



## Chapter III. THEORETICAL-METHODICAL FUNDAMENTALS OF PROFESSIONAL TRAINING OF FUTURE TEACHERS

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### МЕТОДОЛОГІЧНІ ПІДХОДИ В ПІДГОТОВЦІ МАЙБУТНІХ ПЕДАГОГІВ ДО ПРОФЕСІЙНОЇ ДІЯЛЬНОСТІ

**Анотація.** Статтю присвячено аналізу методологічних концептів підготовки майбутніх педагогів до професійної діяльності. Особливу увагу зосереджено на тому, що вдосконалення професійної підготовки майбутніх педагогів до виховання дітей дошкільного віку пов'язано з налагодженням тих освітніх взаємин, які передбачають реалізацію методологічних підходів в освітньому процесі закладу вищої освіти, єдність форм, методів та засобів творчого й духовного розвитку майбутніх педагогів, що пов'язано з втіленням культурно-освітньої місії ЗВО. Наголошено, що в основу методологічних підходів покладено систему ціннісного ставлення до професійної підготовки майбутніх фахівців, формування поваги до соціального оточення, самого себе.

З'ясовано, що зміст поняття «методологічний підхід» учені трактують як сукупність відповідних підходів, прийомів (способів) теоретичного пізнання практичної діяльності, які базуються на положеннях конкретної теорії, визначають пошукові напрями предмета дослідження, сприяють досягненню мети. Уточнено, що окреслені методологічні підходи (особистісно орієнтований, аксіологічний, діяльнісний, компетентнісний) є науковою основою формування професійної компетентності майбутнього педагога. Наголошено, що за таких умов посилюється спрямованість освітнього процесу закладу вищої освіти на підготовку здобувачів освіти, що активізує оволодіння студентами відповідними фаховими знаннями з педагогіки, психології загальної, формування відповідних умінь, навичок, ключових компетентностей, спрямованих на вияв готовності майбутніх фахівців до формування художньо-конструктивної діяльності дітей. В означеній професійній підготовці варто враховували, що окреслені нами методологічні підходи сприяють формуванню ціннісних орієнтирів здобувачів освіти на основі національних, загальнолюдських, етноестетичних цінностей, це слугує опанування дітьми національних символів, традицій, забезпечує умови задля особистісного самовираження суб'єкта освіти, задовольняє природну потребу особистості в напрямі самореалізації, утвердженні власного «Я», активізуючи індивідуальні природні здібності, нахили.

**Ключові слова:** професійна підготовка майбутніх вихователів, компетентнісний підхід, аксіологічний підхід, особистісно орієнтований підхід, діяльнісний підхід, здобувачі освіти.

### METHODOLOGICAL APPROACHES IN THE PREPARATION OF FUTURE TEACHERS FOR PROFESSIONAL ACTIVITIES

**Abstract.** The article is devoted to the analysis of methodological concepts of training future teachers for professional activity. Particular attention is focused on the fact that the improvement of the professional training of future teachers for the



education of preschool children is connected with the establishment of those educational relationships that provide for the implementation of methodological approaches in the educational process of a higher education institution, the unity of forms, methods and means of creative and spiritual development of future teachers, which is connected with the implementation of the cultural and educational mission of the Higher Education Institution. It is emphasized that the basis of methodological approaches is a system of values related to the professional training of future specialists, the formation of respect for the social environment and oneself.

It was found that scientists interpret the meaning of the concept of "methodological approach" as a set of appropriate approaches, methods (methods) of theoretical knowledge of practical activity, which are based on the provisions of a specific theory, determine the search directions of the subject of research, contribute to the achievement of the goal. It is specified that the methodological approaches outlined by us (personally-oriented, axiological, activity-based, competence-based) are the scientific basis for the formation of the professional competence of the future teacher.

It is emphasized that the focus of the educational process of the institution of higher education on the preparation of education seekers is strengthened with the outlined competencies, which activates students' acquisition of relevant professional knowledge in pedagogy, general psychology, the formation of relevant abilities, skills, and key competencies aimed at demonstrating the readiness of future specialists to form artistically - children's constructive activities. In the mentioned professional training, it should be taken into account that the methodological approaches outlined by us contribute to the formation of value orientations of education seekers on the basis of national, universal, ethno-aesthetic values, since it is basically aimed at children's mastering of national symbols and traditions, provides conditions for the personal self-expression of the subject of education, satisfies the natural need of the individual in the direction of self-realization, affirmation of one's own "I", activating individual natural abilities and inclinations.

