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ПІДГОТОВКА МАЙБУТНІХ УЧИТЕЛІВ ПОЧАТКОВИХ КЛАСІВ ДО ТЕХНОЛОГІЗАЦІЇ ВИХОВНОЇ ДІЯЛЬНОСТІ В НУШ

Анотація. Актуальність проблеми, висвітленої у статті, полягає в тому, що бурхливі соціально-економічні зміни в Україні та світі, зокрема широкомасштабна війна, зумовили зміни у змісті виховної роботи з учнями ЗЗСО, а це вимагає нових підходів до професійної підготовки майбутніх учителів початкових класів. Мета статті – окреслити шляхи професійної підготовки майбутніх педагогів до технологізації виховної діяльності в НУШ. Методи дослідження: теоретичний аналіз психолого-педагогічної літератури; аналіз практичного досвіду розв'язання проблеми. У результаті здійсненого дослідження висвітлено основні вимоги до змісту та основних напрямів виховання учнів відповідно до Концепції нової української школи та Державного стандарту початкової освіти. Розкрито найважливіші тенденції розвитку сучасної виховної практики, серед яких провідною є технологізація виховного процесу. Окреслено зміст понять «педагогічна технологія», «виховна технологія», «технологізація виховного процесу». Зокрема, зазначено, що технологізація освітнього процесу в сучасній вітчизняній та закордонній педагогіці пов'язана з пошуком таких педагогічних підходів, які могли б перетворити навчання і виховання у технологічний процес із гарантованим результатом. Виявлено розбіжності у поглядах учених щодо використання терміну «виховна технологія». Зосереджено увагу на змісті виховної діяльності педагога. Описано процес формування готовності майбутніх учителів початкових класів до інноваційної виховної діяльності. Компонентами готовності є належний рівень мотивації педагогів до інновацій у виховній діяльності, змістовий компонент, що включає інноваційне мислення педагога, творче освітнє середовище, операційний (діяльнісний) та результативний компоненти. Описано критерії готовності майбутніх педагогів до технологізації виховного середовища НУШ, а також рівні готовності (недостатній, адаптивний, репродуктивний та креативний).

Ключові слова: нова українська школа, майбутній учитель початкових класів, виховна діяльність, педагогічна технологія, виховна технологія, технологізація виховного процесу, готовність учителя до інноваційної виховної діяльності.

TRAINING FUTURE PRIMARY SCHOOL TEACHERS FOR THE TECHNOLOGIZATION OF EDUCATIONAL ACTIVITIES IN THE NEW UKRAINIAN SCHOOL (NUS)

Abstract. The relevance of the problem highlighted in the article lies in the fact that rapid socio-economic changes in Ukraine and around the world, particularly the large-scale war, have caused changes in the content of educational work with students in general secondary education institutions (GSEI), which requires new approaches to the professional training of future primary school teachers. The aim of the article is to outline the ways of professional training for future educators in relation to the technologization of educational activities in the New Ukrainian School (NUS). Research methods used include theoretical analysis of psychological and pedagogical literature and analysis of practical experience in solving the problem. As a result of the research conducted, the main requirements for the content and key areas of student education in accordance with the Concept of the New Ukrainian School and the State Standard of Primary Education have been highlighted. The article

reveals the most important trends in the development of modern educational practice, among which the leading one is the technologization of the educational process. It outlines the content of the concepts of "pedagogical technology," "educational technology," and "technologization of the educational process." In particular, it is noted that the technologization of the educational process in modern domestic and foreign pedagogy is associated with the search for pedagogical approaches that could transform teaching and education into a technological process with guaranteed results. Discrepancies in the views of scholars regarding the use of the term "educational technology" have been revealed. The article focuses on the content of the educator's educational activities. The process of forming future primary school teachers' readiness for innovative educational activities is described. The components of readiness include an adequate level of motivation among educators for innovation in educational activities, a content component that includes the innovative thinking of educators, a creative educational environment, as well as operational (activity-based) and outcome components. The criteria for future educators' readiness for the technologization of the educational environment in NUS are described, along with the levels of readiness (insufficient, adaptive, reproductive, and creative).

Keywords: New Ukrainian School, future primary school teacher, educational activity, pedagogical technology, educational technology, technologization of the educational process, teacher's readiness for innovative educational activities.

