State institution "South Ukrainian National Pedagogical University named after K. D. Ushynsky"

THEORETICAL AND METHODOLOGICAL PRINCIPLES DESIGNING THE PROFESSIONAL EDUCATION OF FUTURE SPECIALISTS IN THE CONDITIONS OF THE UNIVERSITY SPACE

Collective monograph

(according to the results of the planned scientific topic Department of Pedagogy Ushynsky University, Odesa)

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Т33 **«Теоретико-методичні засади проєктування професійного становлення майбутніх фахівців в умовах університетського простору».** Колективна монографія / І. А. Княжева, Т. І. Койчева, Т. Ю. Осипова, І. О. Бартєнєва, О. П. Ноздрова, О. А. Галіцан, за загальної ред. проф. Ірини Княжевої; Південноукраїнський національний педагогічний університет імені К. Д. Ушинського, 2024. – Одеса : Бондаренко М.О., 2024. – 324 с.

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Монографія присвячена аналізу й узагальненню новітніх підходів до організації цього процесу і має на меті не лише описати й проаналізувати сучасні освітні тенденції, але й виявити суттєві детермінанти та запропонувати інноваційні технології, що визначають ефективність професійного становлення майбутніх фахівців. Вона складається із шести розділів, кожен з яких розкриває певний аспект професійного становлення майбутніх фахівців в умовах університетського простору.

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Knyazheva I. A., Koycheva T. I., Osypova T. Y., Bartienieva I. O., Nozdrova O. P., Halitsan O. A. *Theoretical and methodological principles of designing the professional development of future specialists in the conditions of the university space*: collective monograph. Under the general editorship by Professor Iryna Knyazheva. Odesa: Ushynsky University, 2024. 324 p.

The monograph presents the results of research into the problem of designing the professional development of future specialists in the conditions of the university space. The methodical component of designing the professional development of future teachers of humanitarian specialties is highlighted, and the structure and mathematical model of methodological competence of future teachers of humanitarian disciplines is developed; the role is characterized and the method of using innovative, in particular, active gaming technologies in the professional training of future teachers is proposed; the meaning and features of designing a creative educational environment of a higher education institution are revealed; methodological principles are outlined and a model for the formation of the corporate culture of future teachers in the conditions of the university space is proposed; an analysis of the process of formation of transversal competences of a specialist as determinants of his professional formation is presented.

The collective monograph is addressed to researchers, educators, scientific and pedagogical workers, and students of education.

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INTRODUCTION

The monograph presents the results of the research work of the Department of Pedagogy of the State "South Ukrainian National Pedagogical University named after K. D. Ushynsky" on the topic "Designing the professional development of future specialists in the conditions of university education", approved for implementation by the academic council of Ushynsky University (protocol № 5 of December 26, 2019).

In modern conditions of rapid development of science and education, as well as global social transformations, the problem of developing new theoretical and methodical approaches to the training of highly qualified specialists capable of effective professional activity and adaptation to changing social requirements is gaining particular importance. The university space plays a key role in the professional formation of future specialists, providing both theoretical and practical training.

The monograph "Theoretical and methodological principles of designing the professional formation of future specialists in the conditions of the university space" is devoted to the analysis and generalization of the latest approaches to the organization of this process and aims not only to describe and analyze modern educational trends, but also to identify essential determinants and propose innovative technologies that determine the effectiveness of the professional development of future

specialists. It consists of six sections, each of which reveals a certain aspect of the professional formation of future specialists in the conditions of the university space, namely:

Chapter 1. Designing the professional formation of future teachers of humanitarian specialties in the conditions of the university space: methodological component – doctors of pedagogical sciences and professor I. A. Knyazheva.

The chapter proves the relevance of the problem of professional development of future teachers in the conditions of university education, defines the essence of the phenomenon "professional development of future teachers of humanitarian disciplines", positions its stages and crisis states. Attention is focused on the methodological component of this process, which is represented by the phenomenon of "methodical competence"; its essence is characterized, its component structure and research methodology are defined; the expediency and prospects of applying the modeling method for the theoretical understanding of the possibilities of designing and forecasting the process of formation of the given phenomenon are substantiated; its mathematical model was created and scientifically substantiated.

Chapter 2. Formation of the corporate culture of future teachers in the conditions of the university space – doctors of pedagogical sciences and professor T. I. Koycheva.

This chapter proves that corporate culture is an important factor in the professional formation of future teachers, characterizes the methodological determinants of the study of this phenomenon (synergistic, systemic, cultural, axiological approaches), reveals the principles of their implementation in the conditions of the university space. A model of the formation of the corporate culture of future teachers in the conditions of the university space is proposed, the stages of which are defined as familiarization-orientation, value-reproduction and productive-activity, and the corresponding scientific and methodological support, which is implemented in the development of common values of future teachers regarding the content and results of professional and pedagogical activity. The methods and means of appropriate scientific and methodological support for the formation of corporate values, which contribute to the professional and personal development of future specialists, are analyzed.

Chapter 3. Innovative technologies as a factor in the professional formation of future specialists in the conditions of the university space – doctors of pedagogical sciences and professor T. Y. Osypova.

The chapter is dedicated to determining the essence of the process of professional formation of future specialists in the conditions of the university space, substantiating the role of innovative technologies in increasing its effectiveness and quality, consideration of modern technological solutions (interactive technologies,

game technologies, project technologies, information, communication and multimedia technologies that have become widespread in mixed learning conditions), which can be used in the educational process of higher education institutions to increase the effectiveness of professional training of future specialists.

Chapter 4. Designing the professional development of future teachers in the conditions of a creative educational environment of a higher education institution – candidate of pedagogical sciences and associate professor I. O. Bartienieva.

The chapter defines the essence of the concepts "personal creativity", "creative thinking", "creative innovative thinking", "formation of creativity of future teachers", in particular future teachers of fine arts, labor training and technology, design teachers. It has been proven that creativity is a driver of personal and professional success of future teachers during the study of pedagogical disciplines. The main characteristics and experience of implementing innovative educational technologies (game, interactive, integral, developmental, humanistic, person-oriented, project, problem-based, remote, etc.) to create a creative educational environment in a higher education institution when studying the educational disciplines "Pedagogy", "Pedagogy are revealed. in institutions of higher education". Attention is focused on the organization of the creative work of education seekers regarding the formation of the

foundations of pedagogical skill as a necessary component of their professional development.

Chapter 5. Preparation of future teachers for the use of active game technologies as a determinant of their professional development in the conditions of the university space – Candidates of Pedagogical Sciences and Associate Professor O. P. Nozdrova.

This chapter defines the specifics of using active game technologies in the context of the research problem. The domestic and foreign psychological and pedagogical literature was analyzed, the history of game theory development, the main characteristics of modern game technologies as an effective tool for training future teachers were studied; the peculiarities of the game format during the study of pedagogical disciplines are characterized. Examples from practical experience regarding the use of active gaming technologies, which contribute to the professional development of future teachers in the conditions of the university space, are given.

Chapter 6. Transversal competences of a specialist as a determinant of his professional development in the conditions of the university space – candidates of pedagogical sciences and associate professor O. A. Halitsan.

This chapter focuses on transversal competencies, which are key to the professional development of modern specialists. The terminological and interpretive matrix of

the phenomenon of “transversal competences” was developed, the concept of “transversal competences of the New Ukrainian School teacher” was defined. It has been proven that the powerful potential of the concept of the New Ukrainian School can become a platform for the application of elements of the concept of the formation of transversal competences. The specific features of the formation of transversal competences of future teachers in the conditions of the university space are characterized.

This monograph is the result of many years of research and practical work of the author's team of the Department of Pedagogy of Ushynsky University, which sought to provide readers with a comprehensive vision of the process of professional development of future specialists. It is addressed to scientists, teachers, students of higher education, as well as everyone who is interested in the issues of professional education and formation of specialists in the conditions of modern university space. We hope that the proposed theoretical and methodological developments will be useful and will contribute to the further development of pedagogical science and educational practice.

ПЕРЕДМОВА

У монографії презентовано результати науково-дослідної роботи кафедри педагогіки Державного закладу «Південноукраїнський національний педагогічний університет імені К. Д. Ушинського» з теми «Проєктування професійного становлення майбутніх фахівців в умовах університетської освіти», затвердженої до виконання вченою радою Університету Ушинського (протокол № 5 від 26 грудня 2019 року).

У сучасних умовах стрімкого розвитку науки і освіти, а також глобальних соціальних трансформацій, особливої ваги набуває проблема розроблення нових теоретичних і методичних підходів до підготовки висококваліфікованих фахівців, здатних до ефективної професійної діяльності й адаптації до змінних суспільних вимог. Університетський простір відіграє ключову роль у професійному становленні майбутніх фахівців, забезпечуючи як теоретичну, так і практичну підготовку.

Монографія «Теоретико-методичні засади проєктування професійного становлення майбутніх фахівців в умовах університетського простору» присвячена аналізу й узагальненню новітніх підходів до організації цього процесу і має на меті не лише описати й проаналізувати сучасні освітні тенденції, але й виявити суттєві детермінанти та запропонувати інноваційні технології, що визначають ефективність професійного становлення майбутніх фахівців. Вона складається із шести розділів, кожен з яких розкриває

певний аспект професійного становлення майбутніх фахівців в умовах університетського простору, а саме:

Розділ 1. Проєктування професійного становлення майбутніх учителів гуманітарних спеціальностей в умовах університетського простору: методичний складник – доктор педагогічних наук, професор І. А. Княжева.

У розділі доведено актуальність проблеми професійного становлення майбутніх педагогів в умовах університетської освіти, визначено сутність феномену «професійне становлення майбутніх учителів гуманітарних дисциплін», позиціоновано його етапи та кризові стани. Зосереджено увагу на методичному складнику цього процесу, що представлений феноменом «методична компетентність»; схарактеризовано його сутність, визначено компонентну структуру та методику дослідження; обґрунтовано доцільність і перспективи застосування методу моделювання для теоретичного осмислення можливостей проєктування й прогнозування процесу формування означеного феномена; створено й науково обґрунтовано його математичну модель.

Розділ 2. Формування корпоративної культури майбутніх викладачів в умовах університетського простору – доктор педагогічних наук, професор Т. І. Койчева.

У цьому розділі доведено, що корпоративна культура є важливим чинником професійного становлення майбутніх викладачів, схарактеризовано методологічні детермінанти дослідження цього феномену (синергетичний, системний, культурологічний, аксіологічний підходи), розкрито принципи їх реалізації в умовах університетського простору. Запропоновано модель формування корпоративної культури майбутніх викладачів в умовах університетського простору, етапами якої визначено ознайомлювально-орієнтувальний, ціннісно-відтворювальний і продуктивно-діяльнісний, та відповідний науково-методичний супровід, що реалізується у виробленні спільних цінностей майбутніх викладачів щодо змісту і результатів професійно-педагогічної діяльності. Аналізуються методи і засоби відповідного науково-методичного супроводу формування корпоративних цінностей, які сприяють професійному й особистісному розвитку майбутніх фахівців.

Розділ 3. Інноваційні технології як чинник професійного становлення майбутніх фахівців в умовах університетського простору – доктор педагогічних наук, професор Т. Ю. Осипова.

Розділ присвячений визначенню сутності процесу професійного становлення майбутніх фахівців в умовах університетського простору, обґрунтуванню ролі інноваційних технологій у підвищенні його результативності та якості, розгляду

сучасних технологічних рішень (інтерактивні технології, ігрові технології, проектні технології, інформаційно-комунікаційні та мультимедійні технології, які набули поширення в умовах змішаного навчання), які можуть бути використані в освітньому процесі закладів вищої освіти для підвищення ефективності професійної підготовки майбутніх фахівців.

Розділ 4. Проєктування професійного становлення майбутніх учителів в умовах креативного освітнього середовища закладу вищої освіти – кандидат педагогічних наук, доцент І. О. Бартєнєва.

У розділі визначено сутність понять «креативність особистості», «креативне мислення», «креативне інноваційне мислення», «формування креативності майбутніх учителів», зокрема майбутніх учителів образотворчого мистецтва, трудового навчання та технологій, викладачів дизайну. Доведено, що креативність є драйвером особистісної і професійної успішності майбутніх учителів під час вивчення педагогічних дисциплін. Розкрито основні характеристики та досвід упровадження інноваційних освітніх технологій (ігрової, інтерактивної, інтегральної, розвивальної, гуманістичної, особистісно-орієнтованої, проєктної, проблемної, дистанційної тощо) для створення креативного освітнього середовища у закладі вищої освіти при вивченні навчальних дисциплін «Педагогіка»,

«Педагогіка у закладах вищої освіти». Акцентовано увагу на організації творчої роботи здобувачів освіти щодо формування основ педагогічної майстерності як необхідного складника їхнього професійного становлення.

Розділ 5. Підготовка майбутніх учителів до використання активних ігрових технологій як детермінант їхнього професійного становлення в умовах університетського простору – кандидат педагогічних наук, доцент О. П. Ноздрова.

У цьому розділі визначено особливості використання активних ігрових технологій у контексті проблеми дослідження. Проаналізовано вітчизняну та зарубіжну психолого-педагогічну літературу, досліджено історію розвитку теорії гри, основні характеристики сучасних ігрових технологій як ефективного інструменту підготовки майбутніх учителів; схарактеризовано особливості ігрового формату під час вивчення навчальних дисциплін педагогічного напряму. Наведено приклади з практичного досвіду щодо використання активних ігрових технологій, що сприяють професійному становленню майбутніх учителів в умовах університетського простору.

Розділ 6. Трансверсальні компетентності фахівця як детермінанта його професійного становлення в умовах університетського простору – кандидат педагогічних наук, доцент О. А. Галіцан.

Цей розділ акцентує увагу на трансверсальних компетентностях, які є ключовими для професійного становлення сучасних фахівців. Розроблено термінологічно-інтерпретаційну матрицю феномена «трансверсальні компетентності», визначено поняття «трансверсальні компетентності вчителя НУШ». Доведено, що потужний потенціал концепції Нової української школи може стати платформою для застосування елементів концепції формування трансверсальних компетентностей. Схарактеризовано специфічні особливості формування трансверсальних компетентностей майбутніх педагогів в умовах університетського простору.

Ця монографія є результатом багаторічних досліджень і практичних напрацювань авторського колективу кафедри педагогіки Університету Ушинського, який прагнув надати читачам усебічне бачення процесу професійного становлення майбутніх фахівців. Вона адресована науковцям, викладачам, здобувачам вищої освіти, а також усім, хто цікавиться питаннями професійної освіти і становлення фахівців в умовах сучасного університетського простору. Сподіваємося, що запропоновані теоретичні та методичні напрацювання стануть у нагоді і сприятимуть подальшому розвитку педагогічної науки й освітньої практики.

CHAPTER 1.

DESIGNING THE PROFESSIONAL FORMATION OF FUTURE TEACHERS OF HUMANITIES IN THE CONDITIONS OF THE UNIVERSITY SPACE: A METHODICAL COMPONENT

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ABSTRACT

Improving the quality of higher pedagogical education is an important task of the modern stage of the development of Ukrainian society and promising tasks of post-war reconstruction in the field of education and science. Their implementation requires the creation of conditions for the effective professional development of future teachers, including teachers of humanitarian disciplines, the training of methodically competent specialists capable of mastering and creating innovative methods, techniques and technologies for organizing the educational process in an educational institution. Such a task fully meets the requirements of the documents regulating the functioning and modern orientations of the

development of education in Ukraine in the 21st century. The purpose and tasks of the research are: to prove the relevance of the problem of professional development of future teachers in the conditions of university education, in particular its methodical sphere, which is represented by the phenomenon of "methodical competence"; characterize its essence, determine the component structure and research methodology. To substantiate the expediency and prospects of applying the modeling method for the theoretical understanding of the possibilities of designing and forecasting the process of formation of the specified phenomenon; create and substantiate its mathematical model. We consider the methodical competence of future teachers of humanitarian disciplines as an integrative personal education, characterized by the presence of the ability to reflect, the desire to carry out methodical activity, an understanding of its value, theoretical knowledge and practical skills that ensure the ability to consciously and methodically expedient use and creation of methods, techniques and technologies teaching. The structure of methodical competence of future teachers of humanitarian disciplines consists of cognitive, motivational-value, activity and evaluation-reflective components with the corresponding indicators. The use of regression analysis as a forecasting tool made it possible to develop a mathematical model of the methodological competence of future teachers of humanitarian disciplines. The created model made it possible to assess the influence of various factors on the formation of methodological competence of future

teachers of humanitarian disciplines and to predict the prospects of its further formation in the conditions of a pedagogical university.

Keywords: *higher education, professional development, planning, future teachers, methodological competence, future teachers, humanitarian specialties, structure, components, model, forecasting, pedagogical university, regression analysis, modeling, mathematical model.*

Introduction

UNESCO recognizes science and education as key tools for promoting world peace, supporting sustainable socio-economic development and ensuring world security. Modern domestic pedagogical education is increasingly focused on training capable of post-war recovery, development and modernization of the potential of the educational and scientific sphere, comprehensively developed, competent, competitive teachers, ready to accept and implement innovations, constant self-development and self-improvement, motivated to independent learning throughout life. “The progressive educational community today sets itself a new task – to form the ability to learn in schoolchildren and adults” (Ovcharuk, 2004: 6).

The legal framework for ensuring this social order in our country consists of the Constitution of Ukraine, the Laws of Ukraine “On Education”, “On Higher Education”, the Strategy for the Development of Higher Education in Ukraine for 2021-2031, the “New Ukrainian

School" Concept, etc. The Standards and recommendations for quality assurance in the European area of higher education indicate the need to introduce modern approaches to the integration of higher education in order to train future specialists of a new generation who are able to professionally manage the processes of personal development of students. As O.Ovcharuk rightly points out, currently educational goals are formed not only at the level of individual countries, but at the international level, within the framework of cooperation between countries and international organizations, "when the main priorities of education and goals are declared in international conventions and documents and are strategic guidelines of the international community. States form an educational policy aimed directly at its integration into the international community" (Ovcharuk, 2004: 6).

A huge responsibility for the performance of these tasks is placed on teachers. High-quality professional and pedagogical training, which ensures their full and versatile professional development, including the methodical component, is a promising and urgent task. Paying special attention to the professional development of future teachers of humanitarian disciplines is caused by the generally recognized need for humanization and humanization of education and science, the conclusions of modern scientific research (Radzyniak, 2009; Ruptash, 2015, etc.), which claim that for effective management of the development process (society , economy, science, personality) it is necessary to take into account the systemic and synergistic characteristics of the universe in

general, as well as individual phenomena and processes in it, including moral and ethical, artistic, legal, etc. aspects, for which humanitarian knowledge is responsible.

Teachers of humanitarian disciplines need to be ready to implement modern effective and innovative teaching methods and educational technologies, to develop the ability of students to acquire new information and acquire competencies, skills and abilities useful in the post-information society based on humanistic values and traditions. Today's employers are looking for employees with developed soft skills such as communication, collaboration, critical thinking, ability to solve emerging problems, etc. Formation of methodical competence helps future teachers of humanitarian disciplines to develop these skills in themselves and their students.

Future teachers must be competent in using digital technologies and media resources as means of learning and communication, be conscious users and developers of innovative didactic tools that meet modern socio-cultural requirements and demands. That is why future teachers of humanitarian disciplines acquire the methodological component of their professional development, which is represented in the study by the phenomenon of “methodical competence” in the conditions of the university space of higher pedagogical education.

A wide range of problems of modernization of higher pedagogical education with the aim of optimizing the process of professional formation of future teachers has been studied by foreign (J.Bruner, M.Warshauder, B.Wulfson, R.Parker, F.Parsons, D.Super, U.Tyler,

J.Holland and etc.) and domestic ones (A.Aleksyuk, I.Bekh, I.Bogdanova, A.Bogush, S.Honcharenko, N.Guziy, O.Hura, O.Dubasenyuk, I.Zyazyun, E.Karpova, N.Kichuk, T.Koycheva, V.Kremen, Z.Kurlyand, O.Listopad, V. Lugovii, O.Moroz, T.Osypova, O.Pehota, R.Prima, O.Savchenko, S.Sysoeva, and others) scientists.

A number of scientific studies by domestic scientists (K.Avramenko, O.Bigich, A.Bogush, S.Vitvytska, I.Zhernosek, I.Knyazheva, O.Kovalenko, V.Lozova, N.Morse, R.Naida, G.Padalka, V.Semichenko, L.Talanova, G.Tarasenko, O.Timakina, L.Khomych, V.Sharko etc.).

At the same time, the analysis of scientific and methodical sources, the practice of professional training of future teachers, the organization of the educational process in modern institutions of general secondary education revealed a number of contradictions between: the needs of practice in methodically competent teachers of humanitarian disciplines and insufficient implementation of this task in institutions of higher education of the corresponding profile; the need to improve the quality of methodical support of the educational process of institutions of general secondary education and the insufficient theoretical justification of the methodology for carrying out such activities.

The purpose and task of the research: to prove the relevance of the problem of professional formation of future teachers in the conditions of university education, in particular its methodological sphere, which is represented by the phenomenon of “methodical

competence"; characterize its essence, determine the component structure and research methodology. To substantiate the expediency and prospects of applying the modeling method for the theoretical understanding of the possibilities of designing and forecasting the process of formation of the specified phenomenon; create and substantiate its mathematical model.

1.1. Professional formation of future teachers of humanitarian disciplines: essence, stages, crisis situations.

Despite the acceptance of the definition of "professional formation" as a commonly used one, there are still differences in its interpretation and use in scientific discourse, which causes the need to pay attention to the definition of its essential features.

The concept of "becoming" is mostly associated with the disclosure of the essential structures of the personality, which are determined by target and value-meaning mental constructs. In the process of becoming, there is a transition from self-knowledge to self-realization, which determines its permanent character, without reaching final completion. This category "reflects the process of dialectical transition from one stage of development to another, as a moment of mutual transformation of opposite and at the same time interconnected moments of development – emergence and disappearance" (Busel, 2001: 870). The main meaning of this phenomenon is expressed in the phrase "to be yourself", which reflects the essence of the real existence

of an individual. The main conditions for such existence are considered:

- freedom,
- free choice,
- self-determination,
- self-knowledge. (Chuiko, 2014: 10)

Personal development involves “a transition from a predominantly externally oriented to a predominantly internally determined life activity of a person in the context of his personal development” on the basis of self-realization and the formation of “meaningful life landmarks” (Mulyar, 1999: 6–7). We will present a universal, in our opinion, definition of personal development, in which this phenomenon is characterized as “a continuous process of purposeful progressive personality change due to social influences and one's own activity” (Knyazheva, 2020: 110).

The extrapolation of attention to the professional aspect of this process formed a relatively new concept of “professional formation” in the scientific thesaurus, and at the same time such a variant of it as “personal-professional formation”. In the study of V.Lefterov, it is interpreted through the concept of “process”, giving it signs of social conditioning, integrability, subjectivity, activity, as “psychosocial and professional growth of a person”, aimed at professional self-realization and self-affirmation as a subject of life activity (Lefterov, 2008: 27).

T.Alekseeva interpreted professional formation as a category that reflects the process of self-development of a

person throughout life, within which the formation of specific types of subject activity of an individual takes place on the basis of the development and structuring of a set of professionally oriented characteristics that ensure the realization of the functions of cognition, communication and regulation in specific types of activity and at the stages of the professional path (Alekseeva, 2013).

According to T.Malkova, the professional formation of a personality is the result of a coordinated influence on this process of external (social) and internal (individual-psychological) factors, which is manifested as a line of its development, a direction along which a personality develops as a whole under the influence of professional activity. According to the scientist, indicators of the professional development of an individual are:

- an idea of the real norms of the functioning of the profession;
- the individual's perception and assessment of professional activity in the context of the possibility of satisfying his requests;
- professional motivation of the individual, etc. (Malkova, 2014: 2–3, 10).

Professional formation can be characterized as the evolution of the professional qualities of an individual, a process that reflects his real professional development, as a movement in the direction of resolving contradictions between a person's existing ideas, methods of thinking, knowledge, skills and the acquired experience of their application in practice. This process, according to

V.Orlov, also includes the harmonization of the past experience of personal development with the current development of mastery and professional culture (Orlov, 2004: 15).

We understand the professional formation of a future teacher as the process of his professionalization, gradual inclusion in the conditions of a higher education institution to the preparation of the implementation of the functions of professional and pedagogical activity through the passage of certain stages of professional development. Its specificity in relation to teachers of humanitarian disciplines is determined by the peculiarities of humanitarian knowledge, "spiritual sciences" according to V.Dilthey, namely the sciences of man, culture and history.

M.Foucault characterized the humanities as "... not so much the study of man in his natural givenness, as the study that stretches between what a person is in his positivity (a being that lives, works, speaks) and what allows this very essentially knowing (or at least striving to know) what life is, what the essence and laws of human labor consist of, and how one can speak at all" (Foucault, 1966; 373).

Ontological aspects of humanitarian knowledge include typical spiritual concepts such as ethical, aesthetic, behavioral, as well as axiological principles. These concepts, ideals and examples act as a lever to establish regular connections and relationships.

Humanities are characterized by the general regularities of the classical stage of the development of

science, as well as specific features. he general regularities include, in particular, the description of the cognitive process using the terms “object” (culture, the inner world of a person, socio-cultural phenomena, texts, literary genres, aesthetic ideas, etc.), “subject” (capable of influencing the studied object, to be included in it, to provide new meanings and assessments, and in the case of relying on the objective laws of reality, becomes the main condition for acquiring objectively true humanitarian knowledge) (Abulard, 2007), the “cognition process”, the focus on receiving, transmitting and accumulating true knowledge knowledge, use of mathematization, statistics, modeling, experimentation, testing and systematization of knowledge.

The defining characteristics of humanitarian knowledge (Popovych, Krymskyi, Yolon, 2012) are:

- integrity;
- understanding (searching and finding meaning);
- interpretation;
- contextuality;
- sociocultural conditions;
- dialogism;
- multi-vector diversity;
- ambivalence, etc.

Various approaches to distinguishing the stages of professional development have been proposed in scientific research, while all researchers agree on the importance of the stage of its acquisition in the process of professional training (Stolyarchuk, 2018). Its crisis-free progressive course is a guarantee of a specialist's success and

competitiveness, his self-realization and self-fulfillment in the future profession. In this regard, it is valuable for the initiated research to determine the causes of destructive crisis situations in this period. Among them, the following are distinguished:

- dissatisfaction of the student with the quality of professional education and professional training;
- “trial by freedom” – a different nature and features of life of a student of higher education in comparison with school life;
- the need to combine learning and the performance of professional duties, not always related to the chosen profession, in order to ensure economic independence;
- loss of interest in education and/or future profession;
- loss of prospects for professional development;
- disintegration of professional guidelines;
- changes in lifestyle and personal circumstances (change of residence, health problems, changes in personal life, manifestation of undesirable personal qualities, etc.).

Let's consider possible measures to overcome such crisis situations. Including:

- contextual character of education, when theoretical knowledge, socio-professional values and norms appear as methods, tools for achieving practically oriented professional and quasi-professional tasks;
- provision of individual support for the personal and professional growth of the future teacher, creation of an individual educational trajectory of his formation;

- introduction of innovative personally oriented educational technologies;

- ensuring freedom to change or correct the choice of specialty, educational institution, faculty, specialization, development of alternative scenarios of professional development;

- changing the motives of educational activity;

- pedagogical support for finding new forms and methods of self-realization and self-realization in educational, quasi-professional and professional activities;

- introduction of personal and professional growth trainings, etc.

I.Bech believes that the key to the successful professional formation of future teachers is the formation in them of a valuable attitude to future professional activity, which takes place in stages: from getting acquainted with the features of the future profession, creating a clear and conscious idea about it, about the requirements for the professionalism of a specialist – to forming value perceptions and building the image of "I am a professional" (Bech, 2001).

One of the important conditions for the successful professional formation of a future teacher in the university environment is defined as his professional self-definition as "a person's self-definition in relation to the criteria of professionalism developed in society and accepted by this person", its essence is the correlation of one's inner world, one's values, motives, needs, features, abilities, opportunities with the world of professional activity both at the level of general ideas and at the level of specific

skills and abilities. As a result of this correlation, the acquisition of one's personal, personal space, flexible and endowed with personal content, takes place in the general professional field, and the ability to change and actively build this space is formed (Knyazheva, 2020).

The main productive stages of the professional development of future teachers, in particular humanitarian disciplines, in the university space are traditionally defined as:

- pedagogical literacy (as a starting minimum level of pedagogical knowledge and skills, worldview and behavioral qualities of the individual, necessary for the implementation of professional and pedagogical activity), which lays the foundation for future personal and professional growth;
- professional and pedagogical education (represents the next stage of professional formation of future teachers, characterized by an increase in the volume and depth of acquired knowledge, abilities and skills, worldview and behavioral personal characteristics);
- readiness for professional-pedagogical activity (as a holistic dynamic personal formation that characterizes the emotional-cognitive and volitional “mobilization” of the subject at the time of his involvement in the activity (Lynenko, 1994: 56) and is the result of professional-pedagogical training);
- professional-pedagogical competence (as an integrative personal characteristic, an integrated indicator of the personal and activity essence of a teacher (Andrushko, 2020), which is expressed in the ability to

solve current problems and tasks on the basis of acquired knowledge, professional and life experience, values and inclinations related to the performance of the functions of professional and pedagogical activity);

- the pedagogical culture of the teacher, the system-forming components of which are defined as pedagogical knowledge and skills, pedagogical values, personal qualities, the desire for self-development, self-realization and self-improvement, the ability for self-determination and cultural creation, pedagogical experience, pedagogical creativity, pedagogical mastery (Knyazheva, 2022: 101–102).

Without the aim of carrying out a more detailed description of the specified stages, let's move on to the definition of the essence of the methodical competence of the future teacher of humanitarian disciplines as a phenomenon that represents in the study the methodical component of his professional formation at the stage of training in a pedagogical institution of higher education.

1.2. Methodical competence of future teachers of humanitarian disciplines: essence, structure, diagnosis

The identification of competency as a productive phenomenon in the professional development of the future teacher, in particular the methodological one, is caused by the implementation of the key principles of the competency approach on various levels of the national educational system, the possibility of directing it not to the transfer and reproduction of ready-made knowledge,

but to the achievement by the students of education of integral indicators of efficiency in personal and professional development.

A competent approach not only involves setting new educational tasks for students, it also radically changes the teacher's approach to determining the goal of the educational process. The main focus is on the organization and coordination of actions of all participants in the process, and not just on the transfer and reproduction of knowledge and information. The implementation of this approach is possible on the basis of interdisciplinary and cross-paradigmatic cooperation, combining natural and humanitarian approaches.

Expected learning outcomes are expressed in integral complexes of knowledge, abilities, practical skills, cognitive instructions, values, emotions, behavior, known as competences. An educated person must be able to perform assigned tasks, solve current problems and constantly replenish his knowledge and skills. K.Ushynsky also pointed out that only a teacher who knows how to think can teach a student to think. “It is necessary to constantly remember that it is necessary to transfer not only this or that knowledge to the student, but also to develop in him the desire and ability to acquire new knowledge independently, without a teacher. This ability ... should remain with the student even when the teacher leaves him, and give the student a means of obtaining useful knowledge not only from books, but also from the objects that surround him, from life events, from the history of his own soul. Having such mental strength

that he gets useful food everywhere, a person will learn all his life...", emphasized the outstanding teacher (Ushynsky, 1955: 501).

A competent specialist, according to O.Savchenko, implements professional knowledge, abilities and skills in his work; always develops himself and goes beyond the boundaries of his discipline; considers his profession a great value (Savchenko, 2010).

I.Zyazyun labels competence as an "existential property of a person", emphasizing that it is the result of the life-creating mental, spiritual and physical activity of an individual. The scientist notes that as a personal property, competence can be manifested in various forms, namely: "as a high level of skill, as a way of personal self-realization (habit, way of life, hobby); as some summary of an individual's self-development, a form of manifestation of abilities" (Zyazyun, 2005: 17).

S.Parry characterizes competencies as "a set of knowledge in a certain field, skills and attitudes affecting a significant part of professional activity and related to its performance, which can be evaluated, contrary to accepted standards, and developed through training" (Parry, 1996: 50).

A similar approach in determining this definition is used by M.Rud and defines the concept of competence in a generalized form as "a set of abilities, personality traits, necessary for successful professional activity in a certain field" (Rud, 2006: 74).

Competence is considered as:

- integrated personality quality, formed as a result of mastering a set of competencies (Yaremchuk, 2016: 121);

- the integrative quality of the individual, which "systematically characterizes his real ability to respond adequately and responsibly to rapid social changes", to realize himself and carry out on this basis "the selection of ways and means of achieving the desired future, to apply the acquired knowledge, skills and abilities adequately to various life situations as available , as expected" (Stepanenko, 2006: 3).

S.Sysoeva and I.Sokolova position competence as an evaluative category, indicating that it "characterizes a person as a subject of specialized activity in the social work system, who has experience in a certain field; is distinguished by responsibility for achieved results, is able to learn from mistakes" (Sysoeva, Sokolova, 2012: 4). Its formation is influenced by such factors as:

- level and quality of education,
- gained experience,
- available personal attributes,
- motivation,
- desire for self-improvement and self-education,
- the ability to responsibly and creatively solve life and professional tasks, etc. (Sysoeva, Sokolova, 2012: 152).

Investigating the methodological competence of educators of preschool education institutions, L.Alekseenko-Lemovska defines it as "an integral multi-level professionally significant characteristic of a teacher's personality and activity, based on effective professional

experience; which will reflect the systemic level of functioning of methodological, methodical and research knowledge, skills, experience, motivation, abilities and readiness for creative self-realization in scientific-methodical and pedagogical activity as a whole, implies an optimal combination of methods of professional pedagogical activity" (Alekseenko-Lemovska, 2018: 17).

I.Ishchenko characterizes the concept of "methodical competence" in relation to the teacher of the institution of the professional council through the term "readiness", which in our opinion is not quite correct, at the same time its essence, interpreted by the researcher as "a system of didactic and methodical knowledge and skills, the ability to act effectively, effectively to solve methodical problems that arise during the education of students studying a specific discipline" is sufficiently convincing (Ishchenko, 2021: 35).

Y.Tsymbalyuk interprets the methodical competence of a teacher as "a multi-component system that includes knowledge, skills and abilities, practical experience in the field of methods, readiness and ability to effectively solve standard and problematic methodical tasks and the ability for creative self-realization and constant self-improvement" (Tsymbalyuk, 2011: 457).

S.Skvortsova, researching the methodical competence of an elementary school teacher, defines it as "a personality trait that manifests itself in the ability to effectively solve standard and problematic methodical tasks, which is based on theoretical and practical readiness to conduct classes according to various educational sets,

which is manifested in the formation of a system of didactic-methodical knowledge and skills from individual sections and topics of the course, individual stages of learning and experience in their application, and the presence of an emotional and valuable attitude to the activity of teaching students of the subject" (Skvortsova, 2014: 255).

A.Mormul interprets the methodological competence of future humanities teachers as "a system of scientific, psychological, pedagogical, subject knowledge and professional-methodical skills, which are based on knowledge of didactic methods, principles and techniques and contribute to the formation of all components of professional competence" (Mormul, 2009: 177].

A.Bogush proposed as the starting point the definition of competence as "a qualitative property of the personality, its complex characteristics, the result of assimilation of the system of knowledge, abilities and skills, value orientations, attitudes, own experience acquired both in the process of learning and in everyday communication" (Bogush, 2007: 156), made it possible to consider the methodological competence of future teachers of humanitarian disciplines as an integrative personal education, characterized by the presence of the ability to reflect, the desire to carry out methodological activity, understanding of its value, theoretical knowledge and practical skills that provide the ability for conscious and methodically expedient use and creation of methods, techniques and technologies of teaching and development of students in the field of humanitarian knowledge.

The structure of methodical competence of future teachers of humanitarian disciplines is formed by the following components:

- cognitive (a system of knowledge necessary for a future teacher to solve new methodological tasks),
- motivational and valuable (awareness of the value of methodological and pedagogical activity and the desire to carry it out at a level that allows for high-quality education and development of schoolchildren),
- activity (presupposes the formation of generally methodical and special skills that enable the future teacher to perform qualitatively the humanitarian disciplines of professional activity in secondary schools),
- evaluative and reflective (presupposes the ability to perform analysis, introspection and evaluation of the course and results of one's own activity and the activity of other participants in the educational process and methodical products used in it).

The indicators of the cognitive component of methodical competence are the awareness of future teachers of humanities disciplines about the peculiarities of the teacher's methodical activity, the essence of methodical competence, the variability of methods and technologies of organizing the educational process of secondary schools.

The formation of the motivational and value component of methodical competence is diagnosed by the following indicators: positive motivational focus on methodical activity; valuable attitude to methodical activity.

In order to find out the levels of formation of methodological competence of future teachers of humanitarian disciplines, the following indicators were chosen for the activity component, such as: the presence of organizational and methodological and pedagogical skills.

Indicators of the formation of the evaluation-reflexive component of the methodological competence of future teachers of humanitarian disciplines were: the ability to pedagogical reflection, adequate evaluation of activity results and methodical products.

In order to determine the levels of formation of the methodical competence of future humanities teachers in accordance with the selected components and indicators, the following questionnaire was used: “Peculiarities of the teacher's methodical activity” (developed by the author) to find out the awareness of education seekers about the characteristics of the methodical activity of a teacher of the humanities; control work – to determine the awareness of future teachers of humanitarian disciplines with the essence of methodical competence as a pedagogical phenomenon, knowledge of variable methods and technologies of organizing the educational process of secondary schools; the questionnaire of S.Maidanenko in the modification of O.Korneeva “Attitude to methodical work” was used to find out the value attitude of students to methodical activity; a positive motivational focus on methodical activity was diagnosed using the method of studying the motivation of professional activity by K.Zamfir, A.Rean (author's modification); to diagnose the

formation of organizational skills, a modified version of the KOS-1 method by V.Sinyavskyi, V.Fedoryshyn was used; peculiarities of the formation of methodological and pedagogical skills are determined according to the self-assessment card developed by the author; the ability to pedagogic reflection was diagnosed using the methodology of A.Karpov, V.Ponomareva; the ability to adequately evaluate the results of activities and methodical products was determined according to the method “Analysis and self-analysis of the lesson (by the chosen type and direction of activity)” developed by the author.