**Keywords:** professional training of future educators, competence approach, axiological approach, person-oriented approach, activity approach, education seekers.

## INTRODUCTION

**The problem formulation.** Improving the professional training of future educators to work with children requires the establishment of educational relationships, which involve the recognition of the student of education as a self-sufficient individual who strives to achieve success through his own creative professional activity. A considerable role is assigned to the professional competence of future teachers in the direction of applying methodological approaches. The activity of a teacher educator is impossible without mastering the basic professional competences. They are formed in the process of assimilating the content of educational components, which involve the formation of readiness for the development of creativity in children as a basic personality quality); use of the latest educational technologies in the educational process of the educational institution.

The transformation of the modern educational process of the institution of higher education, which takes place during the period of extremely complex historical events, is characterized by a special valuable, national-cultural, spiritual affirmation of the individual. Relying on methodological approaches in the professional training of future educators to work with children of preschool age requires the formation of appropriate value orientations, knowledge, abilities and skills in those seeking education.

The determination of methodological approaches for the professional training of future teachers of preschool education institutions is conditioned by the need to substantiate new approaches to the content, forms, methods and techniques, principles of formation of the readiness of education seekers in the specified direction.

**Analysis of recent research and publications.** The problems of professional training of future teachers (masters, bachelors) were investigated in the works of L. Artemova, H. Belenka, O. Boginich, A. Bogush, N. Gavrish, S. Gavrilyuk, I. Dychkivska, O. Dubaseniuk, O. Yemchyk, O. Yankovich and others. They analyzed the specifics, content and essence of the future professional activity of teachers of preschool education institutions. The peculiarities of the application of methodological approaches in the professional training of education seekers were studied by domestic and foreign researchers, the methodology was characterized through the prism of the principles of the organization of certain activities. In particular, scientists interpret the concept of «methodological approach» as a set of appropriate approaches, methods (methods) of theoretical knowledge of practical activity, which are based on the provisions of a specific theory, determine the search directions of the subject of research, and contribute to the achievement of the goal.

Psychological-pedagogical features of the implementation of a personally oriented approach for quality training of future teachers in institutions of higher pedagogical education are highlighted in the scientific work of A. Avdeeva, I. Bekha, V. Molyako, N. Kuzminska, O. Oleksyuk, O. Pehota, V. Semichenko, etc. . The results of the analysis of scientific and pedagogical research lead to the conclusion that the issue of the application of the personal-activity approach in the educational process of a higher education institution was raised in the works of A. Alekseev, O. Vishnevskiy, M. Horlach, L. Kalinina, O. Kokun, O. Masalova, O. Pyskun, V. Chayki, N. Yaksy and others. For the professional training of future teachers, we will focus on competency-based, person-oriented, axiological, activity approaches.

**THE AIM AND RESEARCH TASKS** – analyze and justify methodological approaches in training future teachers for professional activity.

**RESEARCH METHODS:** find out the meaning of the concept of "methodological approach"; outline the methodological approaches (personally oriented, axiological, activity-based, competence-based), which are the scientific basis of the formation of the professional competence of the future teacher.



## RESEARCH RESULTS

The activity of a modern teacher of higher education institutions should be focused on the implementation of a competency-based approach to quality training of future teachers, which involves taking into account the personal, professional component of the future specialist, including theoretical, practical, and psychological training. Therefore, the professional competence of the future educator is a complex integrative formation of the personality, its structure includes knowledge, abilities and skills, the quality of which is formed in the presence of proper motivation, the acquisition of professional experience and a valuable attitude to activity.

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The application of the competence approach in the training of future educators is characterized by different positions of scientists in the direction of the researched problem. We consider the professional competence of a special education teacher to be an integrative personal education based on the assimilation of theoretical knowledge, practical skills, professional and personal qualities and experience, which determine the readiness to perform pedagogical activities, ensure a high level of professional self-organization. We characterize the competency-based approach as a significant factor in the quality training of future preschool educators as highly qualified, proactive, creative, competitive, capable of professional growth and self-development (Boryn, 2014, p. 43). The implementation of the competence approach in the educational space of the institution of higher education contributes to the formation of the individual style of professional behavior of future teachers, the development of pedagogical skills, the mastery of innovative methods for the formation of artistic-constructive and artistic-creative activities of preschoolers.