INTRODUCTION

The problem formulation. The Concept of the New Ukrainian School states that a powerful state and a competitive economy will be ensured by a cohesive community of creative individuals, responsible citizens, active and enterprising people. According to the Concept, a graduate of the new school is a person, a patriot, and an innovator. The processes of development, education, and socialization in the new school are designed to make the graduate competitive in the 21st century (Concept of the New Ukrainian School, 2016). Education of students in the NUS is carried out on a value-based foundation. In accordance with the State Standard of Primary Education, the implementation of educational goals "is based on such value guidelines as recognizing the uniqueness and giftedness of each child, developing a free personality by supporting independence, independent thinking, optimism, and self-confidence; affirming human dignity by fostering honesty, courage, perseverance, kindness, the ability for empathy and compassion, justice, and respect for human rights (including the right to life, health, property, freedom of speech, etc.); cultivating love for the homeland and Ukrainian culture, respectful attitude towards the Ukrainian state; forming an active civic position (State Standard of Primary Education, 2018).

A new school requires a new teacher – motivated, creative, initiative-driven, student-oriented, and capable of constant self-improvement. At the same time, the new goals have brought to the forefront the issue of insufficient methodological resources and pedagogical experience. However, today, innovative processes are being initiated in the systems of school education and upbringing, and the components of the educational content, the competencies that students will need to achieve success in life, as well as the educational and upbringing methodologies and ways of developing corresponding universal life skills, are being reconsidered.

Analysis of recent research and publications. The features of creating and functioning of the educational system in the New Ukrainian School (NUS) are disclosed in scientific works of N. Bibik, I. Bekh, O. Kudria, N. Sofiy, O. Onoprienko, Yu. Naida, O. Polishchuk, M. Prystinska, V. Stepaniuk, T. Yatsyk, and others. The value foundations of the modern education system are examined in the works of I. Bekh, N. Bibik, O. Vyshnevskyi, O. Vitkovska, T. Havlitina, A. Grzegorchyk, I. Zhadan, I. Ziaziun, N. Klymeniuk, O. Kononenko, V. Kremen, R. Sopivnyk, O. Sukhomlynska, K. Chorna, and others.

Professional training of future educators is in the center of attention of such scholars as O. Antonova, N. Bibik, V. Bondar, M. Vashulenko, L. Hrynevych, O. Dubaseniuk, O. Komar, L. Kondrashova, O. Petrenko, O. Savchenko, T. Semeniuk, I. Khyzhniak, L. Khomych, and others. The issue of pedagogical technologies, including educational ones, is considered by domestic (V. Vyshkivska, N. Hrytsyk, A. Nisimchuk, O. Novak, O. Padalka, S. Svyrydenko, T. Skoryk, I. Smoliuk, V. Tiurina, O. Shpak) and foreign researchers (M. Eraut, R. Kaufman, M. Clark, P. Mitchell, K. Silber, D. Finn, S. Freinet, K. Chadwick, and others).

However, unlike the learning process, technological innovation in education is not always successful and productive. Many scholars and practicing educators consider this area to be the least amenable to regulation and believe it should be as free and creative as possible. At the same time, predicting the outcomes of educational work under such approaches is quite difficult. Therefore, we believe that the technologization of educational work in NUS is a necessary and objective process; however, it has its own peculiarities and requires appropriate professional training for future educators.

AIM AND TASKS RESEARCH – to outline the pathways for professional training of future educators for the technologization of educational activities in NUS.

RESEARCH METHODS: theoretical analysis of psychological and pedagogical literature; analysis of practical experience in problem solving.

RESULTS OF THE RESEARCH

The methodological paradigm of innovation in education is associated with educators' understanding of new relationships, qualities, patterns, and phenomena in upbringing, as well as implementing innovations in educational practice as a socio-pedagogical resource that enhances the effectiveness and productivity of educational activities. This involves creating a new educational environment, the function of which is to model and design the interaction of participants based on innovative principles. "Overall, a new content of upbringing is emerging before education, which is formulated in the educational process of a specific educational institution as a coherent pedagogical system that requires specially created conditions to achieve educational goals and tasks, and to fill it with purposeful activities. This new content of upbringing must not only be outlined but also structured, incorporated into a program to achieve the goals of the New Ukrainian

School – brining up conscious patriots, active citizens, and creative individuals, as well as creating appropriate scientific and methodological support" (Havlitina T., 2020, pp. 142-143).

