doi: 10.15330/msuc.2026.34.159-165

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Bibliographic description of the article: Tsiuniak O., Iliichuk L. (2026). Conceptual foundations of developing the interactive-methodological competence of future primary school teachers in the context of the language and literary education domain. *Mountain School of the Ukrainian Carpathians*. *34. 159-165.*

Бібліографічний опис статті: Цюняк О., Ілійчук Л. (2026). Концептуальні засади формування інтерактивно-методичної компетентності майбутніх учителів початкових класів у контексті мовно-літературної освітньої галузі. *Гірська школа Українських Карпат. 34. 159-165.*

УДК 378.147:373.3.011.3-051:811.161.2

CONCEPTUAL FOUNDATIONS OF DEVELOPING THE INTERACTIVE-METHODOLOGICAL COMPETENCE OF FUTURE PRIMARY SCHOOL TEACHERS IN THE CONTEXT OF THE LANGUAGE AND LITERARY EDUCATION DOMAIN

Abstract. The article highlights the issue of developing the interactive-methodological competence of future primary school teachers in the context of the Language and Literary Education domain. The necessity of preparing future teachers to organize interactive, competency-based learning, capable of effectively designing an innovative educational environment and applying innovative pedagogical technologies, digital resources, and generative artificial intelligence tools, is substantiated.

The purpose of the article is to provide a theoretical substantiation of the conceptual foundations for developing the interactive-methodological competence of future primary school teachers, to determine its structure, and to reveal the content of its components in the context of implementing the objectives of the Language and Literary Education domain.

Research methods: theoretical methods – analysis, synthesis, comparison, generalization, and systematization of scientific literature and regulatory documents; terminological analysis – to clarify the essence of the basic concepts of the study; structural-functional analysis – to substantiate the structure of interactive-methodological competence and determine the relationships among its components.

Scientific novelty of the study lies in substantiating the author's approach to understanding the interactive-methodological competence of future primary school teachers as an integrative professional and personal construct that ensures readiness to design, organize, implement, and reflectively improve interactive learning within the Language and Literary Education domain. The conceptual foundations of its development have been identified (competency orientation, integration of theory and practice, interactive interaction, pedagogical partnership, digitalization, and reflectivity); the structure of interactive-methodological competence has been developed, encompassing the axiological-motivational, conceptual-methodological, design-projective, communicative-facilitative, digital-adaptive, and reflective-prognostic components; innovative forms, methods, and digital tools for their implementation in the professional training of future primary school teachers have also been substantiated.

Practical significance of the obtained results lies in the possibility of using the proposed theoretical provisions, conceptual foundations, the author's structure of interactive-methodological competence, and innovative methodological tools in the modernization of educational and professional programmes of Specialty A3 "Primary Education", improving the content of methodological educational components, organizing teaching practice, preparing future primary school teachers to implement the objectives of the Language and Literary Education domain, as well as developing educational and methodological support through the use of digital educational resources, interactive technologies, and generative artificial intelligence tools.

Keywords: interactive-methodological competence, future primary school teachers, Language and Literary Education domain, professional training, digital transformation of education, interactive technologies, interactive learning, competency-based approach, innovative activity, innovative educational environment.

КОНЦЕПТУАЛЬНІ ЗАСАДИ ФОРМУВАННЯ ІНТЕРАКТИВНО-МЕТОДИЧНОЇ КОМПЕТЕНТНОСТІ МАЙБУТНІХ УЧИТЕЛІВ ПОЧАТКОВИХ КЛАСІВ У КОНТЕКСТІ МОВНО-ЛІТЕРАТУРНОЇ ОСВІТНЬОЇ ГАЛУЗІ

Анотація. У статті актуалізовано проблему формування інтерактивно-методичної компетентності майбутніх учителів початкових класів у контексті мовно-літературної освітньої галузі. Обґрунтовано необхідність підготовки майбутніх педагогів до організації інтерактивного, компетентнісно орієнтованого навчання, здатних ефективно проєктувати інноваційне освітнє середовище, застосовувати інноваційні педагогічні технології, цифрові ресурси та засоби генеративного штучного інтелекту.

