



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

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СУЧАСНИЙ СТАН ПРОФЕСІЙНОЇ ПІДГОТОВКИ МАЙБУТНІХ МАГІСТРІВ ПОЧАТКОВОЇ ОСВІТИ У ЗАКЛАДАХ ВИЩОЇ ОСВІТИ УКРАЇНИ

Анотація. У статті висвітлено проблему професійної підготовки майбутніх магістрів початкової освіти у закладах вищої освіти України, актуальність якої зумовлена низкою важливих чинників. Професійна підготовка майбутніх магістрів початкової освіти є ключовим процесом, який забезпечує підготовку висококваліфікованих педагогів, здатних відповідати на сучасні виклики освітнього середовища. У дослідженні наголошено на важливості вибору ефективних методів навчання, інтеграції інноваційних освітніх ресурсів, модернізації навчальних програм і пріоритетності педагогічної практики як основних компонентів підготовки вчителів. Вибір педагогічних методів має відповідати принципам особистісно орієнтованого підходу, сприяти розвитку креативності, критичного мислення та активної участі майбутніх педагогів.

Інтеграція цифрових технологій та освітніх інструментів, таких як системи управління навчанням, інтерактивне програмне забезпечення та платформи для онлайн-оцінювання, визначається як ключовий елемент підвищення ефективності освітнього процесу. Ці ресурси дозволяють майбутнім педагогам опанувати навички, необхідні для створення інклюзивного та динамічного освітнього середовища, яке врахує різноманітні потреби здобувачів освіти. Модернізація навчальних програм є необхідною для забезпечення їх відповідності сучасним педагогічним, психологічним та технологічним досягненням. Оновлення програм сприяє міждисциплінарному навчанню, інноваційним педагогічним стратегіям та відповідності глобальним освітнім стандартам.

Доведено, що педагогічна практика є основою професійної підготовки, яка з'єднує теоретичні знання з практичним застосуванням. Вона дозволяє майбутнім педагогам розвивати важливі навички, такі як управління класом і планування уроків, а також формує адаптивність і здатність до розв'язання проблем. Завдяки практичному досвіду в різноманітних освітніх умовах майбутні магістри початкової освіти краще підготовлені до викликів сучасної початкової школи.

У дослідженні підкреслюється необхідність комплексного і збалансованого підходу до підготовки майбутніх магістрів початкової освіти, що забезпечує їхню готовність надихати та підтримувати молодших школярів у стрімко змінюваному освітньому середовищі.

Ключові слова: професійна підготовка, початкова освіта, майбутні магістри, заклади вищої освіти, молодші школярі.

PROFESSIONAL TRAINING OF FUTURE MASTERS OF PRIMARY EDUCATION IN HIGHER EDUCATION INSTITUTIONS OF UKRAINE: CURRENT EXPERIENCE

Abstract. The professional training of future Masters of Primary Education is a critical process that ensures the preparation of highly qualified educators capable of addressing the evolving demands of modern classrooms. The article emphasizes the importance of selecting effective teaching methods, integrating innovative educational resources, modernizing curricula, and prioritizing teaching practice as essential components of teacher training. The selection of pedagogical methods must align with learner-centered principles, fostering creativity, critical thinking, and active participation among future educators.

The integration of digital technologies and educational tools, such as learning management systems, interactive teaching software, and online assessment platforms, is highlighted as a pivotal element in enhancing the training process. Such resources equip educators with the technological proficiency required to create inclusive and dynamic learning environments that cater to diverse student needs. Additionally, the modernization of educational programs is essential to ensure that curricula remain relevant to current pedagogical, psychological, and technological advancements. The researchers prove that updated programs promote interdisciplinary learning, innovative teaching strategies, and adherence to global educational standards.

The paper highlights teaching practice serves as the foundation of professional training, bridging the gap between theoretical knowledge and real-world application. It allows future educators to develop essential skills, such as classroom management and lesson planning, while fostering adaptability and problem-solving abilities. By gaining hands-on experience



in diverse classroom settings, future Masters of Primary Education are better prepared to address the complexities of primary education.

This research underscores the need for a comprehensive and balanced approach to teacher training, ensuring that future educators are equipped to inspire and guide young learners in a rapidly changing educational landscape.

Keywords: professional training, primary education, future masters, higher education institutions, primary school learners.