Innovation in upbringing represents a process of developing, using, and disseminating new initiatives in the sphere of educational activities. The practical significance of innovations in upbringing lies in creating favorable opportunities for self-realization, successful socialization of young learners, the ability to integrate into the real world of social relations, expanding communicative forms of interaction, and involvement in the values and meanings of contemporary society. It also involves realization of educational tasks within the paradigm of competency-based education and formation of soft skills (universal competencies and skills) of students.

The relevance of using innovative technologies in educators' upbringing work is undeniable. Today, significant changes in educational practice are necessary due to the war in the country, challenges related to maintaining the integrity and sovereignty of Ukraine, which exacerbate existing problems and create new ones. In addition, modern children are surrounded by an environment in which a huge flow of diverse information comes from the Internet and television screens, making it difficult for even adults to navigate. In such a situation, students can easily fall under negative influence, which can lead to behavioral deviations. In light of this, the tasks of educators in the New Ukrainian School (NUS) are significantly enhanced and clarified. They are called upon to educate individuals who are responsible for themselves and those around them, capable of purposeful self-determination, self-realization, and self-actualization through socially useful activities; to develop critical and creative thinking, emotional intelligence among students to foster the ability to solve problems and make independent decisions; to cultivate a communicative culture, a culture of group and collective interaction, and cooperation (teamwork and collaboration); to develop personal qualities of the person of the future: adaptability, initiative, curiosity, perseverance, leadership, creativity, and spiritual-moral value orientations; to foster the culture of intellectual and health improvement; to prepare students for life in a multi-ethnic, multicultural world; to enhance work with students with special educational needs, and more.

Thus, the idea of educating a successful person of the 21st century with universal social skills and innovative thinking, characterizing practices in both domestic and foreign schools, has gained widespread recognition. The essence of the educational ideal has shifted from being socially oriented to being personally oriented or even personalized. Therefore, as O. Vitkovska notes, "the educational process built on old standards will not fit into the updated educational space of the school" (Vitkovska O., 2023, p. 116).

All the aforementioned qualities can be developed through collaboration and interaction, active communication, mastering the virtual educational space, engaging in joint creative, project-based, research, and volunteer activities. As M. Yevtukh and N. Terentieva state, addressing these strategic tasks highlights a number of key provisions in the activities of the New Ukrainian School that require special attention, among which is the readiness of a motivated teacher to implement innovations (Yevtukh M. & Terentieva N., 2018, pp. 72-77).

Since the beginning of the 21st century, practically all trends in educational practice are related to the development of new or the adjustment of traditional approaches and technologies. New technologies are actively being developed and implemented in educational practice. In particular, the direction of education in a multimedia environment within schools is actively evolving, and under conditions of war, there is an activation of work in the virtual space, as well as the spread of activity-based pedagogy technologies, among others. All this requires new approaches in the training of educators for the New Ukrainian School. "Requirements for the quality of education for graduates of higher educational institutions are set by a society saturated with technologies, which demands radical changes in the practice of organizing the educational process to create the most favorable conditions for self-disclosure, self-development, and self-realization of an individual" (Novak O., 2012).

Technologization of the educational process in modern domestic and foreign pedagogy is associated with the search for pedagogical approaches that could transform teaching and upbringing into a technological process with guaranteed results. "Technologization can be understood as a modern trend, the basis for the modernization of professional training for future teachers in higher education institutions, aimed at the effective transformation of the educational process in higher educational establishments, directed towards its optimization and rationalization, as well as implying formation of the level of technological culture of future educators, active design, and implementation of technologies in the professional activities of future educators" (Hrytsyk N. V. & Skoryk T. V., 2021, p. 78). The main principles of the technologization of the educational process include its conceptuality, rationalism, relevance, manageability, systemicity, reproducibility, and effectiveness.

V. Tyurina believes that pedagogical technology should be understood as an organization of the educator's activities, in which all actions are presented in a certain integrity and sequence, and teaching and upbringing involve achieving the necessary result and have a predictive nature (Tyurina V. O., 2013, p. 33). Thus, pedagogical technology, including educational technology, is a scientifically based strategy, tactics, and tools (methods, techniques, means) for education, as well as their staged nature, and aiming at solving a specific educational task. As D. Alfimov notes, "each task has an adequate educational technology. Changing the task leads to a change in technology" (Alfimov D., 2015).