Мета статті полягає в теоретичному обґрунтуванні концептуальних засад формування інтерактивно-методичної компетентності майбутніх учителів початкових класів, визначити її структуру та розкрити зміст компонентів у контексті реалізації завдань мовно-літературної освітньої галузі.

Методи дослідження: теоретичні – аналіз, синтез, порівняння, узагальнення та систематизація наукової літератури, нормативно-правових документів; термінологічний аналіз – для уточнення сутності базових понять дослідження; структурно-функціональний аналіз – для обґрунтування структури інтерактивно-методичної компетентності, визначення взаємозв'язків між її компонентами.

Наукова новизна дослідження полягає в обґрунтуванні авторського підходу до розуміння інтерактивно-методичної компетентності майбутніх вчителів початкових класів як інтегративного професійно-особистісного утворення, що забезпечує готовність до проєктування, організації, реалізації та рефлексивного вдосконалення інтерактивного навчання в мовно-літературній освітній галузі. Визначено концептуальні засади її формування (компетентнісної спрямованості, інтеграції теорії і практики, інтерактивної взаємодії, педагогічного партнерства, цифровізації та рефлексивності), розроблено структуру інтерактивно-методичної компетентності, яка охоплює аксіологічно-мотиваційний, концептуально-методичний, проєктувально-дизайнерський, комунікативно-фасилітаційний, цифрово-адаптивний та рефлексивно-прогностичний компоненти, а також обґрунтовано інноваційні форми, методи й цифрові інструменти їх реалізації у професійній підготовці майбутніх учителів початкових класів.

Практичне значення одержаних результатів полягає в можливості використання запропонованих теоретичних положень, концептуальних засад, авторської структури інтерактивно-методичної компетентності та інноваційного методичного інструментарію під час модернізації освітньо-професійних програм спеціальності А3 «Початкова освіта», удосконалення змісту освітніх компонентів методичного спрямування, організації виробничої педагогічної практики, підготовки майбутніх учителів початкових класів до реалізації завдань мовно-літературної освітньої галузі, а також розроблення навчально-методичного забезпечення із застосуванням цифрових освітніх ресурсів, інтерактивних технологій та засобів генеративного штучного інтелекту.

Ключові слова: інтерактивно-методична компетентність, майбутні вчителі початкових класів, мовно-літературна освітня галузь, професійна підготовка, цифрова трансформація освіти; інтерактивні технології; інтерактивне навчання; компетентнісний підхід; інноваційна діяльність, інноваційне освітнє середовище.

INTRODUCTION

The problem formulation. The contemporary development of teacher education in Ukraine is taking place under the conditions of implementing state policy aimed at modernizing the education system in accordance with European standards, the digital transformation of the educational process, and the introduction of a competency-based model of professional teacher training, as reflected in the Laws of Ukraine “On Education” (2017) (Law of Ukraine “On Education”, 2017) and “On Higher Education” (2014) (Law of Ukraine “On Higher Education”, 2014).

Contemporary realities significantly transform the requirements for the professional activity of primary school teachers, who must be not only carriers of profound subject-specific and methodological knowledge but also organizers of a modern educational environment, capable of designing individual learning pathways for learners, effectively applying interactive and digital learning technologies, ensuring pedagogical partnership, developing students’ key and subject-specific competencies, and working under conditions of uncertainty.

This issue becomes particularly relevant in the context of implementing the objectives of the Language and Literary Education domain, since, under the conditions of the information society, digitalization, and the considerable information load, teachers must teach learners not only to perceive information but also to analyse it, critically evaluate it, express their own opinions in a reasoned manner, interact effectively in teams, and responsibly use digital technologies.