INTRODUCTION

The problem formulation. The formulation of the problem regarding the current state of professional training for future master's degree students in primary education at higher education institutions in Ukraine stems from the increasing demands on the quality of teacher preparation in response to contemporary educational challenges. The implementation of the New Ukrainian School (NUS) reform requires future educators to be equipped with advanced pedagogical skills, innovative teaching methodologies, and the ability to address the diverse needs of students in primary school. However, the current state of professional training programs reveals certain inconsistencies with these requirements, highlighting gaps in curriculum structure, methodological support, and practical training opportunities. One of the central issues lies in the alignment of educational programs with global and European standards, as Ukraine continues its integration into the international educational community. Furthermore, the rapid digitalization of education has exposed a lack of sufficient emphasis on developing digital competencies among future teachers. This deficiency limits their ability to effectively use technology to enhance the teaching and learning process. The socio-political context, marked by war and economic instability, further complicates the training of future educators. Many educational institutions face challenges in adapting their programs to prepare teachers to work with children affected by trauma, displacement, or special educational needs. Additionally, there is an insufficient focus on fostering research competencies, which are essential for modern educators seeking to contribute to the advancement of teaching practices.

Thus, the problem is multifaceted, involving the need to modernize educational programs, ensure compliance with international standards, integrate digital tools, and prepare future educators to address the unique social and psychological needs of students. These challenges underscore the critical importance of rethinking and enhancing the professional training of master's degree students in primary education in Ukraine.

Analysis of recent research and publications. The issue of professional training for future master's students is addressed by researchers, educators, and practitioners in the fields of pedagogy, psychology, and specific specialties. Key areas of research include the development of educational programs, teaching methods, the implementation of a competency-based approach, the use of digital technologies, and the analysis of labor market needs. In Ukraine, this topic is actively studied by scholars at pedagogical universities, including Vasyl Stefanyk Precarpathian national university, as well as specialized departments of other universities. Among prominent Ukrainian researchers in this field are I. Bekh, V. Bezpalko, T. Blyznyuk, O. Dubaseniuk, T. Kachak, M. Kaminska, V. Kremen, N. Naumenko, N. Nychkalo, N. Pobirchenko, O. Tsiuniak, and others, who explore aspects of professional training, the competency-based approach, and educational innovations.

THE AIM AND RESEARCH TASKS

Within the research we aim to study the current state of professional training of future masters of primary education in higher education institutions of Ukraine and outline components which impact the efficiency of this process.

RESEARCH METHODS

Using the tools of theoretical research methods, we analyse the problem of speech development of younger schoolchildren with the help of linguistic and literary means and ICT. By updating the empirical research methods, we systematise and summarise the results of the problem research, and offer methodological models for its solution.

RESEARCH RESULTS

The current stage of development of Ukrainian society is marked by significant transformations in all areas of human activity. The processes of European integration shape the directions of reform in the socio-economic, political, and educational spheres. In Ukraine, professional training of future masters of primary education is regulated by a number of state documents that define the standards, goals, and means of ensuring the quality of higher education for this specialization. It is worth mentioning the Law of Ukraine «On Education» which outlines general principles of the education system, including the provision of high-quality education and the implementation of a competency-based approach; the Law of Ukraine «On Higher Education» which regulates the organization of the educational process, emphasizing quality assurance in higher education and its harmonization with international standards; the National Qualifications Framework establishes qualification levels, competencies, and learning outcomes for each educational level, including the master's degree; the Strategy for the Development of Higher Education in Ukraine for 2022–2032 which highlights the need to modernize the system of master's training in accordance with the needs of society and the economy, integration with the European educational space, and the implementation of innovative technologies in the educational process; State Standard of Higher Education for the specialty 013 «Primary Education» (educational level «Master») which regulates the requirements for learning outcomes, competencies and content of the educational program for the preparation of masters in primary education; the «New Ukrainian School» that concept establishes strategic directions for reforming primary education, increasing the requirements for the professional training of teachers who will work in primary schools.



These and other documents provide a regulatory framework for the formation of educational programs focused on training highly qualified teachers for primary schools that meet the needs of modern society and educational reform.

The organization of the pedagogical process for the professional training of future master's students is based on various approaches that ensure effective learning, development of professional competencies, and preparation for practical activities. The main approaches include are presented in the diagram (see Fig.1).

To specify the objectives of each approach presented in Figure 1, it is important to note that Competency-Based Approach focuses on developing a system of knowledge, skills, and abilities that enable students to solve professional tasks. It emphasizes the development of general and professional competencies, critical thinking, communication skills, and teamwork abilities.