A sufficient level of formation of methodical competence was characteristic of future teachers of humanitarian disciplines, who have deep and solid knowledge about the peculiarities of the teacher's methodical activity, the variability of methods and technologies of organizing the educational process of secondary schools, they correctly understand methodical competence as a pedagogical phenomenon. The positive motivational focus on methodical activity of such respondents is formed at the level of professional need or functional interest. Education seekers of this level were aware of the value and importance of methodical activity for the successful implementation of the tasks of the future professional activity of a teacher, they have sufficiently developed organizational and methodical-pedagogical skills, the ability for pedagogical reflection and adequate evaluation of activity results and methodical products.

The basic level of formation of methodical competence was diagnosed in students of higher pedagogical education who have certain knowledge about the peculiarities of the teacher's methodical activity, the variability of methods and technologies of organizing the educational process of secondary schools, but they are not always systematized, and their ideas about the essence of methodical competence are episodic. A positive motivational focus on the methodical activity of such future teachers of humanitarian disciplines is formed at the level of developing curiosity and demonstrable interest. Students of this level mostly did not realize the value and importance of the teacher's methodical activity, they sporadically showed organizational and methodical-pedagogical skills, the ability for pedagogical reflection and adequate assessment of activity results and methodical products was almost not established.

The low level of formation of methodical competence was evidenced by future teachers of humanitarian disciplines, who have fragmentary and unsystematized knowledge about the peculiarities of the teacher's methodical activity, the variability of methods and technologies of organizing the educational process of secondary schools, and do not imagine the essence of methodical competence. The motivational focus on the methodical activity of such education seekers is formed at the level of episodic curiosity and indifferent attitude to methodical activity, they did not realize the value and importance of the methodical activity of the teacher, organizational and methodical-pedagogical skills, ability

to pedagogical reflection and adequate assessment of activity results and methodical products almost were not detected.

Experimental work was conducted with second-year students of the Faculty of Foreign Languages of the State institution “South Ukrainian National Pedagogical University named after K. D. Ushynsky”. 46 respondents took part in the study.

According to the selected and developed complex of diagnostic methods in accordance with the structure of methodical competence of the future teacher of humanitarian disciplines as a pedagogical phenomenon, the following results were obtained. A sufficient level of awareness of the peculiarities of the teacher's methodical activity (the first indicator of the cognitive component) was found by 13.1% of higher pedagogical education graduates, basic – 65.2%, low – 21.7% of respondents.

According to the second indicator of the cognitive component, it was found that only 11.9% of future teachers correctly understand the essence of methodical competence, are familiar with traditional and innovative methods and technologies of organizing the educational process of modern secondary schools. The basic level was certified by the vast majority of education seekers – 60.9% (they had certain ideas about the essence of the concept of “methodical competence”, they called the traditional methods and technologies of organizing the educational process of secondary schools), and 27.2% – low (future teachers of humanitarian disciplines of this level did not understand the essence of the concept of

“methodical competence”, they called 1–2 methods or technologies of organizing the educational process of secondary school).

Based on the indicators of the motivational and value component of methodical competence, it was diagnosed that 27.2% of future teachers of humanitarian disciplines had a positive motivational focus on methodical activity at a sufficient level. They certified it at the level of professional need or functional interest. The basic level included students who were dominated by the motives of developing curiosity and demonstrative interest. There were 60.9% of them. 11.9% of respondents were at a low level. Among them, the motives of episodic interest and indifferent attitude to methodical activity turned out to be dominant. At the same time, 20.2% of students of higher pedagogical education, who were aware of its importance both for the successful implementation of their future professional activities and for success in studying at a pedagogical higher education institution, demonstrated a valuable attitude to methodical activity, 60.9% certified basic, 18.2% low % of future teachers.

According to the first indicator of the activity component of methodical competence, it was found that organizational skills (the ability to quickly and effectively establish social contacts, to influence others, stimulating them to a certain type of activity, to make decisions quickly and according to the situation, to show initiative, etc.) were formed at a sufficient level in 30.4%, basic – 57.7%, low – 11.9% of future teachers of humanitarian disciplines. At the same time, methodological and

pedagogical skills, which include the ability to select adequate situations, the optimal methods of teaching humanitarian disciplines of students, mastering the technology of their implementation in the educational process of secondary schools, the ability to draw up a lesson outline, a teacher's work plan, etc., were formed at a sufficient level in 13.1% of respondents, basic – 60.9% of students, low – 26% of future teachers.

Let's analyze in more detail the results of education seekers who have demonstrated a low level according to the specified indicator. They proposed one, the design of which does not meet modern requirements, an inconvenient to use lesson outline, in which the purpose and tasks are formulated, or did not reveal the topic and content of the lesson, or were absent; such products of methodical activity were not original, but borrowed from Internet sources, the selected information was not logically ordered, and the proposed methods were uniform, without the use of modern technologies for organizing the educational process of a comprehensive school.

Let's highlight the results obtained by the indicators of the evaluation-reflective component of methodical competence. Following V.Semichenko (Semichenko, 2004), we understand pedagogical reflection as a form of active awareness by a person of what is happening to him, as the ability to self-analyze one's own professional and pedagogical activity, behavior, acquired personal experience.

A sufficient level of formation of the ability to pedagogic reflection (the first indicator of the evaluative-reflective component of methodological competence of future teachers of humanitarian disciplines) was witnessed by 15.2% of students, basic – 69.6%, low – 15.2% of respondents. The ability to adequately evaluate the results of activities and methodical products (summaries, plans, etc.) at a sufficient level was formed in 20.2% of future teachers, 57.7% carried out such activities at the basic level, and 22.1% – at low levels.

The value of each of the components of the methodical competence of future humanities teachers was obtained by calculating the arithmetic mean of the corresponding indicators according to the formula:

$$\text{Ki} = \frac{\sum_{i=1}^{n} \Pi i}{n}, \text{ where}$$

Ki is a component of methodical competence (cognitive, motivational-value, activity, evaluative-reflective);

Pi is the value of a certain indicator of the corresponding component of methodical competence;

n is the number of indicators for the corresponding component of methodical competence.

The average values of the data obtained for each component were used to calculate the general coefficient of formation of methodological competence of future teachers of humanitarian disciplines according to the formula (Rudenko, 2009):

$$K_{MK} = \frac{K_к + K_{мц} + K_д + K_{оц}}{4}, \text{ where}$$

Кмк is the general coefficient of methodical competence,

Кк is the coefficient of the cognitive component of methodical competence of future teachers of humanitarian disciplines,

Кмц is the coefficient of the motivational and value component of the methodological competence of future teachers of humanitarian disciplines,

Кд is the coefficient of the activity component of methodical competence of future teachers of humanitarian disciplines,

Кор is the coefficient of the evaluative and reflective component of the methodological competence of future teachers of humanitarian disciplines.

The table presents the results of the formation of methodical competence of future teachers of humanitarian disciplines according to the specified components.

As we can see from the table, according to the cognitive component of the methodological competence of future teachers of the humanities disciplines, 12.5% of education seekers certified a sufficient level, basic – 63%, low level – 24.5% of respondents.

Sufficient level of the motivational and value component of methodical competence was certified by 14.6% of respondents, basic – 60.9%, low – 24.5% of future teachers.

The results of the activity component were as follows: sufficient level – 21.7%, basic – 59.3%, low – 19% of future teachers.

Table 1

Levels of formation of the components of methodical competence of future teachers of humanitarian disciplines (determinative stage) in %

Components methodological competence	Sufficient Level MC	Base Level MC	Low Level MC
Cognitive	12,5	63	24,5
Motivational and valuable	14,6	60,9	24,5
Active	21,7	59,3	19
Evaluative and reflective	17,7	63,6	18,7

According to the evaluative and reflective component, a sufficient level was diagnosed in 17.7%, a basic level in 63.6%, and a low level in 18.7% of education seekers.

The generalized results of formation of methodical competence in future teachers of humanitarian disciplines are illustrated in the figure.

So, as can be seen from the figure, the largest number of future teachers of humanitarian disciplines (61.7%) certified the basic level of methodological competence. A minority of respondents – 16.6% – was found to be at a sufficient level. 21.7% of education seekers found themselves at a low level of formation of methodical competence.

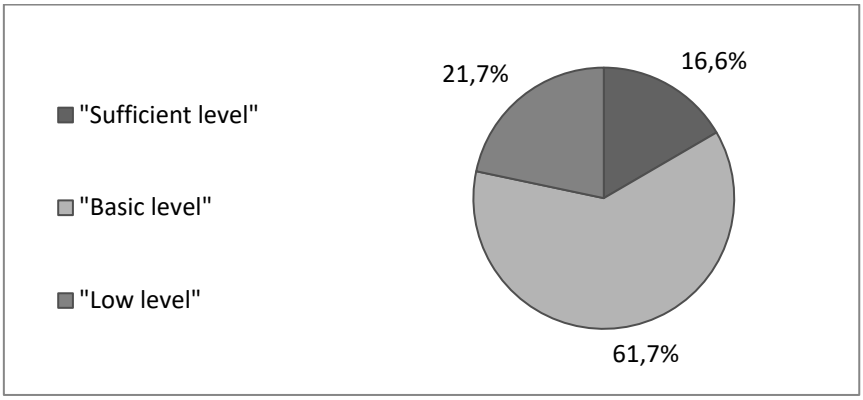

Fig. 1 General levels of formation of methodical competence future teachers of humanitarian disciplines (determinative stage) in %

The analysis of the results obtained during the ascertaining stage of the pedagogical experiment indicates the need for further research into the methodological competence of future teachers of humanitarian disciplines in order to improve the process of its formation in the conditions of the university space.

1.3. Mathematical model as a prognostic tool for the process of formation of methodological competence of future teachers of humanitarian disciplines in the conditions of university space

The effective professional development of future teachers of humanitarian disciplines is impossible without such an important characteristic of the process of their professional training in the conditions of the university

space as prognostication, without prediction at all stages and in all links of educational activity, which gives it a predictive character. This task is becoming especially relevant now, when the relevant competence-oriented, personally-oriented educational paradigm is aimed at the activation of personal foundations in education, which involves the transition to new organizational and methodological principles of pedagogical activity, especially in the humanitarian sphere, which will contribute to the formation of methodological competence of future teachers.

We agree with the opinion of O.Kabanska regarding the importance of forecasting in the field of education and the difference of this procedure from similar ones in other professional fields. Indeed, the teacher has a huge responsibility: not only to predict what will happen to the subject of his work (the learner), but also to ensure optimal influence on his further development. Since each student of education is unique and has his own individual needs, interests and qualities, as well as is in the process of active personality development, including a professional one, the teacher must be able to develop long-term plans not only regarding the formation of knowledge and skills, but also regarding the formation of personal and professionally significant traits. The main task is to ensure optimal pedagogical influence on the participants of the educational process based on such forecasts (Kabanska, 2010: 43).

In the philosophical sense, forecasting is called “the art of formulating forecasts. Forecasting is defined as “the

process of obtaining advanced information about a certain object, based on proven scientific principles" (Sergienko, 2011: 46).

We, following M.Sevastyuk, will mean by forecasting a scientific study, the purpose of which is to obtain reliable, leading-edge information about progressive changes in pedagogical objects, optimization of content, methods, means, organizational forms of educational activity (Sevastyuk, 2000). The result of such scientific research is a forecast as a "judgment about the further course or development of an object based on available data" (Ponzel, 2014: 223).

Based on the analysis of the scientific works of B. Gershunsky, L. Regush and other researchers, scientists "dilute" the concepts of "forecast" and "prediction", asserting that when the result of the prediction is connected with the method of argumentation of this result, they speak of forecasting, forecast (Galushchak M., Galushchak O., Kuzhda, 2021).

We will present one of the possible variants of the phasing of pedagogical forecasting, namely:

- the stage of pre-forecasting (presupposes the determination of the goal, object and subject, their features, time limits of prognostic activity, putting forward a hypothesis);

- the stage of direct forecasting (provides for the collection, classification and systematization of data about the object (subject) and the creation of forecast models);

- the stage of post-forecasting (includes correction of pedagogical systems, studied phenomena and conditions of their functioning) (Sevastyuk, 2000).

Let's dwell in more detail on the description of the method of implementation of the stage of direct forecasting, the object of which was methodical competence, and the subject – future teachers of humanitarian disciplines. The goal was to create a mathematical model of the methodological competence of future teachers of humanitarian disciplines, which allows forecasting the formation of the phenomenon under study.

Among the spectrum of possible methods of pedagogical forecasting, the regression analysis method was chosen, which made it possible to study the dependence of one dependent variable (in our study, it was the methodological competence of future teachers of the humanities) and several other independent variables (they were indicators of the components of methodological competence (see table).

The selected method of mathematical statistics made it possible, thanks to the creation of a linear multiple regression equation, to establish the presence and nature of the relationship between the variables (indicators of the components of methodological competence), as well as predict the value of the dependent variable with the help of independent variables, determining their role in possible variations of the dependent variable.

For the dependent variable “methodological competence of future teachers of humanitarian

disciplines" (Y), the linear regression equation has the form (Kirsanov, 2002: 141):

$Y = \beta0 + \beta1X1 + \beta2X2 + \beta3X3 + \ldots + \beta mXm + \varepsilon$, were

$\beta0$ – initial level of methodical competence;

X1, X2, ..., Xm are indicators of the components of methodical competence of future teachers of humanitarian disciplines;

$\beta1$, $\beta2$, $\beta3$,..., βm – coefficients of multiple regression (the value of the parameters indicating the degree of influence of X1, X2, ..., Xm on the resulting characteristic of the level of methodical competence Y);

ε is a random error (deviation).

Thanks to the results of the regression analysis and the use of the MS Excel software product, the following regression equation was derived:

$$Y_{теор} = -0,53879 + 0,215045X_1 + 0,15546X_2 + 0,205965X_3 + 0,037981X_4 + 0,046738X_5 + 0,165998X_6 + 0,09238X_7 + 0,138005X_8 + 0,077588X_9 + 0,155919X_{10} + 0,11708X_{11} + 0,105519X12.$$

In the resulting equation, the dependent variable $Y_{теор}$ is a productive indicator of the methodological competence of future teachers of humanitarian disciplines and depends on many variables – X_1, X_2, …, X_{12}..

This fact served as a decisive argument for the use of precisely such a mathematical tool as multiple linear regression, which allowed to reveal the dependence of methodical competence (the dependent (explanatory) variable) on independent variables (indicators of the formation of methodical competence of future teachers of humanitarian disciplines).

The statistical significance of the obtained coefficients of the regression equation was evaluated on the basis of the t-statistics according to the formula:

$$t = \frac{b_j}{s_{b_j}}$$ (Кірсанов, 2002: 154)

For our case, it corresponds to the Student's distribution with the number of degrees of freedom v = n-m-1, where n is the number of observations, m is the number of factors (12). Thus, the number of degrees of freedom is equal to 244. So, for the data of our sample, we will determine the variance of the empirical regression coefficients:

$$S^2_{b_j} = S^2 z'_{jj} = \frac{\sum e_i^2}{n-m-1} z'_{jj}, \; j=0,1, \ldots,m.$$

$S_{b_j} = \sqrt{S^2_{b_j}}$ – standard error of the regression coefficient

z'_{jj} – the jth diagonal element of the matrix

Omitting the obtained values of the t-statistic for each indicator of the formation of methodological competence of future teachers of humanitarian disciplines, we emphasize that since t for all coefficients modulo is greater than 3, then all obtained regression coefficients are considered significantly significant.

To interpret the results obtained thanks to the method of multiple regression of the mathematical model. We present in the table the coefficients of the influence of each indicator (independent variable) on the formation of methodological competence of future teachers (values of the dependent variable).

According to the values of βi coefficients presented in the table, it was determined what effect this or that indicator has on the final result – the formation of methodological competence of future teachers of humanitarian disciplines.

As can be seen from Table 2, all coefficients βi have a positive value. This fact not only confirms the correctness of the proposed indicators of the formation of methodological competence of future teachers of humanitarian disciplines, but also indicates that all indicators exert a statistically significant influence on the overall level of methodological competence. At the same time, the independent variable
X_1 – "possession and understanding of professional language" – (coefficient βi=0.215045) exerts the maximum influence.

A slightly smaller influence, with the coefficient βi=0.205965, is embodied by the independent variable X_3 – "the idea of the essence of the methodological competence of the teacher of humanities".

Next in importance of influence is the indicator "experience of creating methodical products" – independent variable X_6 with coefficient βi=0.165998.

Table 2

Influence of indicators of methodical competence of future teachers of humanitarian disciplines on its formation

Indicator of methodical competence	**Variable**	**Coefficient β_i**
Knowledge and understanding of professional language	X_1	0,215045
The formation of basic methodological and pedagogical knowledge	X_2	0,155460
Presentation of the essence of methodological competence of a teacher of humanitarian disciplines	X_3	0,205965
Organizational skills	X_4	0,037981
The formation of skills necessary for the analysis, selection, implementation and authorization of traditional and innovative pedagogical methods and technologies	X_5	0,046738
Experience in creating methodical products	X_6	0,165998
Reflexivity	X_7	0,092380

The ability to evaluate and self-assess the products of methodical activity	X_8	0,138005
Ability to self-knowledge and self-development	X_9	0,077588
Professionally oriented directionality of the personality	X_{10}	0,155919
Professional and pedagogical motivation	X_{11}	0,117080
Value orientation on methodical activity	X_{12}	0,105519

A significant influence on the result indicator is also exerted by variable X_{10} – "professionally oriented personality" (coefficient $\beta i=0.155919$), variable X_2 – "formation of basic methodological and pedagogical knowledge" (coefficient $\beta i=0.155460$) and variable X_8 – "ability to evaluation and self-evaluation of the products of methodical activity" (coefficient $\beta i=0.138005$).

To illustrate the hierarchy of the effects of independent variables, a petal diagram was created (see figure).

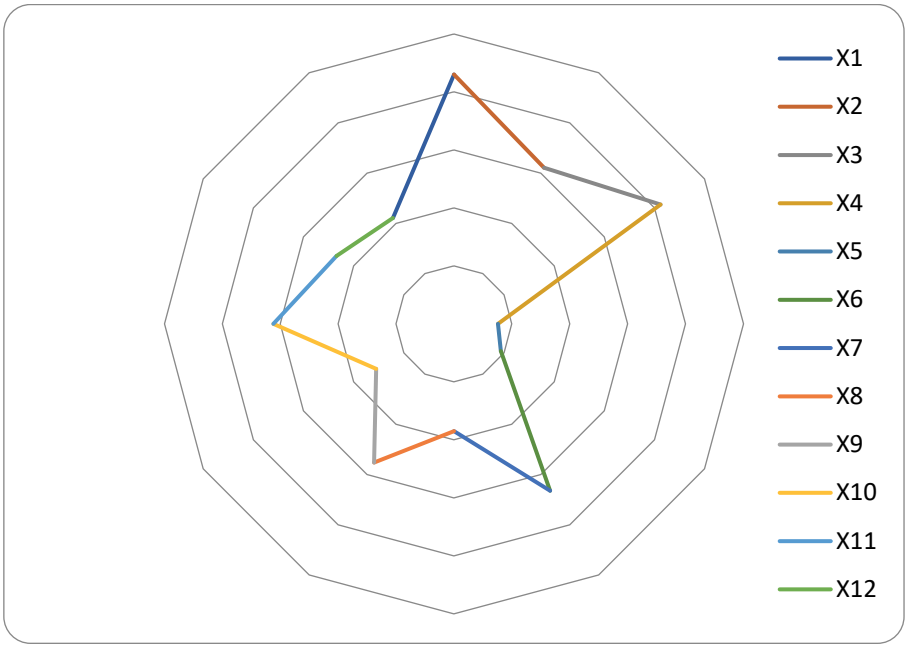

Fig. 2. The profile of the influence of indicators on the development of methodological competence of future teachers of humanitarian disciplines

The proposed figure made it possible to clearly demonstrate the degree of influence of each of the indicators on the formation of methodological competence of future teachers of humanitarian disciplines.

It can be seen from the figure that X_4 is closest to the zero values of the center of the profile – the "organizational abilities" indicator.

The gradual distance of the signs from the center of the profile means the growth of their influence on the formation of methodological competence of future teachers of humanitarian disciplines, and consequently,

such growth gradually comes from the independent variable X_5 (the indicator of "the formation of skills necessary for the analysis, selection, implementation and authorization of traditional and innovative methods and technologies").

Four independent variables – X_9 (indicator of "ability to self-knowledge and self-development", X_7 (indicator of "reflexivity"), X_{11} (indicator of "professional and pedagogical motivation") and X_{12} (indicator of "value orientation to methodical activity") exert a close influence on formation of methodological competence of future teachers of humanitarian disciplines.

Independent variables X_2 – (indicator of "formation of basic methodological and pedagogical knowledge") and X_8 – (indicator of "ability to evaluate and self-assess products of methodical activity") are located almost at an equal distance from the center of the profile, the distance of which from it indicates a significant influence on the formation methodological competence of future humanities teachers, which reaches its maximum in the values of independent variables X_6 (indicator of "experience in creating methodical products as artifacts"), X_{10} – "professionally oriented personality orientation", X_3 – "presentation of the essence of the methodological competence of a humanities teacher" and X_1 – "ownership and understanding of professional language".

Thus, the use of regression analysis as a method of pedagogical forecasting made it possible to create a mathematical model of the methodological competence of future teachers of humanitarian disciplines. The obtained

mathematical model of methodical competence made it possible, thanks to the construction of a hierarchy of independent variables according to the values of coefficients βi as parameters of the created model, to reveal the degree of their influence on the resulting feature and to implement a forecast of the formation of methodical competence of future teachers of humanitarian disciplines in the conditions of a pedagogical university.

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РОЗДІЛ 1.
ПРОЄКТУВАННЯ ПРОФЕСІЙНОГО СТАНОВЛЕННЯ МАЙБУТНІХ УЧИТЕЛІВ ГУМАНІТАРНИХ ДИСЦИПЛІН В УМОВАХ УНІВЕРСИТЕТСЬКОГО ПРОСТОРУ: МЕТОДИЧНИЙ СКЛАДНИК

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АНОТАЦІЯ

Підвищення якості вищої педагогічної освіти є важливим завданням сучасного етапу розвитку українського суспільства та перспективних завдань повоєнного відновлення у сфері освіти і науки. Їх виконання вимагає створення умов для ефективного професійного становлення майбутніх педагогів, зокрема й учителів гуманітарних

дисциплін, підготовки методично компетентного фахівця, здатного до опанування і створення інноваційних методів, методик і технологій організації освітнього процесу в закладі освіти. Таке завдання повністю відповідає вимогам документів, що регламентують функціювання і сучасні орієнтири розвитку освіти України у XXI столітті. Метою і завданнями дослідження є: довести актуальність проблеми професійного становлення майбутніх педагогів в умовах університетської освіти, зокрема його методичної сфери, що представлена феноменом «методична компетентність»; схарактеризувати його сутність, визначити компонентну структуру та методику дослідження. Обґрунтувати доцільність і перспективи застосування методу моделювання для теоретичного осмислення можливостей проєктування й прогнозування процесу формування означеного феномена; створити й обґрунтувати його математичну модель. Методичну компетентність майбутніх учителів гуманітарних дисциплін розглядаємо як інтегративне особистісне утворення, що характеризується наявністю здатності до рефлексії, прагнення здійснювати методичну діяльність, розуміння її цінності, теоретичних знань і практичних умінь, які забезпечують здатність до усвідомленого й методично доцільного використання і створення методів, методик і технологій навчання. Структуру методичної компетентності майбутніх учителів гуманітарних дисциплін складають

когнітивний, мотиваційно-ціннісний, діяльнісний та оцінно-рефлексивний компоненти з відповідними показниками. Використання регресійного аналізу як інструменту прогнозування, дозволило розробити математичну модель методичної компетентності майбутніх учителів гуманітарних дисциплін. Створена модель дозволила оцінити вплив різних чинників на формування методичної компетентності майбутніх учителів гуманітарних дисциплін та спрогнозувати перспективи її подальшого формування в умовах педагогічного університету.

Ключові слова: *вища освіта, професійне становлення, проєктування, майбутні педагоги, методична компетентність, майбутні вчителі, гуманітарні спеціальності, структура, компоненти, модель, прогнозування, педагогічний університет, регресійний аналіз, моделювання, математична модель.*

CHAPTER 2.

FORMATION OF THE CORPORATE CULTURE OF FUTURE TEACHERS IN THE CONDITIONS OF THE UNIVERSITY SPACE

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ABSTRACT

The problem of forming the corporate culture of future teachers in the conditions of the university space is extremely urgent, as it significantly determines its effectiveness and ability to achieve the highest standards of education quality in the realities of socio-cultural and economic transformations. The methodological determinants of the formation of the corporate culture of future teachers, based on a set of ideas regarding the conditioning of pedagogical phenomena by the social and cultural environment, the systemic nature of the phenomenon of education, its adequacy to the processes taking place in culture and society, the influence of the general dynamics of the society's culture and changes on it, are defined and substantiated. cultural paradigms, values as the core of culture and orientations of the

educational process. Systemic, synergistic, cultural and axiological approaches are defined as such determinants.

It is proven that the formation of the corporate culture of future teachers in the conditions of the university space takes place according to the model of this process, which consists of diagnostic, predictive and methodical-organizational components, three (familiarization-orientation, value-reproduction, productive-activity) stages and the corresponding scientific-methodical support, which is implemented in the development of common values of future teachers regarding the content and results of professional and pedagogical activities.

Keywords: *culture, corporate culture, future teachers, university space, methodological determinants, systemic, synergistic, cultural and axiological approaches, model, components, stages, scientific and methodological support, professional and pedagogical activity.*

Introduction

The competitiveness of higher education institutions is ensured by effective technologies for the training of modern specialists, their constant updating and improvement through the creation and implementation of innovations capable of contributing to the advancement of individual educational institutions in accordance with the needs of social practice and the development of scientific knowledge. The implementation of this task is largely

determined by the activation of internal resources through the formation of corporate culture among future teachers of higher education institutions.

A. Burlakova, L. Glebska, K. Gold, P. Jeffy, L. Jewell, O. Dyakiv, D.Eldridge, O. Yefrosinina, A. Kalyanov, R. Kilman, T. Koycheva devoted their research to the study of corporate culture. A. Cromvy, I. Novak, V. Noskov, D.Newstrom, R.Ruttinger, L. Savchuk, G. Khata, G. Hofstede and other scientists.

In the concept of European standards of higher education and general quality management, corporate culture is interpreted as an internal factor that directly determines the peculiarities of the functioning of higher education institutions, the readiness of their employees to unite, concentrate their efforts and develop in accordance with the challenges of modern civilization, the demand on the market for educational services with training of specialists and the mission of a specific higher education institution.

The positive management experience of many domestic and foreign organizations and international corporations testifies to the significant potential of the organization's culture as a tool for its effective management, a source of development and the establishment of competitiveness. At the same time, despite the constant interest in this problem in recent decades by representatives of such sciences as psychology, management, cultural studies, sociology, its pedagogical aspects, especially regarding the stage of professional training of future teachers of higher

education institutions, have not been studied enough and, above all, need to determine methodological guidelines.

2.1. Methodological determinants of research on the corporate culture of future teachers

In the study of the corporate culture of future teachers in the conditions of the university space as a phenomenon characterized by signs of qualitative certainty and integrity, a systematic approach is defined as fundamental. The methodological principles of applying the system approach in modern science are disclosed in the works of many other authors (Huseltseva, 2017; Dubaseniuk, 2008; Ziaziun, 2008; Kyzyma, 2001; Khrykov, 2017 and other). Scientists emphasize that the systematic approach allows identifying gaps in knowledge about a certain object, revealing their incompleteness, determining the tasks of scientific research, and in some cases (by interpolation and extrapolation) predicting the properties of the missing parts of the description. At the same time, systematic methods allow to present information in a form adequate for perception and memorization, to present a more complete description of the subject of science, and therefore, to move from inductive to deductive in its presentation.

It is important that the system approach is an independent direction of the methodology of scientific knowledge and social practice, which is based on the consideration of objects as a whole. Instead, the term “system approach” denotes a group of methods by which

a real object is described as a set of interacting components (Dubaseniuk, 2008; Ziaziun, 2008). The basis of the most common approach in pedagogical research is the elemental or structural-component approach, the main meaning of which is the desire to single out the simplest and further indivisible structural units in the object. At the same time, they emphasize that the properties of the object as a whole are generated by the sum or composition of the properties of its parts. Further development of this provision leads to the conclusion that knowledge of the objective properties of elements and ways of changing them opens up the possibility of changing properties, and therefore affects the quality of the whole itself. It should be noted that it is in this context that all the most well-known concepts of improving the training of the future teacher for professional activity and improving its quality are being developed. The difference is that the researchers single out as the primary basis: abilities, skills and knowledge, individual psychological characteristics of the individual, readiness or competence, etc.

Another trend also emerges from the relationship between the whole and its elements. However, its basis is the idea according to which the properties of the whole are not the product of the sum of the properties of its elements. In addition, the properties of the whole, inherent to them in real existence, may be completely absent in its elements: they are the result of complex transformations, and not the mechanical composition of the properties of the elements in the process of their quantitative course. The properties of the whole are the result, the final result

of such transformations, thanks to which the object receives an impulse to exist and function in the form in which it is directly observed, that is, it becomes qualitatively determined in its being. It is in this state that the object is able to show the determinism of its behavior with respect to other certainties by a strictly limited set of properties.

Therefore, the concept of integrity is objectively one of the most important quality characteristics that indicate the level of development of the object as a system, its maturity and stability. It should be noted that this provision received its broad justification in many works on philosophy and social sciences (Bystrytskyi, 1996; Ziaziun, 2008).

In the broadest sense, integrity is interpreted as the internal unity of a thing, its separation, differentiation from the external environment. At the same time, this determination is not absolute, but relative, since any thing exists only in unity with the environment, thanks to the numerous connections and relationships established in interaction with it.

So, methodologically, the concept of integrity indicates the need to identify the internal determination of the research object and the insufficiency of explaining its specificity only on the basis of external influences, that is, from the side of its existence. Therefore, the explanation of the integrity of the phenomenon of the corporate culture of teachers of a pedagogical university in its qualitative certainty is impossible without clarifying its essence, as a result of the influence of certain external

circumstances and the analysis of ways of existence, as a manifestation of the peculiarities of the interaction of its internal elements. The explanatory power of the concept of integrity is that it implies the characterization of diversity not only in its unity, but at the same time in its movement and development. In this sense, the concept of integrity can be legitimately considered as a form of presentation of concrete knowledge about an object, in which knowledge of its essence and existence merge. Integrity synthesizes knowledge of these aspects of qualitative certainty.

In modern philosophy, the concept of integrity is interpreted as a tool of dialectical-materialistic and scientific-theoretical thinking, the application of which connects the principle of the unity of matter with the principle of its development. The ability of objects, processes and phenomena of the world to unite into a whole, on the one hand, and to disintegrate into constituent elements, on the other, is one of the most general and essential properties of matter.

A distinctive feature of the whole in comparison with any other number of parts is that its elements necessarily correlate with each other. Only thanks to this, there is a possibility of transformation of parts both under the influence of each other and under the influence of the whole.

An important place in explaining the nature of integrity is the distinction between the potential state of the object's elements, i.e. what they could be in principle, and the actual state – what they are now. From a

theoretical and cognitive point of view, this difference allows us to move from the interpretation of the purely external position of the parts in their potential properties, which do not foresee any movement and development, to presenting them in functional dependencies, with the help of which they acquire their actual properties that determine their role and place in the general structure of the whole. That is, the study of the object as a whole requires that the basis for its analysis is not potential, but actual, existing characteristics of its elements.

Consideration of the corporate culture of future teachers in the conditions of the university space from the point of view of its integrity is connected with the adoption of the position of dialectical materialism that the real is a whole. Performing the role of a methodological principle in research, this position is substantiated in the works of Hegel, and in fact, boils down to the idea that the result is not a real whole, but the result together with its formation (Kremen, 2008).

An important point in the understanding of integrity is connected with the recognition of the concrete-historical nature of its existence. Integrity cannot be taken by itself, as it is mediated by its numerous connections and relationships with the surrounding reality. It is these connections and relationships that give rise to the quality of integrity, only in them it manifests its specific content at the level of real processes and phenomena. Any change in these connections and relations, the internal and external circumstances of the existence of integrity inevitably cause its change, that is, give rise to another

integrity possessing a different quality. Therefore, the knowledge of integrity as its necessary condition involves the analysis of the specific circumstances of its existence.

The concept of integrity in relation to the interpretation of social processes and phenomena indicates the peculiarities of the mechanism of the formation of a new integrity in the bowels of the old one. This process should be understood not as a diffuse movement or as a complication of some embryonic nucleus, but as a gradual, at individual points, decomposition of integrity that has historically survived, exhausted itself. Having received a scientific and theoretical justification in the theory of synergy, this idea leads to the conclusion that the development of any social phenomenon to a state of mature qualitative certainty (i.e. integrity) cannot occur without a revolutionary leap. At the same time, the jump phase itself is organically woven into the process of development of integrity, but does not precede it.

The substantiation of this idea by modern scientists refutes the statement that in the bowels of the old quality, sprouts of the new are formed consistently and systematically. The term “sprout” is based on the idea that integrity has its beginning in something simple and abstract, which in the process of its development acquires complex and concrete features. Instead, modern concepts of the integrity of social processes and phenomena proceed from the fact that the emergence and development of a new integrity begins with various processes at different points (bifurcations) that no longer correspond to

the essence of the old one. They manifest themselves as opposing tendencies that have not yet formed into an organic whole. At the same time, the source of new integrity is not a single “sprout”, but a dispersed diversity, the individual elements of which can possess integrity and complexity by themselves. Under certain circumstances (external and internal), this fragmented diversity is constituted and, as a result of this leap, further develops as a single, differentiated and self-contradictory whole.

Scientists note that the disintegration of any integrity begins at certain points at the stage of its maturity. Gradually capturing more and more sides of the social organism, this process becomes a prerequisite for inevitable quantitative transformations and eventually leads to the emergence of a new quality.

The above considerations highlight an important feature of integrity: it is not a whole made up of parts, but a unity of a special kind, the specificity of which is that it unites different elements that are gradually filled with one essence. And only in this form do they acquire their quality. Any change in the composition of the elements, as well as in the tendencies that unite them, inevitably causes the destruction of the integrity determined by them and the emergence of a new one, which coincides with the transition of one quality to another.

Understanding the formation of integrity as the formation of its uniqueness, originality reveals another side in the study of the corporate culture of teachers of a pedagogical university. Its content is determined by the fact that the formation of the features of corporate culture

as a general does not negate its uniqueness and originality as a special one, that is, the understanding of the corporate culture of teachers of a pedagogical university as a certain integral system object is impossible without clarifying the features of its origin in the context of the contrast “culture – corporate culture” and characteristics of the way of functioning in the context of the relationship “corporate culture – culture of future university teachers”.

Like any methodology, the systematic approach assumes the presence of certain principles and ways of organizing cognitive activity. These are the principles of purpose, duality, integrity, complexity, multiplicity, and historicism.

The goal principle guides the fact that when studying corporate culture, it is first necessary to identify the purpose of its functioning. The basis of the system approach is to find out not how it is built as a system, but why it exists, what the goal is before it, what it is caused by, and what means of achieving the goal it possesses.

The principle of duality derives from the principle of purpose and means that the system of any corporate culture should be considered as part of a higher-level system and at the same time as an independent part that acts as a whole in interaction with the environment. In turn, each element of the system has its own structure and can also be considered as a system. The relationship with the goal principle is that the goal of functioning of the corporate culture of future university teachers should be subordinated to solving the tasks of functioning of the

higher level system – the system of higher education, society, etc.

The principle of integrity requires considering the corporate culture of future university teachers as something isolated from a set of other objects, acting as a whole in relation to the surrounding environment, having its own specific functions and developing according to its own laws. At the same time, the need to study its individual aspects is not denied.

The principle of complexity indicates the need to study corporate culture as a complex entity and, if its complexity is quite high, its presentation should be consistently simplified, but in such a way as to preserve all its essential properties.

The principle of multiplicity dictates the presentation of the description of the corporate culture of future university teachers as a system formed by the interaction of structural elements at different levels: morphological, functional, informational, and others. The morphological level gives an idea of the structure of the system. Functional description is related to the transformation of energy and information in the studied subject. The informational description provides an idea of the organization of the corporate culture of future university teachers as a system, that is, of the informational relationships between its elements. It complements the functional and morphological description.

The principle of historicism obliges to reveal the past of the system and to identify trends and regularities

of its development in the future. Forecasting the behavior of the system of corporate culture of future teachers is a necessary condition for the fact that the decisions made regarding its improvement or the creation of a new one ensure effective functioning within a given time.

Note that a systematic approach is not an end in itself: in each specific case, its application should produce a real, quite tangible effect. In the process of analysis, the system is separated from the environment, its composition and structure, functions, integral characteristics (properties), system-forming factors and relationships with the environment are determined. In the process of synthesis, a model of the real system is built.

The next step identified for the study of the formation of the corporate culture of future university teachers is the synergistic approach. It appeared and became widespread as a new scientific direction in the 70s of the 20th century.

Note that the very term “synergy” is of Greek origin, which means “cooperative, joint action”, that is, coincides with the concept of corporate culture. In the modern sense, the term “synergy” is substantiated in the research of H. Haken (Haken, 2004). His mathematical theory describes the behavior of a certain kind of systems in which, on the basis of the joint action of subsystems or structural elements of the system, the emergence of a new structure (or structures) and corresponding new functioning is possible. This internal ability of certain systems to organize new structures and new functioning was called self-organization.