At the same time, an analysis of the current theory and practice of the professional training of future primary school teachers indicates the need to improve the process of developing interactive-methodological competence in accordance with new educational challenges. The relevance of the research problem is reinforced by a number of

contradictions between: the societal demand for teachers capable of implementing competency-based, activity-based, and interactive learning and the insufficient level of interactive-methodological competence among higher education students; the didactic potential of digital technologies for improving the quality of Language and Literary Education and the insufficient development of methodological foundations for their integration into the professional training of future primary school teachers; the need of educational institutions for a new generation of teachers capable of innovative professional activity and the insufficient scientific and methodological substantiation of the conceptual foundations for developing interactive-methodological competence in the process of professional training.

As can be seen, under these conditions, the development of the interactive-methodological competence of future primary school teachers emerges as a comprehensive scientific and pedagogical problem, the solution of which requires rethinking the conceptual foundations of professional training and updating its content, forms, methods, and learning technologies in accordance with contemporary trends in educational development, digitalization, and the requirements of the New Ukrainian School.

Analysis of recent research and publications. An analysis of scientific studies indicates that various aspects of the professional training of future primary school teachers have been investigated by Ukrainian scholars. In particular, I. Viktorenko (Viktorenko, I., 2021) substantiated the theoretical and methodological foundations for developing the professional competence of primary school teachers; L. Iliichuk (Iliichuk, L., 2025, pp. 140–154) investigated the structure of the professional competence of future teachers under the conditions of the standardization of higher pedagogical education; L. Kibenko (Kibenko, L., 2025, pp. 80–85) revealed the peculiarities of developing interactive competence, emphasizing the development of communication, collaboration, and the use of interactive teaching methods; O. Tsiuniak, N. Yaremchuk, O. Haliuka, and M. Prots (Tsiuniak, O. et al., 2024, pp. 143–163) focused on developing the innovative readiness of future teachers for professional activity; V. Sobko (Sobko, V., 2024, pp. 207–214) revealed the peculiarities of the methodological training of future teachers for implementing the competency-based approach in teaching the Ukrainian language in primary school; I. Humeniuk (Humeniuk, I., 2025, pp. 27–31) substantiated the methodological system for teaching the Ukrainian language for professional purposes, identified its structural components, and demonstrated the necessity of using scientifically grounded criteria and indicators for evaluating the effectiveness of the professional training of future teachers; O. Tsiuniak and L. Nakonechna (Tsiuniak, O. P., Nakonechna, L. B., 2025, pp. 96–100) highlighted the methodological aspects of the professional training of future primary school teachers for implementing the objectives of the Language and Literary Education domain, emphasizing the development of methodological readiness to use competency-based, interactive, and digital learning technologies.

The issue of the professional training of future teachers has also been actively investigated by foreign scholars. In particular, L. Darling-Hammond (Darling-Hammond, L., 2020, pp. 60–71) substantiates the necessity of integrating theoretical training, teaching practice, and professional reflection into the process of preparing future teachers, while F. Korthagen identifies professional reflection as one of the leading factors in the development of a competent teacher (Korthagen, F. A. J., 2017, pp. 387–405).

An analysis of scientific studies indicates that, despite the considerable number of investigations devoted to the professional training of future teachers and the development of their methodological, digital, and interactive competencies, the issue of developing the interactive-methodological competence of future primary school teachers in the context of the Language and Literary Education domain has not yet received comprehensive conceptual substantiation. Its essence, structure, content components, and methodological tools for its development under the conditions of the digital transformation of education require further investigation.

AIM AND TASKS RESEARCH

The aim of the study is to provide a theoretical substantiation of the conceptual foundations for developing the interactive-methodological competence of future primary school teachers, to determine its structure, and to reveal the content of its components in the context of implementing the objectives of the Language and Literary Education domain.

RESEARCH METHODS

Theoretical methods – analysis, synthesis, comparison, generalization, and systematization of scientific literature and regulatory documents; terminological analysis – to clarify the essence of the basic concepts of the study; structural-functional analysis – to substantiate the structure of interactive-methodological competence and determine the relationships among its components.