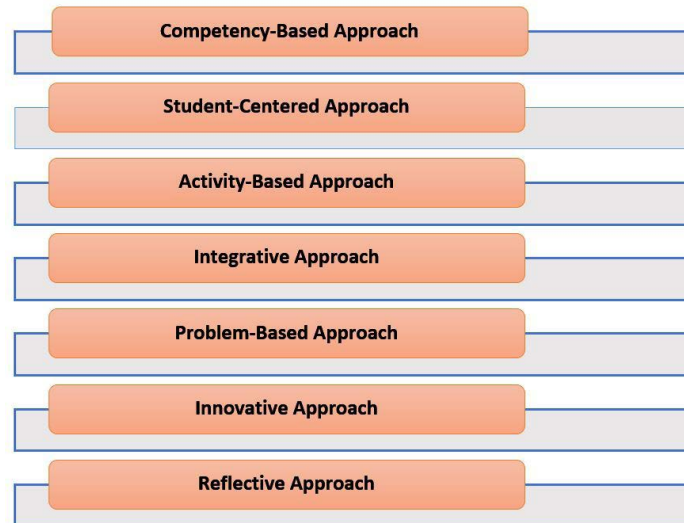


Figure 1. Approaches that ensure effective learning

Student-Centered Approach ensures individualized learning by considering the personal needs, interests, and prior knowledge of students. Special attention is given to fostering independence, creativity, and professional motivation. Activity-Based Approach aims at active student participation in practical activities and applying knowledge in real-world contexts. Methods include learning through practice, project-based activities, role-playing, and internships. Integrative Approach combines knowledge from different fields to provide a holistic understanding of future professional activities. For example, master's programs integrate pedagogical, psychological, and subject-specific knowledge. Problem-Based Approach involves solving professionally oriented problems and situations. This develops analytical skills, decision-making abilities, and the capacity to apply interdisciplinary knowledge. Innovative Approach involves the use of modern teaching technologies such as online learning, interactive platforms, digital tools and other multimedia resources. This enhances the effectiveness of the learning process and adapts it to contemporary challenges. Reflective Approach focuses on students' analysis of their own learning and professional experiences. It promotes self-assessment, self-development, and the ability to adapt to new conditions.

According to the State Professional Standard for primary school teachers (<https://mon.gov.ua/news/zatverdzheno-profstandart-vchitelya-pochatkovikh-klasiv-vchitelya-zakladu-zagalnoi-serednoi-osviti-i-vchitelya-z-pochatkovoi-osviti>), regular use of the listed approaches ensures the development of professional competencies of a would-be teacher, as civic, social, cultural, leadership and entrepreneurial general competences formed in the process of professional training, as well as linguistic and communicative, subject-methodical, informational and digital, psychological, emotional and ethical, inclusive, health-preserving, design, prognostic, organizational, evaluative and analytical, innovative, reflective professional competences, as well as pedagogical partnership and life long learning.

The effectiveness of professional training for future master's students largely depends on the teaching methods as well. The use of the appropriate ones engages students actively in the process of acquiring knowledge, developing skills, and forming professional competencies.

As noted by Vasylykiv I. «in the process of training a primary school teacher, it is advisable to use the following methods: conducting interactive problem lectures, namely, using the «question-answer» method throughout the lecture; conducting short presentations prepared by students that would reveal one of the questions posed in this topic, etc.; implementing such forms of work during practical classes as a «round table», «workshop», where students solve important problems of the specialty during the discussion based on their own independent work; conducting debates, discussions, analysis of pedagogical situations, video fragments of lessons; using role-playing and business games, case methods, «brainstorming» in the educational process of higher education, which contribute to the development of activity, creativity, and teacher creativity; conducting seminars, workshops, master classes, training sessions that contribute to the formation of professional competence of a future primary school teacher» (Vasylykiv, 2022).



Interactive learning methods, as mentioned researchers T. Blyznyuk and T. Kachak, «best correspond to person-oriented and activity-based approaches, because they are based on the realization of the cognitive interests and needs of the individual, his/her acquisition of practical skills and abilities during role-playing games and modeling of various life situations. They provide space for the student's self-realization in learning and displaying creative potential, contribute to the implementation of the competence-based approach, which is key in the New Ukrainian School» (Blyznyuk & Kachak, 2024).