Consider the fact that scientists understand synergy differently: in English-speaking countries (and in the USA) they use the term “synergy”; in French-speaking countries, the term “theory of dissipative structures” is more common, which introduces some terminological confusion. By its content and direction, synergetics deals with complexly organized systems of different levels (Kremen, 2008; Ziaziun, 2011; Haken, 2004). At the same time, each such system appears as an “evolutionary whole”, where the whole implies the connection and interaction of its components, which are not reduced to the sum of the properties of individual elements, but manifest themselves in a qualitatively different way.

According to the ideas of synergism, for complexly organized integral systems, the fundamental property is not unity, but the multiplicity of development paths (multiplicity, alternativeness). The essence of the synergistic approach is that the objects of modern science are considered as systems whose behavior is studied or predicted from the standpoint of their ability to self-organize. The ability to self-organize is an essential property of synergistic systems.

According to the results of modern research, it has been established that social systems are fundamentally non-linear systems that are characterized by instability, fluctuations, and randomness. Their main difference is that an open, non-isolated social system exchanges matter, energy, and information with the environment. These exchange processes take place constantly, and their presence is a condition for the existence of an open

system: it “exhausts” matter, energy, and information from the environment, thus organizing order in itself from the resources of the surrounding environment, and, accordingly, introduces disorder into the environment. Therefore, such a system cannot be balanced: an open social system is always a dynamic system that is constantly in motion and its dynamism leads to a contradictory unity of order and disorder. The behavior of such systems is characterized by uncertainty, unpredictability, chaos, and avalanche-like behavior.

An important characteristic of such systems is self-organization: in such systems, under certain conditions, new spatio-temporal structures can be formed, which become capable of independent determination and selection of optimal options for their behavior, for self-improvement. Self-organization, according to H. Haken, is the spontaneous formation of highly ordered structures from chaos, disorder; spontaneous transition from a disordered state to an ordered state due to the joint cooperative action of many subsystems (Haken, 2004). In open social systems, the collective behavior of their subsystems or structural elements plays a significant role in the emergence of self-organization. Thus, the synergistic interaction of the subsystems of the corporate culture of teachers of a pedagogical university is the most important condition for the emergence of its organized (ordered) integrity.

Note that the concepts of “fluctuation” (deviation) and “bifurcation” (branching) are widely used in the study of open systems. The concept of fluctuations describes the

property of an open system to be in a state of “quivering”, “current” equilibrium due to fluctuations in the environment: the system oscillates, deviates, fluctuates. This “vibration” at certain points, called bifurcations (points of branching), under certain conditions gives rise to failure, and it is at these points that the system acquires the ability to self-organize.

So, self-organization is the main property of nonlinear systems, which they acquired due to joint, cooperative, simultaneous interaction of subsystems (synergistic interaction). Based on self-organization, the system itself can choose the path of optimal development, can actively interact with the environment, change it in the direction that ensures the most successful functioning of the system. Synergetics considers chaos (disorder) as part of a new unity “order-disorder”. Chaos can act as a starting point in the mechanism of evolution, and synergy amplifies the significance of a single event that can change the entire behavior of the system as a whole.

The ideas of synergetics in pedagogical science and practice formed new ideas about the mechanisms of functioning and development of pedagogical systems as self-organized and self-developing. The main concepts of synergy are:

- self-organization is a process or set of processes that take place in the system, which contribute to maintaining its optimal functioning, and contribute to the completion, self-renewal and self-change of this system formation;
- openness is a property of the system due to the

presence in it of communication channels with the external environment for the exchange of matter, energy and information;

- nonlinearity is the presence of many options in the system, including alternative, possible ways of development and methods of appropriate reactions of the system to external influences;
- disequilibrium is the quality of a system that is far from equilibrium.

The role of principles in the synergistic approach is reproduced by several theses of synergistic thinking. These include the following statements.

Almost all existing systems are non-linear and open. And therefore, their functioning and development is built on the basis of mechanisms and processes of self-organization and self-development. Therefore, the use of a synergistic approach in researching the corporate culture of teachers of a pedagogical university requires its thorough characterization from the standpoint of self-organization mechanisms, as well as the conditions under which this ability to self-organize.

The prerequisites for the emergence and course of the processes of self-organization and self-development are:

- the ability of the system to exchange energy, matter and information with the environment;

- sufficient distance of the system from the equilibrium point;

- the imbalance of the system leads to the disorganization of its former structure and the emergence of sprouts of a new one.

Chaos performs a constructive role in the processes of self-organization, on the one hand, but also a destructive one, since chaoticity under certain conditions leads to the destruction of complex systems, on the other hand, it creates, since chaos is the basis of the mechanism of combining simple structures into complex ones, coordination of tempos their evolution, bringing the system to the attractor of development.

For the vitality of the corporate culture of higher education teachers as a self-regulating system, not only stability and necessity, but also instability and randomness play an important role. Such a system cannot be imposed that contradicts its internal content and the logic of the deployment of its internal processes. Effective management of the system is possible by realizing the trends of its development and exerting a resonant influence on the system and its components, in which the external influence is coordinated (harmoniously connected) with the internal properties of the system. In the case of resonant influence, it is not its strength and intensity that is important, but the correct spatial organization of the influence. Closed systems are capable of generating the kind of resistance that can hinder their development or even lead to an evolutionary impasse.

Therefore, the synergistic approach is a methodological orientation in cognitive and practical scientific activity, which involves the application of a set of ideas, concepts and methods in the study and management of open nonlinear systems that have the

property of self-organization. In the study of the corporate culture of future university teachers, the use of a synergistic approach allows to determine the mechanisms of development of this phenomenon and the principles of its formation (non-linearity, openness, self-organization, imbalance).

The next approach, defined for researching the phenomenon of corporate culture of future university teachers, is cultural. This approach involves consideration of the phenomenon of culture as a core in the understanding and explanation of a person, his consciousness and life activity. In the logic of this approach, various aspects of the essence of a person as a subject of culture (consciousness, self-awareness, spirituality, morality, creativity, behavior, activity) are understood in a "hierarchical combination" as facets of a complete cultural person. The cultural approach focuses on the vision of a person in all its manifestations through the prism of the concept of culture, as a free, active individuality capable of "self-determination in the horizon of the individual" as a result of communication with other individuals and representatives of other cultures. According to this approach, the corporate culture of higher education teachers is a product of their own personal activity, which arises as a result of joint work and interaction.

The cultural approach interprets the process of establishment and development of a person and his "enculturation" in the form of three stages. The first is determined by the entry of a person into a culture through

the assimilation of certain norms – samples, signs, symbols, types of consciousness, which reveal the limits of the space of his life activities among other people, ensuring the process of socialization. The second stage occurs as the development of personality through the assimilation of various ways of thinking and activity, which ensure the reproduction of existing and production of new forms of social life. The third stage is the creation by an individual of his own unique image of a cultural person through the living of his personal history, the creation of his own cultural texts, products and methods of activity, that is, the creation of his own worldview regarding the purpose of a person and ideas about ethical norms and ways of interacting with others in the realization of this purpose.

The cultural approach allows us to interpret the assimilation of corporate culture by individual future teachers as a process of personal discovery, creation of a world of culture within oneself, participation in the dialogue of cultures, which is followed by an individual and personal actualization of the meanings embedded in it. The cultural approach is a fundamental humanist position that recognizes a person as the subject of culture, its main actor. He focuses attention on a person as a subject of culture, capable of containing all the “old” meanings of culture and at the same time producing new ones.

The cultural approach, as a general scientific method of research in the form of a leading position, includes understanding and consideration of the object as

a cultural phenomenon or process created by man for the sake of man. As a methodological position, it reveals the unity of axiological, activity and individual creative aspects of culture creation and considers a person as its subject, the main actor. The functional principles of the cultural analysis of pedagogical problems are the accounting of the subjectivity of cultural development and the activity nature of the realization of the subject's beginning in culture; the unity of normative and creative aspects of cultural existence.

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The cultural approach requires considering the studied phenomena through a number of system-forming relationships:

- subject-subjects that give rise to the phenomena of “cultural activity”, “cultural self-determination”, “cultural development (self-development)”, “communication”, “community”, “corporation”, “corporatism”, etc.;

- object-subjects that record such phenomena as the sociocultural (cultural) situation, the sociocultural (cultural) context of the existence of the phenomenon under study, cultural models, the multicultural (cultural) environment of educational systems, etc.

- subject-object-subjects, which is reflected in such phenomena as value, quality, cultural norm, cultural interest, etc.

Thus, the culturological approach defines three main interrelated problem-meaning fields of the study of the process of formation of the corporate culture of teachers of a pedagogical university:

- personal growth (self-determination, self-development, self-realization) through the development of structures of cultural activity, changes in personal cultural creative experience, dynamics of the culture of communication and communication, evolution of the circle of communication;

- the growth of the level of culture (that is, the quality and degree of manifestation of value content) of individual processes, systems, communities;

- the development and growth of the level of culture as a field as a whole, changes in the sociocultural context of educational and, in particular, scientific activity (subject, informational and subjective environments, models, forms and mechanisms of organization).

It is the culturological approach that plays a fundamental role in the interpretation of the nature of the corporate culture of teachers of a pedagogical university, the mechanisms of its formation and development.

The next approach, highlighted in the study of the phenomenon of corporate culture of future university teachers, is axiological. Choosing this approach, we took into account that any cultural phenomenon is genetically related to the search for the meaning of existence, that is, to the determination of its valuable nature. Cultural values are concretized in ideals, goals of activity, human, life guidelines, which determine different ways of world perception, find expression in different systems of norms and are embodied in cultural traditions.

An axiological approach to explaining the specificity of the content of the phenomenon of culture combines its numerous properties around the concept of "value". Since values define culture from the inside, from the depths of individual and social life, they become the core of human and societal culture. Moreover, most often culture, as an anthropological phenomenon, is defined through value relations. Axiological definitions are based on the fair opinion that culture is not expressed only in the totality of the accumulated products of activity, but also in the attitude of a person to nature, society, and himself.

At the level of the individual, the abstract content of the axiological category of culture is manifested in the ability to evaluate and choose, in the hope of fulfilling those expectations that are given to a person in the system of his value ideas and value orientations.

An important axiological aspect of the study of an individual's cultural behavior is the problem of the relationship between declared values and values that act as a real motivating force, since any generally significant

value becomes truly significant only in an individual context (Rashkevych, 2014). A person who has realized and appropriated universal human values, translated them into his own internal plan and accepted them as personal values, is guided by them in practical activities, is a cultured person (Khrykov, 2017).

Therefore, the axiological approach in the study of the corporate culture of future university teachers translates it into the plane of values, which is a psychological formation in which there is a direct (or indirect) attitude of a person to the environment and himself. This attitude is the result of a special subjective-social value act by its nature, the components of which are the actual subject of evaluation, the evaluated object, reflection on the evaluation and its implementation (Koycheva, Li Zhuhua, 2018).

According to the axiological approach, the values produced in the culture can only be organically perceived by the individual and appropriated by him at the personal-semantic level, if they are experienced by the individual, accepted by him emotionally, and not only understood and assimilated rationally. Differing in essence from knowledge, expressing intersubjective relationships, values can form a way of deobjectification through the process of spiritual communication, which involves the involvement of another person in certain personal values of the individual.

It should be noted that the individual acquires values on his own, and does not assimilate them ready-made. Involvement in cultural values is the essence of the

process of any activity as an anthropogenic practice of culture.

Values themselves, at least the main ones, remain constant at different stages of the development of human society. Such values as life, health, love, education, work, peace, beauty, creativity, etc., have attracted people's attention at all times. At the center of axiological thinking is the concept of an interdependent, interacting world. She claims that our world is the world of a whole person, so it is important to learn to identify the common things that not only unite humanity, but also characterize each individual person.

Researchers do not doubt the role of values in the structure and functioning of culture. However, the very concept of value is used in modern philosophical literature in different meanings, in particular:

- value is identified with a new idea that acts as an individual or social reference point;
- value is perceived as a common subjective image or representation that has a human dimension;
- value is synonymous with cultural and historical standards;
- value is associated with a type of “worthy” behavior, with a specific lifestyle.

The concept of value cannot exist outside of a person and without a person, since it is a special human type of significance of objects and phenomena. Values are not primary – they are derived from the relationship between the world and man and confirm the significance of what man has created in the course of history. Value is

not only objects, phenomena and their properties, which are needed by people of a certain society and individual as a means of satisfying their needs, but also ideas and motivations as norms and ideals (Ziaziun, 2011).

Value is fixed and marked through certain life ideas. Its content is revealed with the help of a specific set of ideas. However, the value cannot be equated with the idea in any way, because there is a significant fundamental difference between them. Ideas can be true or false, scientific or religious, philosophical or mystical. They are characterized by the type of thinking that gives them the necessary impetus. The main criterion in this regard is the degree of truth of this or that idea.

As for values, they also orient human activity in a certain direction, but they do not always coincide with the results of cognition. A person himself determines what is a holiday for him, which shrines are important for him. Values organize reality, contribute to its understanding, reflect other aspects of the surrounding reality compared to science. They are not related to the truth, but to ideas about the ideal, the desired, the normative. It is values that give meaning to human life.

A person always compares his behavior with a certain norm, ideal, goal, which acts as a model, standard. The concepts of “good” or “evil”, “beautiful” or “ugly”, “righteous” or “unrighteous” can be called values, and related views, beliefs of people – value ideas that can be evaluated as acceptable or unacceptable , optimistic or pessimistic, active-creative or passive-contemplative. It is in this sense that those orientations that determine human

behavior are called values. People constantly compare their actions with their goals, generally accepted norms. In history, different ideals, absolutes and shrines collide. Every culture reveals its valuable nature, that is, the presence of stable value orientations in it.

Axiological principles include:

- the equality of all human views within the framework of a single humanistic system of values (while preserving the diversity of their cultural and ethnic characteristics);

- the equivalence of traditions and creativity, recognition of the need to study and use the teachings of the past and the possibility of discovery in the present and future;

- equality of people, pragmatism instead of disputes about the basis of values; dialogue instead of indifference or denial of each other.

These principles allow different sciences and currents to engage in dialogue and work together, to search for optimal solutions.

Therefore, the basis of pedagogical axiology is the understanding and affirmation of the value of human life, education and training, pedagogical activity and education in general. Pedagogical values, like any other spiritual values, depend on social, political, and economic relations in society, which largely influence the development of pedagogy. With the change of social living conditions, the development of the needs of society and the individual, pedagogical values are also transformed. Value orientations are one of the main “global” characteristics of

an individual, and their development is the main task of humanistic pedagogy and the most important way of society's development.

The value dimension of culture, as a scientific problem, is aimed at identifying the foundations, the core of culture, the specificity of which is determined by the features of the process and results of objectification, evaluation and understanding of the world and themselves by the bearers of culture, depending on the value content. Axiology of culture goes beyond the understanding of culture as a system of material and spiritual values and is based on the idea of the complex interaction of the individual, groups, systems of culture and nature embodied in values.

The axiological dimension of culture is revealed in the context of its interpretations as a regulatory and normative part of human life. The “objectification” of one or another system of values carried out in the process and with the help of human activity into specific objects, phenomena, processes that make up the socio-cultural space makes the research of these phenomena (religion, education, everyday life, architecture, work, etc.) justified. in the perspective of an axiological approach.

The value or axiological approach allows us to highlight in culture those positive “givens”, “objects” that contribute to the spiritual development and improvement of the individual and society. He focuses attention on identifying values not only as abstractions fixed by culture, but as the result and process of individual-personal reflection and assessment of being.

The study of cultural patterns, considered as a sample, a model that embodies certain established stereotypes of behavior, thinking, people's connection with each other, reveals their attitude to the natural and material environment. The axiological paradigm allows us to reveal the attitude of individuals to the natural environment, the transcendent, society and its groups, to themselves, which is anchored in tradition, artifacts, cultural universals, archetypes and symbols. In the context of corporate culture, it makes it possible to determine the uniqueness of the culture of a certain organization, patterns that are explained in a certain experience of human interaction and cooperation.

Therefore, in the context of researching the corporate culture of future university teachers, the axiological approach is one of the key methodological approaches capable of revealing the uniqueness of this culture, the configuration of the universal and the unique in it, which contributes to the disclosure of the most optimal ways and opportunities of interpersonal dialogue aimed at mutual understanding and cooperation.

2.2. Justification of the model of formation of corporate culture of future teachers

In pedagogical studies of recent decades, the creation of a model and its presentation in various forms has become a generally accepted and mandatory attribute.

Usually, modeling consists of two interrelated stages: formulation of the model (statement of the problem) and its study. At the same time, the

methodological basis for the development and research of content models is system analysis. However, the application of systems research methods that work successfully in the natural sciences in the social sphere often turns out to be ineffective. This is explained by the fact that social systems not only function in time – they also independently make decisions, subjectively choose the path of their further development. In other words, in social systems there is a transition from standardized technological production to the creation of products according to individual orders. This is explained by the fact that in the conditions of social systems, the volume of information and the methods of obtaining it are growing sharply. As a result, the staff of any organization becomes more and more educated and self-organized, prone to independent decision-making and independent actions, which leads to the fact that the goals of subsystems often do not coincide with the goals of the system as a whole.

Turning to the creation of a model for the formation of the corporate culture of future university teachers focuses attention on the possibility of changing this phenomenon. At the same time, the description of its dynamics as a subject of research involves the use of the concept of “process”. In the classical evolutionary process, development has its own logic, which determines the gradual, continuous and ascending, cumulative and irreversible nature of evolution.

So, we highlight the components of the process model that ensures the formation of corporate culture:

- diagnostic, the function of which is to determine the state of this culture at the time of determining the goal for its development;

- predictive, the function of which is to develop likely options for the purposeful development of the corporate culture of future university teachers;

- methodical and organizational, which determines the totality of pedagogical means of influencing the formation and development of the corporate culture of future teachers.

It is known that the corporate culture of future university teachers as a community, a certain team, is a system in which, firstly, all elements are interconnected, and secondly, the elements of the higher-order system are closely connected with others (the external and internal environment of the university , demographic and personal characteristics of people who work and interact in it). The interaction of these elements affects the activity of the collective, and it, in turn, affects the industrial and social results of the university's activity, which characterize the peculiarities of its internal and external environment as an organization.

The issue of compliance of the activities of future university teachers with the corporate culture focuses attention on the methods and technologies of interaction, with the help of which their organization is carried out in a joint activity subordinated to the achievement of common goals. The possibility of their reproduction in the corporate culture of future teachers of the university is determined in a certain way by the ideology of society, its

dominant values, on the basis of which the selection and consolidation of normative goals and methods of scientific and educational activity takes place through the professional training of future teachers. Instead, the probability that they will be fully implemented or changed in some way depends on the future teachers of the university as a community that understands its place and purpose in the professional training of specialists for the education system.

Therefore, the first and necessary stage of forming the corporate culture of future university teachers is to identify its real state and factors that can influence its changes. This stage was designated as introductory and orientational.

When selecting the next stage in the model of the formation of the corporate culture of future university teachers, it was taken into account that the social and psychological climate of any team is influenced by many objective and subjective factors of the external and internal environment in which it functions and in which its activities are implemented.

The factors of the external environment include the general social, economic and political situation, the level and conditions of social life, the level of development of society's culture, etc. These factors should be understood and ascertained, but it is practically impossible to influence them.

The internal environment or internal living conditions of the collective are also diverse. These include: the organization and working conditions of

employees and students, an effective incentive system, everyday working conditions, management methods and style, the level of self-governance and awareness of the team, it is important that these are the factors that can be really influenced, changed and improved.

It should be emphasized that the external and internal environment affect the socio-psychological climate of the organization's team not directly, but indirectly, through the perception of people. At the same time, perception is determined by the belonging of people to a social group depending on the nature and content of work, place and role in the hierarchical structure of management, profession, gender, age, marital status and education, a complex of socio-psychological characteristics (needs, interests, motives of behavior). Social groups learn values corresponding to their status in society. In addition, each group forms its own system of values.

An equally important element of the socio-psychological climate of the collective are social guidelines, which characterize the deepest and most stable attitude of a person to his statuses and roles.

Norms of behavior are the next basic component of the socio-psychological climate. A social norm is a system of ideas that make up a certain pattern of behavior, and that is shared by members of the collective as a certain way of organized social group and necessary for the implementation of joint coordinated actions. It is important that social norms are formed on the basis of collective values. Their main purpose is to ensure that

each employee's behavior conforms to generally recognized collective values.

Note that norms of labor conduct perform two functions – administrative and evaluative. Depending on the content, social norms are divided into value-oriented norms of attitude: towards the goals and tasks of the team; to the manager's activity; to friends or colleagues; to their own activity.

According to the scope of distribution and application, these can be norms-requirements and norms-stereotypes.

It was established that there is a certain tendency of an individual to perceive his group, if this highly developed community acts as a source of value orientations for him. Cohesion, as a sign of value orientation unity, characterizes the system of intragroup relations and the degree of coincidence of assessments, instructions and positions of group members in relation to the objects (persons, tasks, ideas, events) most significant for the group as a whole.

The greatest importance is the coincidence of assessments in the business sphere, in the approach to goals, to tasks of joint activity. A quantitative indicator of group cohesion can be the index of cohesion, which is defined as the frequency of coincidence of assessments or positions of group members in relation to objects significantly significant for the group as a whole.

It is noteworthy that cohesion is a reversible process that can be weakened or nullified at any stage, as a result of separation and destructive conflict. It is important that

satisfaction with working and living conditions depends not only on the existing state of the organization's affairs, but also on the demands and social expectations of team members as a whole and each one individually.

Therefore, identifying and characterizing the current state of the corporate culture of future university teachers and the factors influencing its change allows us to move to the next stage of working with this phenomenon – the development of a project for its development and improvement. We define it as a valuable and reproductive stage.

The central task of this stage is the planning and implementation of changes in the corporate culture of future university teachers.

Scientists note that the assimilation of any culture or its product occurs only if a person actively understands its structure and practices in its reproduction. On the other hand, any form of culture reveals itself only in the process of an active subject-subject relationship. The creation and implementation of corporate culture is possible only at the level of a person and in the system of his social relations, that is, at the level of an individual. The interaction of personality and culture appears as a dialectical unity of the source and result of the existence of culture, in which both phenomena mutually generate each other and do not exist without each other.

Personality acts as the center, center of culture as a subject of individual and unique spiritual experience and productive activity, capable of manifesting itself in the environment in a unique way based on the disclosure of

its own abilities. Being a sufficiently autonomous being, a person as a person is capable of self-determination, meaningful transformation not only of himself, but also of appropriated cultural norms and rules of social behavior and activity.

In this process, corporate culture reveals itself as a phenomenon of social life and a way of life of an individual in the context of interaction with others. At the same time, it becomes a space for self-determination, where a person meets a person and defines himself in the process of interaction with others.

Therefore, corporate culture acts as a measure of human socialization, its development as an individual in special conditions of collective interaction and cooperation. In this context, it reveals itself as a space for the manifestation and struggle of opposites: general and individual, social and individual, material and spiritual, objective and subjective. It is possible to achieve this provided that the object of culture is realized in the process of understanding and reconstructing the meanings embedded in it by its creator – a specific person, subject.

Becoming a person as a subject of corporate culture implies personal growth, self-development in the space of this culture, its bosom. It occurs through self-determination and the ability to correlate one's needs and interests with the values and norms of culture, acceptable for a circle of people who cooperate and interact within the same organization, in the same conditions of its functioning and in accordance with the jointly defined purpose of activity.

Improving the conditions for the formation of the socio-psychological climate of the team means the development and practical implementation of a set of technical, economic and organizational measures to systematically change factors that have an unfavorable assessment. At the same time, assessments can be differentiated by divisions, categories of employees, as well as the degree of disadvantage.

Activities for the formation and development of corporate culture proceed as an improvement of the socio-psychological climate and can be carried out in several directions depending on the direction and strength of the factors affecting it.

According to the socio-psychological concepts of team activity, they include the following.

1. Improvement of working conditions. This is important because the working conditions not only shape the subject's attitude towards it, but also objectively determine the final result.

2. Improvement of the organization and stimulation of work, which requires improvement of the forms of distribution and cooperation of labor, improvement, organization and maintenance of workplaces, improvement of labor regulation, training and improvement of qualifications of employees, rationalization of work and rest regimes.

Material and moral incentives are a key moment in the formation of the social and psychological status of a person in a team. In addition to individual characteristics of a person, the perception of stimuli is influenced by

group opinion, working and living conditions, traditions, norms and values. The general idea of improving work incentives is to create a model of "social justice" in the organization. The initial conditions for a socio-psychologically favorable perception of the employee incentive system are: understanding of the mechanism of connection between effort and reward, accounting of socio-demographic, personal, individual characteristics of employees and characteristics of the primary team (norms, values, traditions).

3. Improvement of the socio-demographic characteristics of the team. Improving the structure of the collective must be connected with its production goals, personnel potential, general conditions of activity. It is necessary to observe a sufficient diversity of socio-demographic characteristics and restrictions on the compatibility and interaction of participants in the labor process. Yes, in collectives where there are men and women, the culture of communication is higher; the combination of different age and educational qualification groups creates better prerequisites for shortening the adaptation period; youth teams are more mobile to learn new technology and innovations.

4. Improvement of relations and management style. Relationships in the team are the most important indicator that indicates the state of its social and psychological climate. Relationships are often judged by the degree of conflict over a certain period of time. At the same time, conflicts are not undesirable in themselves, without them there can be no life process. The main thing is that as a

result of their solution, all the old things that interfere with the development of the team and the growth of people as individuals are gone.

Thus, the regulation of the socio-psychological climate of the collective has a certain specificity according to the level of formation and manifestation of the climate. At the level of the organization as a whole, material factors (conditions, organization, work stimulation) give the greatest return, in a small group – these are factors related to social and psychological mood, interpersonal interactions. At the personal level, the main condition for a favorable social and psychological climate is the formation of stable work motivation.

The basis of the regulation of corporate culture as a form of manifestation of the socio-psychological climate of the team is optimization criteria and methods of influencing them. In the sociometric concept, the criterion of the optimality of mutual relations appears in the form of likes and dislikes, which are considered as a mechanism of group cohesion.

Another criterion is satisfaction with the working conditions. The state of job satisfaction is considered as the main component of the general social and psychological mood of the team. Dissatisfaction is an important aspect of the assessment of the socio-psychological climate. If satisfaction acts as a factor of effective functioning within the framework of a stable activity program, then the source of dynamics, change and renewal of the latter is more dissatisfaction. In other words, not satisfaction, but on the contrary, dissatisfaction

with what has been achieved, a constant desire to surpass the boundaries taken, a critical attitude to the state of affairs and to one's efforts is an important indicator of the state of the socio-psychological climate in the team.

The formation of a social group should be considered through the prism of internal connections within it. The group is characterized by a certain integrity and stability, which is determined by its goals and objectives. The presence of common goals and tasks becomes a factor in the formation and development of the structure of the group as a certain team.

By their essence, teams are subordinate groups of a leader and his employees, or a work group that has reached a higher level of cohesion and acts as a new system, a single community that combines the advantages of formal and informal groups in the absence of their disadvantages.

The team ensures the most efficient achievement of organizational results and satisfaction of personal and social needs of its members. Not always and not any groups are able to turn into a single team, a coordinated effective whole.

This happens under the following conditions:

- agreement between group members regarding its goals;
- wide communication and interaction between group members;
- closeness acceptable for group members with different social status;

- democratization of group relations, provision of opportunities for all group members to directly participate in establishing group norms and standards;

- positive opinions of group members about each other;

- clearly expressed needs of each member of the group for those advantages, including protection, that membership in it provides;

- the size of the group, sufficient to realize its goals and communications. But it should not be so large as to divert attention from the common cause and encourage division into microgroups;

- the benefits of a positive experience in the group's achievement of its goals and protection of values, which strengthens the faith of group members in the possibility of achieving its goals, gives group relations a positive emotional color;

- psychological compatibility of group members, which ensures positive emotional coloring, coherence and effectiveness of their joint actions and cooperation.

It has been proven that psychological compatibility has a positive effect on labor productivity and product quality. The moral and psychological climate of the collective as a component of its socio-psychological climate is a product of the entire system of social relations of society and its spiritual orientation. According to its content, it reflects the specifics of this or that professional system (in this case, scientific and pedagogical), in which it is formed and exists. The roots of the moral and psychological climate in any pedagogical team are hidden

in its multifaceted life activities and are an important prerequisite for the formation of a certain level of its development.

Another important prerequisite for the development of the social and psychological climate is the high-quality composition of the team. The level of the moral and psychological climate and the possibility of its optimization largely depend on the ratio of different categories of team members in the team. The educational potential of the team is largely determined by the correspondence of the values of the team to the main interests of the individual and vice versa. The degree of development of the spiritual potential of each team member is determined by the entire culture of internal collective relations, the culture of interpersonal communication. In modern conditions, a teacher as a subject of pedagogical creativity should be formed as a creative individual capable of independently setting creative goals and their systematic implementation.

Thus, the extent to which people adequately reflect, perceive and understand others, and through them, themselves, largely determines the process of communication between people, the relationships that develop between them, and the ways in which they carry out joint activities.

So, in accordance with this, we define the third stage of forming the corporate culture of future university teachers as productive and active.

Note that in order to understand the model of formation of the corporate culture of future teachers in the

conditions of the university space, it is important to consider several fundamental points:

- culture should express not only the relations between the members of a certain social system, but also the idea of the purpose of this system as a whole and its individual members, about the goals, the nature of the activity and the criteria that determine its effectiveness;

- culture is not amenable to ordinary manipulation, it is formed for a long time and itself largely determines the nature of the social system, management style;

- it is not possible to artificially plant a “weak” culture, which is characteristic of any system, with a “strong” one and vice versa. Both cultures can be effective in some cases and ineffective in others – it all depends on the specific conditions of the management situation.

As we can see, work on implementing changes in the corporate culture of the organization requires a creative approach, careful preparation and planning, choosing the optimal path, conscientious joint work, etc.

Determining the complex of measures necessary for the formation of the corporate culture of future teachers, we assumed that social psychology considers the team as a special quality of the group, related to the general activity. This special quality is a product of the development of groups that exist within a certain system of social activity.

It is possible to single out the main characteristics indicated by various authors as mandatory characteristics of a team. First of all, a collective is a uniting of people in

the name of achieving a certain, socially approved goal. Secondly, it is the voluntary nature of the association, which is understood as such a characteristic of the joint activity of the group, which is determined not only by external circumstances, but is for the individuals who are part of it, a system of relationships actively built by them, on the basis of common activity.

A team is a qualitatively new form of interpersonal interaction (collective action) of professionals who act as a group of like-minded people and work not only for a reward, but also for a certain idea and to achieve specific results. At the same time, their unity as team members is based not only on common goals, but also on common ethical values, moral guidelines regarding activities that are performed and balance collective and individual aspirations.

It is known that working in a team has a synergistic effect: everyone invests a certain amount of personal energy in the work of the collective as a team of like-minded people, which in joint activity is deployed and realized in the form of group activity aimed at achieving a common goal.

The second stage involves a gradual transition to the isolation of certain groups, whose members adhere to common group values and norms of activity and generally support the efforts of the leader-manager in joint and coordinated actions.

The third stage is the actual formation of a group of like-minded people as a team, for which ethical values, norms of educational activity, and goals are recognized by

all members and become guidelines for joint and coordinated actions.

Therefore, an essential feature of the team is its integrity. This is expressed in the fact that the team acts as a certain system of activity with its inherent organization, distribution of functions, and a defined structure of leadership and management. Finally, the team is a special form of relationship between its members, which ensures the principle of individual development, not contrary to, but together with the development of the team.

The central link of the dynamics of the group's development is its substantive activity, and it is necessarily a socially positive activity. The second layer of the group's development is related to fixing the relationships of each of its members to the common subject activity, its goals and tasks. This layer is described not only by the coincidence of values related to joint activities, but also by the development of a certain motivation of group members, emotional identification of each individual member with the group. The third layer captures the actual interpersonal relationships mediated by activity. The fourth layer of the group's development records direct emotional contacts between its members, which are not mediated by the collective goals of the activity, established by the norms of behavior.

Among the main factors that influence corporate culture, one can single out ideal goals, ideas and values prevailing in the organization, role models of behavior of its members, internal standards and rules, informal communication channels. At the same time, the culture of

any social system is divided into a number of private cultures (subcultures). The degree of cultural differentiation is determined by the differences in the tasks to be solved, the specificity of the organizational subsystem, and the territorial feature.

Therefore, the main task of managing the process of formation of corporate culture is the coordination of individual subcultures into the general harmonized culture of the organization in order to avoid its dysfunctional development as a social system.

Thanks to the research of psychologists and sociologists, it is known that the activity, which is constantly developing and improving, is manifested in the variety of its functions. It becomes more and more difficult for the entities that carry it out to organize and coordinate their joint actions, there is a need to formalize relationships, primarily business ones. At the same time, people who are closer to each other due to sympathy, with an organizational, professional or other characteristic, strive to create and preserve a certain business, spiritual integrity, as a result of which a certain number of subcultures, which to some extent oppose each other, spontaneously form in the organization.

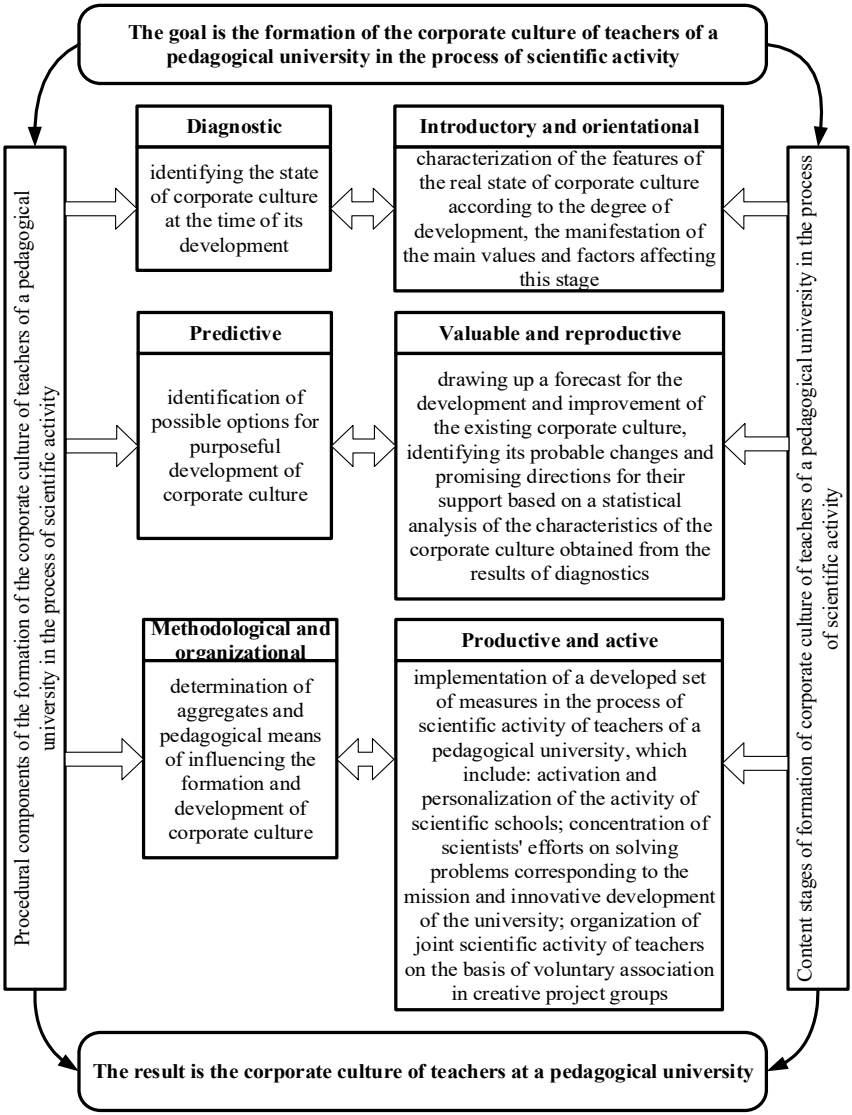

Fig. Model of formation of corporate culture of future teachers in the conditions of the university space

In this situation, it is worth emphasizing the improvement of the internal culture of the organization, which involves the development of formal rules of interaction that minimize the negative effects of uncoordinated diversity.

For the most part, quite large organizations reach the corporate level, which have the opportunity to invest resources in the development of their employees, paying attention not only to their professional skills, but also to a large extent to their personal needs. By improving the culture of the staff, the general culture of the organization also increases.

So, according to the presented and analyzed data, it is possible to present a model of the formation of the corporate culture of future teachers in the conditions of the university space.

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РОЗДІЛ 2.

ФОРМУВАННЯ КОРПОРАТИВНОЇ КУЛЬТУРИ МАЙБУТНІХ ВИКЛАДАЧІВ В УМОВАХ УНІВЕРСИТЕТСЬКОГО ПРОСТОРУ

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АНОТАЦІЯ

Проблема формування корпоративної культури майбутніх викладачів в умовах університетського простору є надзвичайно актуальною, оскільки суттєво визначає його ефективність і здатність до досягнення найвищих стандартів якості освіти в реаліях соціокультурних та економічних трансформацій. Визначено й обґрунтовано методологічні детермінанти формування корпоративної культури майбутніх викладачів, що базуються на комплексі ідей щодо зумовленості педагогічних явищ соціальним і культурним середовищем, системної природи феномена освіти, його адекватності процесам, що відбуваються в культурі й суспільстві, впливу на нього загальної динаміки культури суспільства та зміни культурних

парадигм, цінності як ядра культури й орієнтирів освітнього процесу. Такими детермінантами визначено системний, синергетичний, культурологічний і аксіологічний підходи.