Today, numerous technologies are used in the practice of teaching and upbringing, differing in their goals, content, and the results of their application. According to S. Svyrydenko, "the experience of their implementation proves that the educational process is a technological process. It is based on the educational activities of teachers, related to planning the expected results and the means to achieve them, modeling these means, purposeful implementation of developed plans and models, and managing the activities" (Svyrydenko S., 2010, p. 462).

At the same time, the existence of educational technologies is a contentious issue in pedagogical science due to the complexity of diagnosing the qualities of the personality that are intended to be developed. Some scholars argue that

technologies should only be used in didactics, “since it is only possible to clearly and qualitatively define the diagnostic goal in learning. This could be the acquisition of a certain amount of educational material or methods of action in preparation for professional activity. This approach is justified by the fact that the quality of the material learned can be controlled and assessed. It is much harder to do this in upbringing. In the process of upbringing, one can rely on developed methodologies and subjective methods of control. Thus, in upbringing, one can speak of ‘elements of technologization of upbringing,’ the use of which would contribute to the effectiveness of the educational process” (Vyshkivs'ka V., 2009). In contrast, other scholars recognize the legitimacy of using the terms “educational technology,” “upbringing technology,” and “pedagogical technology.” “Each of these definitions has the right to exist, as both teaching technology and upbringing technology are generally pedagogical technologies. However, given the experience of domestic pedagogical practice, it seems important to use two separate terms: ‘teaching technology’ and ‘upbringing technology,’ especially since the latter has its own historical roots and was introduced into pedagogical science by A. Makarenko” (Alfimov D., 2015).

O. Dubasenyuk considers educational activity as the interaction between a teacher-educator and students, during which an unlimited number of educational tasks aimed at the self-formation, self-development, and self-education of a young person on personal and social levels are addressed (Dubaseniuk O., 2005). The ability of educators to use and, even more so, to create and implement innovative technologies in their educational activities indicates a high level of individual mastery. This enables them to avoid formalism in upbringing, inconsistencies, and inadequacies in educational influences, as well as the monotony of forms and methods of education, particularly the predominance of verbal methods.

However, many educators still intuitively solve educational tasks, working in a non-systematic and inconsistent manner. Analysis by scholars of the current state of educational work in schools leads to the conclusion that contemporary educational practice is in a transitional stage; that is, educators and teachers are not yet working with holistic scientific technologies, but are gradually moving away from intuitive resolution of educational tasks. There is a noticeable trend toward implementing proven technological findings (Alfimov D., 2015). It is precisely these educational technologies that provide the opportunity for clear designing of the content of the educational process and the corresponding types of activities for students to achieve planned educational goals at various levels—from societal to tactical levels of executing educational tasks and operational levels for using specific methods and techniques of educational influence.

A starting component of the readiness of future educators for innovative educational activity is an appropriate level of motivation. The innovative activity of an educator is connected with processes that define their attitude towards new ideas and changes in their professional stance. It is built under the influence of motivations for personal self-realization, self-assertion, prestige, the desire to teach and educate, and the focus of innovations on students and other subjects of the educational environment. Such motivation is characteristic of creatively working teachers. Educators with negative motivation are significantly inclined to stereotypes and rejection of everything new.

The content component is no less important. In the content of professional training for future primary school teachers for organizing educational work in the New Ukrainian School, scientists identify: the ability and skills to substantiate the general goal and set educational objectives; implementation of the educational opportunities of various types of children’s activities (educational, play, labor, sports, artistic, etc.); designing situations and events that develop the emotional and value sphere of the child; taking into account cultural, ethnic, gender, and mental characteristics of younger school-age children; recognition of the dignity, individual freedom, and rights of primary school students, their perception and acknowledgment, etc. (Petrenko O. & Petrenko I., 2024, pp. 32-33).