Other effective teaching methods which are worth noting are as follows (see Fig.2). These methods create a multifaceted learning environment where theoretical knowledge is combined with practical experience, helping to develop a competitive professional.

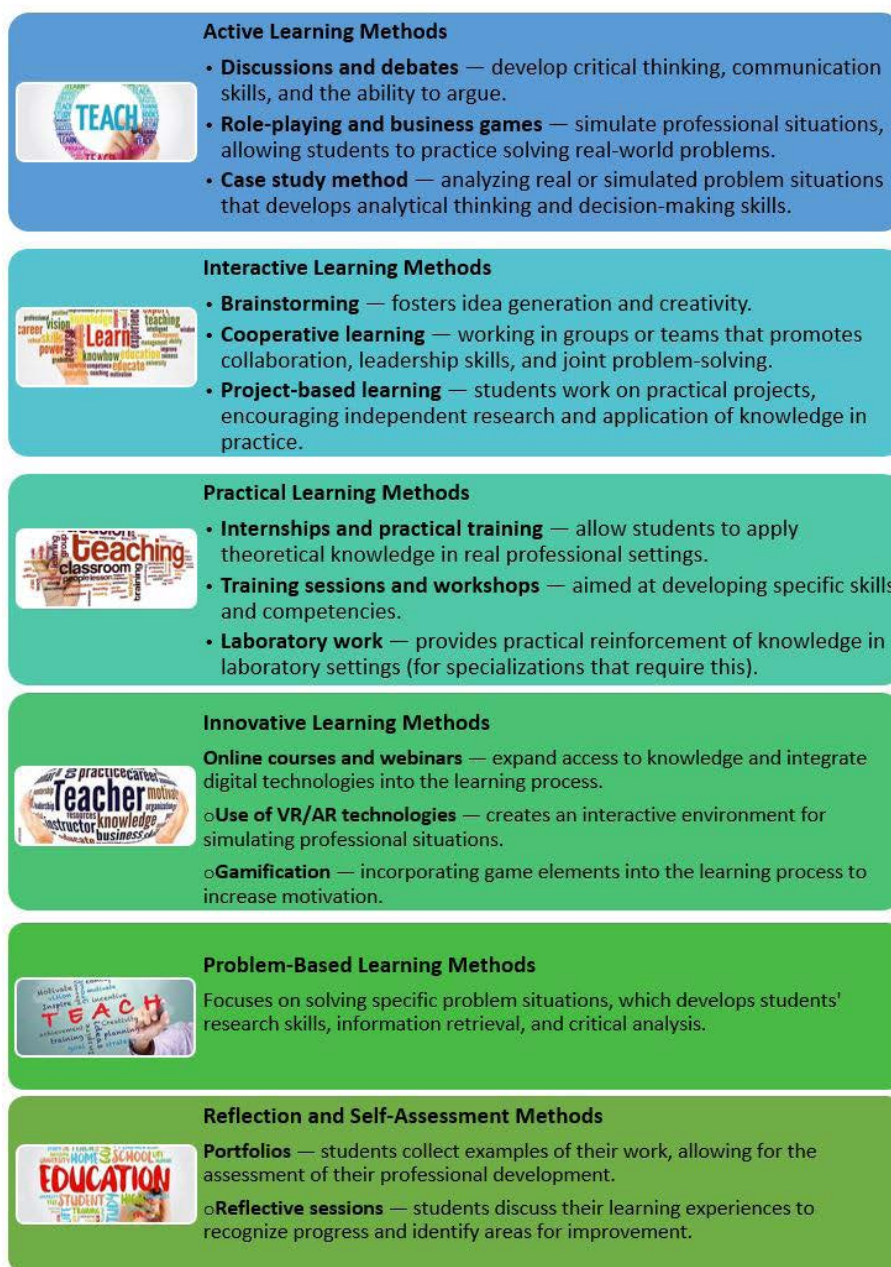


Figure 1. Teaching methods that ensure effective learning

To deeply study the real state of future primary school teachers' training for the organization of interactive interaction with students, it is relevant to consider the educational means and resources, available for the students, namely textbooks and manuals that are actively used by teachers of higher education institutions in the process of masters' professional training. This problem was studied by the researcher of Berdyansk State Pedagogical University, Petryk Ch., who performed a detailed analysis of the resource base for the students' training in the specialty 013 «Primary Education». She outlined advantages and probability of its use in higher education institutions of Ukraine in the context



of the modernization of the global educational space and concluded the need to update materials. This will ensure the formation of appropriate readiness of future primary school teachers for organising more practice-oriented tasks that would contribute to the better formation of their skills to create a comfortable educational environment in primary school (Petryk, 2022). These methods create a multifaceted learning environment where theoretical knowledge is combined with practical experience, helping to develop a competitive professional.