Доведено, що формування корпоративної культури майбутніх викладачів в умовах університетського простору відбувається за моделлю цього процесу, що складається з діагностувального, прогнозувального і методично-організаційного компонентів, трьох (ознайомлювально-орієнтувального, ціннісно-відтворювального, продуктивно-діяльнісного) етапів і відповідного науково-методичного супроводу, що реалізується у виробленні спільних цінностей майбутніх викладачів щодо змісту та результатів професійно-педагогічної діяльності.

Ключові слова: *культура, корпоративна культура, майбутні викладачі, університетський простір, методологічні детермінанти, системний, синергетичний, культурологічний і аксіологічний підходи, модель, компоненти, етапи, науково-методичний супровід, професійно-педагогічна діяльність.*

CHAPTER 3
INNOVATIVE TEACHING TECHNOLOGIES AS A FACTOR OF PROFESSIONAL DEVELOPMENT OF FUTURE SPECIALISTS

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ABSTRACT

One of the tasks of higher education institutions in the conditions of Ukraine's integration into the European and global scientific and educational space is the professional training of future teachers who are capable of organizing creative educational activities, searching for and creating innovations, which involves the formation of the learner's scientific outlook, critical thinking, development of projective, analytical, reflexive, communicative, and other skills. It has been found that the professional development of future teachers begins during their studies at higher education institutions in the course of professional training, which is considered as a comprehensive process of acquiring theoretical knowledge by future teachers, mastering and consolidating general pedagogical and specialized skills and abilities, the result of which is considered to be the

development of readiness for professional activity in future teachers. It is noted that the professional development of future specialists during their studies at higher education institutions will be facilitated by the introduction of innovative teaching technologies into the educational process, which corresponds to the nature and pace of social changes in society, high European standards of training competitive specialists of an innovative type. The essence of the process of professional development is defined as a process that contributes to achieving an optimal balance between the complex of requirements placed on the teaching profession as a whole, and which involves the professional socialization of the individual through the need for self-realization and self-education; the role of innovative technologies in the professional development of future specialists in higher education institutions is substantiated, the variability of innovative technologies that contribute to the professional development of students during their studies at higher education institutions is revealed. It is established that the professional development of future teachers is facilitated by the introduction of innovative technologies into the educational process of higher education pedagogical institutions, including such technologies as interactive technologies, gaming technologies, project technologies, information and communication technologies, and multimedia technologies, which have become widespread in the conditions of blended learning.

***Keywords**: future teachers, higher education institutions, professional training, professional*

development, professional self-determination, professional identification, professional self-awareness, professionalism, educational process, innovative technologies, interactive technologies, gaming technologies, information and communication technologies, project technologies, multimedia technologies.

Introduction

The socio-economic transformations taking place in Ukraine necessitate significant changes in the development of the education system and the professional formation of future specialists, which are associated with the rapid growth of informatization in society, the swift development of science, technology, and production occurring outlook and particularly in Ukraine, requiring a qualitative improvement of the intellectual potential of the younger generation. The renovation of all aspects of life in the conditions of a market economy emphasizes increased attention to the professional training of future specialists.

One of the tasks of higher education institutions in the context of Ukraine's integration into the European and global scientific and educational space is the professional training of future teachers capable of organizing creative educational activities, searching for and creating innovations, which entails the formation in education seekers of a scientific outlook, critical thinking,

development of projective, analytical, reflexive, communicative, and other skills.

Considering that innovative technologies significantly enhance the outcomes of educational activities, the question of determining their role in the professional development of future specialists becomes relevant.

We believe that the introduction of innovative teaching technologies into the educational process will contribute to the professional development of future specialists during their studies at higher education institutions, aligning with the nature and pace of social changes in society, high European standards for preparing competitive specialists of an innovative type.

Objective and tasks of the research: To define the essence of the process of professional development; to substantiate the role of innovative technologies in the professional development of future specialists in higher education institutions, to reveal the variability of innovative technologies that contribute to the professional development of students during their studies at higher education institutions.

3.1. Professional training of future teachers as a guarantee of professional development

The professional development of future teachers begins during their studies at higher education institutions. Let's consider the essence of the concept of “professional training”.

Professional training. Professional training is understood as a deep acquaintance with the scientific foundations and technology of the chosen type of work; instilling social practical skills and abilities; formation of psychological and moral qualities of personality, important in a certain sphere of human activity; a set of special knowledge, skills and abilities, qualities, labor experience, and norms of behavior that ensure the possibility of successful work in the chosen profession; acquisition of qualifications in the relevant direction of training or specialization (Chaika, 2018: 25).

While examining the essence of professional training, O. Chaika notes that in philosophy, professional training is considered as the process of professional development of future specialists; a means of increasing the individual potential of a person, developing their reserve forces, cognitive and creative activity based on mastering general scientific and professionally significant knowledge, skills, and abilities (Chaika, 2018: 25).

According to N. Nychkalo, the main task of professional education is the preparation of qualified, competitive specialists with a high level of professional knowledge, skills, abilities, and mobility, meeting the requirements of scientific and technological progress and market relations in the economy; upbringing of socially active members of society, shaping in them a scientific outlook, creative thinking, best human qualities, national consciousness (Nychkalo, 2001: 11).

When examining the essence of professional training, R. Kubanov emphasizes the acquisition of

theoretical material and the formation of necessary personal professional qualities during an organized, professionally directed educational process (Kubanov, 2014: 27-32).

According to the definition of S. Sysoieva and I. Sokolova, professional training is a continuous and managed process of acquiring subjective experience of professional activity by a person, which allows systematically and holistically perceiving reality and acting on the basis of humanistic values laid down in modern educational concepts of continuity, humanization of education, and professional training of specialists in institutions of higher education to form professional competence of the individual and successful work considering the modern requirements of the labor market (Sysoieva, Sokolova, 2010: 133).

Significant attention in scientific pedagogical literature is devoted to defining the essence of professional training of future teachers. For example, L. Polishchuk understands the professional training of future teachers as a purposeful, planned, and organized process of pedagogical influences, both in the learning process and in extracurricular time, as a result of which professionally significant and personal qualities are formed in students, they master the profession and specialization (Polishchuk, 2009: 114). According to O. Pavlyk, the professional training of a future teacher is a holistic process of mastering and consolidating general pedagogical and specialized knowledge, skills, and abilities, the result of which is considered to be the

development of readiness for professional activity in future teachers (Pavlyk, 2004).

Professional training of future teachers in a broad sense is considered by L. Khoruzha, defining it as a combination of theoretical knowledge, practical skills, experience, and personal qualities of a teacher, the dialectical course of which ensures the effectiveness and productivity of pedagogical action (Khoruzha, 2004: 18). V. Bezliudna understands professional training of future teachers as a system of organizational and pedagogical measures aimed at their personal development, the goal and ultimate result of which should be readiness for professional pedagogical activity (Bezliudna, 2016: 76).

Overall, it should be noted that modern researchers consider the professional training of future teachers from various aspects. Thus, from the standpoint of a cultural approach (I. Ziaziun, T. Ivanova, N. Nychkalo, S. Sysoieva, M. Chobitko, etc.), the main purpose of professional training of future teachers is not just the acquisition of knowledge and skills, but the mastery of examples of human culture and the ability to transmit this cultural experience to the younger generation. In particular, M. Chobitko emphasizes that the professional training of teachers should be viewed through the concept of professional culture, which includes a systemic outlook, praxeological, reflexive, and informational readiness, communication and management competence, the result of which is the formation of professional qualities that guarantee the effectiveness of pedagogical

activity upon completion of higher education (Chobitko, 2006: 114-115).

A slightly different opinion is expressed by supporters of an axiological approach (I. Bekh, Ye. Bondarevska, O. Drobnytskyi, A. Zdravomyslov, I. Isaiev, O. Kyrychuk, V. Tuharinov, V. Shakhov, N. Shchurkova, V. Yadov, etc.), who emphasize the idea of forming in future teachers a set of relatively stable values of pedagogical activity and consider it as a methodological basis for the process of preparing specialists within the study of pedagogical disciplines, which gives the process of preparing future teachers a value orientation as a tool for selecting important professional values of pedagogical activity, the mastery of which ensures their transformation into personally significant ones (Shakhov, 2008: 5).

Within the framework of the competency approach, researchers (V. Bolotova, I. Zymnia, H. Holub, O. Dubaseniuk, A. Zeier, L. Yovenko, V. Kraievskyi, V. Kunir, O. Liebiediev, O. Pometun, M. Ryzhakov, I. Rodyhina, O. Semenoh, Yu. Tatur, A. Khutorskoi, M. Choshanov, P. Shchedrovytskyi, etc.) note that the professional training of teachers ensures students' acquisition of relevant professional and psycho-pedagogical knowledge, skills, and abilities, the formation of creative, analytical thinking, the development of the need and ability to independently replenish their knowledge in their field, to be flexible and adaptable to various innovations (Semenoh, 2005: 31).

L. Yovenko divides the preparation of future teachers into:

– *general education*, which involves students acquiring general knowledge,

– *professional*, within which students acquire a certain amount of knowledge, skills, and abilities necessary in a specific field of activity (pedagogical, production, economic, aesthetic, etc.),

– *special*, which ensures that future teachers master specific skills and abilities, passing them on to students in the process of their future professional activities in school (Yovenko, 2005: 56).

V. Kushnir sees the structure of professional training for future teachers somewhat differently, distinguishing between subject, methodological, and practical substructures. The *subject* substructure includes training in the subject and psycho-pedagogical disciplines; the *methodical* substructure is associated with the features of organizing the educational process; the *methodological* substructure involves the future teacher's understanding of the pedagogical process in gnoseological and ontological senses (Kushnir, 2001: 281-300).

Proponents of the poly-subjective approach (H. Andrieieva, E. Bern, A. Bodalov, N. Bohomolova, Yu. Kryzhanska, V. Labunska, L. Petrovska, T. Shamova, etc.) advocate for the inclusion of subjects of the pedagogical process in solving professionally oriented tasks, giving them the opportunity to realize personal meanings. The use of the poly-subjective approach is seen as guidance for predicting the behavior of subjects of the

educational process in situations of communication, joint activities, mutual understanding, and exchange of personal meanings with others, providing mutual support in the process of professional training (Sakharova, 2016: 15).

From the perspective of the personality-activity approach, scientists (V. Andreiev, B. Volynskyi, T. Osypova, V. Serikov, V. Slastonin, I. Yakymanska, etc.) note that the professional training of future teachers involves the cognition, manifestation, and development of their potential, achieving goals in solving problems significant to them, which allows them to fully realize their creative potential. It helps students understand the essence of pedagogical activity, forming an active position in them, where future teachers become active subjects of cognitive and creative activity, aimed at mastering educational material and acquiring skills for its use in various situations, as well as developing personal qualities (Osypova, 2016: 121).

Professional development. Professional development is the formation of professional orientation, competence, socially significant and professionally important qualities, and their integration, readiness for continuous professional growth, search for optimal methods of qualitative and creative performance of activities in accordance with the individual psychological characteristics of a person. As noted by E. Zeyer, professional development of personality is the most important process that occupies a larger part of a person's life. Starting from the moment of the emergence of

professional interests and until the cessation of professional activity, the process of formation, change, and comprehension of professional development takes place.

The problem of professional development of personality is directly related to the issues of mastering professional activity, development, and realization of personality at different stages of her professional path. In modern psychological literature, the process of professional development is understood as a holistic phenomenon that contains both objective components (the prestige of the profession, its social competitiveness, the level of unemployment, etc.) and subjective character (the attitude of the individual to the profession, to oneself as a professional, expression of professional abilities, professional ideals, experiences of successes and failures in professional activity) (Kurliand, Osypova, Halitsan, 2018: 137).

Professional development of personality, according to V. Orlov, is: a) qualities characterized by the formation of subjectivity, freedom of personal "I", individual peculiarity; b) a form of reflection in the consciousness of the individual of the development of his personal and professional qualities. As the researcher notes, the professional development of future specialists begins from the moment of their student years and continues until their professional activity. During this time, such professional qualities arise in the individual that were not present before, their appearance is determined by the requirements of the future profession, at the same time, the

development of professional culture takes place, which is built on the already formed professional qualities, whereas "professional activity has not yet taken on a completed form" (Orlov, 2005: 42).

From other perspectives, the professional development of a future specialist is defined as a dynamic choice and correction by the individual of meaningful professional values and the formation of professional ideals based on a clear understanding of the nature and characteristics of future professional activity during training and practical training (Antonenko, 2009: 33).

Analyzing professional development in terms of achieving levels of **professionalism**, A. Markova distinguishes:

– pre-professionalism, where a person performs certain types of work without possessing the qualities of a professional and without achieving high or creative results; professional development of any individual begins from this stage;

– professionalism proper, which manifests through the consistent internalization of rules and norms of professional activity, the reproductive execution of requirements initially by example, then by instruction, followed by acquiring a professional specialty and performing skilled work; subsequently, having internalized the norms of the profession, the individual achieves high results, asserts themselves, and develops professionalism;

– super-professionalism, characterized by professional activity at its peak, in the highest

achievements and successes, where the worker transforms into a creator, innovator, enriching the profession with their personal contribution, contributing to the development of society as a whole;

– non-professionalism (pseudo-professionalism), where a person works actively but unproductively, leading to deformation in their formation as a professional; a sign of this level is also the fixation of personality on work with distortion of their professional and personal development or the predominance of narrowly pragmatic motives of professional activity;

– post-professionalism, which unfolds after a person's completion of professional work; at this level, a person can become a mentor, expert, or consultant for the younger generation and subtly share constructive professional experience (Kurliand, Osypova, Halitsan, 2018: 154-155).

Professional development of a specialist is inseparably linked with professional self-determination. Investigating the **professional self-determination of individuals**, N. Pryazhnikov justified the following content-processual model:

1) awareness of the value of socially useful work and the necessity of professional training (value-moral basis of self-determination);

2) orientation in the socio-economic situation and forecasting the prestige of the chosen profession;

3) general orientation in the world of professional work and identification of a professional goal-dream;

4) determination of immediate professional goals as stages and paths to the distant goal;

5) awareness of professions and specialties, relevant professional educational institutions, and places of employment;

6) understanding obstacles complicating the achievement of professional goals, as well as knowledge of one's strengths contributing to the realization of planned plans and prospects;

7) having a system of alternative choices in case of failure in the primary self-determination option;

8) commencing practical implementation of one's own professional perspective and continuously adjusting planned plans based on feedback principle (Kurliand, Osypova, Halitsan, 2018: 140).

E. Zeer proposes the following stages of professional self-determination:

– emergence and formation of professional intentions, initial orientation in various fields of work;

– professional education as the mastery of the chosen profession;

– professional adaptation – formation of an individual style of activity and integration into the system of production and social relations;

– self-realization in work – realization or non-realization of the expectations associated with

professional work (kurliand, osypova, halitsan, 2018: 141).

The individual situation of career choice, despite its diversity for each person, continues E. Zeer, has a certain common structure, which includes: positions of senior family members, peers, teachers; own professional plans; abilities, skills, achieved level of development as a subject of labor; level of aspirations for social recognition; awareness; inclination, interest in certain types of activities; overall activity, self-assessment, confidence in achieving success, level of self-regulation.

While studying personal and professional self-determination, A. Markova examines the various interrelations of these processes throughout an individual's self-determination. Specifically, since personal self-determination should precede professional self-determination, the requirements for a profession are based on the former, thus illustrating the influence of socialization on professionalization. Further professional self-determination of an individual is determined by individual psychological characteristics influenced by social demands, hence, the impact of socialization on professionalization can be observed. Professional self-determination begins to influence the personal when a person masters a profession to a certain degree.

Individuals start to perceive the world through the lens of their profession, consequently altering the criteria for self-assessment based on their self-perception as professionals (the influence of professionalization on socialization). As attitudes towards all aspects of life are

defined through the profession, a professional personality type is formed. Thus, individuals in the same profession develop similar interests, attitudes, close value orientations, and behavior patterns, which indicate their individual-psychological similarity – this is evidence of the influence of professionalization on socialization. Finally, through the means of a profession, personality self-realization is achieved; however, when individuals find themselves beyond professional activities, their attitude towards the profession is adjusted based on their attitude towards life (the influence of socialization on professionalization) (Kurliand, Osypova, Halitsan, 2018: 141).

The professional development of future specialists manifests in both external and internal forms. External processes are determined by objective demands of the profession, its importance and market demand, as well as the requirements for the professional's personality according to society's needs, reflected in their knowledge, technological, and socio-cultural preparation. The external process of professional development is significantly influenced by the social situation, which determines the conditions and terms of professional training, the relationship between higher education professional training and production realities, practical professional activities, salary size, social guarantees (vacation, pension, healthcare, etc.), employment opportunities, career advancement, and the creative or reproductive nature of work, among other factors.

The internal process of professional development is associated with the system of professional and personal values, ideals of the future specialist, interest in the profession, desire to master it, reflexive abilities, orientation towards creativity and self-growth, ability for control and self-control, development of professional skills, acquisition of professional culture, skills in team integration, interpersonal relationship building, teamwork, and so forth (Kurliand, Osypova, Halitsan, 2018: 142).

Professional self-awareness also develops in the process of professional formation.

Professional self-awareness (or professional self-concept) encompasses an individual's perception of themselves as a member of a professional community, bearer of professional culture, including specific professional norms, rules, traditions inherent to this professional community. These perceptions include characteristics that define the success of their activities. Among them are professionally significant qualities, which can include individual psychological traits and attitudes of the individual. Among the individual psychological traits are sensory, perceptual, attentional, mnemonic, cognitive, linguistic, emotional, volitional, imaginative, motor, and communicative properties (Kurliand, Osypova, Halitsan, 2018: 143).

One of the important mechanisms in forming professional self-concept is **professional identification.** Psychological identification in the theory of social learning refers to the process by which a subject establishes similarity between their behavior and the

behavior of an object (individual or group) accepted by the subject as a “model”. In this view of identification, it is understood that the behavior of the “model” serves as a stimulus for the subject's choice of behavioral response: the subject copies the external forms of the “model's” behavior, adopts the norms, ideals, roles, and moral qualities of the “model”. In the problem of identification, as emphasized by H. Andrejeva, what matters is not even the fact to which social (or professional) group a person objectively belongs, but with which group they identify themselves or seek to identify (Kurliand, Osypova, Halitsan, 2018: 144).

Professional development allows a teacher to actualize themselves by creating a certain image of a person, an educator, who asserts certain values, thus, as noted by M. Yevtukh, relying not only on their own existence but also on the experience acquired by humanity (Yevtukh, 2002).

Professional development plays a special role in the personality development process of a young teacher, their professional consciousness, ensuring success in professional activities. It is precisely at the initial stages of professional development that a graduate of a higher pedagogical educational institution becomes a subject of new professional-pedagogical activity, starting practical mastering of its functional content (Kurliand, Osypova, Halitsan, 2018: 146).

Therefore, we consider professional development of specialists as a complex, multi-layered, multifactorial process characterized by development, growth, and self-

improvement of future professionals. The professional development of future teachers is a process that contributes to achieving the optimal balance between the set of demands placed on the teaching profession as a whole, their implementation in the pedagogical activities of novice professionals in the educational space conditions, and which involves professional socialization of the individual through the need for self-realization and self-education.

In the professional development of future teachers during their professional training in pedagogical higher education institutions, innovative technologies play a significant role, which are gaining popularity in today's educational process, especially in the conditions of blended learning.

3.2. Phenomenology of innovative technologies

Firstly, it should be noted that the feasibility of using innovative technologies in the educational process of higher education institutions has been the subject of scientific inquiries by many scholars. Researchers at various stages have identified the theoretical and methodological foundations of pedagogical innovation in professional activities (I. Bekh, N. Bibik, I. Havrysh, S. Honcharenko, L. Danylenko, I. Dychkivska, V. Dokuchaieva, I. Kornilova, I. Kniazheva, T. Koicheva, Yu. Maksymov, B. Mun, V. Miakotin, T. Osypova, etc.); issues of implementing innovative technologies in the educational process were discussed by L. Berezovska, L. Vorzatska, L. Halitsyna, V. Davydova, O. Dusavytskyi,

M. Kozitska, N. Riepina, O. Sutula, V. Sukhar, I. Tryhub, I. Usnova, O. Franchuk, O. Kharchenko, P. Shepet, etc.

In order to determine the role of innovative technologies in the professional development of future specialists, it is necessary to consider such phenomena as “innovations”, “innovative activity”, “pedagogical innovation”, “technology”, “pedagogical technology”, “educational technology”, “innovative technologies”, and so on.

Innovations. In reference sources, innovations are considered as novelties; a complex of measures aimed at introducing new techniques, technologies, inventions, etc., into the economy (Velykyi tlumachnyi slovnyk suchasnoi ukrainskoi movy, 2009: 506), purposeful, systematic, and consistent implementation into practice of original, innovative methods, techniques, pedagogical actions, and tools that encompass the entire educational process from defining its purpose to expected outcomes (Korotkyi terminolohichnyi slovnyk z innovatsiinykh pedahohichnykh tekhnolohii, 2010).

The phenomenon of “innovation” is interpreted differently by scholars. For instance, N. Buha interprets this concept as follows: (from Italian “innovation” – novelty, innovation) – new forms of organization and management, new types of technologies that cover various spheres of human activity (Buha, 2006: 63).

Innovation, according to N. Malaniuk's definition, – a certain novelty that contributes to the transition of a particular researched system to a new, qualitatively different level of development. The main goal of

implementing innovations is the optimization and improvement of the effectiveness of the educational process and the creation of an educational environment that satisfies the needs of learners (Malaniuk, 2020: 113).

S. Strilets interprets this phenomenon somewhat differently, noting that innovation is the process of appropriation, purposeful change that introduces new stable elements into the environment, causing a transition from one state to another (Strilets, 2012:114).

A similar viewpoint is expressed by I. Dychkivska, who regards innovations as novelties, changes, updates; a new approach, creating something qualitatively new, utilizing the known for other purposes. In pedagogy, continues the scholar, the concept of "innovation" is used in such meanings: a form of organizing innovative activity; a set of new professional actions of the teacher aimed at solving current problems of upbringing and education from the perspective of person-oriented education; changes in educational practice; a comprehensive process of creating, disseminating, and using a new practical tool in the fields of technology, pedagogy, scientific research; the result of the innovation process (Dychkivska, 2004: 21).

Based on the analysis of scholars (N. Koshechko, S. Stebliuk, O. Piekhoty, and others), I. Yenhalycheva concludes that under the concept of "innovation" in the educational process, innovations in the education system are meant, the main goal of which includes: organizing research work in vocational education, studying the experience of European countries, stimulating students to

independently acquire knowledge, and creating conditions for healthy competition among participants in the educational process, which influences the formation of a competitively skilled specialist (Yenhalycheva, 2020: 102). Within the scope of the research, it is advisable to consider phenomena such as “pedagogical innovation” and “innovative activity”.

Pedagogical innovation – the process of creating, disseminating, and utilizing new means (innovations) for solving pedagogical problems that were previously addressed differently (Nisimchuk, Padalka, Shpak, 2000: 316).

According to S. Strilets' definition, pedagogical innovation (innovation) is a set of new professional-pedagogical actions of the teacher aimed at addressing current issues of upbringing and education from the perspective of person-oriented education; a comprehensive theoretical, technological, and methodical concept of renewing pedagogical activities, ensuring its transition to a qualitatively new level; the process of mastering something new (a tool, methodology, technology, program, etc.) (Strilets, 2012: 124).

According to I. Dychkivska's assertion, pedagogical innovation is the science of creating, evaluating, mastering, and using pedagogical novelties. Pedagogical innovation, emphasizes the scholar, involves constant search and implementation of new, highly effective teaching and upbringing technologies, the result of which should be the formation of an active, creative personality

of a specialist capable of analyzing and overcoming any difficulties (Dychkivska, 2004: 18-19).

The essence of innovative activity, according to I. Dychkivska, lies in the renewal of the pedagogical process, introducing innovations into the traditional system, which requires the highest degree of pedagogical creativity (Dychkivska, 2004: 16-17). Innovative activity, the author further emphasizes, is specific and quite complex, requiring special knowledge, skills, and abilities. The implementation of innovations is impossible without a teacher-researcher who possesses systematic thinking, developed creativity, and formed and conscious readiness for innovation (Dychkivska, 2004: 29).

Considering innovative pedagogical technologies in higher education, S. Strilets distinguishes innovative pedagogical activity, noting that it is purposeful pedagogical activity based on the understanding of practical pedagogical experience, oriented towards changing and developing the educational process to achieve higher results, acquire new knowledge, and form qualitatively different pedagogical practices (Strilets, 2012: 113). The content of innovative pedagogical activity, according to L. Danylenko, ensures the development of the educational system through innovations. The main goal of innovative pedagogical activity is to achieve the highest results of the educational process (Danylenko, 2004, p. 19).

With the aim of preparing future professionals for innovative activities, it is advisable for higher education institutions to introduce **innovative teaching**, which

Y. Bystrova understands as a constant effort to reassess values, preserving those that are unquestionably valuable, and discarding those that have become outdated. Innovations in educational activities, notes the scholar, are associated with an active process of creating, disseminating new methods and tools (innovations) for solving didactic tasks of professional training in a harmonious combination of classical traditional methods and the results of creative exploration, application of non-standard, progressive technologies, original didactic ideas, and forms of ensuring the educational process (Bystrova, 2015: 28).

Next, let's consider the interpretations by scholars of such phenomena as “technology”, “pedagogical technology”, “educational technology”, “teaching technology”.

Technology. Reference sources indicate that the word “technology” comes from the Greek word: “techne” – art, skill, craft, and “logos” – science, law. The concept of “technology” is the science of craftsmanship (Honcharenko, 1997); a form of implementing human intellect (Navolokova, 2009: 6); a synthesis of knowledge about the sequence of certain operations (Velykyi tlumachnyi slovnyk suchasnoi ukrainskoi movy, 2009: 1245).

Historically, as noted by I. Dychkivska, the concept of “technology” in the sense of the science of craftsmanship arose in connection with technological progress. It is most significant in production activities, where technology is interpreted as a set of knowledge

about methods and means of processing materials, the art of mastering the process. The main features of technology include standardization, process unification, the possibility of its effective and economical reproduction under specified conditions. The technological process always involves a clear sequence of operations using necessary means (materials, tools) under specific conditions (Dychkivska, 2004: 56).

Pedagogical technology. In contemporary psychological-pedagogical dictionaries, pedagogical technology is defined as: a systematic method of creating, applying, and defining the entire process of teaching and learning, taking into account technical and human resources and their interaction, aimed at optimizing forms of education (Shapran, 2016: 415); a set of means and methods for reproducing theoretically grounded processes of teaching and upbringing that allow for the successful implementation of educational goals (Yarmachenko, 2001: 424).

According to scholars, pedagogical technology is:

– a set of procedures that renew the professional activity of the teacher and guarantee the planned result (Pometun, Pyrozhenko, 2004: 24-34);

– technologies that reflect the accepted education system in a particular country, its general objectives and substantive direction, organizational structures and forms, reflected in state regulatory documents, including educational standards (Piekhota, 2004: 32);

– the design and implementation of new ways of activity that are more effective compared to existing ones (Konovalchuk, 2014: 178);

– a comprehensive, integrative process that encompasses people, ideas, means, and methods of organizing activity for problem analysis and planning, provision, evaluation, and management of problem-solving concerning all aspects of knowledge acquisition (Volobuiev, 2017).

Moreover, researchers note that "pedagogical technology" can be represented in pedagogical science by hierarchical levels: *general didactic* (technology as a holistic process); *subject-specific* (methodology of a particular academic discipline); *modular* (technology of solving a specific partial educational problem) (Navolokova, 2009: 10).

When considering innovative pedagogical technologies in vocational education, N. Malaniuk, following the assertion of V. Ortynskyi, states that pedagogical technology consists of three component parts: conceptual (theoretical); content-processual (practical); and professional (qualitative) (Malaniuk, 2020: 114).

Alongside pedagogical technologies, scholars also consider the phenomenon of "**teaching technology**", which they interpret as:

– a systematic method of creating, applying, and defining the entire process of teaching and knowledge acquisition, taking into account technological and human resources, aiming to optimize

forms and methods of organizing the educational process (Kovalchuk, Shcherbak, 2018);

– a model of pedagogical activity aimed at solving educational, developmental, and educational tasks in the form of a certain system of actions, “a form of implementing human intellect” (Navolokova, 2009: 6);

– a synthesis of knowledge about the sequence of certain operations (Velykyi tlumachnyi slovnyk suchasnoi ukrainskoi movy, 2009: 1245);

– a set of methods and means for implementing a specific content of teaching within one subject or specific types of educational activities (Volobuiev, 2017).

Alongside instructional technology, the phenomenon of “**Educational technology**” is also considered, which according to S. Strilets, is a technology that reflects the overall strategy of educational development, a unified educational space. It is designed to forecast the development of education, its specific design and planning, predict outcomes, as well as determine the appropriate educational goals (Strilets, 2012: 123).

In line with the research topic, let's now move on to discussing the role of innovative technologies in the professional development of future specialists. First, let's consider the essence of the concepts of “innovative technologies”, “Innovative pedagogical technologies”.

Innovative technologies. O. Dubaseniuk understands the concept of “innovative technologies” as a set of new or improved traditional methods, techniques,

and tools of teaching that cover the entire educational process from beginning to obtaining results (Dubaseniuk, 2004: 5).

Innovative technologies used in higher education system, according to I. Dychkivska, are viewed as the teacher's modeling of content, forms, and methods of the educational process according to the set goal using novelty. In the practice of modern HEIs, the scholar notes, such teaching technologies are utilized as: differentiated, problem-based, contextual learning, game-based learning technologies, informational technologies, credit-module technology, learner-centered learning, etc. (Dychkivska, 2004: 117).

According to S. Virsta's definition, innovative technologies are aimed at improving the quality of education, fostering interest in learning. They enable differentiation and individualization of teaching, as well as promote student activation, develop communication skills, and enhance academic achievements (Virsta, 2007: 53).

Based on the analysis of the scientific literature, researchers (A. Aristov, Kh. Bakhtiiarov, S. Volobuiev, etc.) have concluded that the most significant definitions of innovative technologies include: systematic and sequential practical implementation of a pre-designed educational and upbringing process; the design of a specific pedagogical system implemented in practice (V. Bezpalko); a field of knowledge covering the sphere of practical interactions between student and teacher in any type of activity, organized based on clear goal-setting,

systematization, and algorithmization of teaching methods (V. Zahviazynskyi); a systematic set and order of functioning of all personal, instrumental, and methodological means used to achieve the pedagogical goal (M. Klarin); technologically developed educational system; a system of methods and techniques of professional teacher work; methodology and individual methods of upbringing (P. Pidkasystyi); a part of pedagogical science that studies and develops the purpose, content, and methods of teaching, as well as designs pedagogical processes; a description (algorithm) of the process, a set of goals, content, methods, and means to achieve planned teaching goals; implementation of the pedagogical process, functioning of all personal, instrumental, and pedagogical means; technology of a specific part of the educational process (H. Selevko); a consistent interdependent system of teacher actions aimed at solving pedagogical tasks; purposeful and sequential implementation in practice of a pre-designed pedagogical process (V. Slastonin) (Volobuiev, 2017).

The implementation of innovative pedagogical technologies in the educational process of vocational education institutions, as noted by N. Malaniuk, is aimed at improving the quality of the educational process, promoting the development of the creative potential of each student – the future specialist, purposeful, competitive, with formed professional competence (Malaniuk, 2020: 116).

Innovative pedagogical technology, according to S. Strilets – purposeful, systematic, and sequential

implementation into practice of original, innovative methods, techniques, and tools that encompass the holistic educational process from defining its purpose to expected results. It is a systematic collection of forms, methods, tools of teaching, upbringing, and management united by a single goal, selecting operational actions of the teacher, after which the results of students' learning and cognitive activities significantly improve; a technology that differs from traditional technology and meets modern requirements for the educational process. Innovative technologies may include computer, telecommunication, multimedia, distance, gaming, and project-based technologies, which are based on innovations and aimed primarily at achieving the main goals of education and, above all, improving the quality of learning (Strilets, 2012: 123).

Based on the analysis of scientific and methodological literature, S. Stebliuk understands innovative pedagogical technologies as purposeful, systematic, and sequential implementation into practice of innovative methods, techniques, and tools that encompass the entire educational process from defining its purpose to expected results. This is due to the fact that the system of training future specialists must meet the modern trends in the development of society and its demands (Stebliuk, 2011: 141).

Innovative pedagogical technology – purposeful, systematic, and sequential implementation into practice of original, innovative methods, techniques, and tools that encompass the entire educational process from defining its

purpose to expected results. It is a systematic collection of forms, methods, tools of teaching, upbringing, and management united by a single goal, selecting operational actions of the teacher, after which the results of students' learning and cognitive activities significantly improve.

3.3 Variability of innovative technologies in the professional development of future specialists

Among the innovative technologies that influence the professional development of future teachers, we distinguish interactive, game-based, project-based, information-communicative, and multimedia technologies. Let's consider these technologies in more detail.

Interactive technologies. The term “interactive” (from English “interact”, where “inter” means mutual and “act” means to act) is understood as the ability to interact. The essence of this innovative technology lies in the fact that the educational process takes place through constant, active interaction of all participants. It is believed that “the developmental educational process in the context of dialogue is active interaction and communication of its participants, that is, interaction” (Melnyk, 2006: 15).

According to H. Syrotenko, interactive learning involves the educational process being carried out through constant and active interaction of all participants, where all subjects are equal partners. Such learning effectively contributes to the formation of values, skills, and abilities, creating an atmosphere of cooperation and interaction (Syrotenko, 2003: 19).

The essence of interactive learning lies in the fact that the educational process of professional training of future translators is organized based on constant, active interaction of all participants in the educational process. It involves cooperative learning, mutual learning (collective, group learning, cooperative learning), where the student and the teacher are equal, equivalent subjects of learning. Interactive learning effectively contributes to the formation of values, skills, and abilities, creating an atmosphere of cooperation and interaction in the student community (Pometun, 2007).

There are various interpretations of the concept of "interactive technologies". We particularly favor the definition of "interactive technologies" by O. Pometun and L. Pyrozhenko, who consider interactive teaching technologies as technologies that include a clearly planned learning outcome, the use of specific interactive methods and techniques that ensure active interaction among participants in the learning process based on cooperation and co-creation (Pometun, Pyrozhenko, 2006: 7). Thus, the use of interactive technologies in the training process of future teachers can serve as the basis for developing their professional competence.

In their research, L. Pyrozhenko and O. Pometun distinguish four groups of interactive technologies, depending on the purpose of the session and the form of organization of educational activities: cooperative learning interactive technologies; collective-group interactive learning technologies; situational modeling

technologies; discussion question processing technologies (Pometun, Pyrozhenko, 2006).

According to the definition by M. Tomashevska, interactive technology is “a special form of organizing cognitive activity, where each subject is involved in the learning process, organized in the form of interaction, dialogue both between the teacher and students and among the students themselves” (Tomashevska, 2017: 180).

The value of interactive technologies, according to O. Krasovska, lies in the fact that teachers and students are equal partners. The teacher acts as a consultant, coach, expert, tutor, creating space for students' creativity (Krasovska, 2013: 44).

The use of interactive technologies in the educational process, as emphasized by I. Melnychuk, provides students with the opportunity to test their professional abilities and skills in practice through active participation in professionally oriented interactions (Melnychuk, 2010).

O. Torubara notes that an essential condition for the effective use of interactive technologies in the training process of future teachers is the organization of educational activities taking into account the context of professional activity, cognitive experience, and emotional-value attitude to reality (Torubara, 2015: 242).

Depending on the purpose and forms of organizing educational activities, interactive technologies such as cooperative, collective-group learning, situational modeling, and discussion processing are utilized.

Interactive technologies (brainstorming, role-playing, situational simulations, talk shows, etc.) contribute to the activation of cognitive activities of all students, formation of skills and competencies, value-oriented orientations, development of subjectivity, and motivation for learning (Pometun, Pyrozhenko, 2006: 131).

According to V. Rudenko, non-imitative and imitative interactive technologies are used in the educational process of higher education institutions.

Non-imitative interactive technologies are those that do not require role-playing or imitation. Among the considerable number of such technologies, interactive lectures, brainstorming, cooperative learning, group work, discussions (round tables, forums, debates, aquarium technology, decision tree, etc.) should be highlighted. Problem-based learning underlies each of the mentioned technologies, with the main component being a problem situation – a situation in which students or a group must find and apply new knowledge or ways of action (Rudenko, 2010: 371). According to O. Kutsevol, problem-based learning involves creating a problem situation for active independent resolution by students, which fosters their internal motivation to organize extracurricular activities with students, ensures a more thorough acquisition of knowledge, develops analytical thinking, creative abilities, contributes to the upbringing of a creative personality, encourages students' creative search (Kutsevol, 2007: 21).

Interactive lecture is a session where students acquire new knowledge through problematizing questions,

tasks, or situations. In this case, the process of students' cognition in dialogical cooperation with the teacher is maximally close to research activity. The content of the problem is disclosed by organizing possible solutions or by analyzing traditional and innovative views on the problem (Radchenko, 2006: 103-104).

Another non-imitative method is the analysis of specific situations, which involves studying, analyzing, and making decisions related to a specific situation that arose as a result of certain events in a particular educational institution within a specified period of time. Analysis of a specific situation involves a deep and detailed study of real or artificially created conditions of professional activity, necessary to clarify the characteristic features of the future profession (Rudenko, 2010: 125).

Another non-imitative method widely used in the educational process of higher education institutions is brainstorming, the essence of which lies in finding students' answers to a problem through the mediation of all possible ideas, thoughts, guesses, proposals. The main rule of this technology is an agreement not to doubt the participants' statements, not to criticize each other, but to ensure complete freedom of expression of any ideas. The most important positive aspect of brainstorming, as emphasized by M. Skrypnyk, is that during its conduct, all limitations are removed, and the student can fully utilize their creative potential (Skrypnyk, 2005: 59).

