they could improve, respectively this process is aimed at increasing the level of professional development and pedagogical qualities in future professionals.

***Dialogue and experience sharing***

Collaboration with experienced teachers, with newly recruited teachers with up to 5 years of professional experience creates an opportunity for dialogue and sharing of experience between different generations of educators. This exchange of knowledge and perspectives is essential for students and, for 71% of them, has helped to innovate and improve educational practices.

***Real experience in an educational environment***

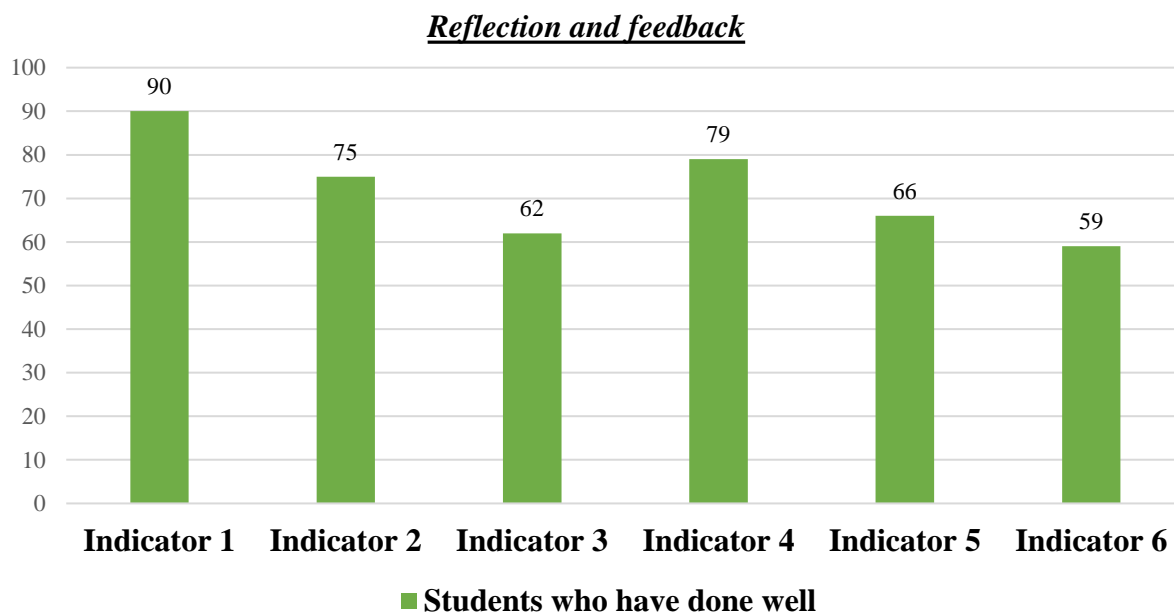
Collaborating with teachers and mentors allowed students to apply what they learned from the university in a real educational setting. 92% of them bravely attempted to implement different methods of lesson delivery, developed classroom management skills, and tackled real classroom challenges such as teaching children with special learning needs, activating students who are introverts or with low social experience, keeping interest levels high in gifted students with extra assignments and pre-prepared worksheets, and more.

***Professional links and networks***

Collaborating with teachers and mentors helped students build professional connections and networks that are valuable for their future careers. 87% of the prospective teachers took advantage of

the mentoring, collaboration and exchange opportunities provided and continued their interactions after the Student Practicum project was completed.

***Criterion seven, „Reflection and feedback“***, students are encouraged to examine and analyze their academic and professional experiences in order to understand what is working well and where adjustments are needed. Reflection plays an important role in their professional development process, helping respondents to develop and improve as future primary teachers. This aspect is discussed in detail, through the indicators, in Figure 7:



***Figure 7***

***Reflection on the learning experience***

In the project work, students were encouraged to reflect on their actions and decisions during their practice. They successfully studied how they structured their lessons, how they interacted with students, what methods they used and what outcomes they achieved. For 90% of them, this reflection helped them understand what their strengths were and areas they could change.

***Feedback from teachers and mentors***

Teachers and mentors play an important role by providing feedback to students. They continuously shared their observations, impressions, and tips to improve the educational process. For 75% of the project participants, this feedback added to their reflection and helped them to see aspects they had not noticed before.

***Reflection on personal beliefs and values***

What happened on the project gave students the opportunity to reflect on their personal beliefs, values, and pedagogical philosophies. Only 62% of them reflected on this and they asked themselves how these aspects influence their pedagogical work and how they can integrate them into their teaching approach.

***Positive change and goal orientation***

The main purpose of reflection is to guide students towards improvement. For 79% of trainee teachers, it inspired them to develop their skills, strive for better results and achieve the educational goals they had set for themselves.

***Skill for self-assessment***

Reflection developed in students the ability to self-evaluate. However, only 66% of them were self-critical, and it made an impression that the same stated their strengths and the successes they achieved during their participation in the project.

***Creating an action plan and using reflection in future teaching careers***

Reflection leads to concrete plans for change and improvement. Trainee teachers identified areas where they wanted to develop more and 59% of them initiated activities to reach these goals.

The reflection skills that the students developed during the project will be useful throughout their career. They could continue to self-reflect on their practice and strive for continuous self-improvement.

### **FINDINGS**

✓ Lesson planning is an essential process that prepares students to become competent elementary teachers. This allows them to create learning environments that are appropriate for students and supports their active participation to achieve learning goals.

✓ The processing of learning materials is an important aspect in the training of pedagogy students as this enables them to create lessons that are engaging, relevant and effective. It also helps them to develop creative thinking and innovative approaches to education.

✓ Practical lessons provide students with meaningful experiences that prepare them for their future teaching careers. They could learn about all aspects of the learning process, put their theoretical knowledge into practice and learn to adapt to a variety of learning needs and styles.

✓ Interaction with students is particularly important for the success of the educational process. This not only supports students in their academic progress, but also helps them feel motivated, engaged, and supported in their educational journey.

✓ Assessing students is a complex and responsible process that requires students to develop not only technical skills, but also the ability to understand and support the diverse needs and achievements of each student.

✓ Collaboration with experienced teachers and mentors is a crucial aspect of the Student Placements project, as this allows students to gain valuable practical knowledge and skills from the real educational environment. This process prepares students to become successful and competent initial teacher educators upon completion of their studies.

✓ Reflection and feedback are valuable tools for students' academic and professional growth. They help future elementary teachers become more conscious and competent in their work by encouraging continuous learning, change, and improvement.

### **CONCLUSION**

Exploring the development of the professional competencies and skills of future teachers, as well as their personal growth through participation in the Student Placements project, makes a significant contribution to the preparation of teacher education students and supports the mentoring process by qualified and committed teachers who are able to respond to contemporary educational challenges and improve the quality of education.

This not only prepares students for the demands of the labour market, but also provides opportunities for innovation and curriculum updating.

Creating incentives for participation in additional practical training and facilitating the integration of students into the relevant professional environment is an important part of the strategy to increase their labour mobility and successful realisation after graduation.

Fully conscious interaction between educational institutions and employers is essential, as this not only ensures the preparation of teaching staff that meets the needs of the labour market, but also promotes sustainable growth and development of society.

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