Scientists mention that professional training of future Masters of Primary Education can be greatly enhanced by utilizing a variety of digital online resources. Learning Management Systems, such as Zoom, Moodle, Google Classroom, and Teams, serve as comprehensive platforms for organizing and delivering educational content (Chervinska, Khimchuk, 2021). They allow educators to design interactive courses, manage assignments, and facilitate online discussions.

For future Masters of Primary Education, these platforms provide valuable opportunities to engage with digital teaching methods and experience blended learning models. LMS tools also encourage collaboration among peers and provide real-time feedback from instructors, fostering an interactive and efficient learning environment.

Online Libraries and Academic Databases provide students with free access to academic research and teaching resources for their professional growth. Digital libraries like ERIC, JSTOR, and ProQuest offer a wealth of educational literature, including journal articles, research reports, and case studies that help future educators stay updated on the latest pedagogical trends. Additionally, national libraries, such as the Vernadsky National Library of Ukraine and Online Library of PNU provide specific educational materials and manuals to courses. These resources are invaluable for developing research skills, completing coursework, and understanding the theoretical underpinnings of effective teaching practices. Educational Resource Platforms such as Coursera, EdX, Prometheus, EdEra and NaUrok offer specialized courses that address various aspects of pedagogy, including classroom management, curriculum design, and child psychology. Future educators can enroll in courses created by renowned universities and experts, gaining certifications that enhance their credentials. Additionally, foreign platforms like Khan Academy and Teachers Pay Teachers provide a variety of lesson plans, worksheets, and instructional videos. These tools help teachers explore creative and interactive ways to engage young learners in primary education (however, basically in the English language).

Practical teaching skills can be developed through Digital Tools for Teaching Practice like Kahoot!, Nearpod, LearningApps, and Quizlet allow teachers to create interactive quizzes, polls, and presentations that make learning engaging for students. These digital tools are particularly useful for understanding how to integrate technology into traditional classroom settings (Blyznyiuk, 2021).

Simulations and VR tools provide immersive environments for practicing teaching skills. Platforms like GoLab allow future educators to interact with virtual students, helping them refine their classroom management and instructional techniques in a risk-free setting. Similarly, VR applications like ClassVR offer opportunities to explore how immersive technologies can enhance learning experiences. For example, teachers can use VR to take students on virtual field trips or explore interactive educational content that fosters curiosity and engagement. As assessment is a vital part of the teaching process, Digital Assessment Tools like Google Forms, Socrative, Kahoot and Edulastic offer innovative ways to create, distribute, and evaluate tests and assignments. These tools enable future educators to develop formative and summative assessments tailored to students' needs (Blyznyiuk, 2021). With features such as automated grading and analytics, these platforms help teachers identify areas where students may need additional support, ensuring a data-driven approach to education.

Another problem can be easier solved with Language and Literacy Tools as improving language and literacy skills is essential for both educators and students. Services like Grammarly and Turnitin help future teachers refine their academic writing and ensure originality in their work. For fostering literacy in the classroom, platforms like ReadTheory provide adaptive reading comprehension exercises. Language learning tools such as Duolingo can also be valuable for educators who wish to teach in multilingual environments or strengthen their foreign language skills to better communicate with diverse student populations.

These and numerous other resources collectively prepare future Masters of Primary Education to integrate technology effectively into their teaching while staying updated with modern pedagogical trends.

The specifics of the professional training of future Master's students in Primary Education are defined by the need for a comprehensive approach to developing not only deep theoretical knowledge but also practical skills that will be used in the modern primary school setting. Here it appears urgent to critically analyse and eventually modernize educational programs, address contemporary societal and professional challenges, and ensure high-quality education for primary school students in the context of current trends in the development of education in Ukraine.