In order to form the content and build an educational work process that meets modern requirements, an educator-innovator must possess an innovative type of thinking. The innovative thinking of a teacher is realized at both cognitive and instrumental levels and is characterized as creative, scientific-theoretical, socially positive, constructive, and transformative, going beyond algorithms and templates, always leading to subjectively new results. The signs of innovative thinking include freedom from stereotypes, the ability to look at a situation "in a different way", flexibility of the mind, independence from external assessments, ability to withstand pressure, and tolerance for other opinions. Methods such as synectics, moderation, clustering, the Delphi method, and others foster the development of innovative thinking.

A creative educational environment is one of the most important conditions for the effectiveness of innovative processes in education. Therefore, the next component of educators' readiness for innovative educational activity is creative. Its development begins with imitating experiences, ideas, concepts, specific techniques, forms, and methods, and their usage. The next stage is imitative creativity, where the teacher, taking a well-known idea as a basis, independently develops the content, methods, and forms of its implementation. At the stage of true creativity, the educator creates their own original concept, methodology, or educational technology. As noted by N. Basiuk, "A holistic creative personality is characterized by a creative orientation, concentration of all spiritual powers and energy, inspiration, developed imagination, ability to improvise, focus, endurance, and self-control. Such a teacher is a hardworking individual, able to quickly navigate various pedagogical situations and find the necessary ways to solve them. They possess an unwavering desire to improve and refine their mastery. Therefore, a byproduct of the creative activity process is the growth of the teacher's pedagogical mastery, the level of culture, thinking, and worldview" (Basiuk N., 2006, p. 183).

The operational, or activity-based, component of the educator's innovative activity includes: identification and classification of problematic pedagogical situations that require resolution; search for innovative information; analysis of existing educational innovations and their interpretation; analysis of one's own abilities regarding creation or adoption of innovations, as well as making decisions about creating or using something new; setting goals and general approaches to creating or applying innovations; creating a conceptual basis for the innovation; predicting methods for achieving goals, potential difficulties, and the results of innovative activity; discussing with colleagues and administration the content and

ways of implementing an innovation; introducing an innovation into the educational process and monitoring its development; and conducting control and adjustments of the innovative activity.

The final component in the structure of a teacher's innovative activity is effectiveness, which includes the evaluation of the implementation results, reflection in the form of self-analysis, self-assessment, self-awareness, and self-interpretation of one's own activities, as well as the opinions and actions of students and colleagues. The criteria for the readiness of future teachers for the technologization of the educational environment in the New Ukrainian School (NUS) can include: 1) unstable attitude towards the process of creating and implementing innovations, the forced nature of innovative activity (insufficient level of readiness); 2) awareness of the need for self-improvement in the area of technologization of the educational process, copying ready-made methodological support, and adapting it to specific educational situations (adaptive level of readiness); 3) openness to new approaches in educational work, targeted search and use of innovative educational technologies, creation of separate new elements (methods, tools) of educational activity based on existing models (reproductive level of readiness); 4) creative activity, creation of one's own educational products (forms, methods, educational technologies), their implementation in practice, a high degree of effectiveness in educational activities, and dissemination of pedagogical experience among colleagues (creative level of readiness).

All innovative processes in schools are manageable. Management of innovative processes involves the competent selection of innovations that serve as a driving force for the development of the educational system as a whole. The characteristic features of innovative activity are integrity and systemicity.

Among the problems of implementing innovations in educational practice, one can note the unpreparedness of teachers for innovative activities, insufficient motivation to achieve high results in educational work, a low level of analytical and reflective skills, significant timeframes for the innovative educational process, and insufficient management skills.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

Thus, the use of innovative technologies in education is a requirement of the times. Technologization of the educational process in NUS is the application of such innovative approaches and technologies in educational practice that aim to achieve guaranteed results in the form of developed traits and qualities of students' personalities. Positive outcomes of the technologization of education include the revitalization and modernization of the educational work system, active interaction with schoolchildren, and the use of various types of student activities to form qualities necessary for successful socialization and self-realization in the society of the 21st century. Preparation of future teachers for the technologization of educational work in NUS is a complex and multifaceted process. It encompasses the motivational sphere of students, the formation of their innovative and creative thinking, the ability to use, create, implement, and disseminate innovative educational technologies, and to reflect on their educational activities. This work in higher education institutions is necessary, as researchers note the psychological and moral unpreparedness of some teachers for innovative educational activities, as well as its insufficient effectiveness and efficiency.

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