Competence is usually considered a specific personal characteristic. It covers a system of interconnected knowledge, abilities and skills, the formation of relevant professional experience. The professional competence of the teacher serves as a kind of response to the emergence of problematic situations in education. Competence in training is correlated with an integrated result, the essence of which is to shift the emphasis from the accumulation of knowledge, abilities and skills in the direction of forming the ability of the future specialist to act, applying positive professional experience in a specific field. As an integrative formation of the personality, competence functions in different forms: the result of personal self-realization, a factor of further self-development, professional improvement of the personality; form of functioning of knowledge, abilities, skills; complex integrative psychological education, a method of maximum demand for personal professional potential.

The professional competence of a teacher is characterized by a complex of knowledge and skills acquired in the process of educational activity. They enable individuals to identify and evaluate their own professional capabilities in various contexts of professional issues. The results of the analysis of scientific and pedagogical literature show that competence is usually characterized in the context of a specific activity, since it is formed by a permanent process of mastering professional skills and abilities. The professional competence of a teacher presupposes the formation of specific personal and professional qualities, the totality of which characterizes the degree of readiness of a specialist to qualitatively perform professional tasks in accordance with the professional competencies formed during professional training.

Let's highlight the components of the professional competence of a preschool teacher: theoretical knowledge about the peculiarities of the mental development of preschoolers; forms of organization of children's educational activities in preschool; psychological and physiological features of pupils; functions of the learning process; didactic principles and principles of partnership; pedagogy of cooperation. Knowledge-tools are important, which include knowledge of professional methods for organizing educational activities with preschoolers, forms of organizing educational activities in a preschool education institution, methods of activating children's cognitive activity; innovative educational technologies; knowledge-values: knowledge about the personal-activity paradigm of education, the values of the teacher's profession; knowledge of the basics of pedagogical ethics, moral incentives for activity, etc.

The professional competence of the future teacher is a conditional guideline for his immediate development in the direction of formation of readiness for pedagogical activity. We characterize such definitions as «professional preparation», «professional competence» as a complex integrative personal characteristic of a graduate of a higher pedagogical education institution, mutually determined by professional categories. The implementation of such



an approach involves the readiness of the future educator of a preschool education institution to competently apply professional methods, orientation in the psychological and pedagogical theory and practice of preschool education. A competent teacher, knowledgeable in his field, has the appropriate knowledge, abilities, and experience, which together make it possible to act reasonably and professionally in a specific educational situation. The competence of the future specialist in the field of preschool education includes personal, cognitive, activity, motivational, moral and ethical, social behavioral components. In the context of forming the readiness of future teachers for the formation of artistic and constructive activities of preschoolers, the implementation of the competence approach consists in the ability of future teachers at the appropriate scientific and pedagogical level to analyze the constructive structure of products that will be made by children, to master the methods of their creation based on the use of various materials; to have the skills to exercise appropriate psychological and pedagogical influence on pupils in the specified aspect.

The results of the analysis of the scientific work of scientists allow us to interpret the person-oriented and personal approaches as identical. A personal approach consists in creating an appropriate educational space, in the presence of which a person will be able to choose paths, means of self-development, and realize professional experience. It should be noted that personality is considered a psychological neoplasm, since it is formed as a result of appropriate activity through the subjectivity of social relations, is an internally indivisible individuality, integral, unique, unrepeatable, characterized by activity, the factors of which are needs, values. At the same time, in the professional training of future educators, we see a personal approach in the conscious value attitude of the teacher towards the child. We take into account that the student of education is responsible for his own development, formation of self-awareness, manages the desire for self-expression and development of the range of his own capabilities.

The purpose of person-oriented education is to ensure conditions for the proper organization of the educational process. Let's analyze them in more detail: the educational process of a higher education institution should be coordinated with the existing experience of students, scientifically based content of knowledge and skills that they will acquire; the selection of educational material should ensure the manifestation of prior learning experience, the objective experience of the student; the scientific-pedagogical orientation of the presentation of knowledge by a teacher of a higher education institution should provide for the transformation of the subjective experience acquired by each student of education.