RESULTS OF THE RESEARCH

To provide a theoretical substantiation of the conceptual foundations for developing the interactive-methodological competence of future primary school teachers, it is advisable to analyse the content of the basic definitions that constitute the theoretical and methodological basis of the study, namely: “competence,” “professional competence,” “methodological competence,” and “interactive competence.”

First and foremost, the basic category is the concept of “competence”. The Law of Ukraine “On Education” defines competence as a dynamic combination of knowledge, skills, abilities, ways of thinking, views, values, and other personal qualities that determine an individual's ability to socialize successfully and to carry out professional and further educational activities (Law of Ukraine “On Education”, 2017). It is also appropriate to take into account the provisions of the Law of Ukraine “On Higher Education” (2014), according to which competence is regarded as an integral characteristic of an individual that ensures the ability to learn successfully, engage in professional activity, and achieve effective socialization, and is based on a dynamic combination of knowledge, skills, abilities, ways of thinking, value orientations, beliefs, and other individual personal characteristics (Law of Ukraine “On Higher Education”, 2014).

The legislative definition of competence outlines its general essence; however, for investigating the professional training of future primary school teachers, it is important to clarify the content of the concept of "professional competence". In particular, I. Viktorenko defines the professional competence of a primary school teacher as an integrative personal construct that combines subject-specific, psychological-pedagogical, subject-methodological, and interdisciplinary competencies, ensuring the teacher's readiness to perform professional activities effectively in the contemporary educational environment (Viktorenko, I., 2021). In turn, L. Iliichuk substantiates that the professional competence of a future primary school teacher is a multilevel integrative system encompassing interrelated personal, cognitive, activity-based, and reflective components and is developed in accordance with the standards of higher pedagogical education. The author emphasizes that the quality of professional training is ensured through the comprehensive implementation of competency-based, systemic, learner-centred, activity-based, and practice-oriented approaches (Iliichuk, L., 2025, pp. 140–154). Of particular value is the opinion of L. Darling-Hammond, who argues that contemporary teacher education should be based on the integration of theoretical preparation, teaching practice, reflection, and the use of innovative educational technologies. It is precisely the combination of these components that ensures teachers' readiness for professional activity under conditions of dynamic educational change (Darling-Hammond, L., 2020, pp. 60–71).

Scientific studies provide grounds for asserting that an important component of the professional competence of a future primary school teacher is methodological competence, which ensures the teacher's readiness to effectively design, organize, and implement the educational process in accordance with contemporary didactic requirements. According to V. Sobko, the methodological competence of a future primary school teacher is characterized by the ability to scientifically substantiate, select, design, and implement the content, methods, forms, and means of instruction in accordance with the objectives of the educational process, the age characteristics of learners, the requirements of the State Standard of Primary Education, and the concept of the New Ukrainian School. The author emphasizes that its development involves the integration of theoretical preparation, teaching practice, and innovative teaching methods aimed at developing learners' key competencies (Sobko, V., 2024, pp. 207–214). I. Humeniuk maintains that the methodological training of future teachers should be oriented toward the integration of innovative teaching technologies, professional reflection, and the competency-based approach, ensuring readiness to solve professional tasks in the contemporary educational environment (Humeniuk, I., 2025, pp. 27–31).

In the context of the stated research problem, the definition of "interactive competence" also requires scientific consideration. It is regarded as an integral component of the teacher's professional competence that ensures effective interaction among all participants in the educational process, the organization of collaboration, constructive communication, and the implementation of interactive learning technologies. According to L. Kibenko, interactive competence is an integrative characteristic of an individual manifested in the ability to engage in constructive interpersonal interaction, effective communication, the organization of collaboration, and the use of interactive teaching methods in the digital educational environment. The author emphasizes that its development is based on competency-based, communicative, and activity-based approaches and involves the development of communicative, digital, organizational, and reflective skills of future professionals (Kibenko, L., 2025, pp. 80–85).