Discussions based on organizing the exchange of opinions have gained significant popularity in the educational process. According to M. Rudenko's

classification, they include: “round table” – a conversation involving a small group of students on equal terms (up to 5 people), where there is an exchange of ideas both among students and with the “audience” (the rest of the group); “expert group meeting” (“panel discussion”) – a joint discussion of the proposed problem by group members (4-5 students with a predefined leader) and discussion of the report (quite concise, where each speaker expresses their position); “forum” – a discussion similar to an “expert group meeting” in which this group exchanges ideas with the “audience”; “debates”: a formalized discussion based on the speeches of participants representing two opposing teams-opponents and refutations of these speeches; “court session” – a discussion simulating a court case hearing, where the roles of all participants are clearly defined; aquarium technology: used in working with material whose content is related to conflicting approaches, conflicts, discrepancies in the profession (Rudenko, 2010: 140).

As for imitative interactive technologies, game technologies are usually used.

Game technologies. The term “game” is defined as an activity that follows certain rules and techniques or is based on certain conditions that reveal its content (Velykyi tlumachnyi slovnyk suchasnoi ukrainskoi movy, 2009). The main goal of educational games is to develop in future specialists the ability to combine theoretical knowledge with practical activities. A student will only be able to master the necessary professional skills and competencies when they show sufficient interest in them

and make efforts to combine theoretical knowledge acquired in lectures, seminars, and self-study with solving specific production tasks and understanding production situations. Game activity serves the following functions: *motivational* (arouses interest in students); *communicative* (assimilation of elements of communication culture by future specialists); *self-realization* (each participant in the game realizes their potential); *developmental* (development of attention, willpower, and other mental qualities); *recreational* (getting pleasure); *diagnostic* (detecting deviations in knowledge, skills, behavior); *corrective* (making positive changes in the structure of future specialists' personality) (Kravets, Hrechanovska, 2017).

Usually, the following types of games are distinguished: *exercise games* (including crosswords, rebuses, quizzes, etc.), *game discussions* (collective discussion of a controversial issue, exchange of thoughts, ideas among several participants), *game situations* (problematic situation), *role-playing* (allows reproducing any situation in "roles"), and *business games* (educational-practical activities involving modeling the activities of production specialists and managers regarding solving complex problems). Each of these types of games has its subtypes, tasks, purposes, and rules for conducting them (Ohniev, Chukhno, 2020).

Therefore, game technologies can be seen as a tool for shaping professional and social competence through the acquisition and practical application of professional knowledge and skills in simulated production conditions.

The gaming environment enhances student motivation for "suprasituational activity", which involves going beyond the assigned role and generating new ideas, algorithms, methods of optimal problem-solving, etc., based on an initiative-creative approach. The use of didactic games in the educational process promotes the transformation of the student from a learning object to a subject, eliciting their creative participation and purposeful activity in the independent formation of their own professional competence (Ohniev, Chukhno, 2020).

The significant advantages of game technologies include their interactivity, creative implementation, and application of a wide range of acquired theoretical knowledge in a gaming format. The types of game technologies are quite diverse, allowing for the selection of necessary and appropriate methods and the development of effective games both for professional and general disciplines, for practicing specific skills with a small scope of tasks, and for complex interdisciplinary situations.

Role-playing games are characterized by the presence of tasks or problems and the distribution of roles among participants who solve the assigned tasks. Role-playing game, as noted by P. Shcherban, is a method involving the reproduction of specific actions of one of the roles in professional-pedagogical activity (Shcherban, 2004). The purpose of a role-playing game is to be applied for the formation and development of skills and competencies of specific productive activities in atypical, unplanned situations, and it also involves simulated

modeling of future teaching activities (Ostapenko, Symonenko, Rudenko, 2011: 214).

Business games – involve the simulated modeling of real mechanisms and processes. According to Y. Ruts'kyi, a business game is a means of developing not only professional skills and competencies but also professional creative thinking, during which students acquire the ability to analyze specific situations and solve new tasks for themselves (Chaika, 2018).

Imitative training involves the refinement of specialized skills and techniques in working with various technical tools. The situation, circumstances of professional activity are simulated, and a technical tool (computer, interactive whiteboard) serves as a model. The professional context is realized both through the subject of activity and through the simulation of its application (Rudenko, 2010: 127).

Project technologies. Project technologies – are a variety of work in which students create the content of their educational, including research, activities in the form of a selected project, usually with the presentation of the final product. The typology of the project is determined by the students' interests, and the topic is determined according to the specifics of the content of the subject (Kolominova, Roman, 2010: 42). The project method is focused on independent student activity (individual, pair, group) within the allocated time (from a few minutes of class to several weeks, and sometimes months). This is a task of personally oriented pedagogy. Project technology involves the presence of a problem that requires integrated

knowledge and research to solve it. The results of the planned activities should have practical, theoretical, cognitive significance. The main component of the method is student independence (Savchenko, 2011: 367).

With regard to different approaches and based on the analysis of the experience of professional pedagogical sources, the following classification of projects carried out by students in pedagogy classes can be presented:

1) **by leading activity**: *research projects* (completely subordinated to the logic of research and have a corresponding structure); justification of the topic, argumentation of its relevance, definition of the subject and object, tasks and methods, formulation of hypotheses for solving the problem and ways to solve it; *practice-oriented projects* (require a well-thought-out structure, even a scenario of the entire activity with the definition of the functions of each participant, clear outputs and participation of each in the preparation of the final product); *informational projects* (aimed at collecting information about a certain object, acquainting project participants with this information, its analysis and generalization of facts); *creative projects* (do not have a detailed elaboration of the structure of joint activity of participants, it develops, subordinating to the final result, the logic of joint activity accepted by the group, the interests of project participants).

2) **by the field of execution**: subject (performed within the framework of one academic subject) and integrated (projects where knowledge from other disciplines is used in the process of their implementation);

3) **by content**: intellectual, material, ecological, service, comprehensive;

4) **by the composition of participants**: students of one class, one school, city, region, country, different countries of the world;

5) **by the number of participants**: individual, group, and collective (when performing group and collective projects, the teacher needs to divide responsibilities among students and determine the responsibility of each for project implementation as a whole);

6) **by duration of implementation**: short-term (project implementation within a few lessons of the subject program), medium-term (from a week to a month), and long-term (project implementation covers several months).

In practice, as our research shows, mixed types of projects are more common. (Savchenko, 2011: 369).

Project technologies, compared to other educational technologies, in the process of professional training of students, as emphasized by S. Sobolieva, have significant pedagogical opportunities and certain advantages. Involving students in project activities contributes to the development of initiative, communicativeness, creative, and organizational abilities; provides an opportunity for self-improvement. The use of project technologies in the learning process develops projective skills and competencies, which are necessary acquisitions of personality in modern conditions, when project planning is used in various spheres of human and societal life.

Students' participation in working on a collective project ensures the formation of not only professional but also certain personal qualities that develop only during activity and cannot be acquired verbally. Among such qualities, primarily, are: the ability to recognize one's own responsibility for choice; the ability to work in a team, take responsibility for the results of activity, and analyze them (Sobolieva, 2012).

Information and communication technologies. The use of modern information and communication technologies in higher education allows addressing a number of important development issues: ensuring wide access to educational services, increasing the level of variability and interactivity of the educational process, adequate updating of the content of education in response to societal demands, ultimately contributing to the improvement of the quality of education. The informatization of education is a set of interconnected organizational-legal, socio-economic, educational-methodical, scientific-technical, production, and managerial processes aimed at meeting the informational, computational, and telecommunication needs of participants in the educational process, as well as those who manage and support this process (Dychkivska, 2004).

Information and communication technologies are appropriately regarded as a set of methods, techniques, and ways of working with information, using technical means, which are an essential component of the professional training of future specialists in higher education institutions (Vdovenko, 2016: 149).

Modern information and communication learning technologies include Internet technologies, multimedia software tools, office and specialized software, electronic manuals, and textbooks (Hurevych, 2009).

Defining the pedagogical conditions for organizing search and research activities of future teachers in the humanities using information and communication technologies, A. Yanovskyi concludes that with the help of ICT, it is more effective to implement tasks related to the development of human intellectual, creative potential, analytical, critical thinking, independence in acquiring knowledge, working with various sources of information, etc. (Yanovskyi, 2010: 50).

Multimedia technologies. The term "multimedia" originates from Latin and has become widespread through English sources ("multi" – multiple, complex, and "media" – medium, means, method). In translation from Latin, "multimedia" means "multiple means" or "many environments". Since multimedia technologies are comprehensive, their individual elements have recently been referred to by separate terms, where the word "multimedia" transforms into the adjective "multimedia": multimedia system, multimedia programs (Pinchuk, 2007: 55). The ambiguity of the meaning of multimedia requires a clear definition of the concept of "multimedia technologies" and their place in the higher education learning process.

According to O. Pinchuk, multimedia technology characterizes the development, functioning, and

application of information processing tools of different modalities (Pinchuk, 2007: 57).

Broadly speaking, by its essence, “multimedia technologies” denote a spectrum of information technologies that utilize various software and technical means to have the most effective impact on the learner, who simultaneously becomes a reader, listener, and viewer. The main goals of applying multimedia technologies are the transition from knowledge-based pedagogy to competency-based pedagogy. The interactivity of multimedia tools entails a wide range of opportunities to satisfy the educational needs of learners. The integration of multimedia technologies into the higher education learning process allows for: solving the task of humanizing education; increasing the efficiency of the learning process; developing students' personal qualities; enhancing their communicative abilities; significantly expanding the possibilities of individualization and differentiation of distance learning; defining the student as an active subject of cognition; considering the student's subjective experience and individual characteristics; the possibility of effectively conducting independent learning activities; forming skills in working with modern technologies, ensuring adaptation to rapidly changing social conditions, and successful implementation of professional tasks (Tomashevska, 2022: 325).

In modern education, the following types of multimedia are used:

Linear multimedia – the most common of multimedia technologies, which includes most well-

known multimedia tools and involves the simple sequential viewing of multimedia elements by students.

Interactive multimedia – an active form of presenting multimedia elements, in which the user controls the multimedia scenario and its individual elements, making this process flexible. In interactive multimedia, students can influence the display of multimedia information and the order of its presentation.

Hypermedia – a type of interactive multimedia technology in which the student independently navigates through a system of interconnected multimedia elements, which they can choose in any order.

Real video – a multimedia system that allows learners to perform various manipulations and actions over time.

Similarly to the linear and non-linear methods of information delivery, ***presentations*** can also be considered multimedia. In the case of a presentation recorded on a medium and viewed in a classroom without the ability to be altered or interacted with, this is an example of linear multimedia. However, if it's a live presentation where students can interrupt the presenter, ask questions, focus attention on a specific concept or fact, in other words, influence the course of the presentation, this – is interactive multimedia.

Multimedia situations. This type of multimedia technology can be implemented on a hypothetical or real stage, demonstrated through a projector, or any other multimedia device. For example, one can mention the broadcast of a presentation on a specific topic. It can be

either “live”, recorded in real-time, or stored and recorded on any electronic storage device, whether it is a disk or a USB drive.

Information storage in the Internet network, known as “***cloud storage***”, is quite widely used, performing the same functions as all electronic storage devices. Multimedia content on the Internet can be downloaded to a personal computer and played back online as needed by the student (Tomashevska, 2022: 326).

It should be noted that in the educational process of higher education institutions, there can be observed an intersection of these defined technologies, meaning they are interconnected and interdependent.

Conclusions

This section defines the essence of the professional development process of future teachers in professional training; justifies the role of innovative technologies in the professional development of future specialists in higher education institutions, and reveals the variability of innovative technologies that contribute to the professional development of students during their studies at higher education institutions. Based on the research, we have reached the following conclusions:

1. The professional development of future teachers begins during their studies at higher pedagogical education institutions as part of professional training, which we consider as a comprehensive process of acquiring theoretical knowledge by future teachers, mastering and consolidating general pedagogical and

specialized skills and competencies, the result of which is the formation of readiness for professional activity in future teachers.

2. The professional development of a specialist is defined as a complex, multi-layered, multifactorial process characterized by development, growth, and self-development of the future professional; a process that contributes to achieving an optimal balance between the set of requirements imposed on the teaching profession as a whole, their implementation in the pedagogical activities of novice professionals in the educational space conditions, and which involves the professional socialization of the individual through the need for self-realization and self-education.
3. The introduction of innovative technologies into the educational process of higher education institutions promotes the professional development of future teachers, including interactive technologies, gaming technologies, project technologies, information and communication technologies, and multimedia technologies, which have become widespread in blended learning environments.
4. It is established that innovative teaching technologies are aimed at improving the quality of education, increasing the interest of future teachers in learning. They allow for differentiation and individualization of learning, as well as contribute to the activation of students, increasing the level of academic achievement.

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РОЗДІЛ 3
ІННОВАЦІЙНІ ТЕХНОЛОГІЇ НАВЧАННЯ ЯК ЧИННИК ПРОФЕСІЙНОГО СТАНОВЛЕННЯ МАЙБУТНІХ ФАХІВЦІВ

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АНОТАЦІЯ

Одним із завдань закладів вищої педагогічної освіти в умовах інтеграції України у європейській і світовий науково-освітній простір є професійна підготовка майбутніх учителів, які здатні до

організації творчої освітньої діяльності, пошуку і створенню інновацій, що передбачає сформованість у здобувачів освіти наукового світогляду, критичного мислення, розвиток проєктивних, аналітичних, рефлексивних, комунікативних та інших умінь. Виявлено, що професійне становлення майбутніх учителів розпочинається під час навчання в закладах вищої педагогічної освіти в ході професійної підготовки, яка розглядається як цілісний процес набуття майбутніми вчителями теоретичних знань, засвоєння та закріплення загально-педагогічних і спеціалізованих умінь і навичок, результатом якого вважається вироблення в майбутніх учителів готовності до професійної діяльності. Зазначено, що професійному становленню майбутніх фахівців під час навчання в закладах вищої освіти сприятиме впровадження в освітній процес інноваційних технологій навчання, що відповідає характеру і швидкості соціальних змін у суспільстві, високим європейським стандартам підготовки конкурентоспроможних фахівців інноваційного типу. Визначено сутність процесу професійного становлення, як процес, який сприяє досягненню оптимального співвідношення між комплексом вимог, які ставляться до професії вчителя в цілому, і який передбачає професійну соціалізацію особистості через потребу в самореалізації та самоосвіті; обґрунтовано роль інноваційних технологій у професійному становленні майбутніх фахівців у закладах вищої освіти, розкрито варіативність

інноваційних технологій, які сприяють професійному становленню студентів під час навчання у закладах вищої освіти. Установлено, що професійному становленню майбутніх учителів сприяє запровадження в освітній процес педагогічних закладів вищої освіти інноваційних технологій, зокрема таких, як інтерактивні технології, ігрові технології, проектні технології, інформаційно-комунікаційні та мультимедійні технології, які набули поширення в умовах змішаного навчання.

***Ключові слова**: майбутні вчителі, заклади вищої освіти, професійна підготовка, професійне становлення, професійне самовизначення, професійна ідентифікація, професійна самосвідомість, професіоналізм, освітній процес, інноваційні технології, інтерактивні технології, ігрові технології,інформаційно-комунікаційні технології, проєктні технології, мультимедійні технології*

CHAPTER 4.

DESIGNING THE PROFESSIONAL DEVELOPMENT OF FUTURE TEACHERS IN THE CONDITIONS OF THE CREATIVE EDUCATIONAL ENVIRONMENT OF THE INSTITUTION OF HIGHER EDUCATION

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ABSTRACT

The study is devoted to the topical issue of designing the professional development of future teachers in the conditions of a creative educational environment of a higher education institution.

The essence of the concepts "personal creativity", "creative thinking", "creative innovative thinking", "formation of creativity of future teachers", in particular future teachers of fine arts, labor training and technology, design teachers, is defined. It has been proven that creativity is a driver of personal and professional success of future teachers during the study of pedagogical disciplines.

The study stated that the creative activity of higher education students is a research activity of a scientific nature, which was aimed at creating methodical and didactic tools for the purpose of solving educational and educational tasks.

During the production, analysis and selection of ideas, the applicants developed all components of professional competence: professional (speech, socio-cultural aspects), pedagogical (motivational-stimulating, informative, constructive-projective, organizational aspects), personal.

The main characteristics of innovative educational technologies for producing a creative educational environment in a higher education institution are disclosed: game, interactive, integral, developmental, humanistic, person-oriented, project, problem, remote, etc.

The experience of implementing innovative technologies in the professional training of future teachers when studying the educational disciplines "Pedagogy", "Pedagogy in institutions of higher education" is highlighted. Attention is focused on the organization of the creative work of the winners regarding the formation of the foundations of pedagogical mastery as a necessary component of their professional development.

The experience of conducting various types of modern lectures (problematic, visualization, provocation, press conference) is analyzed. A variety of types of didactic, role-playing, educational and pedagogical

games, interactive tasks and exercises, web quests, press conferences, case studies, collages, discussions, brainstorming, card pedagogical lotto, methodological operatives, creative reports of teachers, projects during practical classes are presented.

It has been found out from own experience that the best results can be obtained only through a harmonious combination, improvement, and diversification of traditional and innovative technologies, methods, and forms of education.

Keywords: *educational process of a higher education institution, pedagogical disciplines, future teachers, future teachers of fine arts, future teachers of design, future teachers of labor education and technology, professional development of future teachers, designing, learning motivation, creativity of the individual, formation of creativity of future teachers, creative educational environment, competence, innovative educational technologies, interactive teaching methods.*

Introduction

Reforming modern education in Ukraine involves directing the vector of pedagogical activity to the development of a creative personality. The implementation of the educational process in the university space is aimed at dynamic changes in education today, which are based on a creative basis. This provides individuals with the opportunity to think and act proactively, to have the ability to think outside the box, to become full participants in the creative educational

process, and to be able to apply their knowledge and competencies in later life.

The contradiction between the social order of society for a creative personality and the lack of practical technologies for the development of the creative potential of the individual, which has arisen recently, stimulates the growth of interest in the problem of developing the creativity of future teachers.

Domestic and foreign scholars are turning to the study of the issues of identifying, training and educating creatively and intellectually gifted youth who are to become political, scientific, technical, artistic, business elite, and top-level professionals in the future. In modern psychology and pedagogy, the study of creativity, creative abilities, and the creative personality is the focus of the work of foreign and domestic researchers: D. Guilford, E. Torrance, P. Edwards too**.**

We believe that in order to create a creative educational environment of a higher education institution, it is necessary to use innovative educational technologies in the process of professional development of future teachers.

The aim of the study is to present the experience of organizing training in the use of modern innovative educational technologies in the study of the academic disciplines “Pedagogy”, “Pedagogy in institutions of higher education” to produce a creative educational environment in the conditions of the university space, which ensures the professional development of future teachers, the formation in them of the foundations of

professional competence, self-realization opportunities of the individual, activation of creative potential.

4.1. Main characteristics of innovative educational technologies for creating a creative educational environment in higher education institutions

The modern labor market requires the development of new personality traits. Among the main requirements for a young specialist are creative and critical thinking. Let's take a closer look at the development of creative thinking. Nowadays, special attention is paid to the psychological characteristics of personality development in the educational environment.

In modern pedagogical science, this issue is studied by such researchers as: H. Ball, I. Bila, P. Hornostai, O. Kryvopyshyna, Kuzminsky A., V. Moliako, O. Muzyka, L. Mishchykha, V. Rybalka, V. Romenets, S. Sysoieva, and others (Rybalka, 1996).

According to O. Kryvopyshyna, in Ukraine today, scientists pay insufficient attention to the development of students' creativity (Kuzminsky, 2015).

According to M. Savrasov's research, it has been determined that regardless of the professional training of the student, the structure of creative personality contains indicators of intellectual, communicative and general emotionality, communication motivation, internal motivation for future professional activity, the need to act actively and succeed, social self-control, willpower, indices of originality and uniqueness. However, the

weight of the component of motivational nature is greater (Rebukh, 2022).

The relevance of the study is due to the need to build an optimal educational environment in which the effective development of abilities and talent takes place. Creating conditions for the early identification of creative abilities and the development of creativity is one of the important tasks of updating all levels of education. Creativity as an integral property of an individual is determined by the high level of development of his or her abilities and is studied in the context of the study of skills and personal qualities.

D. Hawkins proposes to consider creativity as your main fixed capital. He identified three principles of creating a creative environment.

1. This is the universality of creativity (everyone has creative abilities; they are inherent in every person).

2. Freedom (own attitude to any idea – to accept or reject).

3. Formation of markets and connections for the successful implementation of ideas.

The main task is to transform freedom into effective economic activity (Rebukh, 2022).

In our opinion, it is necessary to help students create their own educational trajectory, taking into account their inclinations, abilities and motivation. Accordingly, future teachers should be able to respond quickly to modern demands. To do this, they need to understand the basic requirements of society from their

personality. Therefore, it is necessary to create a free educational environment and develop creative thinking.

With regard to the development of creative thinking, we propose to introduce creativity trainings into the curricula of pedagogical disciplines, which will help students develop creativity during the semester.

However, this is not enough. The student must independently draw up a plan for the development of the necessary qualities that he or she will work on throughout the entire study. To do this, he/she has to navigate the educational process, choose disciplines that, in his/her opinion, can help him/her develop his own personality and form himself/herself as a future specialist.

Thus, the developed concepts of developing creativity in future teachers require systematization of the factors of their development, as well as the establishment of their originality, which will ensure the holistic development of the individual and the future specialist. This involves further studying the possibilities of the educational trajectory of subject-subject influence.

In our study, we emphasize that it is necessary to develop creative and innovative thinking in future teachers, because this type of thinking is competitive in the modern labor market, not only in the domestic but also in the international one. Creativity is necessary in today's environment, when rapid and global changes are taking place in all spheres of our lives. Therefore, a person who has the ability to cope with novelty and improvise is highly valued in work and in modern society in general. All this raises the issue of the professionalism of future

teachers and, in particular, the development of their creativity (Zyazyun, 2007).

In our opinion, creativity is distinguished by the fact that it is truly universal in nature, these are the competencies that are necessary in any situation, and not only in those related to a particular field of activity. The use of innovative technologies helps to realize the creative potential of the individual.

The main advantage of innovative educational technologies is not only modern technical means, but also new forms of organizing the educational process and cognitive activity of students. This includes the organization of their independent and individual work, obtaining additional information and assistance in learning the material from the teacher, various forms of communication, and quick feedback.

Analyzing the views of modern scholars and practicing teachers, the following innovative pedagogical technologies with the following advantages are relevant for use in the education system to create a creative environment in the university space:

- The game-based learning technology aims to instill research skills in students and form an active and creative personality;
- Integral pedagogical technology – a system of forming holistic knowledge about the object being studied, which is the basis for creating an “image of the world”;

- Developmental learning technology – forms the ability to self-improvement, active, independent creative thinking and continuous learning;
- Technology of personality-oriented learning – aims to provide an opportunity to demonstrate independent thinking, independence, the ability to choose their own activities, goals and methods of achieving them;
- Problem-based learning technology – aims to stimulate interest in new knowledge, self-development through solving personal problems and using this knowledge in specific practical activities;
- The case-study technology is a method of active problem-situational analysis based on learning by solving specific situations (case study). The case activates analytical and communication skills, leaving students face-to-face with real-life situations;
- Differentiated learning technology – forms the ability to learn, the need for self-education, the desire to generate ideas, to look for alternative solutions to standard and problematic situations, depending on the personality traits;
- The technology of humanistic education is aimed at raising conscious citizens, patriots, educated, creative individuals, developing their physical and moral health, ensuring priority human development on the basis of humanization and democratization of educational processes;
- The technology of module-rating training forms students' self-educational competence;

- Group learning technology – forms internal motivation to actively perceive, assimilate and transmit information, promotes the formation of communication skills, and activates mental activity;
- Interactive learning technologies provide an opportunity to exchange thoughts, ideas, and suggestions, and the teacher becomes the organizer of joint activities, business cooperation, and creative search, which allows everyone to be involved in the learning process;
- Project-based learning technology is a way of achieving a didactic goal through the detailed development of a problem (technology) that should result in a real, practically tangible result;
- Information computer technology is a set of methods and technical means of collecting, organizing, storing, processing, transmitting and presenting information that expands knowledge and develops their ability to manage technical and social problems;
- Game-based learning technologies (gamification) is the organization of the learning process based on the reconstruction of the activity model within the proposed scenario;
- Training learning technologies provide an algorithm for solving the most typical practical problems;
- Distance learning technology is the organization of the educational process based on the principle of independent learning, where students are remote from the teacher in space, but at the same time have the opportunity

to maintain a dialogue at any time through communication means (Vlasenko, 2015).

The study of the types of interactive technologies and the algorithm of their use in the creative educational environment of higher education institutions is devoted to the works of O. Pometun, L. Pirozhenko and others. The essence of interactive technologies is highlighted by M. Pashchenko, etc (Pometun, Pirozhenko, 2006).

Interactive learning, according to O. Pometun, is "a specific form of organization of cognitive activity, which has a predictable goal – to create comfortable learning conditions in which each person feels his or her success, intellectual capacity" (Pometun, 2006: 88).

In our study, we note that in the process of interactive learning, interactive techniques (small procedures for organizing interactive interaction), methods (ways of teacher and student activities to organize an effective interactive learning process) and complex technologies (combining several methods and different forms of learning) are effectively used. O. Pometun groups them in accordance with the structural components of an interactive lesson (training session), namely: techniques and methods of creating a positive learning atmosphere and organizing communication; techniques and methods of motivating learning activities and updating basic knowledge, ideas; techniques and methods of acquiring new knowledge, forming skills, abilities, emotional and value orientations and attitudes; techniques and methods of generalizing, systematizing

knowledge, organizing reflection of cognitive activity (Pometun, 2006).

The researcher N. Honchar classified interactive technologies that, in her opinion, can be used in interaction with students, taking into account the main type of their activity; she classified them according to the criterion of the game's target orientation: “What would happen if...”, “Story from the Sack”, “Come up with a question”, “Skyscraper”); educational (designed to form moral and aesthetic positions of young people: “Acquaintance”, “The Web”, “What do I like to do?”, “Journey”, “Good morning!”, “Predictions”); developmental (aimed at developing creative abilities, motivating learning activities: “Unexpected drawings”, “Obvious inscription”, “Story with continuation”); socializing (aimed at teaching communication: “Acquaintance”. “Compliment”, “Pros and Cons”, role-playing games) (Sysoeva, 1998).

Since a characteristic feature of interactive learning is the subject-subject relationship of students, and the teacher acts as an organizer and advisor, not a leader of students' activities, we believe that it is advisable to use interactive exercises.

Each interactive exercise is based on the organization of communication or activities of students in pairs, threes, fours and small groups of up to 6-7 people. When choosing an exercise, the teacher must take into account the following points: for what purpose I plan to use it; what result I expect.

In our opinion, special attention should be paid to how many people are planned to be united for joint activities. Practice shows that the vast majority of teachers believe that the first attempts at interactive learning should be to organize students into two subgroups. We believe this is a big mistake, because the more people there are, the more opinions and views there are, and the harder it is to truly come to a common decision, taking into account the ideas of all group members.

There is another prerequisite for interactive learning: each individual must be active in generating ideas, thoughts, discussions, decision-making, and any joint activity. And grouping students into large groups at once will make it impossible to comply with this condition and, in fact, will negate the teacher's plan.

In interacting with students, a teacher should adhere to a human-centered approach, in which the highest value is the individual, his or her thoughts, feelings, abilities and achievements.

When students are working in pairs on a task, it is extremely possible for them to come to a common decision. It is worth paying attention to whether it was really a joint decision or whether one person simply imposed his or her opinion on the other.

When directly organizing student interaction, the teacher should remember that success depends on a few simple things. First of all, it is an awareness of the expediency of each action that students are asked to perform, the clarity of instruction, balance, and a

democratic style of communication with higher education students.

Having carried out a theoretical analysis of the essence of pedagogical interaction and the types and structure of interactive exercises, we can emphasize the need and expediency of using interactive exercises in interaction with students.

Here are examples of the organization of integrated interactive classes in pedagogy with higher education students majoring in 014 Secondary Education "Fine Arts", "Labor Training and Technology", 015 Vocational Education "Design".

During their planning and design, we constantly kept in mind the following two areas of work and two strategic goals: creating conditions for students to gain effective experience in participating in integrated interactive classes, which affects the formation of such components of personal competence as values and attitudes; training future professionals to organize and conduct interactive integrated classes with students, that is, to reflect on their own experience and consciously master the necessary skills.

The integrated interactive lesson "Factors of Human Development" (module "General Fundamentals of Pedagogy") was held as part of the Pedagogy course and realized our first strategic goal.

The content of the lesson also integrated the content of the disciplines "Psychology" and "Age-related Human Anatomy and Physiology". The first organizational feature was the scheduling of a four-hour class in the

schedule of two/three teachers. The next step was to organize the students' preparatory work for the class, which consisted of studying the lecture materials on the topic “Development and Formation of Personality” and selecting specific examples from life that would illustrate the uniqueness of each person. The third stage was a long work of teachers to create a lesson plan based on the content of their discipline, to produce visual aids (presentations), handouts (cards for pair and group work), etc.

An important point in the preparation was the fact that the content of the integrated interactive lesson had to form the competencies of the individual through and through. To form these competencies in the class, we chose the following components: openness of the individual to other cultures, beliefs and worldviews; determination of the value of democracy; knowledge and understanding of culture in general; skills of self-awareness and self-knowledge.

For our work, we used exercises from the work of our national scholars who have studied the problems of interactive learning (O. Komar, L. Pirozhenko, O. Pometun), including Brainstorming, Interactive Discussion, Bouquet, Individual Coat of Arms, and Pair Cards.

Here is an example of the structure of such an activity.

Exercise 1: “Flower”

Educational goal: to continue to develop students' sense of their own uniqueness and originality, to help increase their self-esteem.

Cut out a flower from an A4 sheet of paper as you imagine it.

On the petals, write a one-word answer to the following questions.

1) What can I say about myself?
2) What can the teacher say about me?
3) What can my closest relatives say about me?
4) What can my friend say about me?
5) What can my classmates say about me?

Final interview based on the results of the work.

Exercise 2: "Individual emblem 'Personality structure'

Educational goal: to promote self-esteem; to recognize and support one's own positive personality traits; to develop the ability of the group to define their common goals.

Resources: a poster with a coat of arms for each group of students, colored pens or pencils, pictures from magazines, etc.

Organize students into groups according to the components of the personality structure: "Physical", "Social", "Spiritual".

Tasks for the groups.

1. How do you realize the formation of this structural component of your personality?
2. What do you need to improve its formation?
3. What can you do yourself to improve its development?
4. How can your future profession contribute to the formation of this component of your personality?

Presentation of the results of the groups' work, explanatory conversation on the content of the cards in the coat of arms.

The final part. Summarizing the results of the lesson. Mutual and self-assessment of students' work. External reasoned evaluation of their work by the teacher.

In our opinion, the most valuable exercise for this lesson in terms of integration was the exercise “Individual coat of arms “Personality structure”.

In particular, based on the idea of the components of the coat of arms, we chose the structure of the personality, where the content of civic education was included in the social and spiritual components, and the content of age-related human physiology in the physical component. Accordingly, each of the constituent parts of the personality structure was revealed through the possibilities of the specified academic discipline.

The social and spiritual components were related to the awareness of a person as a social being. Accordingly, the content of the information in the exercise was based on basic civic education material, in particular, the fact that these personality structures are formed in the process of communication between people, starting with the primary forms of communication between mother and child. All forms of self-affirmation in professional and social activities, friendship, love, and rivalry form the social structure of a personality. The spiritual component of the personality is the invisible core, the core of our “I”, on which the entire structure of the personality is based.

Each interactive game, depending on its purpose, can perform different functions or a set of several functions, but each of them depends on the level of knowledge and education of the student, as well as the ability to work independently.

It is necessary to note the following features of game forms in the process of formation and development of professional competence during the study of pedagogical disciplines in a higher education institution: integrative – the game should combine knowledge from several areas, focusing only on one topic, it will be difficult for the student to follow the cause-and-effect relationship, and also the game can freely integrate several disciplines; interactive – participation in the game is voluntary, which should encourage students to be motivated in learning the discipline, self-development; interaction with the teacher takes place on an "equal-equal" basis, if the conditions of the game require it; humanism – the game provides an opportunity not only to acquire professional knowledge, but also the ability to assess the role of the profession in the development of humanity and its impact on society and everyday life; psychological – promotion of interaction with others, improvement of communication and conflict-free communication with opponents, empathic attitude towards others and the ability of adequate self-assessment; social – through the game you can learn the ability to learn professional qualities, connect them with social roles.

When introducing game forms into the process of studying pedagogical disciplines, it is advisable to adhere

to the following areas: preliminary preparation (determining the range of discussion questions, the form of its conduct, distribution of roles among students); determining the mandatory attributes that would provide the effect of surprise and would contribute to the emotional background of the lesson; election or invitation of a jury; the presence of game moments of an educational nature to switch the group's attention from one question to another; mandatory summing up of the game with the participation of all its participants.

In the process of studying the course “Pedagogy”, departing from the traditional teaching of the discipline, during the module control, the survey was conducted in the form of a KVN game. The main purpose of such classes was to develop creative thinking, the ability to synthesize the acquired knowledge from different disciplines; the ability to see the problem and ways to solve it; the ability to analyze the results; public speaking skills, language culture; independent work with psychological and pedagogical literature; promoting the acquisition of teaching and research skills. The student's work on such classes is aimed at independent search for information and the ability to share it with others.

When considering game-based forms of teaching, it was necessary to take into account the psychological and age characteristics and the ability of students to perceive such classes. In addition to surveys, interviews, and questionnaires, we conducted psychological and pedagogical testing.

In order to introduce innovative technologies into the process of developing the professional competence of future teachers, it was important, in our opinion, to identify the learning styles to which students were prone. The practical lesson on pedagogy on the topic “Learning Styles” (module “Didactics”) began with testing to determine the learning style of students.

Accordingly, the prominent learning style of higher education students could be their motivation to learn knowledge on their own, because each of the styles had a corresponding characteristic.

We based the Learning Styles test by P. Honey and A. Mumford. The authors identified four learning styles: activists, thinkers, theorists, and pragmatists. The results of this test helped us to choose teaching methods and build productive and conflict-free communication (Pavlenko, 2015).

In our case, this made it possible to determine the homogeneity of students' predisposition to learning styles and to compare the impact and effectiveness of the introduction of innovative technologies in the subsequent experiment.

According to the results of the diagnosis, the largest percentage of students belonged to activists who liked to share their experiences; receive feedback on your work; were open to communication with the teacher; were able to apply theory in practice; they liked freedom of action, creative tasks and competitions, but at the same time they were not inclined to theorizing, that is, to independent assimilation of knowledge; did not understand abstract

concepts and did not like to learn from textbooks; were impulsive, were not able to finish the work they started, they quickly got bored with monotonous activities.

Thus, these were students who were inclined to learn knowledge independently through innovative and interactive teaching methods.

The same number of percent were thinkers who had the ability to explain and discuss, liked to participate in discussions; clarity and precision, sufficient time for reflection were important to them, but they did not perceive classes that were aimed at solving problems; performing roles (simulations); evaluation by other participants; such people were inclined to self-education and self-development, able to devote enough time to obtaining information.

Students belonging to the theorists group were able to create a general theory based on individual cases; theoretical reflections and expert opinions; systematized their knowledge well, but were not interested in group work; simulations and role-playing games; independence; and were reluctant to perform communication exercises.

Pragmatists were positive about small group discussions; solving practical problems; participating in experiments, but did not accept self-evaluation by others, teachers with an authoritarian teaching style; systematizing anything; believed that practice should be connected to theory.

Let's focus on project work. The applicants for education were offered to create a joint pedagogical project “Our school is a Place of amazing opportunities”

(module “General fundamentals of pedagogy”, topic “Teacher of a modern school”). The group was divided into four subgroups, with participants in each subgroup assigned to roles as they wished – principal, vice-principal, for example, English, German, and history teachers. Each group had to find the features of the school that would convince parents to choose the best school for their children.

Each student, a representative of the teaching staff, presented facts and arguments from the life of the school and its features. Parents (other students) had to ask “uncomfortable” questions. The task of the “teachers” was to give a smart, correct answer.

Among the tasks aimed at determining the value orientations of future teachers were not only mini-projects, but also open conversations and situations that contributed to the formation of self-respect for the teacher, a positive attitude to professional activity, understanding the importance of work and opportunities of the teaching profession.

Examples of other interactive creative tasks that students had to complete:

1) take part in the game “Debate” (coverage of one pedagogical problem from different sides: argumentation-support of facts with vivid examples; counterargumentation of the opposite side; conclusions). This game allowed students to develop communication skills, erudition, artistry, flexibility of thinking, etc;

2) to write an essay (with home preparation) covering the topic “The role of a modern teacher” with a

thesis statement in the classroom and, most importantly, the ability to defend one's point of view and answer unexpected questions from classmates. This task served to develop the personal orientation of the future teacher, namely, the inclination to the teaching profession;

3) suggest ways to solve pedagogical situations;

4) selection of epithets to define the activities of a "creative teacher" and an "ordinary" teacher – the previous work was on the implementation of various types of pedagogical improvisation aimed at developing imaginative thinking skills;

5) selection of epithets for the learning activities of a "successful student" and an "unsuccessful pupil";

6) a task to identify pedagogical tact with the solution of multiple-choice situations;

7) students had to develop a project comparing the performance of a famous favorite actor and a favorite teacher; analyze what qualities are common and what is different; thus, conduct a comparative analysis of acting and teaching.