In this context, scientist Tsuniak O. offers thorough analysis of the of academic courses provided by the Department of Primary Education of the Pedagogy Faculty of the Vasyl Stefanyk Precarpathian National University in terms of professional training of future masters of primary education for innovative activities (Tsuniak, 2020). In her research she comes to the conclusion, that properly selected courses, mandatory and elective (chosen by the higher education institution, and those of the student's free choice) as well as pedagogical skills and professionalism of the teacher largely contribute to high quality professional training of future masters of primary education, encourage the realization of the opportunities of master's students to acquire professional experience, form professionally significant views, beliefs, scientific thinking, promote self-realization, self-development and self-education, which are necessary for the formation of an unique personal image of the future primary school teacher (Tsuniak, 2020).



Currently, an important component of a future teachers' professional training, is pedagogical practice, which helps determine the degree of professional suitability. In recent years, there has been a tendency to increase its duration, draw attention to its organization and implementation, and raise awareness of its leading role in Master's students professional training. Taking into account the principle of continuity in education, it obvious that teaching practice starts far not in the final year of study. Since it begins with observing primary school lessons at the initial stage and deppens with organising and conducting classes with children in further years of educational process in the HEI.

Whereas Ukrainian experience of organizing teaching practice is well-known, it is relevant to mention some best practices from abroad. In universities of foreign countries, teachers' practical training of is an important component of professional training, aimed at developing professional competencies - pedagogical, psychological, socio-cultural, communicative, and more. For instance, generally, a significant amount of time is allocated for pedagogical practice in the USA – 240 hours, in the UK – 32 weeks, in Germany – 2 years. Positive experience in organizing practical training for future educators exists in Canada, where teaching practice involves studying four courses at a university (3 credits each) and completing teaching practice at a school for five weeks. The practice-oriented approach is the basis of practical training of future teachers in Finland. Practice is carried out in several stages, namely: introductory practice, basic practice, field school practice, teaching practice. Thus, at the master's level students have higher instructed practice (6 ECTS credits) and instructed practice - specialized pedagogical guidance (10 ECTS credits) (Avsheniuk, Godlevska, Dyachenko, Kotun, Marusynets, Ogienko, Postrygach, Pylynskyi, 2018).

Thus, practice is of particular importance in Cyprus (more than 50%) as well as in the professional and pedagogical training of Western European students. It is carried out throughout all years of study based on the principle of combining theory and practice. Examining and incorporating valuable insights from international experience in practical teacher training is crucial for the development of pedagogical education in Ukraine. This requires the initiation of new research by comparativists, as well as experts in pedagogy, and related fields (Papaevripidou, Budnyk, Blyznyuk, Olympiou, 2022).

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

Thus, professional training of future Masters of Primary Education is a multifaceted process that requires careful consideration of methods, educational resources, and practical experience. As it was evidenced, selecting appropriate teaching methods is essential to ensure that educators are equipped with the skills to meet the diverse needs of young learners. Effective methods focus not only on imparting knowledge but encourage critical thinking, creativity, and collaboration. Incorporating learner-centered approaches, such as project-based learning and interactive teaching techniques, fosters an engaging and meaningful educational experience for both teachers and students.

Equally important is the integration of modern educational means and digital resources. In today's technologically driven world, future educators must be proficient in using tools such as learning management systems, digital assessment platforms, and interactive teaching software alongside modern textbooks and manuals. These resources enable teachers to create dynamic and inclusive classroom environments while supporting personalized learning for students. By embracing digital technologies, the training process also aligns with global trends and prepares future educators for the challenges of contemporary education.

The modernization of educational programs plays a critical role in enhancing the quality of teacher training. Curricula should be continuously updated to reflect the latest developments in pedagogy, psychology, and educational technology. Modern programs must emphasize interdisciplinary learning, equipping future Masters of Primary Education with the ability to integrate knowledge across various subjects. Furthermore, programs should provide opportunities for critical reflection, research, and the development of innovative teaching strategies that align with national and global educational standards.

Teaching practice is the cornerstone of professional training, allowing future educators to apply theoretical knowledge in real-world settings. Current practical experience helps them develop essential skills such as classroom management, lesson planning, and effective communication. It also fosters adaptability and problem-solving abilities, which are crucial for addressing the complexities of primary education. By participating in teaching internships, future educators gain valuable insights into the dynamics of diverse classrooms and build the confidence needed to excel in their profession.

In conclusion, the professional training of future Masters of Primary Education must prioritize a balanced approach that integrates thoughtful methods, modern resources, updated curricula, and teaching practice. This comprehensive framework ensures that educators are well-prepared to inspire and guide young learners, ultimately contributing to the advancement of primary education in Ukraine.

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