Unlike the existing scientific approaches, in which methodological competence and interactive competence are predominantly considered as separate components of a teacher's professional training, in our study ***interactive-methodological competence*** is viewed as a complex integrative professional and personal construct whose structure encompasses six interrelated components: *axiological-motivational, conceptual-methodological, design-projective, communicative-facilitative, digital-adaptive, and reflective-prognostic* (Fig. 1). Their interaction ensures the readiness of future primary school teachers to design, organize, implement, and improve interactive learning in the context of the Language and Literary Education domain.

It should be noted that the axiological-motivational component constitutes the system-forming foundation of interactive-methodological competence, as it determines the professional position of the future teacher, their value orientations, and intrinsic motivation for innovative activity. According to the findings of O. Tsiuniak, N. Yaremchuk, O. Haliuka and M. Prots, the motivational sphere is a determining factor in the professional development of future teachers. In the authors' opinion, a high level of intrinsic professional motivation ensures an orientation toward self-improvement, openness to innovation, readiness for the creative solution of pedagogical tasks, active use of modern educational technologies, and a commitment to continuous professional development, which is a necessary condition for successful activity in the context of the digital transformation of education (Tsiuniak, O. et al., 2024, pp. 143–163). Indicators of the development of this component include: positive motivation toward the teaching profession, awareness of the value of interactive learning, readiness to use modern educational technologies, aspiration for professional self-development, openness to pedagogical innovation, and the ability to creatively seek effective methods for organizing the educational process. For example, in the process of professional training of future primary school teachers at the Faculty of Pedagogy of Vasyl Stefanyk Carpathian National University (https://pedagogical.cnu.edu.ua/), the development of this component is ensured through the creation of an innovative educational environment aimed at fostering the creative potential and innovative culture of higher education students.

We believe that an effective means of developing professional motivation is the implementation of training sessions aimed at fostering a value-based attitude toward the teaching profession, developing pedagogical interaction skills, and raising awareness of the teacher's role in a child's development. During these training sessions, students complete such exercises as "My Pedagogical Mission," "The Teacher of the Future," and "Values of the Contemporary Educational Environment," which contribute to the development of professional identity and awareness of their individual trajectory of pedagogical development.

№ 34 (2026)
ISSN: 1994-4845 (Printed) 2415-7147 (Online)



Fig. 1. Structure of the Interactive-Methodological Competence of Future Primary School Teachers

Of particular interest is the professional reflection method "Portrait of a Contemporary Primary School Teacher", which involves students identifying the professional values, personal qualities, and competencies of a teacher. While completing this task, higher education students analyse their own readiness for pedagogical activity, identify their strengths, determine directions for professional self-improvement, and develop an individual professional development trajectory.

Meetings with practicing teachers from general secondary education institutions are also of considerable importance, as they ensure the integration of academic preparation with the actual needs of the contemporary school. During such meetings, future teachers become acquainted with practical experience in using interactive technologies in primary school, the peculiarities of organizing partnership-based interaction with pupils and their parents, methods for developing reading competence, and approaches to developing learners' key competencies in accordance with the State Standard of Primary Education.

The *conceptual-methodological component* characterizes the system of fundamental and applied knowledge required for the effective professional activity of future primary school teachers. The content of this component is determined by a set of knowledge concerning contemporary educational paradigms, learning theories, psychological and pedagogical principles of the development of primary school pupils, the methodology of the competency-based approach, the linguodidactic foundations of teaching the Ukrainian language, and the methodology of literary reading within the framework of the New Ukrainian School. This component is of particular importance in the context of preparing future teachers to implement the objectives of the Language and Literary Education domain, as it involves not only mastery of methodological knowledge related to the development of pupils' language, speech, and reading competencies but also the ability to select effective pedagogical technologies for fostering communicative skills, critical thinking, creative self-expression, and a value-based attitude toward the Ukrainian language and culture. O. Tsiuniak and L. Nakonechna emphasize that the effective preparation of future primary school teachers for implementing the Language and Literary Education domain requires the integration of contemporary teaching methods, digital technologies, interactive forms of organizing the educational process, and the competency-based approach (Tsiuniak, O. P., Nakonechna, L. B., 2025, pp. 96–100).