The presented task provided an opportunity for higher education students to analyze the nature of pedagogical and acting activities; to determine their related characteristics. Their substantive characteristics were identified (communicative nature of activity; co-creation (in the case of acting with the parameter on stage), in pedagogical activity (with students); interaction in both cases). At the same time, it was possible to identify an instrumental factor in pedagogical and acting activities – the psychophysical nature of the actor and

teacher as a tool for influencing the audience. The students also noted the factor of time constraints in both cases and the corresponding responsibility of the actor, teacher, their mobility and efficiency in relation to the subject, and their ability to make instant decisions.

4.2. Creativity as a driver of personal and professional success of future teachers in the study of pedagogical disciplines

In our work, we paid special attention to preparing for generalizing practical classes in pedagogical disciplines to develop the creative abilities of students – press conferences. At the same time, students had to work independently with popular science literature. The result was writing essays, researching various historical pedagogical events, biographies of scientists, creating research projects with presentations, which had great educational potential (for example, the module “History of Pedagogy”, the discipline “Pedagogy”). The best works were presented in the section “Pedagogical innovations in modern education”.

A very interesting form of conducting practical classes in the discipline “Pedagogy” in order to activate students' cognitive activity was to hold classes and extracurricular activities in the form of competitions. As a rule, during the game in such classes, scientists-experimentalists, scientists-theorists, polymaths and know-it-alls competed.

For example, the interactive exercise “Joint Project,” where groups worked on different tasks on the

same topic. Upon completion, each group presented their research. The interactive exercise “Synthesis of Thoughts” involved groups completing all the tasks of the lesson in stages: the first group completed the first task on sheets of paper, the second group completed the second task, and so on; after completing the tasks, the first group passed their notes to the second group for processing, and the second group to the third group. When the sheets with additions and comments were returned to the “home” groups, each group presented their research, taking into account the additions and comments of their classmates (Levytska, 2019).

For example: when studying new material on the topic “Types and Technologies of Teaching” (module “Didactics” of the discipline “Pedagogy”), the first group presented distance learning, the second – programmed, the third – problem-based, the fourth – modular.

The interactive exercise “Aquarium” is an effective method of developing the ability to conduct a discussion. Students were divided into groups of 5-6 people. One of the groups took a seat in the center of the classroom, received a task, read it out, and discussed it. Other students did not interfere in the discussion, listened attentively, and took notes. After the public performance of the task, the group took its seat, and the students discussed the course of the discussion and argued their speeches. Then another group took over the “aquarium”. For example, the topic “Pedagogical Innovations” (module “Didactics”, discipline “Pedagogy”) – the teacher asked a problematic question: “How do you feel about the

introduction of innovations in a modern school?" or "Positive and negative aspects of the educational process in the New Ukrainian school".

Much attention was paid to the control and self-control of students in learning. We used such techniques as self-questioning, testing, evaluation by group leaders, evaluation by the audience by the number of correct answers, etc. A self-assessment table was prepared to create a visualization of the intended student results.

Here are examples of the use of the educational and pedagogical games "Intellectual pedagogical hockey" and "Who knows the pedagogical heritage of Jan Amos Comenius better?" in practical classes on pedagogy.

Educational and pedagogical game "Intellectual pedagogical hockey".

The teacher formed two teams of six people each (three forwards, two defenders and a goalkeeper) and acted as a leader.

After the draw, the puck was thrown at the presenter's order with a question on didactic issues (e.g., "What are the criteria for choosing teaching methods? What are the main teaching aids?"; "What are the main requirements for a modern lesson?").

The first to answer all the questions were the forwards, then the defenders, and the last (if no correct answer was given) was the goalkeeper. The time to answer was 10-20 seconds, depending on the complexity of the question. Sometimes teams were divided into pairs and played two semifinals and a final. The number of questions was determined by the students themselves, but

there should be no more than five. The game lasted about 10-15 minutes. Laconicism, clarity, brevity, and logic were the features that characterized this game. The teacher monitored the order, sequence of speeches, and time.

We used intellectual hockey as a kind of survey or a separate stage of the lesson.

Pedagogical game on the history of pedagogy "Who knows the pedagogical heritage of Jan Amos Komensky better?"

In the course of the game, the participants were asked a lot of questions. Some of them could be answered in one word, while others required a systematic or analytical response. The time limit for each answer was 20 seconds.

If the team could not answer the question or the answer was found to be incorrect, the presenter asked for help from all the students in the room. Those who gave at least three correct answers received an incentive prize. Thus, everyone in the room participated in the game.

First round

1. What importance did Komensky attach to school discipline?

("A school without discipline is like a mill without water". Discipline should be maintained by "good examples, gentle words and kindness").

2. J.A. Komensky considered learning to be the main means of obtaining education, and the content of learning to be the main and fundamental in this process.

If you agree with this statement, prove it on the example of a modern school.

3. What was Komensky attitude to corporal punishment?

("Whips and canes, instruments of slavery, should be expelled from schools").

4. What virtues, according to J.A. Komensky, are the basis of moral education?

(Wisdom, courage, justice, modesty, benevolence, obedience, neatness, hard work, politeness, respect for elders).

5. What role did J.A. Komensky assign to the teacher?

(He considered the position of a teacher "as great as any other under the sun";

6. Name the golden rule of didactics. Why is it called "golden?"

(Everything that can be presented to the senses: the visible – to be perceived by sight; what can be heard – by hearing; smells – by smell; what tastes – by taste; what is subject to perception by touch – by touch. If objects can be perceived by several senses at the same time, let them be perceived by several senses).

Second round.

There are five groups of opinions about J.A. Komensky as a philosopher and thinker:

The first ones not only completely deny J.A. Komensky as a philosopher and thinker, but do not even give him any place in the history of pedagogical ideas.

The latter recognize Komensky as a great teacher-thinker, but as a philosopher-thinker they do not value him highly.

Still others completely bypass the question of Komensky philosophical beliefs and associate all his pedagogical teaching with his religious outlook.

The fourth recognizes that the pedagogical teachings of J.A. Komensky are based on certain philosophical principles and connect the main issues of education and training in J.A. Komensky with his philosophical beliefs.

The fifth proves that J.A. Komensky was not only a great teacher, but also an outstanding philosopher and versatile thinker.

Take the position of one of the supporters of these opinions and provide substantiated evidence.

The game forms of conducting classes were varied (for example, pedagogical card bingo). Cards were made from a topic or even from an entire chapter, one of which contained only one word (course thesaurus) to which it was necessary to find a definition.

Each student in the pair received 5-6 of these cards with different tasks. Placing them on the table, students took turns indicating to each other which one to answer. If the answer was correct, the card was put aside; if it did not satisfy the partner, the card remained with the one who answered. The winner was the one who ran out of cards first. Thus, working in pairs, students were able to explain to each other, cooperate with each other, acquiring and improving pedagogical skills, that is, they learned from

each other in the process of playing. At the same time, it is an effective form of consolidating learning material and preparing for tests and exams.

The most popular methods used in the interactive training sessions were: mini-lecture, role play, case study method (problem situations), brainstorming, and discussion (Levkivskyi, 2016).

Mini-lecture. The lecturer's task is to convey his knowledge to the group. The task of the group is to accept and retain this knowledge. The key to a successful lecture or conversation is sustained contact with the audience and competence in the field. This combination did not turn the mini-lecture into a monologue, but made it an interesting process in which the group was willingly involved. To use this method successfully, it was necessary to present information in a professional manner.

The material provided to the audience was intended to stimulate thinking and motivate further activity. Thus, the structure of the mini-lecture was as follows: (introduction (unexpected, unusual); quote or little-known fact; life example or anecdote; inspiring conclusion; interest in information; emphasis on the positive; use of questions).

Another way to increase interest (visual support) is to accompany key points of the message with various illustrations. The use of slides, inscriptions, and flip charts was an additional stimulus that caused a visual reaction.

The preparation and delivery of fragments of different types of mini-lectures by students contributed to the formation of critical and analytical thinking; the

formation of pedagogical culture in future teachers in the process of their professional development.

Today, it is of interest to consider the peculiarities of conducting new types of lectures. These include a problem lecture, a lecture-visualization, a lecture-provocation, a lecture-press conference, etc.

Such lectures set a consistent transition from simple information transfer to active learning of the content of education with the inclusion of the mechanisms of theoretical thinking and the entire structure of mental functions of higher education students and teachers. In this process, their contribution to the learning of educational content increases, the role of dialogic interaction and communication during the lecture increases, and the importance of the social context in the formation of professional qualities of the future specialist's personality increases.

We presented in the study different types of interactive trainings designed to engage students in independent research work. We have determined that the key to the effectiveness of learning activities is cognitive activity, which determines the purposefulness of the educational trajectory and the development of intellectual reflection. It was interactive trainings that influenced the personality, its activities and interpersonal relationships; formed the professional qualities of the future teacher.

Here is a fragment of the mini-lecture “Principles of teaching in higher education institutions” during the teaching of the discipline “Pedagogy in higher education institutions”, which addresses the issues of general

principles of higher education pedagogy, the basics of the theory of teaching and upbringing of students at the present stage of development of the educational paradigm to create a creative environment in the university space.

Mini-lecture "Principles of education in higher education institutions".

Lecturer: Today we will consider an important topic – the principles of education in higher education institutions. Let's define this concept – "principle". What do you think it is? Let's try to find concise and accurate definitions of this concept (we used the "brainstorming method"). A principle is a basic law, a rule, a starting point that is used to create something.

There are also rules in learning that ensure its success. Let's look at them. To do this, we will divide into 4 groups, each group will receive 2 situations that describe the teacher's behavior. You have to determine what the teacher did wrong in relation to the students in the educational process (the "small group work method" was used). After that, we will read out the situations, each group will give their verdicts, and the rest of the groups will listen and agree or disagree with what they have heard (we used the "method of analyzing mistakes, conflicts, incidents").

The students prepared their answers in groups, read them out, the whole group analyzed the answer, and then the teacher said which principle of learning was violated in a particular situation (the problem-search method was used). Examples of problem situations:

- Group I, situation 1: The teacher was preparing for the lesson and took information from an unverified website. And during the lesson, he did not reveal the essence of the main information to the children. What did the teacher do wrong? (Listen to the microgroup's answer, listen to the group's reflections, summarize and reveal the principle – the principle of scientificity was violated).
- Group I, situation 2: The teacher often missed lessons at school. And when there were lessons, the teacher tried to catch up and covered many topics at once. He often told children about topics they could not understand because they had missed a topic before that, which gave them an understanding of the new topic. He did not follow the calendar plan. What did the teacher do wrong? (Listen to the microgroup's response, listen to the group's reflections, summarize and reveal the principle – the principle of systematicity and consistency was violated).
- Group II, situation 3: In class, the teacher tried to explain a difficult topic to the students. When talking about it, the teacher immediately started with difficult concepts, explained the topic using words that the children did not know, and spoke very unclearly and “swallowed” words. What did the teacher do wrong? (Listen to the microgroup's response, listen to the group's reflections, summarize and reveal the principle – the principle of accessibility was violated).
- Group II, situation 4: The teacher used to explain the topic to children using only scientific concepts and their explanations. He told them only what they would

need for the final test. He never explained to the children how his subject could be applied in practical activities and everyday life. And when students answered, he did not allow them to use their personal life experience, but urged them to answer only from the notes or textbook. What did the teacher do wrong? (Listen to the microgroup's answer, listen to the group's reflections, summarize and reveal the principle – the principle of connecting learning to life was violated).

- Group III, situation 5: The teacher used to present all the material to the children “ready-made” in class. The children wrote down the “ready-made information” in their notebooks and then practiced using it on tests. In class, children were always passive – they sat and listened, and only the teacher was active – he told, showed visuals. What did the teacher do wrong? (listen to the microgroup's answer, listen to the group's reflections, summarize and reveal the principle – the principle of consciousness and activity of students was violated).
- Group III, situation 6: The art teacher knows his subject very well, tells interesting stories, but very rarely shows children visuals (reproductions of paintings, sculptures, etc.), they hardly listen to music in class. And when teaching students at the university, the teacher does not use tables, diagrams, or concept maps. What does the teacher do wrong? (Listen to the microgroup's answer, listen to the group's reflections, summarize and reveal the principle – the principle of visibility is violated).
- Group IV, situation 7: During the 1st semester of teaching his subject, the teacher never returned to what he

had learned, did not repeat what he had already learned, did not remind the children of the topics covered. And homework was always related to the topic covered in class. What did the teacher do wrong? (listen to the microgroup's answer, listen to the group's reflections, summarize and reveal the principle – the principle of the strength of knowledge, skills and abilities was violated).

- Group IV, situation 8: The teacher speaks very slowly and unclearly in class, it is difficult to read any emotions on his face, the teacher does not use gestures. Very rarely does the teacher use interesting examples of information application, visualization, and almost never uses technical teaching aids. What does the teacher do wrong? (listen to the microgroup's answer, listen to the group's reflections, summarize and reveal the principle – the principle of emotional learning is violated).

When consolidating the material, game technologies were used (in the form of a brain-ring, leaving students in groups or recommending them to express their opinions separately using the Aquarium method). Thus: the teacher read out quotes, sayings of scientists, artists, teachers and prominent people, folk sayings and proverbs, aphorisms, catchphrases related to the principle of learning. The students had to analyze and determine which learning principle was referred to in the statement (the “method of analyzing the products of activity” was used). Below are some samples:

- The principle of science:

– The right of a scientist is freedom, and his duty is truthfulness.

– False knowledge: it is more dangerous than ignorance (B. Shaw).

- The principle of systematicity and consistency:

– Whoever thinks clearly, teaches clearly (A. Schopenhauer).

– Order is most helpful to clear learning (M. Cicero).

- The principle of accessibility of education:

– A sign of a good education is to talk about the most complex subjects in the simplest terms.

– Speak to people according to their minds (Saadi).

- The principle of connecting learning to life:

– A student who is full of knowledge but does not know how to apply it is like a stuffed fish that cannot swim (O. Mintz).

– Intelligence consists not only in knowledge, but also in the ability to apply this knowledge.

– In the study of science, examples are more useful than rules (I. Newton).

– We study not for school, but for life (L. Seneca).

- The principle of consciousness and activity of schoolchildren:

– A student is not a vessel to be filled, but a torch to be lit (K. Ushynsky)

– People should be taught, first of all, to acquire knowledge not from books... to investigate and learn the subjects themselves, and not to remember only other people's observations and explanations (J. Komensky)

– A bad teacher offers the truth, a good teacher teaches you to find it (A. Dysterwegh).

– In order not to turn a child into a warehouse of knowledge, a storehouse of rules and formulas, we need to teach him or her to think (V. Sukhomlynsky),

- The principle of demonstrability

– In science, principles must be confirmed by observations (K. Linnaeus).

– No need for unsubstantiated explanations: things, things, give us things! (J.J. Rousseau)

– A visual is not only worth a hundred words, but is three times more effective than words alone.

– People should be taught in the most important way, so that they acquire knowledge not from books, but by observing the sky and the earth, oaks and beeches, that is, so that they explore and learn about the objects themselves, and not remember only other people's observations and explanations (J. Komensky).

- The principle of the strength of knowledge, skills and abilities

– Only the knowledge that is used in practice matters.

– Education should be complete, clear, true and durable

– The one who has repeated a lesson a hundred times is not the one who has repeated it a hundred and one times.

– A drop does not break a stone by force, but by frequent falling, so a man becomes a scholar not by force, but by frequent repetition (Ovid).

- The principle of emotional learning:

– The best way to make children good is to make them happy (O. Wilde).

– The most beautiful feeling is the feeling of mystery.

– Without inspiration, learning becomes a burden for children (V. Sukhomlynsky).

– To give children the joy of work, the joy of success in learning, to awaken in their hearts a sense of pride and self-esteem is the first commandment of education (V. Sukhomlynsky).

– To digest knowledge, you need to absorb it with appetite.

– Boring lessons are only good for inspiring hatred for those who teach them and for everything that is taught (J.J. Rousseau).

– The only way to influence a person is to address him or her from heart to heart.

After the mini-lecture, we offered home interactive independent work – using the "group project method": for example, to leave the same division of groups, to give each group a separate learning principle and task: to present the principle in the form of an advertisement, poem, song, skit, etc.

The creative abilities of future specialists were also effectively formed in specially organized group work based on cooperation in practical classes in the discipline "Pedagogy in Higher Education Institutions" during the study of the topic "Teaching Methods in Higher Education Institutions". Therefore, we consider cooperation to be the most effective teaching method that

successfully developed students' creative activity: the ability to negotiate and cooperate.

Cooperative learning technology is one of the innovative technologies used in the educational activities of students in small groups, and was based on the interaction of participants in the educational process, united by a common educational goal. At the same time, each of them retained their individuality and was responsible for their own academic success and social achievements. We used the following forms of cooperative learning in practical classes: group, team, cooperative-group (each group performed a part of the common task), differentiated-group (tasks were distributed among students with different learning abilities), pair form.

The creative level involved honing the practical skills and abilities of future teachers during role-playing, business games at practical classes in this educational discipline. We will give examples of conducting business games.

Business game "Creative reports of teachers". This business game (a form of methodological work of students) was mainly used during the test in the discipline. At the "pedagogical council," the teacher reported on the results of educational work, shared his or her findings, methodological developments, and introduced "colleagues" to the technology of his or her own experience, didactic material, and scenarios of the most successful activities.

Business game "Weeks of pedagogical excellence" was a kind of report by "experienced teachers" and "methodology teachers" about their work. The week's program included open lessons and discussions, extracurricular educational activities by "masters of pedagogical work," an exhibition of visual aids, didactic material, and creative works. The methodological week ended with a final conference, for example, "Optimal choice of teaching methods in the university space" and "Holistic approach to the formation of creative abilities of the individual".

Business game "Open lessons". This business game made it possible to show the peculiarities of future teachers' use of forms, methods and techniques in practical classes, solving certain pedagogical problems (implementation of educational and upbringing work in the classroom, implementation of an individual and differentiated approach to students, activation of cognitive activity of the individual). The open lessons were specially prepared lessons conducted by both "methodology teachers" and "young teachers". Observation of open lessons helped to "look into the teacher's creative laboratory".

Business game "Methodical operatives". The task of the business game (operational meetings) is to increase the scientific level of pedagogical work, prevent possible mistakes, and correct the shortcomings in the work.

The content of their work was to familiarize future teachers with new achievements in pedagogy, psychology, teaching methods, best pedagogical practices, new orders,

and methodological letters from the Ministry of Education and Science of Ukraine. The methodological sessions did not take much time. They raised issues that could not be foreseen in advance and had to be promptly shared with teachers: a problematic situation in the classroom; a new methodological technique or visual aid that deserved attention, etc. They were mainly conducted by the "deputy director for educational work" at the school.

Cooperative learning helped to create an atmosphere of trust and support in practical classes, where each participant could express their feelings, express their own thoughts without fear; develop skills of communication, discussion, problem solving; participate in joint development of solutions; be able to look at the situation from the point of view of another person.

One of the effective interactive methods of teaching students in practical classes in pedagogical disciplines was the web quest method, which is defined in the literature as "a research activity in which most or all of the information used is taken from the Internet" (Kuzminskyi, 2015). The web quests were designed to make good use of students' time to focus on using information rather than searching for it, to support individual thinking at the levels of analysis, synthesis, and evaluation.

We conducted web quests as short-term (that is, designed for one to three classes) and long-term, which could last for four or more classes. Let's consider the main requirements that were put forward to the web quest on the example of the preparation and presentation of a student project for high school (for example, the basis for

the development of the project was an integrated lesson of fine arts using the still life technique regarding images of vegetables, fruits and computer science (topics regarding of economic planning of the budget) on a given topic, for example, “Opening of a new supermarket”.

A mandatory element of the web quest was the instructions, which described the essence of the project, the distribution of roles and tasks that had to be clear, interesting, and feasible, and defined the final result of the collaboration. The instructions also provided a list of information resources needed to complete the task, a description of the criteria and parameters for evaluating the web quest.

In addition, recommendations for summarizing and presenting the work done were a necessary element of the instructions. In the instructions, we provided motivating information that showed the usefulness of the experience that students would gain while working on the web quest.

For example: “Our company is opening a new supermarket. This supermarket will serve different things that you will like. The company has hired your team for their new supermarket. The team includes a cook to prepare healthy food and help with menu planning (a mini-bakery has been opened in the supermarket; a food safety inspector; a manager who has to organize effective cooperation of specialists, deal with supermarket advertising and promote the sale of special booklets).

Your first task is to complete the book “Supermarket: managerial responsibility” to demonstrate your knowledge of this facility.

Your second task is to come up with a name for your supermarket based on the kinds of things it offers. The chef has to develop a menu and recipes to use for cooking, etc. Each team member will be individually evaluated for their contribution to the overall project according to their role. After completing this web quest, you will learn a lot about the supermarket chain".

To summarize, it should be noted that the above methods of interactive interaction are appropriate for any class with students, but the most important thing is their implementation in the context of collective learning, which allowed to achieve positive results in the professional development of future teachers, the development of social interaction skills.

Here are samples of educational and pedagogical games that we used in practical classes in the discipline "Pedagogy" (module "General fundamentals of pedagogy", topic "Modern age periodization of children", where students, using textbooks on age physiology and child psychology, wrote down the features of anatomical, physiological and mental development of children of younger, middle and older age and the teacher's pedagogical requirements for taking into account each age feature of students in the educational process; creative work was the creation of a collage "Age characteristics of schoolchildren". This contributed to the development of students' creative thinking, ability to use the conceptual apparatus, synthesize knowledge on a number of topics in the module "General fundamentals of pedagogy" and freely cope with individual educational and research tasks.

The research work developed a system of pedagogical situations aimed at developing interest in pedagogical knowledge, which gradually stimulated the establishment of critical pedagogical thinking of students and contributed to the formation of pedagogical culture in future teachers. These types of tasks were designed to engage students in creative research work. Here are examples of tasks and problem situations from the module "Didactics", "Theory of education" (discipline "Pedagogy").

1. Group the following teaching methods: lecture, demonstration, synthesis, laboratory work, explanation, induction, problem-based presentation, practical work, analysis, partial search method, deduction, research, in accordance with the established trends.

Task: emphasize those of them that, in your opinion, most effectively contribute to the realization of the developmental function of learning.

2. Each group has defined rules for implementing the requirements of certain principles. Name these principles.

First group: 1. Encourage students' ability to explain the application of laws in production. 2. Use field trips. 3. Combine mental activity with practice. 4. Build on students' experiences. 5. Introduce students to new technologies.

Second group: 1. Take care of transferring knowledge into long-term memory. 2. Teach students to master the methods of performing exercises. 3. Involve

students in the exercises. 4. Teach students how to learn. 5. Apply new knowledge to new situations.

Third group: 1. Consider the learning level of the students. 2. Use differentiated tasks. 3. Don't tell the scientific truth, but lead to it. 4. Study the age and individual developmental characteristics of schoolchildren's.

3. Problem situations.

1) It is a break in school. You are walking down a corridor with tenth graders. A piece of paper is lying near them.

Your actions: 1) pass in silence; 2) say hello, start a conversation with the schoolchildren, but "don't notice" anything special; 3) make a comment to the high school students without stopping and asking them to pick up the paper.

2) Ukrainian language lesson. Schoolchildren in the 4th grade are working on their own work. Suddenly, a schoolchildren exclaimed: "There's a squirrel jumping on the pine tree!" (The pine tree grew under the school's windows). All the schoolchildren stopped working and looked out the window, commenting on the squirrel's actions.

Your actions: 1) sternly reprimand all schoolchildren for distracting from their work; 2) reprimand a schoolchildren for disturbing the class; 3) invite schoolchildren to stop working for a minute and admire the beauty of the squirrel.

3) This is how the teacher conducts work in the art class.

– Look, I have many sheets of paper here. Each of them has a certain figure on it. You, like magicians, can turn it into a picture. To do this, add anything you want to the figure, but make it a beautiful picture.

Task: What teaching method was used? Choose the correct answer.

A) The method used is instruction before practice, in which schoolchildren apply the knowledge and skills they have acquired to a practical task.

B) The method of exercises is used because schoolchildren repeat the same practical actions many times.

C) The partial search method of teaching is used, because schoolchildren, based on a part of the drawing, complete it.

C) A partial search method of learning is used, because the students, based on a part of the picture, draw it.

D) The narrative method is used because schoolchildren are given information on how to work further.

4) Literature lesson. Topic: “The life and work of T. Shevchenko”. Before the lesson, the teacher hung posters and illustrations about the poet's life in the classroom. Reproductions of T. Shevchenko's paintings were placed on the blackboard. Even before the lesson began, the schoolchildren were looking at the new material with interest. Even during the lesson, the children's eyes were focused on the illustrations. The

teacher's story broke against a kind of psychological barrier between the teacher and the schoolchildren.

The bell rang for the break. The teacher felt dissatisfied with the lesson. And he had been preparing so hard.

Task: explain this situation in terms of the requirements of certain didactic principles; give the teacher advice on how to avoid mistakes.

Conclusions. In today's conditions, an important task of higher education is the training of training of such a teacher who would be able to be professionally trained, competent in all aspects in the conditions of dynamic changes, informatization and computerization

The goal of the introduction of integrated, interactive technologies and teaching methods was to ensure that the educational process takes place under the condition of constant, active interaction of all participants. This is joint and mutual learning, where the student and the teacher are equal subjects of learning. The organization of such training provided for the modeling of life situations, the use of various games, joint problem solving based on the analysis of the circumstances and the relevant situation. All this effectively contributed to the formation of students' professional skills and abilities, value orientations, the creation of an atmosphere of cooperation, interaction, taught to approach the solution of educational tasks in a non-standard way to the formation of the creative personality of a student of higher education.

The creation of a game-based innovative format for conducting practical classes in institutions of higher

education is a search for modern forms, methods, of work that would contribute to the effectiveness of training with the aim of professional development of future teachers in the university space.

Systematic improvement of the content of pedagogical disciplines with the use of innovative technologies for training future teachers allowed to achieve noticeable results regarding the professional development of future teachers in the conditions of a creative educational environment of a higher education institution.

The organization of the educational and scientific work provided the following results: a creative educational environment and conditions were produced to meet the individual educational needs of the subjects of the educational process, who were able to independently choose priority educational technologies; increased educational motivation of education seekers; the skills of goal setting, planning one's activities, the ability to reflect are formed.

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РОЗДІЛ 4.
ПРОЄКТУВАННЯ ПРОФЕСІЙНОГО СТАНОВЛЕННЯ МАЙБУТНІХ УЧИТЕЛІВ В УМОВАХ КРЕАТИВНОГО ОСВІТНЬОГО СЕРЕДОВИЩА ЗАКЛАДУ ВИЩОЇ ОСВІТИ

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АНОТАЦІЯ

Дослідження присвячено актуальній проблематиці проєктування професійного становлення майбутніх учителів в умовах креативного освітнього середовища закладу вищої освіти. Визначено сутність понять «креативність особистості», «креативне мислення», «креативне інноваційне мислення», «формування креативності майбутніх учителів», зокрема майбутніх учителів образотворчого мистецтва, трудового навчання та технологій, викладачів дизайну. Доведено, що креативність є драйвером особистісної і професійної

успішності майбутніх учителів під час вивчення педагогічних дисциплін.

У дослідженні зазначено, що креативна діяльність здобувачів вищої освіти – це пошукова діяльність наукового характеру, яка була спрямована на створення методичного та дидактичного інструментарію з метою вирішення освітньо-виховних завдань. Під час продукування, аналізу й вибору ідей у здобвачів розвивалися усі компоненти професійної компетентності: фаховий (мовленнєвий, соціокультурний аспекти), педагогічний (мотиваційно-стимулюючий, інформативний, конструктивно-проєктувальний, організаторський аспекти), особистісний. Розкрито основні характеристики інноваційних освітніх технологій для створення креативного освітнього середовища у закладі вищої освіти, а саме: ігрової, інтерактивної, інтегральної, розвивальної, гуманістичної, особистісно-орієнтованої, проєктної, проблемної, дистанційної та інших. Висвітлено досвід упровадження інноваційних технологій у професійній підготовці майбутніх учителів при вивченні навчальних дисциплін «Педагогіка», «Педагогіка у закладах вищої освіти». Акцентовано увагу на організації творчої роботи здобувачів щодо формування основ педагогічної майстерності як необхідного складника їх професійного становлення.

Проаналізовано досвід проведення різних видів сучасних лекцій (проблемної, візуалізації, провокації, прес-конференції). Презентовано різноманіття видів

дидактичних, рольових, навчально-педагогічних ігор, інтерактивних завдань і вправ, веб-квестів, прес-конференцій, кейс-стаді, колажів, дискусій, мозкових штурмів, карткового педагогічного лото, методичних оперативок, творчих звітів учителів, проєктів при проведенні практичних занять. З'ясовано на власному досвіді, що найкращі результати можна отримати лише шляхом гармонійного поєднання, удосконалення, урізноманітнення традиційних та інноваційних технологій, методів, форм навчання.

Ключові слова: *освітній процес закладу вищої освіти, педагогічні навчальні дисципліни, майбутні вчителі, майбутні вчителі образотворчого мистецтва, майбутні викладачі дизайну, майбутні вчителі трудового навчання та технологій, професійне становлення майбутніх учителів, проєктування, мотивація навчання, креативність особистості, формування креативності майбутніх учителів, креативне освітнє середовище, компетентність, інноваційні освітні технології, інтерактивні методи навчання.*

CHAPTER 5.

PREPARATION OF FUTURE TEACHERS FOR THE USE OF ACTIVE GAME TECHNOLOGIES AS A DETERMINANT OF THEIR PROFESSIONAL FORMATION IN THE UNIVERSITY ENVIRONMENT

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ABSTRACT

The monograph are considered modern approaches to the use of interactive game methods of learning to create a creative environment in the university educational space. The experience of implementing the proposed game interactive format for the professional development of future teachers during the study of pedagogical disciplines is highlighted. Attention is focused on the organization of creative work of students of higher education with regard to the development of their intellectual, communication, willpower qualities, which is the basis of retrospective reflection - analysis of previous educational activities regarding the formation of these

qualities. Attention is focused on the organization of practical classes on the theory of learning and education, the history of pedagogy on the formation of professional competence of future teachers. The works of domestic and foreign scientists on the history of the development of game theory were analyzed; scientific approaches to the use of gaming technologies; features of the use of game technologies in the context of the research problem are outlined. It has been proven that the successful implementation of the content of the courses of pedagogical disciplines is based on the use of interactive game teaching methods. This is the participation of students in educational and pedagogical games, trainings, during which the professional qualities of the future teacher and the culture of pedagogical communication are formed.

The study indicated that the introduction of active game technologies into the educational environment forms the basis of the pedagogical skills of future teachers; as a result, students of higher education had a non-standard approach to solving educational and educational tasks for the formation of their professional competence. Performance of game tasks by students in the process of learning pedagogical disciplines in practical classes took place with an optimal ratio of creative projects, individual and group forms of organization of the learning process.

The use of business, role-playing, didactic games made it possible to create a role-playing system in the learning environment, where students of education were

able to occupy certain social and professional positions. It is the example of an artificially created educational situation that appears to us to be an effective means of preparing future teachers for professionally oriented work.. It has been proven that the game format is designed to involve students in independent search work. The study states that the schemes of cases, projects, and quests can be reduced to training for consolidating knowledge, skills, and behavioral skills in certain situations. Such situations in practical classes during the study of pedagogical disciplines were vivid and detailed.

It was determined that active game technologies reflect the situations of professional activity as much as possible. Despite the artificial environment of the situations, their problem or plot acquires the character of practicality, that is, those that exist in real professional activity. It has been proven that the game methodical toolkit acts as a means of obtaining new knowledge about the situation and behavior in it.

Game press conferences, pedagogical congresses, which are designed to include the individual in independent search work, are presented. It was determined that the key to the effectiveness of educational activity is cognitive activity, which depends on the purposefulness of the educational trajectory of the individual, the development of intellectual reflection. It is game methods that affect the personality, its activities and personal relationships; perform an educational and stimulating function in revealing her cognitive activity, form the professional qualities of the future teacher. It is

noted that effectively prepared game methods allow students to be interested in studying a specific subject; contribute to the active assimilation of knowledge on the selection and analysis of information.

The types of games that were aimed at creative development of the personality, at fostering motivation for constant personal and professional growth and self-improvement were analyzed. It is noted that the creation of a game environment is a search for new forms of work, which contributed to the effectiveness of education. In contrast to traditional education, today the educational process should be considered as a process of personality development. Having verified in practice the effectiveness of using traditional learning technologies and new interactive game methods, we believe that the best results can be obtained only through a harmonious combination, improvement, diversification of already known and introduction of active game learning methods. It is noted that the systematic organization of creative work of future teachers according to the proposed format, using interactive game methods made it possible to achieve noticeable results.

Keywords: *active gaming technologies, pedagogical disciplines, institution of higher education, professional formation, future teachers, interactive educational environment, game methods, professional competence, innovative forms of education, types of games, creativity, personal self-realization, game design, creativity.*

Introduction

New conceptual ideas and provisions of education reform require a reorientation of the teacher's pedagogical activity to new spiritual values, in the center of which is the formation of a holistic personality. The new goals of modern education establish new priorities for the educational process of the university. This implies the formation of a truly new pedagogical thinking at all levels of pedagogical activity.

Two important conditions are stated: the need to form a new thinking of the future teacher and the integration of effective influence on the formation of the personality of employees of all levels of education involved in the education and upbringing of young people (the use of innovative forms and methods for the formation of basic competencies of the individual).

The successful implementation of the content of the course “Pedagogy” and “Pedagogy of higher education” in higher education institutions is based on the use of game-based interactive teaching methods. This problem becomes especially relevant for the training of future teachers in the context of Ukraine's accession to the European Education Area and the change of emphasis in the national educational policy. Moreover, the potential of interactive game technologies in the implementation of a new educational paradigm has not yet been deeply explored.

Many researchers' works reflect different approaches to defining the essence of the game: as a form of communication (V. Pavlenko, H. Topchii, N. Filatova),

a form of activity (I. Dychkivska), a condition of mental development (H. Dziatkivska, I.Sikorsky). It is necessary to highlight the scientific and methodological developments of O. Pekhota, V. Lozova, H. Yavorska (Kichuk, 2005). Their works convincingly substantiate the expediency of using various games in the educational process and offer rich game material for solving pedagogical problems and psychological and pedagogical situations in conditions close to real ones. This confirms the tendency to bring the learning process closer to life; it requires equipping students with the knowledge they will need in their future practical work.

The purpose of the scientific work is to determine the features of the use of active game technologies in the context of the research problem.

Objectives of the study: to analyze domestic and foreign psychological and pedagogical literature on this issue and to study the history of the development of game theory, the main characteristics of modern game technologies; to characterize the features of the game format in the study of pedagogical disciplines; to provide examples from practical experience in the use of active game technologies that contribute to the professional development of future teachers in the university environment.

6.1. Scientific approaches to the use of game technologies in the historical aspect

Let's consider the development of views of foreign and domestic teachers and psychologists on game activity.

The first attempt to systematically study the game was made at the end of the XIX century by the German scientist K. Grosz. The German psychologist K. Bühler defined the game as an activity that is carried out to achieve "functional pleasure". Z. Freud saw play as an expression of deep instincts.

In the course of our research, it is of interest to note that the creative heritage of outstanding teachers such as Jan Amos Comenius, Johannes Pestalozzi, and Jean-Jacques Rousseau was of interest to specialists as a historical and pedagogical basis, as an incentive to develop their own ideas. During the period under study, the greatest interest of the pedagogical community was aroused by the works of the German teacher Friedrich Froebel and the Italian Maria Montessori.

For the first time in the history of pedagogy, F. Froebel created a holistic, methodologically sound system of school education and identified the main activities of a child that shape his or her personality, namely: play, learning, and work.

Another world-famous representative of school education, Maria Montessori, also influenced the development of domestic concepts of didactic play. She offered didactic material and games aimed at developing the child's mathematical and speech abilities, learning, writing, and reading. But first of all, her didactic material was aimed at developing the child's imaginative thinking, which is very important for playful activities.

Having analyzed the development of pedagogical thought on the game, we agree with T. Filimonova's

opinion that the mentioned teachers and the systems they created significantly influenced the development of school education, in particular, the development of the theory and practice of children's play in Ukraine in the late nineteenth and early twentieth centuries (Filimonova, 2003).

In the middle of the twentieth century, the works of foreign teachers and psychologists, whose scientific research was related to the experimental teaching of children aged 6-10, emphasized the need to develop cognitive games to stimulate the cognitive activity of the individual. The state of cognitive activity arises in students in a problematic game situation related to the comprehension of contradictions, when cognitive motivation arises. J. Bruner also noted that the motives of learning should not be “passive, they should be based on active interest”. J. Bruner was interested in the question of how to cultivate active curiosity in young people. He emphasized that if “learning is built without understanding, it does little to stimulate cognitive activity” (Bruner, 1974).

C. Rogers noted that the openness of the subject is important in the cognitive process – readiness to perceive new things, the desire to explore, solve a problem, find a solution.

The authors U. Bronfenbrenner, M. Peterson, H. Ross and K. Rubin emphasized that cognitive interest significantly affects the effectiveness of learning and is characterized by positive emotions about cognitive activity; the presence of the cognitive side of these

emotions; the presence of a direct motive that comes from the activity (Peterson, 1974).

J. Dunn in his study emphasized that underestimation of children's relationships in the team minimized the role of pedagogical guidance of play activities, which was mainly realized spontaneously. All of this limited the purposeful use of play at school to solve specific educational and upbringing tasks (Dunn, 1977).

R. Hind's experimental work compares the peculiarities of children's communication with adults and peers in the process of play activities, taking into account 50 indicators only in terms of the intensity and frequency of contacts. However, the author did not mention the changes that took place in children's attitudes toward each other and adults, which became more humane (Hinde, 1983).

The emotional factor plays an important role in the process of regulating the cognitive activity of a person in a game situation. On the one hand, the emotionality of the educational material mobilizes and increases its intellectual activity; on the other hand, in the positively colored emotional relations of the teacher with students, a style of pedagogical interaction that is comfortable for children is born. The theoretical basis for the organization of such interaction is the ideas of S. Frenet. The author determined in his works that the game led to the removal of the barrier between children and teacher. Therefore, further interaction took place in an atmosphere of trust and openness.