A person's ability to act is a complex process and consequence at the same time; an undeniable means of development. Activity theory, according to V. Chaika, needs increased attention to the formation of internal activity of students, taking into account their personal (Chaika, 2007, p. 25). During the «information explosion» it is impossible to learn all the necessary knowledge. It is the active approach that will encourage students to independently select information that is relevant today.

We consider the activity approach to be a fundamental principle, which considers the leading mechanisms of the formation of the personality of the student of education by designing, organizing the creative process of activity, and its construction. We will analyze the peculiarities of the implementation of the activity approach for the proper organization of professional training of students for the formation of artistic and constructive activities of preschool children.

The methodology of the activity approach is widely used in the research of scientists, which relate to the specifics of the professional training of future teachers. At the current stage, when a person is faced with the need to respond to the demands of society, he needs to be realized in the personal and professional spheres of his life. Characterizing the essential aspects of the implementation of the activity approach in institutions of higher pedagogical education, V. Chaika emphasizes the contradictions inherent in higher education:

1) the forms of organization of educational activities in a higher education institution do not always correspond to the forms or conditions of future professional activity;

2) mastery of professional activity is not always provided with means of educational activity within sufficient limits;

3) the functional links of the structure of educational and professional activity are the same (goal, task, motive, needs, means, actions, result), but the content of educational links is different (Chaika, 2007, p. 23).

Our active approach is aimed at forming the future teacher's ability to flexibly and creatively apply knowledge and skills in practical activities; the desire to find new effective ways of operating in changing unpredictable conditions. This approach encourages students to permanently update their knowledge independently, to independently search for rational methods of pedagogical activity.

The axiological approach in the training of future specialists to the formation of artistic and constructive activities of preschoolers was used in order to form a conscious attitude of students to the acquisition of their own artistic and constructive skills; adaptation of the value system of future preschool professionals to the hierarchy of society's values on the basis of humanism, aesthetic values, values of creativity, child-centrism. The future professional activity of students in a preschool education institution will take place precisely within the limits of these values. In the mentioned professional training, it was taken into account that artistic and constructive activity contributes to the formation of value orientations of education seekers on the basis of national, universal, ethno-aesthetic values, since it is basically aimed at mastering national symbols and traditions by preschoolers, provides conditions for the personal self-expression of the subject of education, satisfies the natural need of the individual in the direction of self-realization, affirmation of one's own «I», activating individual natural abilities, inclinations (Matishak, Marchiy-Dmytrash, 2022 p. 104). Therefore, the construction of the educational process in an educational institution based on the axiological approach contributes



to the formation of a free, spiritually developed, goal-oriented personality, which is capable of self-realization in social, professional, creative spheres of life.

The period of modern, extremely complex historical events is characterized by a special value, national-cultural, legal affirmation of statehood. This requires improving the professional training of students in sync with the tasks of rebuilding Ukrainian society in order to strengthen the foundations of the spiritual culture of the nation as a whole. At the core of the directions for improving the preparation of students to work with preschool children is the formation of the aspirations of those seeking education to establish high-quality valuable educational relationships by implementing a strategy of recognizing the future specialist of the preschool profile as a self-sufficient individual who strives to achieve success in his own professional activity, is capable of self-respect and deserves multifaceted support in the process of studying at higher education institutions.

This requires the application of a student-centered paradigm in the organization of the educational process, which involves the use of such teaching methods and techniques that encourage future teachers to actively cooperate.

### CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

The methodological approaches outlined by us (person-oriented, axiological, activity-based, competence-based) are the scientific basis for the formation of the professional competence of the future teacher.

In accordance with the outlined competences, the focus of the educational process of the institution of higher education on the preparation of education seekers is strengthened, which activates students' mastery of relevant professional knowledge in pedagogy, general psychology, the formation of relevant abilities, skills, and key competences aimed at demonstrating the readiness of future specialists for the formation of artistic and constructive activities children. The professional training of future specialists of the preschool profile for the formation of artistic and constructive activities of preschoolers needs to take into account the fact that a child of preschool age needs subject-practical activities and trustful communication for full-fledged development. This requires a well-thought-out organization, systematicity, professionalism, initiative, and creativity from the preschool teacher.

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