It should be noted that the development of this component in the process of professional training of future primary school teachers at the Faculty of Pedagogy is implemented through the integration of the content of educational components. In particular, the educational component "Methodology of Teaching the Ukrainian Language" is aimed at developing future primary school teachers' methodological readiness to implement the Language and Literary Education domain. The content of the course ensures the mastery of contemporary methods of teaching the Ukrainian language, interactive technologies, digital tools, and methods of formative assessment. During practical training, higher education students design interactive lessons, model learning situations, create digital didactic resources, and develop competency-based tasks for fostering the speech activity of primary school pupils (Syllabus of Educational Component 24 "Methodology of Teaching the Ukrainian Language," 2025).

The educational component "Modern Ukrainian Language with Practicum" provides the fundamental linguistic training of future primary school teachers. Its content is aimed at developing a high level of language competence, mastery of the norms of the contemporary Ukrainian literary language, and the ability to apply linguistic knowledge in the educational process. The completion of practice-oriented tasks, the analysis of linguistic cases, text editing, the creation of original didactic materials, and the use of digital language resources contribute to the development of professional speech, critical

thinking, and methodological readiness to teach the Ukrainian language to primary school pupils (Syllabus of Educational Component 13 "Modern Ukrainian Language with Practicum," 2025).

The design-projective component reflects the ability of future primary school teachers to organize the educational process based on the principles of competency-based learning, instructional design, and educational innovation. A distinctive feature of this component is the transition from the reproductive use of ready-made methodological materials to the creative pedagogical design of an educational environment in which the future teacher acts as the designer of individualized, interactive, and learner-centred instruction. An important method for developing this component is project-based learning, which involves students creating their own methodological products. Digital tools, including LearningApps, Wordwall, Canva, Genially and Padlet, have particular potential for developing design skills, as they enable the creation of interactive exercises, the visualization of educational content, the organization of collaborative work among pupils, and the diversification of the educational process. A promising direction is the use of generative artificial intelligence technologies as a tool for instructional design. Future teachers may use AI capabilities to create differentiated tasks based on texts, adapt learning materials to learners' levels of preparedness, develop creative exercises, and design individualized learning pathways. At the same time, an important component of professional training is the development of a critical attitude toward AI-generated outputs, their pedagogical evaluation, and adherence to the principles of academic integrity.

The communicative-facilitative component determines the ability of future primary school teachers to organize productive subject-to-subject interaction among all participants in the educational process, ensure pedagogical partnership, support educational dialogue, and create conditions for pupils' active communicative engagement. As practice demonstrates, within the context of the New Ukrainian School, the primary school teacher performs the role of a facilitator of learning interaction who creates conditions for collaboration, supports the individual development of each child, and organizes the educational process on the principles of partnership pedagogy. Therefore, the development of the communicative-facilitative component involves fostering the future teacher's ability to act as a dialogue moderator, a coordinator of group work, and an organizer of collaborative knowledge construction.

Interactive teaching methods are effective means of enabling future teachers to acquire experience in organizing communicative interaction. In particular, during practical classes, it is advisable to use such methods as: "Circle of Ideas" – promotes the ability to organize collective discussion and take into account different viewpoints of participants in the educational process; "Microphone" – is used to develop the skills of concise, well-reasoned expression, which is important for fostering the culture of pedagogical dialogue; the "PRESS" Method – contributes to the development of the ability to justify one's own position and construct logical statements; debates – facilitate the development of critical thinking, the ability to listen to interlocutors, and the ability to conduct constructive discussion.

An important method for developing this component is the "Aquarium" technique, which involves observing and analysing a simulated pedagogical situation. For example, a group of students demonstrates a fragment of a literary reading lesson based on a particular literary work using the methods of "reading discussion," "open-ended questions" and "dialogue with the text". The other students analyse the teacher's pedagogical position, the level of pupil engagement, the nature of the questions posed, and the methods used to support learning motivation.