After analyzing the psychological and pedagogical literature, we can conclude that the biological understanding of the essence of the game, characteristic of the nineteenth and early twentieth centuries, and the underestimation by foreign scientists of its socializing value for the formation of personality (K. Bühler, K. Grosz, G. Spencer, S. Hall) minimized the role of game technology as a means of stimulating the cognitive activity of the individual. Such an understanding of the game as one of the manifestations of spontaneous human development limited its purposeful use at school to solve specific educational and upbringing tasks (Ross, 1982).

Analyzing theoretical studies of playful activity by foreign teachers and psychologists of the second half of the twentieth century, we agree with M. Artyushyna's opinion that it is considered at school mainly as a didactic tool, the use of which has become especially relevant due to the lower age of children involved in systematic schooling (Antonova, 2012).

Such prominent pedagogues and psychologists as S. Rusova, I. Sikorsky, and Y. Chepiga made a significant contribution to the development of the problem of play as a separate phenomenon of children's life in the national pedagogical science. The scientists came to the conclusion that play is a natural need of a child, the main factor of his or her formation; it has a social nature, caused by the development of human civilization, the discovery and achievement of which requires a highly developed personality.

In the late nineteenth and early twentieth centuries, the development of the national methodology for organizing children's games in Ukraine was based on national traditions. During this period, scientists (I. Sikorsky and others) paid special attention to didactic games that contributed to the development of mental abilities and ingenuity of the individual.

T. Filimonova emphasizes that a significant role in the spread of outdoor and didactic games was played by public societies, including the Kyiv Society of Folk Kindergartens (publishing books and manuals called "Froebel's Classes"), the Froebel Society (opening courses for teachers and parents, giving lectures), and the Ukrainian Society "Children's House" (holding holidays with elements of folk games) (Filimonova, 2003).

Analyzing scientific sources, the scientist concludes that with the development of society and pedagogical thought, the attitude of teachers and psychologists to the game gradually changed. This was facilitated, on the one hand, by the realization by teachers and the public of the educational and developmental significance of the game, and, on the other hand, by the development of psychological and pedagogical concepts of the game and their scientific and methodological support in both foreign and domestic pedagogical science and practice. In the late nineteenth and early twentieth centuries, the game became a leading psychological and pedagogical problem of education and upbringing of the individual.

From the analysis of this problem, it can be concluded that scientists, characterizing didactic games as

a means of stimulating the cognitive activity of the individual, saw in them an essential feature, namely verbally formulated requirements for the behavior and actions of their participants. The specificity of the methodology of managing them lies in the teacher's reliance on encouraging the individual to follow the rules of a particular game and monitoring their observance.

A significant contribution to the substantiation of the pedagogical theory of game activity was made by teachers M. Vashulenko, O. Savchenko, and V. Sukhomlynskyi.

Among the important pedagogical problems developed by V. Sukhomlynsky, a significant place is occupied by the study of the development of cognitive interests of the individual through didactic games. The prominent educator made sure that children were inquisitive researchers and discoverers of the world, that the truth appeared to them not as a ready-made conclusion presented by the teacher, but as a vivid picture of the environment experienced with a trembling heartbeat. He argued that when a discovery excites a child, then the truth becomes a personal conviction that a person cherishes for life. Intellectual feelings, the experience of the joy of learning, the amazement at the majesty of nature and its regularity are the source of a lasting memory. And all this happens thanks to didactic games (Sukhomlynsky, 1969).

Nowadays, the game is studied in different aspects. For example, O. Karabin examines the problems of children's communication in the process of play, their

interaction, and the development of sympathy under the influence of play. T. Filimonova studies children's play in public preschool education in Ukraine. N. Pobirchenko studies the ethnographic foundations of play, N. Kudykina explores the ancient creative games of Ukrainian children, cultural and historical sources of dramatizations and theatrical games.

In her work "Didactics of Primary School," O. Savchenko notes that each didactic game performs different functions: it enriches children's cognitive experience, develops thinking, speech, imagination, precision of movements, and endurance. If a game captures children's interest, they show maximum activity, do not feel tired, and want to achieve the best result. Significant for our study is the author's opinion that sporadically used games do not significantly affect the stability of children's emotionally positive attitude to the educational process. Therefore, it is necessary to think about the saturation of lessons with a system of games at different stages of learning and emotional preparation of children for the assimilation of concepts, recognition of their essential features and independent application of the acquired knowledge (Savchenko, 1997).

M. Vashulenko notes that a six-year-old child cannot live without activity and play due to a functional tendency. To stop play and force the child to engage in other activities that contradict the movement of interfunctional forces means to slow down the intensive development and comprehensive disclosure of his or her potential. That is why forcing a six-year-old to engage in

learning activities can lead to one thing: he or she will not like school, learning, books, or the teacher (Vashulenko, 1990).

The analysis of the above views on the game made it possible to identify the following characteristic features of the game in educational activities. At each lesson, the game should perform different functions: an important method of organizing a personality to perform educational tasks; an effective means of competition in the course of consolidation.

Modern researchers are increasingly turning to game activities with the aim of providing conditions for activating human cognitive activity. Despite the thoroughness of research on this issue, the issue of organizing the educational university space in terms of the game format and the readiness of future teachers to implement it is quite acute today.

V. Lozova and H. Dziativska emphasize that a significant percentage of higher education supporters are dissatisfied with the forms of organization of practical work of future specialists in higher education institutions. However, they identify positive components in the organization of this work if a system of game tasks for independent, individual educational and research work is presented at seminars, which contributes to the activation of their creative potential; develops creative thinking and imagination in future teachers. After all, it means learning new things through gaining additional knowledge, forming one's own opinion based on expanding the range of one's own interests and knowledge, deep learning of the

material, development of individual qualities, etc. However, many higher education students face certain difficulties: lack of ability to work independently, to connect theoretical material with practical actions (Lozova, 2000).

The study presents an algorithm for organizing the practical work of higher education students in the application of active game technologies, which requires future teachers to know the basic laws, patterns, principles of pedagogical science and the ability to apply them to perform elementary tasks. At the same time, such work involved independent solving of individual tasks; drawing up mental maps; independent search and analysis of scientific and pedagogical literature, etc.

The use of innovative game-based educational technologies throughout the university is the use of business, role-playing games and tasks, discussions; quests, case studies; project work, portfolios, which contributed to the activation of the creative potential and intellectual activity of future teachers.

The use of active game technologies in education involved the creation of conditions in the educational process of a higher education institution for the comprehensive activation of the reserve capabilities of the personality of future teachers. This is the development of students' self-regulation (the ability of a person to control himself/herself on the basis of perception and awareness of acts of his/her behavior and mental processes), reflection (the process of self-knowledge of internal mental acts and states by the subject) and creativity

(creative abilities of an individual characterized by the ability to produce fundamentally new ideas (Antonova, 2012).

The game model of education, which was used in the development of future teachers' professional competence at the level of student-teacher relations, was characterized by the following qualities: openness of the educational process and content of educational material for game innovations that could be offered not only by teachers but also by students; creative nature of teaching and upbringing; transition from a predominant focus on reproductive learning tasks to a focus on productive theoretical and practical activities; equal subject-subject relationships of the teacher and students aimed at development and knowledge; adherence to the principles of an individual approach to students with the focus of educational work on their self-education, self-education, self-realization; liberation of the teacher and student from stereotypes and pedagogical dogmas in the organization and content of the educational process (Kaidalova, 2019).

The game approach to the formation of future teachers' professional competence in the process of professional training involved the implementation of a number of innovations, among which the most important were the following: self-education, interactive game-based learning, personality-oriented learning, formation of systemic and creative thinking, identification of potential and promising trends in personal development.

6.2. Practical experience of using game technologies in the study of pedagogical disciplines in higher education institutions in the process of professional training of future teachers

Higher pedagogical school is designed to equip future teachers with methods of scientific cognition and research of psychological and pedagogical knowledge in order to solve educational tasks in situations of everyday professional and pedagogical activity.

By solving educational and pedagogical tasks and psychological and pedagogical situations during educational and pedagogical games, students acquire professional, intellectual, emotional and volitional qualities of a teacher, and the foundations of pedagogical skills are formed.

Therefore, teachers of pedagogical educational institutions should systematically use them in the educational process, consistently contributing to the formation of the pedagogical culture of future teachers.

Here are samples of educational and pedagogical games that we used in practical classes in pedagogical disciplines in the university space.

The creative interactive work of higher education students in teams (project implementation) during the study of the module “History of Pedagogy” (discipline “Pedagogy”) was as follows:

Tasks for the teams:

1. Write down famous people's catchphrases about work from the sources of Ukrainian folk pedagogy (proverbs, sayings, songs, fairy tales, legends, games),

select vivid examples of people's attitude to work and its role in human life.

2. Using the works of A.S. Makarenko, write out his thoughts on the place and role of labor in the education of a fully developed personality.

3. Write out the teacher's statements about ways and means of improving the mental education of schoolchildren from the works of V.O. Sukhomlynsky "The birth of a citizen" and "I give my heart to children".

The teams presented their findings and answered questions from their opponents.

During the study of the topic "Pedagogical thought of the Renaissance" (module "History of pedagogy"), a business game "Pedagogical views of F. Rabelais, E. Rotterdam, W. Feltre" was conducted in seminar classes. The group of students was divided into 3 subgroups. Each subgroup substantiated the pedagogical concept of a prominent teacher. They gave examples, pedagogical situations; compared the content and methods of teaching of that period.

An interesting interactive activity was the preparation and conduct of a teleconference between leading teachers of the XVIII-XX centuries (studying the pedagogical views of K.D. Ushynsky, A.S. Makarenko, V.O. Sukhomlynsky, etc.) in the form of a role-playing game. Students played the roles of "outstanding teachers of the past and present". During the keynote speakers' speeches, students, acting as "scientists" and "correspondents," asked questions, debated with "opponents" and wrote down the essence of the issue

being covered on separate sheets of paper. After class, the teacher collected these sheets, checked them, and evaluated each student.

In this study, we want to give an example of a class in the discipline “Pedagogy” (module “History of pedagogy”) using the case method, which allowed us to create a role system in the learning environment where students could take certain socio-professional positions. A sample of an artificially created learning situation seemed to us an effective means of preparing future teachers for professionally oriented work.

The scheme of the case can be reduced to a training to consolidate knowledge, skills and behavior in certain situations. These situations were visual and detailed. The training cases reflected situations of professional activity as much as possible. Despite the artificial environment of the situations, their problem or plot acquired the character of practicality, i.e., those that exist in real professional activity. The case was a means of gaining new knowledge about the situation and behavior in it (Dubaseniuk, 2019).

For example, we conducted a practical lesson on the topic “Reformist pedagogy (pedagogy of free education, experimental pedagogy)”, it was an integrated lesson-press conference in the module “History of pedagogy” (discipline “Pedagogy”).

The goal was to familiarize students with the general trends of world pedagogy in the late nineteenth and early twentieth centuries; to teach them to compare different approaches to the theory of free education; to be creative and independent in solving problems and

searching for information; to develop the ability to improve themselves through the prism of public speaking and conflict-free communication with opponents; to form the ability to apply humanitarian knowledge in professional activities.

The lesson required preparation, i.e., at the previous lesson, students were warned about the topic of the next lesson, divided into teams, and assigned topics.

At the beginning of the lesson, the teams were informed that they were not just present because a high-level "international conference" was currently taking place, attended by prominent scholars and experts on this particular topic. The students were told to take notes on what was being discussed and what was interesting to them.

Among the roles at the "conference", in addition to the participants, there were their "opponents" who could speak or supplement the speeches. There were also "journalists" who asked questions of the conference participants, and "international observers" who evaluated the speeches of the "conference participants" and the work of the "journalists". There was also a team of "expert artists" who complemented the discussion by telling about a particular work of art or interesting biographical information about the life of an artist of that period. A team of "famous directors" showed excerpts from films on the topic.

At our lesson, the students addressed the following issues: reformist pedagogy, pragmatic pedagogy of Dewey, humanistic principles of education and upbringing

of Montessori and Franck. After answering the first question, answering the questions and comments and additions of the opponents, the “experts” gave the following grades.

The evaluation was based on a five-point system and included: for the team of “conference participants” – completeness of the question; connection of the topic of the report with professional activities (own vision); ability to speak in public; answers to questions; brevity of the speech.

The team of “journalists” was evaluated for creativity in constructing a question; interesting questions; questions whose answers complemented or expanded on the topic; provocative questions. The team of “specialist artists” was evaluated for their creative, interesting, and non-standard approach to presenting the material; disclosure of little-known facts; and communication with other participants of the game.

The teams had the opportunity to double their points by asking questions, answering questions, or speaking in a foreign language studied at the university.

Here is an example of a pedagogical skills competition on the topic “Teacher's pedagogical artistry” (discipline “Pedagogy”, module “General fundamentals of pedagogy”), where the following issues were identified: the essence of the concepts of “artistry”, “pedagogical artistry”; the structure of teacher's pedagogical artistry; pedagogical improvisation as an integral part of teacher's creative activity; classification, functions of pedagogical improvisation.

Organization of the seminar.

Students prepared for a 5-7 minute micro presentation. The topic of the speeches was arbitrary. The speeches were analyzed by the students according to the following schemes: “Speaker's appearance”, “Lecturer's speech technique”, “Gestures”, “Pedagogical improvisation”.

Here are examples of the types of competition tasks: advertising of the faculty of the specialty within the university; pedagogical credo of outstanding teachers; complimentary contest; plastic caricature of a teacher; psycho-drawing contest; problem-solving contest; mini-competition of oratory; express interview with another team; professional decoding of images (to define, interpret in professional terms); “brainstorming”.

The business game “Professional culture of the teacher” (discipline “Pedagogy”, module “General fundamentals of pedagogy”) contributed to the acquisition of skills and abilities of a creative approach to performing pedagogical functions among higher education students. The preparatory work was as follows:

a) students were asked to imagine themselves as “scientists” and to divide into groups according to their scientific interests (these were the questions of the seminar);

b) justify their choice of research interests;

c) review periodical pedagogical literature and prepare for a presentation of interesting innovations in the field of professional culture (1-2 sources);

d) prepare to cover the chosen issue in an original form: scientific discovery, scientific discussion, etc.

e) create their own treasury of apt sayings, poetic lines, parables about teachers that would create emotional support in difficult life situations.

In the form of a relay game between teams, students also compiled dictionaries of basic concepts ("professional culture of the teacher", "spiritual culture", "culture", "pedagogical skills", "culture of communication", "speech culture", "pedagogical technique"), which contributed to the development of students' interest in pedagogical knowledge.

A practical lesson on the topic "Pedagogical creativity of a teacher of a higher education institution" (discipline "Pedagogy of higher education") was held in an unusual way, where issues of public speaking skills were considered (preparation; architectonics: introductory, main, and concluding parts; speaker's psychotechnics; psychotechnics of personality self-regulation; content of pedagogical skills of a modern teacher and ways of its implementation).

The students prepared texts of self-presentations of themselves as a future specialist and their specialty (mini-essays, rhyming lines for different audiences: colleagues, parents, students, etc.); prepared for the relay race "My creative potential"; compiled their own program "Ways to improve pedagogical excellence" and presented it; presented a dictionary of basic concepts ("pedagogical excellence", "creative style", "creative potential",

“psychological and pedagogical aspect of teacher's readiness for pedagogical activity”).

For example, here is a sample of an educational and pedagogical game that we used in practical classes in the pedagogical discipline – holding a pedagogical congress “Teacher's pedagogical skills” to diagnose students' knowledge in accordance with the structure of pedagogical skills and its components. The pedagogical congress was held according to plan: 1) Acquaintance with the delegations: presentation of the delegations, delegation motto; 2) Speeches of the delegations. Information of the heads of delegations about the essence and content of their approach to the structure of pedagogical excellence; 3) Open discussion; 4) Performing a creative task. Identification of key words (improvisation; artistry; pedagogical culture; pedagogical technique); 5) Preparation of compliments to the delegations and summarizing the game.

At the preparatory stage, there was an independent group work on studying the structure of pedagogical skills: improvisation; artistry; pedagogical culture; pedagogical technique, etc. Each group was given a task: to prepare for a speech at the congress and to answer possible questions from opponents; all group members prepared questions for each delegation. The congress began with the words of the host.

Presenter's instructions.

– Dear colleagues! I welcome you to the Pedagogical Congress business game. Here are supporters of different structural components of teacher's

pedagogical skills. All of you believe that the core component you represent is the one that most effectively implements teacher's pedagogical skills in practice in educational institutions.

– You need to prove your point of view in the course of our business game. The scientificity, reasoning, logic, and persuasiveness of your speech will be evaluated by experts (representation of the expert group). The following rules will apply to our game:

Rule 1: “Now and Here”. Information about what happened during the game in terms of personal relationships, as well as information received during the game about others, should not go beyond this audience.

Rule 2. Be able to see the manifestation of the great in the small. Even a small idea can win an idea competition. Everyone in the group should speak up.

Rule 3. Be brief. “Don't pour water on the fire,” otherwise your comrades will drown.

Rule 4: Focus. Try to give the most reasoned answer.

Rule 5. Constructiveness. In relation to other people's ideas, it is better to show less criticism and try to supplement and develop them.

At the first stage of the congress, there was an introduction to the delegations: the following topics were mentioned: teacher's pedagogical artistry; teacher's image; pedagogical improvisation; pedagogical culture.

At the second stage, the leaders of each delegation had to briefly outline the main provisions of the structural component of teacher's pedagogical skills, which they

were supporters of. It was desirable to explain not only the essence, but also to argue the superiority of the approach.

At the third stage, the students listened to the delegations' presentations and discussed the issues that arose. Then they moved on to an open discussion.

An expert panel participated in the discussion. The teams could use additional literature to prepare their answers.

After the answer was given, the host addressed the team that had asked the question: “Are you satisfied with your answer?”

At the fourth stage, each team completed a creative task.

Task: write down in a table the keywords related to each main component of teacher's pedagogical skills (the experts checked the correctness of filling in the table).

The fifth stage is the game summary.

The didactic material that we presented for the practical work of higher education students intensified the search activity of students; developed creative thinking and imagination of future teachers.

It has been proved that the educational and pedagogical game was a practical group exercise in developing optimal solutions, applying methods and techniques in artificially created conditions that reproduced a real situation or psychological and pedagogical situation in the classroom and in interpersonal relationships.

In the process of simulating classes, solving problematic and psychological and pedagogical situations,

the game participants received a new concrete idea of the essence of their future activities, their interaction in the game was regulated by certain rules that reflected real conditions.

A discussion with elements of game training on the topic “Students as a social group” (discipline “Pedagogy of higher education”) proved that students acquired professional, intellectual, emotional and volitional qualities of a teacher during its implementation; they formed the basis of pedagogical skills.

The main issues of the seminar on diagnostics of personal and professional qualities of students' personality; peculiarities of physical, mental, social development in early adolescence of students' development from their moral potential; characteristics of peculiarities of mental and social development in late adolescence were also revealed through psychological testing to diagnose personal and professional qualities of students.

The students were interested in the topic “Social and pedagogical adaptation of students in higher education institutions”, they divided into teams and compared the factors of development of students of early and late adolescence, their adaptation in higher education institutions; external and internal education of students.

The discussion was based on the following plan:

– What factors characterize students as a separate social group?

– Name the defining features of personality development while studying at a higher education institution.

– Why is studying in a higher education institution one of the main factors in the socialization of the individual?

– What is the importance of developing a student's self-concept?

– What are the factors of formation of the professional orientation of the student's personality?

– What are the indicators of student's professional maturity?

In practical classes on pedagogical disciplines in higher education institutions, we used mind maps at different stages of the seminar, especially at the stages of generalization and systematization of knowledge.

This was the creation of mind maps in group project activities, when each student, performing a specific task, used not only his or her creative potential but also social experience in practical cooperation.

Memory cards are a representation of the thinking process through diagrams, a convenient alternative recording technique.

Memory cards (intelligence cards, mind-maps) are a problem-solving tool, used to visualize, structure and classify ideas.

Here are examples of the use of reference schemes, mind maps in the study of the module “Theory of education” (topic “Team. Stages of team development.

Ways of team formation") in practical classes in the course of pedagogy.

Block 1. The main ideas of the classics of pedagogy about the team, collective education are briefly presented. A.S. Makarenko created the science of the team, defined its features, structure, and ways of formation. V.O. Sukhomlynsky drew attention to the interaction of the individual and the team (not only the team influences the individual, but also vice versa). He especially emphasized the role of the educator in the formation of the team.

Block 2. Coded definitions of the collective, its features. The circle in the center symbolizes an asset, a self-governing body (3). It highlights such features of the collective as a socially significant goal and joint activities to achieve it (1 and 2). The remaining circles symbolize other members of the team. The arrows connecting them symbolize mutual responsibility and dependence between team members (4). The fifth feature is the presence of a connection with the collective.

Block 3. The arrow between the primary and school-wide teams and the question mark next to it indicate the danger of the primary team being isolated and the need for it to connect with the school-wide team (think about the possibilities of such connection). The arrow between the formal and informal structures indicates their interconnection and interdependence, invites to think about how to take into account the peculiarities of the informal structure of the team in the process of organizing and working of self-government bodies.

Block 4. Various aspects of the positive influence of the team on the individual are noted.

Block 5. Three stages of team formation are revealed. At the first stage, the educator outlines the prospects for the students – they are symbolized by two trees in a rectangle (near and far prospects). Requirements are set: at this stage, the educator organizes the activities of the students, which is also indicated in the diagram. The asset in the dotted rectangle is the beginning of its formation.

The second stage. The asset is formed, it organizes the activity (with the help of the educator) and it sets requirements for the students (the parallelism icon above the arrow means the principle of parallel action).

The third stage. Public opinion is fully formed. The whole team organizes the activity, it puts forward requirements for the student, influences him, in turn, each student influences the team.

Block 6. The ways of team formation are listed: creation of a system of perspective lines, organization of various activities, formation of traditions, correct use of the teacher's requirements, creation of a healthy public opinion, the correct style of the team, self-government bodies – an asset.

Practice has shown that through the use of active game methodology, students have developed educational and organizational, educational and intellectual, educational and informational, communicative, constructive, gnostic and other professional abilities. The main factors of intensification of learning became clear:

its positive motivation, purposefulness, increase in the amount of information, mastery of skills and abilities in the allotted time. The dynamics of the development of students' creative abilities and pedagogical techniques was noticeable.

Thus, the intensification of future teachers' education was achieved through optimization of its content, forms and methods, clear planning and organization of work.

We consider the use of these active game methods in practical classes in pedagogical disciplines to be fully justified, as the educational process has been revitalized, and learning has become relaxed and psychologically comfortable.

The appropriateness of using certain interactive game forms and teaching methods was determined by the content of a particular pedagogical discipline, which ensured the interconnection of professional training with the formation of creative thinking of future teachers and contributed to the solution of the following tasks:

– practical use of new knowledge by students;

– correction of students' personal qualities;

– mastering the skills of analyzing behavior – their own and other people's – in terms of humanistic values;

– awareness of each subject's own dignity and value, strengthening self-respect, faith in their own strength, and the formation of an attitude of self-realization.

Active game-based learning methods as a kind of tools for joint, interconnected activities of teachers and

students, as ways to acquire knowledge, skills and abilities can be divided into three groups: a) knowledge acquisition (problematic, vividly illustrated lecture, heuristic conversation, discussion, debate, work on a primary source, etc.); b) methods that ensure the consolidation of knowledge, development of skills and abilities (search, creative, independent work, didactic, role-playing games, etc.); c) methods of control, correction of knowledge, skills and abilities (creative test, interview, etc.) (Karabin, 2019).

We would like to note that today the form of quest (from English – search, search for adventure) in seminar classes in the study of pedagogical disciplines has become widespread. An educational quest is an intellectual and dynamic game that helps to activate students' cognitive activity. The seminar-quest was competitive in nature, providing an opportunity to learn in an exciting and useful way.

To ensure the success of the quest, we have prepared a scenario, tasks for the teams, provided didactic support, and developed criteria for determining the winner.

We propose to conduct a seminar-quest on pedagogical issues on the topic: “Types of education” (discipline “Pedagogy”, module “Theory of education”). Its purpose was to acquire knowledge about the types of education, their tasks and means of education.

To conduct the quest, we created 5 teams. Each team collected information on issues related to the areas of education.

The first group collected information on national and patriotic education and presented it at the quest's “stations”. In the face of modern challenges and threats, a sense of patriotism, active patriotism with a projection to the future, is extremely important for every citizen. This means protecting the country at all costs.

Patriotic literature played a special role in personality education. Among the best examples of patriotic lyrics, during the quest at the “national-patriotic station” students recited V. Sausyura's poetry “Love Ukraine”, “Our Language”; “Warm words” by Holoborodek; “Have you never been to our lands” by P. Tychyna; “Why to say, I don't know myself” A. Malyshka; “I don't care whether I will...” T. Shevchenko.

For example, the Great Kobzar's “Testament,” which is rightly called a “patriotic anthem,” acquired a new sound in the current realities, in the situation of military aggression.

The second group of students collected information on environmental education. At the “ecological station,” students were asked questions about environmental culture. It was noted that the indicators of the environmental culture of society were the state projects and programs developed to protect the environment. They characterized the state of environmental legislation, indicated the number of environmental organizations and political parties with a pro-environmental orientation; singled out their types of activities, the system of norms and values in relation to nature, as well as the

development, implementation and use of technologically safe production and technologies.

The third group of students collected information on health-saving technologies that created safe conditions for staying, studying and working in educational institutions, solved the problems of rational organization of the educational process, and covered the following methods:

– medical examination of pupils;

– preventive vaccinations;

– ensuring physical activity;

– vitaminization, organization of healthy nutrition (including dietary);

– sanitary and hygienic measures related to respiratory and viral infections, including influenza and coronavirus.

Students at the “physical station” noted that health education technologies contributed to the development of personal qualities in students to maintain and improve their health; formed an idea of health as a value; increased motivation to lead a healthy lifestyle; and increased responsibility for personal and family health. The fourth group of students at the “legal station” proved that their theoretical analysis allowed them to identify the main features of the legal competence of a future teacher:

– communication skills that enable effective interaction between the subjects of the educational process (students, fellow teachers, parents of students, management of the educational institution);

– ability and readiness to make prompt and appropriate legal decisions that do not violate the rights and freedoms of the subjects of the educational process;

– the presence of a value-based attitude to the system of law, legal culture (knowledge of the law and respect for legal values);

– ability to search for, assimilate and acquire new knowledge and experience in the field of law.

The fifth group of students at the "artistic and aesthetic station" characterized non-traditional techniques of fine arts and their impact on the aesthetic development of the individual – candle painting, blotting with a tube, splashing, imprinting, foam rubber painting, fingerprinting, etc. Thus, it was noted that non-traditional drawing techniques could be used in work with children as young as 2 years old.

After the teams presented their results, they summarized the results of the quest, discussed their achievements and shortcomings, and determined the winning team. Thus, learning in the form of a quest ensured that young people acquired new life competencies, improved academic performance, strengthened group cohesion, a sense of partnership, created an atmosphere of trust, realized the common goal of students and teachers, and strengthened their interest in the subject.

The introduction of the topic of the areas of education allowed us to expand the worldview of future teachers, to form their value orientations and relevant personal qualities (benevolence, impartiality, tolerance,

sociability, responsiveness), the ability to communicate with others on the basis of partnership, mutual assistance and support, which will become natural for students and be realized in everyday life (Dychkivska, 2017).

In the study, we would like to mention an innovative method – "portfolio", which as a technology provided for the organization of phased activities: motivation and goal setting for creating a portfolio; development of the structure of portfolio materials; planning activities for collecting, designing and preparing materials for presentation; collection and design of materials; attempts at portfolio presentation; presentation; evaluation of the results of activities on the design and use of portfolio materials (Kaidalova, 2019).

The use of portfolio technology helped to solve important pedagogical tasks: to maintain high student motivation; to encourage their activity and independence; to expand learning and self-learning opportunities; to develop students' skills of reflective and evaluative (self-assessment) activities; to form the ability to learn – to set goals, plan and organize their own learning activities (Kaidalova, 2019).

The analysis of the portfolio as a pedagogical technology indicated a variety of definitions of the essence of this concept, the content of which can be reduced to several options, where a portfolio is:

– a means (tool, method, form) for assessing the effectiveness (efficiency) of any activity that is sufficiently long and complex in content;

– a collection of work samples and documents confirming the results of activities and illustrating the capabilities and achievements of the portfolio holder;

– a set of materials that systematize and illustrate the process of continuous self-assessment and correction of results and achievements in accordance with the goal;

– a technology of self-development and self-improvement;

– a means of motivation and stimulation of creative activity and self-education;

– a means of self-presentation and career development;

– demonstration of achievements in managerial and pedagogical activities;

– monitoring and evaluation of professional development;

– appropriately formalized and specially compiled set of documentary materials (certificates, reports, protocols, publications, abstracts, term papers, dissertations, theses, regulatory documents, photo, film, video and audio materials in paper and electronic form) (Kaidalova, 2019).

The practical experience of using portfolio technology in the professional training of future teachers in the study of pedagogical disciplines in a higher education institution indicated positive changes in students' learning and research activities. In the process of studying the disciplines of the pedagogical cycle (“Pedagogy”, “Pedagogy of higher education”, “Methods of extracurricular work”), students formed their own

portfolios and according to the surveys, 98% expressed positive views on this innovation in professional training, referring to it as interesting, original and encouraging to further achievements.

Based on the theoretical analysis of research on portfolio technology and practical experience of its use, it should be noted that the “portfolio” allowed to solve such problems as: formation of self-educational competence of the student, which allowed him to analyze and realize his own learning path, as well as to influence it; formation of innovative personality of the student, development of the ability to construct his knowledge, navigate in the information space; set tasks and solve them step by step; development of motivation of learning activities; development of motivation for learning activities; development of organizational, managerial skills, creative abilities of the student; formation of readiness to carry out innovative pedagogical activities; development of self-esteem, self-analysis and professional reflection of students; comprehensive assessment of the style of pedagogical activity of the future specialist (Dubaseniuk, 2019).

The future teacher's portfolio represented the level of development of professionally important qualities and the level of professional formation; allowed us to analyze and plan ways and specific ways to improve their effectiveness; and acted as a means of reflecting on learning achievements in research activities.

For example, in our pedagogy seminar classes, we conducted the project work “Advertising agency”. The goal: to make projects for the modules “Didactics”,

“Theory of education”, “History of pedagogy” in the form of a portfolio.

We created an advertising agency called Didactics, Theory of education, and History of pedagogy, which had the following departments:

1. Information, which was engaged in information processing and generalization in the form of conclusions, algorithms, and rules.

2. The art department, which was engaged in artistic design, making drawings, applications, etc.

3. Distribution department, which made the advertisement for the agency, looking for customers of the advertisement, and collected information that was needed for the advertisement.

4. The literary department, which composed poems and necessary statements for the advertisement.

5. The editorial department, which monitored the correctness of the work of the departments, corrected mistakes, i.e., acted as consultants.

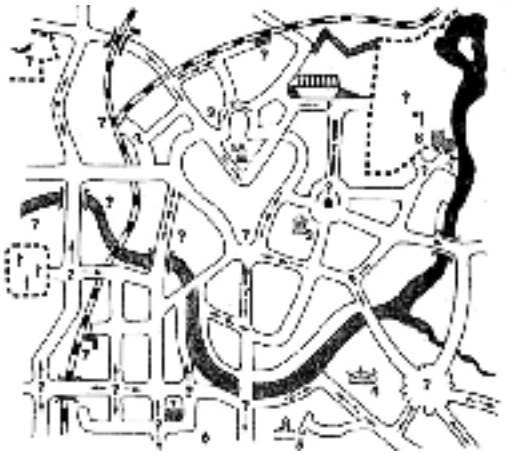
The purpose of the “advertising agency” was to examine the educational material: the class from different angles, to evaluate and prove its importance; to promote the development of students' creative abilities; to reveal the individuality of each; to foster self-government, mutual assistance, and the desire for collective creativity.

When creating the ad, the agency followed the following rules: define what you are advertising; why you need what you are advertising, its qualities; rules of use; who is the manufacturer; wishes to the recipient; humor; colorful design.

All departments worked on advertising with these rules in mind, but everyone knew which rule they were most responsible for and what knowledge they needed to fulfill it.

For example, the “Didactics” module aroused special interest among future teachers. The students created a fantastic city “Didactics”, modeled the project, which was accompanied by an in-depth analysis of the professional behavior of its participants, forming in them the ability for reflection and self-improvement. Here is an example of the fantastic city “Didactics” (project work on pedagogy).

Task: to give pedagogical names to streets, squares, various objects of a fantastic city. Make a legend for the map. For example: institute of “Interactive technologies”, theater of professional skills “Brain attack”, museum of school relics “Non-traditional lessons”, large rating arena “Learning methods”, stadium “Forms of learning organization”, factory “Visual learning methods”, central archive “Principles teaching”.



In this study, we would like to mention the game-based methodological strategy “Senkan” (“syncreate”). This is a method of free creativity that was aimed at developing the ability to find the most important, essential things in a large flow of information; the ability to analyze and draw conclusions, and to formulate their statements briefly. The use of this technique in seminar classes developed students' abilities to analyze and draw conclusions.

It can be noted that senkan was used to analyze a phenomenon; compare several concepts, phenomena, images; express an attitude to a problem, image, etc. It was used at the stage of learning new material, consolidating a topic, testing knowledge as an effective way of diagnosis and control, as well as for reflection and generalization of what was learned.

It had a complex impact (development of speech, memory, attention, thinking); it harmoniously fit into the work on the development of lexical and grammatical categories, enrichment and updating of students' vocabulary; it opened up new creative and intellectual opportunities for students when they realized their personal abilities (intellectual, creative, imaginative, etc.); it contributed to the creation of a psychological climate in the classroom and the removal of emotional stress, and as a result, students felt successful.

The technique of “senkan” or “syncope” is a five-line free verse (without the obligatory rhythm and rhyme) that was supposed to systematize information and

formulate conclusions. The structure of the senkan was subject to a certain formula:

The first line is the concept (one word, a noun);

Second line – the most essential features of the concept (two adjectives or participles);

Third line – the most characteristic actions associated with the concept (3 verbs);

Fourth line – a phrase of 4-5 words (the most apt quote or your own commentary on the concept);

Fifth line – a word-symbol (a synonym for the concept that conveys its essence, a metaphor).

This is one of the forms of students' free creativity that allowed the author to find the most essential elements in the information material, summarize them and formulate them concisely. The use of this technique developed such important skills as the ability to formulate complex ideas, feelings, and perceptions in a few words; summarize information; and reflect thoughtfully. It is an important tool for synthesizing, generalizing concepts and information, and reflecting. With its help, students could realize their personal abilities: imaginative, intellectual, creative (Dubaseniuk, 2019).

For example, composing a senkan for the topic “Principles of learning” (discipline “Pedagogy”, module “Theory of education”:

Principles of learning
Effective, interconnected
Teach, educate, improve
Didactic guidelines for teachers
Learning outcomes

In the study, we would like to note that in the 50s of the twentieth century, american professor of pedagogy Benjamin Bloom created a taxonomy of learning goals and outcomes that explained the hierarchy of mental processes (memorization, understanding, application, analysis, synthesis, and evaluation). Asking questions of a different nature could effectively develop a person's critical thinking. It was on the basis of Bloom's taxonomy (question words for different levels of learning outcomes) that we created such game methods for the development of critical thinking as “Bloom's Cube”.

For example, we presented the game thesology “Bloom's Cube” and gave examples of work on this technology during the seminar classes on the topic “Pedagogical ideas of J.A. Komensky” (discipline “Pedagogy”, module “History of pedagogy”). On each side of the cube, we wrote down the following reference words: suggest; explain; name; explain; share; invent.

Table 1

Application of the game technique “Bloom's Cube” in seminar classes on the topic “Pedagogical ideas of J.A. Komensky”	
The side of the cube Bloom with questions	Question
Title:	Who were Komensky parents and how did they treat him? Who is to blame for the destruction of the teacher's valuable manuscripts and library?

Why?	Why did J.A. Komensky become a preacher and travel around Europe? Why did the teacher's family refuse to convert to catholicism? Why did his trips to Western Europe turn into a triumphalist procession?
Explain:	What is the basis for fostering “humanity in man”? What was unusual about the four virtues of education: wisdom, temperance, cheerfulness, and justice? What does the idea of natural education mean?
Think of it:	How would the world have changed if there were no basic didactic principles of the teacher? What would the world have been like if Komensky teaching about the goals, place, tasks, and content of the mother tongue had not become a kind of revolution in the education system of that time?
Share:	Why is J.A. Komensky “Great didactics” called the best way to ensure the well-being of the Czech Republic and its people? What emotions did the book “The Mother school” by J.A. Komensky evoke?

Suggestion:	How to avoid losing the peculiarity of the lesson if you do not follow the "golden rule of didactics" developed by J.A. Komensky?

We offer a sample of a pedagogical game that was conducted at a seminar on the history of pedagogy "Who knows the pedagogical heritage of outstanding teachers of the past better?" (discipline "Pedagogy").

It was a game for 4 teams. Each team received an envelope with questions and a sheet with answers. The task was to find the answer to each question. For each correct answer, the team received 2 points. The team that answered first received an additional 2 points, the second – 1 point, and the third – no points.

Here is a sample task for team 1. Similar tasks were offered for the other teams ("Pedagogical heritage of Johann Friedrich Herbart", "Pedagogical heritage of A.S. Makarenko", "Pedagogical heritage of V.O. Sukhomlynsky").

The first envelope is "Pedagogical theory of J. Pestalozzi".

1. In what year was J. Pestalozzi born?

a) 1846 b) 1746 c) 1827

2. Where was J. Pestalozzi born?

a) Switzerland; b) France; c) Austria.