During their teaching practice at school, higher education students have the opportunity to apply the communicative-facilitative skills they have acquired by conducting interactive lesson fragments, organizing pupils' group work, applying collaborative learning technologies, analysing their own pedagogical interaction, and receiving feedback from mentor teachers.

The reflective-prognostic component ensures the professional self-improvement of future primary school teachers and promotes the development of their ability to critically reflect on their own pedagogical activity, predict learning outcomes, and pursue continuous professional development. This component integrates reflective, analytical, and prognostic skills that enable future teachers to objectively evaluate the effectiveness of their own methodological decisions, conduct self-analysis of their professional achievements, identify directions for improvement, and design an individual trajectory of professional growth. F. Korthagen regards professional reflection as a key mechanism of teachers' professional development, ensuring awareness of one's own experience, the improvement of pedagogical activity, and the development of professional competence (Korthagen, F. A. J., 2017, pp. 387–405).

Important forms of work include reflective workshops, pedagogical coaching, peer assessment, professional consultations, electronic portfolios, and individualized professional development pathways. One of the most effective methods is the reflective journal, in which students systematically analyse the results of the lessons they have conducted, identify their professional achievements, difficulties encountered, and ways to overcome them. For example, after conducting a fragment of a Ukrainian language lesson, a student performs a self-analysis according to the following criteria: the correspondence of learning objectives to expected outcomes, the effectiveness of the interactive methods used, the level of pupils' learning activity, the quality of pedagogical communication, the effectiveness of formative assessment, and possibilities for improving the developed methodological scenario.

It is also advisable to use the video reflection method, which involves recording and subsequently analysing fragments of conducted lessons. Reviewing the video recording enables students to objectively evaluate their own style of pedagogical interaction, speech culture, the effectiveness of facilitating educational dialogue, the organization of group work, and the extent to which the intended educational objectives have been achieved.

An important role is also played by the electronic professional portfolio, in which future teachers accumulate their original methodological developments, interactive lesson scenarios, digital didactic materials, the results of teaching practice, certificates of participation in training sessions, webinars, scientific conferences, and professional skills competitions.

Analysing the content of the portfolio makes it possible to monitor the dynamics of professional development, assess the level of development of interactive-methodological competence, and identify promising directions for its further improvement.

The application of SWOT analysis to professional activity is also appropriate, as it enables future teachers to comprehensively assess their readiness to implement interactive learning. For example, students identify the strengths of their methodological preparation (mastery of interactive technologies, digital tools, and facilitation skills), identify difficulties (insufficient experience in differentiating instruction or organizing educational dialogue), outline opportunities for professional development (participation in training sessions, research activities, and international educational projects), and forecast potential risks associated with the implementation of innovative methodologies.

Thus, the proposed structure of ***interactive-methodological competence*** reflects a holistic process of the professional development of future primary school teachers, in which value orientations, methodological knowledge, design skills, communicative interaction, digital readiness, and reflective activity are interconnected. The implementation of the outlined components in the process of professional training ensures the integration of the theoretical, practical, and innovative dimensions of teacher education, promotes the future teacher's ability to design a competency-based educational environment, effectively organize interactive learning, and respond flexibly to the challenges of the digital transformation of education.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

The conducted study confirmed that the effectiveness of developing the interactive-methodological competence of future primary school teachers is determined not by the use of individual teaching methods or technologies but by their systematic integration into a holistic process of professional training. The proposed structure of this competence reflects contemporary requirements for the professional activity of primary school teachers and provides a methodological foundation for designing the educational process aimed at developing learners' linguistic and communicative, reading, and digital competencies in accordance with the requirements of the New Ukrainian School.

Prospects for further research are seen in substantiating the pedagogical conditions, developing a structural-functional model and methodology for forming the interactive-methodological competence of future primary school teachers in the process of studying the disciplines of the language and literary educational field, as well as experimentally verifying their effectiveness.

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Received: *08.08.2026*
Accepted: *23.08.2026*
Published: *15.09.2026*