3. In what higher educational institution of the humanities did he graduate?

a) lyceum; b) university; c) collegium.

4. What was the name of the estate where he wanted to organize a demonstration farm?

a) Neihof; b) Condori; c) Adrion.

5. What institution did he open in 1774?

a) “an institution for orphans”; b) “an institution for the disabled”; c) “an institution for the poor”.

6. What did J. Pestalozzi want to give children in his institutions?

a) the possibility of recreation; b) independence from parents; c) versatile labor training.

7. In what work did he develop ideas about improving peasant life?

a) “Lingard and Gertrude”; b) “Swan song”; c) “The student of psychology”.

8. In what year did J. Pestalozzi die?

a) 1827; b) 1860; c) 1888.

9.What was the nature of the worldview of J. Pestalozzi?

a) and idealistic; b) democratic; c) bourgeois.

10. What, according to Pestalozzi, is the most important means of education and human development?

a) religion; b) labor; c) moral instruction.

11. What is the center of the pedagogical system of J. Pestalozzi?

a) theory of elementary education; b) theory of cognition; c) theory of education.

12.What did J. Pestalozzi consider the simplest elements of all knowledge?

a) number and shape; b) number and word; c) number, shape, word.

Here is a sample of a business game “Weak link” in pedagogy (consolidation of knowledge from the modules “General fundamentals of pedagogy”, “Didactics”, “Theory of education”).

All students who wanted to play had to go through a qualifying round, during which each of them was asked one question from any field of knowledge. Those who immediately gave the correct answer became participants in the game.

There were 8 participants left. The game had 7 rounds. The first one lasted 3 minutes, and each subsequent round lasted 20 seconds less.

Each of the 8 players had to make the first contribution to the “bank” – a “chip”. With each correct answer, the “bank” was replenished by one “chip”. In addition, each player made a contribution to the “bank” during the round at will. If a participant did not answer a question, he or she had to put two chips into the “bank”. Thus, with each round, the team's “capital” increased.

While the round was going on, the host asked each participant 1 question in a circle until the signal of the end of the round sounded. After that, the amount in the “bank” was announced and the “weak link” was determined: everyone wrote the name of the player who was eliminated on their board with chalk and then returned it to the teacher. Everyone had to explain their choice, thus giving an assessment of their friend's performance. The teacher would announce who was really the “weak link,” but the one named by the majority of players would be eliminated. Then the next round began. When 2 players

were left, they took turns answering the questions for one minute. The one who gave the most correct answers won. The winner took all the money from the "bank".

Questions for the game "Weak link".

1. Describe the purpose, tasks and driving forces of the education process.

2. Explain the content of education in different systems of the educational process (schools of Maria Montessori, A.S. Makarenko, V.O. Sukhomlinsky).

3. Describe the concept of "principle of education", general methods of education.

4. Name the modern concepts of education. Compare foreign educational systems of schools (Waldorf schools, educational system of self-development of Montessori) with modern domestic educational systems of schools.

5. Describe the concept of "means of education".

6. Explain the place and role of exercises in education. Analyze the main conditions for the optimal choice of these teaching methods.

7. Name the first requirements for the use of the "explosion method". Give examples.

8. Name the types of rewards and punishments used in secondary schools.

9. What is called a team? Features of the team, its types.

10. Explain the meaning of the concept of "vocational program" of a modern teacher.

11. The essence of methods, techniques and means of teaching.

12. Name the methods of teaching that belong to the group according to the level of independent mental activity.

13. Explain the essence of problem-based methods. What is the interest in problem-based learning?

14. Describe the pupils who are classified as pedagogically neglected children.

15. Identify the socio-pedagogical conditions that lead to the emergence of difficult to educate children.

16. Name the outstanding teachers of the XX century.

17. Describe the main pedagogical views of J. Korczak.

18. Describe the modern periodization of childhood development.

The didactic game material that we presented for the practical work of higher education students intensified the search activity of students; developed creative thinking and imagination of future teachers. It has been proved that the educational and pedagogical game was a practical group exercise in developing optimal solutions, applying methods and techniques in artificially created conditions that reproduced a real situation or psychological and pedagogical situation in the classroom and in interpersonal relationships.

In the process of simulating classes, solving problematic and psychological and pedagogical situations, the participants of the game received a new concrete idea of the essence of their future activities, their interaction in

the game was regulated by certain rules that reflected real conditions and patterns.

We support the opinion of scientist O.H. Smolyanina about the advantages of well-prepared game methods: they allow students to be interested in studying a specific subject; contribute to the active assimilation of knowledge on the selection and analysis of information; they will help the development of analytical skills (distinguish received information data, distinguish essential and non-essential information, present it); practical skills (use theoretical knowledge about methods and principles in practice), creative and communicative skills, namely, creative skills (find alternative solutions that are difficult to arrive at logically) and communicative skills (confidently lead a discussion, convince others, unite in groups, defend one's point of view, respond to opponents, report briefly and convincingly); social skills (assess people's behavior, behave ethically when discussing or arguing another opinion, concretely defend other positions); reflective skills (constant introspection of one's own actions during communication, critical attitude to the results of one's actions) (Dychkivska, 2004).

Conclusions. The successful implementation of the content of pedagogical disciplines in higher education institutions is based on the use of active game-based learning methods.

This is the participation of students in educational and pedagogical games, during which the professional qualities of the future teacher are revealed and formed, and a culture of pedagogical communication is developed.

The game helps to develop the skills of pedagogical communication with colleagues, interaction with students, the ability to understand others, see oneself through the eyes of colleagues, and find the right way to behave in a conflict situation.

We have concluded that the game approach in the educational process of a higher education institution is a holistic process of professional realization and self-realization of the individual. Today, the educational process in the university space needs to be restructured to take into account the current realities of development, namely:

– in the implementation of new approaches (in particular, active, game) in the organization of the educational process; variety of game technologies;

– the exclusion of total standards in continuing education with the further prospect of creating flexible educational content and determining the choice of educational pedagogical technologies that would help to effectively implement the educational process; the need to reorient from standard approaches to game, creative ones; rejection of standardization and unification of views; variability and choice of educational content; flexible choice of strategy and plan for conducting classes;

– taking into account current trends in education;

– the need for active game technologies that should be determinants of the performance and health of teachers and students (Karabin, 2019).

The organization of the research work provided the following results: a comfortable educational gaming

environment and conditions were created to meet the individual educational needs of the subjects of the educational process (teachers, students); students were able to choose their own priority interactive game technologies; students' educational motivation increased; skills of goal setting, planning their activities, the ability to exercise self-control and self-assessment were formed.

This allowed us to form the professional competence of future teachers who will be capable of self-development, creativity, creative thinking, self-organization of their lives and highly productive professional activities.

The integrated use of innovative game-based learning technologies in the educational process, the shift of emphasis to interactive game forms and methods of teaching, and cooperative professional interaction with classmates provided positive results.

It has been proved that interactive game-based learning is a system of open dialogue, interconnection and joint problem solving; formation of creative thinking, identification of hidden potential and promising trends of personal development (Antonova, 2019).

It is planned to prepare methodological recommendations, develop a series of training sessions on the implementation of an interactive game-based learning model in the educational process of higher education, outline promising tasks for reforming modern education through interactive game-based learning, which will orient and form key competencies that will significantly expand

students' opportunities to choose their own educational trajectory.

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РОЗДІЛ 5.
ПІДГОТОВКА МАЙБУТНІХ УЧИТЕЛІВ ДО ВИКОРИСТАННЯ АКТИВНИХ ІГРОВИХ ТЕХНОЛОГІЙ ЯК ДЕТЕРМІНАНТ ЇХНЬОГО ПРОФЕСІЙНОГО СТАНОВЛЕННЯ В УМОВАХ УНІВЕРСИТЕТСЬКОГО ПРОСТОРУ

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АНОТАЦІЯ

У монографії розглянуто сучасні підходи до використання інтерактивних ігрових методів навчання щодо створення креативного середовища в університетському освітньому просторі. Висвітлено досвід впровадження запропонованого ігрового інтерактивного формату для професійного становлення майбутніх вчителів під час вивчення педагогічних дисциплін. Акцентовано увагу на організації творчої роботи здобувачів вищої освіти щодо розвитку їх інтелектуальних, комунікаційних, вольових якостей, що є підгрунтям ретроспективної рефлексії – аналізу попередньої навчальної діяльності щодо формування цих якостей. Акцентовано увагу на організації практичних занять з теорії навчання й виховання, історії педагогіки щодо формування професійної компетентності майбутніх учителів.

Проаналізовано праці вітчизняних та зарубіжних науковців з питань історії розвиту теорії гри; наукові підходи до використання ігрових технологій; окреслено особливості використання ігрових технологій у контексті проблеми дослідження. Доведено, що успішна реалізація змісту курсів педагогічних дисциплін ґрунтується на використанні інтерактивних ігрових методів навчання. Це участь студентів у навчально-педагогічних іграх, тренінгах, у ході яких формуються професійні якості майбутнього вчителя, культура педагогічного спілкування.

У дослідженні було зазначено, що впровадження активних ігрових технологій в освітнє середовище формують основи педагогічної майстерності майбутніх вчителів; у результаті здобувачі вищої освіти підходили нестандартно до вирішення освітньо-виховних завдань з формування їх професійної компетентності. Виконання ігрових завдань здобувачами освіти у процесі вивчення педагогічних дисциплін на практичних заняттях відбувалося при оптимальному співвідношенні творчих проєктів, індивідуальних та групових форм організації процесу навчання. Використання ділових, рольових, дидактичних ігор дозволило в умовах навчання створити рольову систему, де здобувачі освіти змогли зайняти певні соціально-професійні позиції. Саме зразок штучно створеної навчальної ситуації представляється нам ефективним засобом підготовки майбутніх учителів до професійно-

орієнтованої роботи. Доведено, що ігровий формат розрахований на включення студентів у самостійну пошукову роботу. У дослідженні зазначено, що схеми кейсів, проєктів, квестів можна звести до тренінгу по закріпленню знань, умінь та навичок поведінки в певних ситуаціях. Такі ситуації на практичних заняттях під час вивчення педагогічних дисциплін були наочними та детальними. Визначено, що активні ігрові технології максимально відображають ситуації професійної діяльності. Не зважаючи на штучне середовище ситуацій, їхня проблема чи сюжет набувають характер практичності, тобто такі, які є в реальній професійній діяльності. Доведено, що ігровий методичний інструментарій виступає засобом отримання нового знання про ситуацію та поведінку в ній. Презентовано ігрові прес-конференції, педагогічні конгреси, які розраховані на включення особистості у самостійну пошукову роботу. Визначено, що запорукою ефективності навчальної діяльності є пізнавальна активність, від якої залежить цілеспрямованість освітньої траєкторії особистості, розвиток інтелектуальної рефлексії. Саме ігрові методи впливають на особистість, її діяльність та особистісні стосунки; виконують навчально-стимулювальну функцію у виявленні її пізнавальної активності, формують професійні якості майбутнього вчителя. Зазначено, що ефективно підготовлені ігрові методи дозволяють зацікавити студентів у вивченні конкретного предмета;

сприяють активному засвоєнню знань по підбору та аналізу інформації. Проаналізовано різновиди ігор, які були спрямовані на творчий розвиток особистості, на виховання мотивації до постійного особистісно-професійного зростання та самовдосконалення. Зазначено, що створення ігрового середовища – це пошук нових форм роботи, який сприяв результативності навчання. На відміну від традиційного навчання сьогодні освітній процес треба розглядати як процес становлення особистості. Перевіривши на практиці ефективність використання традиційних технологій навчання й нових інтерактивних ігрових методів, вважаємо, що найкращі результати можна отримати лише шляхом гармонійного поєднання, удосконалення, урізноманітнення вже відомого та впровадження активних ігрових методів навчання. Зазначено, що систематична організація творчої роботи майбутніх учителів за запропонованим форматом, з використанням інтерактивних ігрових методів дало змогу досягти помітних результатів.

Ключові слова: *активні ігрові технології, педагогічні дисципліни, заклад вищої освіти, професійне становлення, майбутні вчителі, інтерактивне освітнє середовище, ігрові методи, професійна компетентність, інноваційні форми навчання, види ігор, креативність, особистісна самореалізація, ігрове проєктування, творчі здібності.*

CHAPTER 6.

TRANSVERSAL COMPETENCES OF A SPECIALIST AS A DETERMINANT OF HIS PROFESSIONAL DEVELOPMENT IN THE CONDITIONS OF THE UNIVERSITY SPACE

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ABSTRACT

The article reveals the theoretical aspect of the problem of *the formation of transversal competencies of future teachers. The study was performed using the following methods: synthesis of information contained in the scientific literature; systematization of the author's positions of scientists who studied the category of "transversal competencies"; Analysis of scientific sources allowed to fix that transversal competencies are characterized by the following features: integral interdisciplinary and territorial transferability; be able to form both in a professional and in a personal environment; dependence on social and interpersonal relations; cross-culturality and cross-functionality in the*

study; the possibility of development in mixed learning; active communication and interactive character; significance for the production of the "Life-long learning" system. The content of the category "transversal competencies" (for Kopus, Babiy) as a system complex of instrumental (practical-realizable), interpersonal (individually generated) and system (integral) competencies that implement the parameter of transfer (transfer) of the system of acquired knowledge, skills and skills of the individual into the plane of solving professional and pedagogical tasks and situations of educational practice on the basis of introduction of individual metacognitive and professional potential of the person.

Keywords: *competence, competence approach, transversal competencies, future teachers, future teachers, formation, educational space of the pedagogical university, educational space, New Ukrainian school.*

Introduction

The armed aggression of the occupying countries, such as Russia and Belarus in 2022 proved that Ukraine must urgently determine the vectors of development (political, social, spiritual), because only adherence to a single vector of development in all spheres will protect the country from the destructive influence of the aggressive actions of neighboring states. Global reforms and specific steps taken by government agencies, in particular the Ministry of Education of Ukraine, the National Agency

for Ensuring the Quality of Education and other state institutions have proven that Ukraine has not lost its European orientations in education, in particular, terminological interpretations of classical nominations generally accepted in Europe are increasingly used, specific vocabulary is used.

The analysis of the scientific fund

An example is the category of "transversal competences", which is used elsewhere by scholars to refer to different definitions: "general competences", "key competences", "non-academic competences", "strategic competences", etc.

In the domestic scientific space, the phenomenology of the formation of transversal human competencies has not yet acquired permanent terminological boundaries. Taking into account the gradual entry of Ukraine into the European educational space, the problem of personality formation in the coordinates of the plane of end-to-end metacompetencies (transversal competences), the free use of both professional skills (Hard skills) and integral skills (Soft skills) is increasingly becoming the subject of scientific discussions by educators and scientists.

In order to develop a clear terminological and interpretive matrix of the phenomenon of "transversal competences", the most common scientometric information bases were analyzed (Scopus (Expertly curated abstract & citation database), Web of Science Core Collection, base ICI Journals Master List). Since 2010, the main set of data on the issue of the formation of

the so-called “transversal competencies” appears in the scientific use of researchers-pedagogues. So, we can state that the conceptual parameters of the problem of enriching the education system of Ukraine with the potential of the concept of the formation of transversal competences still require close attention both in the context of the development of the methodology for the implementation of the foundations of the idea of ”cross-cutting” the formation of metacompetencies, and in the context of the development of the theory and technology of the practical implementation of this idea in the practice of the functioning of educational institutions.

The analysis of the scientific fund proved that a certain experience in the formation of transversal skills of students in the educational environment of the university has been accumulated (Giedrė Valūnaitė Oleškevičienė, Andrius Puksas, Dalia Gulbinskienė, Liudmila Mockienė, Lithuania); the linguistic aspect of the formation of transversal skills and competences on the basis of interdisciplinary integration in the educational environment of Malaysian universities is highlighted (Paramaswari Jaganathan, Ambigapathy Pandian, Ilangko Subramaniam, Malaysia); methods of forming transversal competences in the educational environment of institutions of general secondary education are described (Nikolay Tsankov); the role of the formation of transversal competences in the school education system of Finland is studied (H. Niemi, Finland). However, in Ukraine, the scientific research of scientists is mainly focused on inventing ways to extrapolate the concept of

the formation of transversal competences into the practice of school education (L. Gorbunova, 2018; V. Petrenko, 2016). The potential for the formation of universal (transversal) competencies of future teachers remains outside the attention of researchers.

At the same time, the powerful potential of the concept of the New Ukrainian School (then – NUS), which is currently the leading mechanism of fundamental reform of the education system of Ukraine, can become a platform for the constant application of elements of the concept of the formation of transversal competences, because the concept itself is based on the presence of a number of so-called "cross-cutting" or key competencies that are formed in the child in the educational environment of the school.

In 2013, the UNESCO Council proposed the innovative term "transversal competences" as those that realize the parameter of transfer (transfer) of the system of acquired knowledge, abilities and skills of the individual in the plane of solving tasks and situations of real life practice on the basis of the expression of the individual metacognitive potential of the person.

In our opinion, the basis for developing a system of transversal competencies was the list of so-called "key competencies" proposed by the Council of Europe back in 2006, such as: Communication in the mother tongue; Communication in foreign languages; Mathematical competence and basic competences in science and technology; Digital competence; Learning to learn; Social and civic competences; Sense of initiative and

entrepreneurship; Cultural awareness and expression (Recommendations of the European Parliament and of the Council, 2006).

In 2013, the system of transversal competencies proposed by the European center for the development of vocational training which should be formed in a specialist capable of being competitive on the labor market in conditions of increased innovation, mobility and integrability of the European socio-cultural space, was represented.

Such transversal competences are: critical thinking, problem solving, reasoning, analysis, interpretation, synthesizing information; research skills and practices, interrogative questioning; creativity, artistry, curiosity, imagination, innovation, personal expression; perseverance, self-direction, planning, self-discipline, adaptability, initiative; oral and written communication, public speaking and presenting, listening; leadership, teamwork, collaboration, cooperation, facility in using virtual workspaces; information and communication technology (ICT) literacy, media and internet literacy, data interpretation and analysis, computer programming; civic, ethical, and social-justice literacy; economic and financial literacy, entrepreneurialism; global awareness, multicultural literacy, humanitarianism; scientific literacy and reasoning, the scientific method; environmental and conservation literacy, ecosystems understanding; health and wellness literacy, including nutrition, diet, exercise, and public health and safety.

The Glossary of Curriculum Terminology published under the auspices of the UNESCO International Bureau of Education uses the following characteristics to denote the category of "transversal competences": *key, core, general, generic, basic, cross-curricular competence*. Thus, the characteristic "transversal" is combined with the characteristic "interdisciplinary" and is placed at the very end of the sentence. The "transversal" characteristics are preceded by the designations "key", "general", "main or basic". Therefore, the ambiguous interpretation of the category "transversal competences" due to sometimes "free" translation by scientists led to the fact that various terminological constructs appeared in the scientific space of our country, which are used to indicate the so-called "skills", integral abilities (skills), which should be inherent in a person to achieve life (not academic) success, general development and organic entry into society with the help of adequate communication with the world.

Thus, the transversal competencies listed above correlate with the competencies expected from a graduate of the New Ukrainian School by the education system of Ukraine (NUS, 2016), because the so-called transversal skills are common to all competencies: reading comprehension, the ability to express one's own opinion orally and in writing, critical and systemic thinking, the ability to logically justify a position, creativity, initiative, the ability to constructively manage emotions, assess risks, make decisions, solve problems, the ability to cooperate with other people.

Turning to the reference literature, in particular the dictionary of words of foreign origin, we understand that the concept of "competence" is equivalent to the identical terms "competence-competency" in the English language.

The Dictionary of the English Language states that "competence" is the ability to act, the ability to use knowledge in practical activities. In the Great Explanatory Dictionary of the Modern Ukrainian Language the content of the "competence" category is outlined as a property with the meaning "competent".

In view of this, linguists L. Bazil and O. Semenog came to an important conclusion: lexemes have their own semantic meanings "competence" – ability, "competency" – authority. *We adhere to this opinion in further research.*

The semantics of the adjective "competent" can also be found in reference sources: (from Latin *"competens" (competensis)* – proper, appropriate) interpreted as follows: 1) valid, having authority; 2) who has sufficient knowledge in any field; knowledgeable about something; clever; which is based on knowledge; qualified.

Personal and operational characteristics of competence are emphasized in the New Explanatory Psychological Dictionary. The specified term is considered as the ability of an individual to perform a certain task. The theoretical analysis of the dictionary articles confirms the truth of the reasoning about the interdependence of competence, and also allows us to reveal a generalized understanding of the essence of the concept of "competent", which reflects the meaning of the previous terms:

1) one who has knowledge sufficient for activity in a certain field, i.e. well-versed in something, knowledgeable; which is based on knowledge, qualifications; 2) which has certain powers, full-fledged.

So, the term “competence” can be legitimately interpreted as a property both personal and, at the same time, professional. In addition, it is already clear from dictionary sources that, for the most part, competence is determined through knowledge in a certain field.

Researchers (L. Bazil, N. Bibik, O. Semenog) also come to the conclusion that the understanding of competence as a certain set of knowledge, abilities, skills and values has become the most widespread in didactics, which are acquired in the process of learning and in their integrity form the ability of an individual to identify problems and solve them regardless of the context (situation) of a certain type of activity. However, the study of scientific works, according to L. Bazil, shows differences in the definition of the semantics of the concept, which is caused by the development of pedagogy, individual positions of scientists in the use of numerous approaches to the interpretation of the concept, which determines different logical centers of interpretations.

In our opinion, it is impossible to consider the term “competence” outside of the analysis of scientific sources of foreign countries and their normative documents, because this concept was used for the first time in European countries.

Based on the study of the documents of the International Commission of the Council of Europe, it was established that “competence” (*in English “competence*”) is a central concept, which means a set of skills (general, key, basic) of an individual, related to the use of knowledge in practical activities, strategies for realizing the creative potential of an individual, fundamental ways of learning , qualifications, cross-curricular skills, ideas and background knowledge.

Taking into account this definition of competence, a list of key competences for every European citizen was outlined in the world space, marked by tokens: study – search – think – cooperate – act – adapt. In the works of experts of the Council of Europe, the semantic content of the concept of “competence” is positioned as the ability or readiness of an individual to mobilize abilities and individual-personal mental *properties*, acquired *knowledge, abilities, skills* for effective performance of a specific task in accordance with *individual and sociocultural* needs; a set of *attitudes, values*, knowledge and ski.

Experts from the countries of the European Union (Eurydice, 2002) in defining the content of the concept focus attention on the ability of the individual to use the acquired knowledge and skills, which ensures the application of the individual's educational achievements in new situations.

In the context of this thesis, let's emphasize the presence in the competence structure of the system of *attitudes* of the individual to the activity and its *valuable*

relation to certain professional characteristics of the activity.

L. Basil adheres to the same opinion, emphasizing that such reasoning is based on the use of two conceptual and strategic approaches (personal and activity) to understanding the essence of this scientific category. The author reflects on different approaches to defining the content of this category. We accept the opinion of L. Bazil, because we consider it productive precisely in the context of our research.

According to the first, the American understanding, competence is defined as a characteristic of the personal and behavioral qualities of an individual that determine the success of actions (superior performance) depending on local factors (space of action, environmental factors, organizational factors, normatively defined functional characteristics of professional activity).

According to another, European concept, competences are positioned not as individual and personal characteristics of a specialist, but as qualitative characteristics of activity (mechanisms, actions, behavioral acts, qualification requirements, criteria defined by the standard) .

At the same time, the understanding of the originality of competence in the context of both approaches is determined by a complex of *knowledge, skills and attitudes* that enable the effective activity of an individual or his performance of certain functions aimed at achieving established standards in the professional field or work. Therefore, we will adhere to this opinion and

generally understand competence as a system of knowledge, skills and attitudes of an individual to a certain activity.

The specified generalization is taken into account in the content of the National Framework of Qualifications (2011), where the studied category is revealed as the ability of a person to perform a certain type of activity, which is holistically expressed in the totality of *knowledge, skills, worldviews, value*s and other personal *qualities.* Therefore, it is appropriate to consider competences as learning results that a person acquires and demonstrates after obtaining a certain level of education, which can be traced in the scientific and pedagogical discourse.

So, knowledge, skills, worldviews, values, personal qualities are the basis of human competence in any activity according to this document.

The highlighted considerations are partly reflected in *the Law of Ukraine "On Higher Education"* (№ 1556 – VII від 01.07.2014 р.) which we will use for the final definition of the concept of "competence".

Based on the main legislative act of our country in the field of education, we note: **competence** is positioned as "a dynamic combination of *knowledge, skills* and practical *skills*, *ways of thinking*, professional, worldview and civic *qualities*, moral and ethical *values*, that determines a person's *ability* to successfully carry out *professional* and further educational *activities* and is the result of training at a certain level of higher education".

Obviously, the definition emphasizes the understanding of the origin of competence as a complex interdisciplinary personal formation that enables the performance of activities, is formed and improved in the process of appropriate training.

The analysis of scientific and regulatory sources in the aspect of defining the meaning of the concept of "competence" will not be exhaustive without the analysis of one more category – "professional competence", which is an integral category of the characteristics of a competent specialist. This category is used to indicate the results of professional training of teachers, but the essence of education is also considered ambiguously.

The Ukraine's state education policy asserts the necessity of harmonious combination of training of highly-skilled experts in the field of humanities and their professional development on grounds of the competence-based approach.

Master course as a final stage of university education is not optimized for mass training because its target goals are focused on the society's intellectual elite (Sombamania, 2010). However, the country requires highly-skilled experts who are responsible and creative, initiative and sociable national culture-bearers and knowledge-creators ready for collaboration.

The competence-based approach is a conceptual vector for the world education systems' development, and a

scientific platform for innovative strategies academic training designing.

Master's competence reflects a person's ability for efficient metaprofessional activity in terms of personal development, which is a result of studying at a certain higher education level taking into consideration the European education requirements.

The competence-based approach to MA student training has been studied in the following contexts: the specifics of teaching humanities in institutions of higher education (Evans, 1990); Masters' professional competence in education dimensions (Makarenko, 2016); MA students' competent research activity training (Bopko, 2013), peculiarities of the impact of MA students' professional socialization on their professional competency (Baliuk, 2016); the specificity of MA student research training in the information environment (Vorotniak, 2012).

In order to highlight the specifics of humanities experts' training and work, it is reasonable to use a "humanistic humanitarian education" term (Tymchuk, 2017). Having reviewed the peculiarities of MA student training, L. Tymchuk states that the enrichment of MA student competence-based training with "humanistic humanitarian education" aspects (Richard Lehman, The University of California) ensures the creation of comfortable conditions for creative self-fulfillment and self-expression of all education process participants.

This opinion is shared by T. Turkot, who advocates the necessity of higher education paradigm

humanitarization, which is an alternative to the technocratic and professional-pragmatic approaches to Master's degree student training. We agree that in this case, a personality with all abilities and interests is the main value of the university education. MA students obtain universal education and choose an occupation not only according to its social status but based on their own motives and interests, which ensure their self-fulfillment (Turkot, 2010).

At the same time, a competent humanities expert has to be an initiator of constructive leadership, being able to make non-trivial decisions for achieving socially significant goals, functional focusing of various kinds of activity on the achievement of a common aim (Koriakin, 2018).

The multidimensionality of research studies in the context of MA student competence-based training should be noted.

Based on scientific sources review, the following functional parameters of MA students' professional competence have been distinguished: the ability to use a wide range of scientific cognition methods; refusal of the authoritarian and traditional mythological style of thinking; wide worldview (firm values, views, self-consciousness, aesthetic culture, erudition, creative abilities, etc.); striving for producing new knowledge based on creative and critical information processing; commitment to self-identification and self-realization in various kinds of activity; focus on social issues, spiritual human problems; the ability to use the potential of one's

own instinctive forms of human life and implement humanistic maxima with irrational cultural codes; the ability to integrate humanistic axioms into highly-rational forms of human life.

H. Sombamania studied practical-based context of Master's degree student training, where its targeted, information-content, organizational-methodological, and value aspects should get balanced. It can be implemented in the following ways:

- innovatization of Master training content by means of its enrichment with theoretical issues of modern science, psychology and sociology;
- problematization of self-study tasks on research subject's practical actions algorithms mastering (throughout its main stages – informational and search, analytical and critical, operational and procedural, transmission and completing);
- scientification of the educational process by means of role-playing, imitating students' activity in simulated professional situations;
- personalization of an educational journey in the process of research practice and extracurricular activities (Sombamania, 2010).

The issue of Master's degree student training is also considered in the context of acmeological technologies implementation into the university educational process organization. The acme focus involves interactive cooperation aimed to change and improve the educational process participants' behavior patterns. Acmeological technologies of professional pedagogical training involve

the method of context teaching, the methods of open systems of intensive teaching or intensive teaching technologies, applying means and methods promoting educational and research activity of students (Machynska, 2013).

Master's degree students' professional competence development is associated with some processes of professional and personal formation of an expert's personality: self-reconceptualization, which preconditions the emergence of new needs in the changes of one's personality and activity based on the awareness of professional (intellectual, educational, communicative, emotional and volitional, creative) resources, unemployed reserves and potential possibilities of difficulties overcoming; self-determination, which stipulates the choice of ways of changes of personal abilities and constructive significant professional challenges addressing based on the personal experience, by means of searching for the ways for one's needs satisfaction in progressive self-changing; self-fulfillment, which determines practical implementation of one's personal and activity changes through the acceptance of new purposes as a guideline to follow; control of changes and indicators of their efficiency; correction of the their realization conditions (R. Tsokur, 2008).

Scientific sources review covering the ways of MA student training improvement has made it possible to come to a number of conclusions.

The efficient MA students' professional competence development determinants are as follows:

- focus of MA student training (accentuating the humanities context in the content of majors) on personality axiological sphere conceptualization (professional projecting competence);

- work humanitarization experience implementation and research content emphasizing (research competence);

- MA students' professional development acmeological context accentuation (professional acmeological competence).

The majority of researchers (N. Nychkalo, L. Khoruzha, etc.) consider professional competence as a system of values, knowledge, abilities and skills necessary for the performance of tasks of professional and pedagogical activity. Accordingly, the content of the teacher's professional competence is positioned as systematized values, motivational aspects, methodological, general scientific, methodical, organizational, subject-specific, communicative, informational, sociocultural knowledge, abilities and personal skills, which ensures the successful performance of professional functions.

In particular, N. Nychkalo substantiated that the professional competence of a teacher is "a harmonious combination of knowledge from the academic discipline, didactics and teaching methods, as well as the skills and abilities of the culture of pedagogical communication."

A productive opinion in the context of our research was expressed by the prominent Ukrainian scientist Lyudmila Khoruzha, noting that modern higher

professional and pedagogical education is characterized by a dynamic renewal of the conceptual and terminological apparatus, the active use of new terms that were previously inherent in slightly different spheres of activity. We adhere to the researcher's opinion that the category “professional competence” is the most used concept that was formed in the pedagogical science and educational practice of our country in the last decade (Khoruzha, 2017)

In general, according to Khoruzha, professional competence is an established ability to perform certain activities “with knowledge of the matter”, which involves: deep understanding of the essence of the tasks being performed and the problems that arise in the course of the activity; awareness of previously acquired positive and productive experience in the industry, active mastering of its best achievements; the ability to choose means and methods of action that are adequate to the specific circumstances of time and space; a stable sense of responsibility for the achieved results of professional actions; the ability to take into account errors and make corrections in the work process (Khoruzha, 2017).

The outstanding Ukrainian scientist-pedagogue Ivan Zyazyun revealed the category of professional competence in the socio-pedagogical context as follows: competence can be interpreted as an existential property of a person, which is a “product” of the individual's own life-creating activity, initiated by the education process. Competence, the researcher emphasized, as a personality property exists in various forms and can be realized as a

high level of “skill” or as an algorithm of personal self-realization (habit, way of life, hobby). It is possible to consider professional competence as a certain summary of the self-development of an individual, to interpret it as a form of manifestation of abilities (Zyazyun, 2012).

According to the scientific position of academician Volodymyr Kremen, the professional competence of a teacher is mostly manifested in the ability to accompany the process of self-discovery, self-development of the student, his self-determination, to dynamize these processes in accordance with the specific essential (individual) aptitudes of each student (Kremen, 2019).

So, scientific sources have various definitions and methods of structuring the professional competence of a teacher, we did not consider it appropriate to list them all within the scope of the study.

We clarify the meaning of this concept for further use in this way*: “professional competence of a teacher”* is a holistic dynamic multi-level complex of knowledge and skills of a teacher, ensures the creative use of acquired values and activity experience to fulfill the tasks of school education and reflect the result of learning at each educational level.

It is obvious that the research efforts in the context of the development of the problem of the formation of transversal competences in our country are presented mainly in the field of education of schoolchildren and the extrapolation of innovative concepts of education and upbringing in the environment of general secondary education institutions.

Taking into account the urgent need to improve the system of training future teachers for work at NUS, research attention should be focused on the specific features of the formation of transversal competencies of future teachers.

Researchers T. Borova and T. Ved proposed their own vision of the system of transversal competencies of a modern specialist. We agree with the scientific opinion of the authors, we consider the legitimate distribution and classification of transversal competences carried out by scientists to be productive and promising for the improvement of current educational and professional teacher training programs in higher education institutions in terms of a clear definition of general and special competences, program learning outcomes (Borova, Ved, 2020).

According to T. Borova and T. Ved, instrumental competences perform an "instrumental-implementation" function and organize cognitive skills – the ability to consciously apply acquired knowledge, to defend one's own thoughts and ideas; methodological skills – reflect the ways of interpersonal and professional interaction in a professional environment (time management, risk analysis in decision-making and ways to solve problems); technological skills – means of implementing computer, digital and multimedia technologies, various information systems and software; linguistic skills – knowledge of a foreign language, oral and written communication in everyday and professional environment.

Interpersonal competences, according to T. Borova and T. Ved, reflect the parameters of coordination and cooperation in the social environment. Researchers belong to interpersonal competencies: personal (individual) skills, such as the ability to express one's own feelings and attitudes to professional problems and situations, the ability to critically and constructively understand them; social and interpersonal skills that reflect the ability to work in a team and the ability to bear ethical and social responsibility.

Systemic or integral competences, according to scientists, are skills related to the system in generalThey include the skills needed both to plan changes to improve the system and to create new ones. Systemic or integral competences are the basis necessary for the acquisition of instrumental and interpersonal competences.

Scientists Stepanenko and Popova (2022) rightly emphasize that modern education and science in a globalized society are becoming a determining factor in the development of the professional education system, primarily from the standpoint of transversality, and a non-alternative mechanism for promoting the modification of forms and methods of professional training of future specialists. Investments in the development of human potential are the strongest and most effective model of interaction between education and society. The formation of transversal competences during the development of the specialist's readiness for new socio-economic realities in the competitive international labor market is gradually becoming one of the leading trends in the enrichment of

scientific and pedagogical discourse (Stepanenko and Popova, 2022).

Following Simon Whittermore (Simon Whittermore, 2018), Tetiana Ved notes the fact that transversal competencies are characterized by the following characteristics: integral interdisciplinary and territorial transferability; the ability to form both in a professional and personal environment; dependence on social and interpersonal relations; cross-culturality and cross-functionality in learning; the possibility of development in mixed learning; active communicative and interactive character; significance for the implementation of the system "Life-long learning" (Ved, 2022).

Reflecting on the importance of transversal competences in terms of the professional activity of teachers, scientist Semenog emphasizes that, mostly, it is about teachers acquiring the ability to adapt quickly, to make decisions in situations of high degree of uncertainty, construct optimal conditions for the development and self-development of students' critical and reflective thinking, acquisition of infomedia and media education literacy, emotional and cultural intelligence, competence in interpersonal communication and interaction, which is significant for ensuring partnership interaction of all subjects of the educational process (Semenog).

Conclusions

In our opinion, the transversal competences of the NUS teacher are a systemic complex of instrumental (practical-implementation), interpersonal (individually

generated) and systemic (integral) competences, that implement the parameter of transfer of the system of acquired knowledge, abilities and skills of the individual in the plane of solving professional and pedagogical tasks and situations of educational practice on the basis of the expression of individual metacognitive and professional potential of the person.

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РОЗДІЛ 6.
ТРАНСВЕРСАЛЬНІ КОМПЕТЕНТНОСТІ ФАХІВЦЯ ЯК ДЕТЕРМІНАНТА ЙОГО ПРОФЕСІЙНОГО СТАНОВЛЕННЯ В УМОВАХ УНІВЕРСИТЕТСЬКОГО ПРОСТОРУ

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АНОТАЦІЯ

Стаття розкриває теоретичний аспект проблеми формування трансверсальних компетентностей майбутніх педагогів. Дослідження виконано з використанням таких методів: узагальнення інформації, що міститься у науковій літературі; систематизація авторських позицій вчених, які досліджували категорію «трансверсальні компетентності». Аналіз наукових джерел дозволив зафіксувати, що трансверсальним компетентностям властиві такі ознаки: інтегральна міждисциплінарна й територіальна трансферабельність; здатність до формування як у професійному, так й в особистісному середовищі; залежність від соціальних

й інтерперсональних відносин; крос-культурність й крос-функційність у вивченні; можливість розвитку в змішаному навчанні; активний комунікаційний та інтеракційний характер; значущість для провадження системи «Life-long learning». Уточнено зміст категорії «трансверсальні компетентності» (за Копусь, Бабій) як системнй комплекс інструментальних (практично-реалізаційних), інтерперсональних (індивідуально згенерованих) та системних (інтегральних) компетентностей, що реалізують параметр трансферу (перенесення) системи здобутих знань, умінь та навичок особистості у площину розв'язання професійно-педагогічних завдань та ситуацій освітньої практики на засадах увиразнення індивідуального метакогнітивного та професійного потенціалу особи.

Ключові слова: *компетентність, компетентнісний підхід, трансверсальні компетентності, навчання впродовж життя, ключові компетентності.*

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