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THEORETICAL AND METHODOLOGICAL PRINCIPLES FOR BUILDING A STRUCTURAL AND FUNCTIONAL MODEL OF FORMING THE PROFESSIONAL IMAGE OF A FUTURE EDUCATION MANAGER

Abstract. The article reveals the scientific and theoretical foundations for constructing a structural and functional model of the process of forming the professional image of a future education manager. The systemic nature of this process is substantiated, and its structural components, functions, stages, criteria, and pedagogical conditions for effective implementation are defined. The presented model is based on the principles of integrativeness, reflexivity, humanization, professional and value orientation, and continuous self-development of the individual.

It is noted that the structural and functional model of forming the professional image of a future education manager reflects the interrelation of its goals, objectives, components, functions, criteria, levels, and outcomes, as well as determines the conditions for its implementation in the process of professional training.

The author emphasizes that the analysis of the patterns of forming the professional image of a future education manager makes it possible to consider this process as a dynamic, multidimensional, and personality-oriented system of professional development of a future leader. The study indicates that the identified regularities demonstrate that the professional image is not an accidental or externally imposed formation but is developed as a result of the interaction between internal motivational, value-based, and reflective mechanisms and external sociocultural influences and educational transformations.

The formation of the professional image of a future education manager is a holistic process that encompasses the development of professional and personal qualities, ethical and communicative skills, and mastery of self-presentation, self-regulation, and leadership technologies. The proposed elements for analysis represent the components of the structural and functional model of the process of forming the professional image of an education manager, which serves as an integral structure comprising the basic components of the professional image and the levels of its development.

Keywords: professional image, education manager, structural and functional model, professional training, self-presentation, pedagogical culture.

ТЕОРЕТИКО-МЕТОДОЛОГІЧНІ ЗАСАДИ ПОБУДОВИ СТРУКТУРНО- ФУНКЦІОНАЛЬНОЇ МОДЕЛІ ФОРМУВАННЯ ПРОФЕСІЙНОГО ІМІДЖУ МАЙБУТЬОГО МЕНЕДЖЕРА ОСВІТИ

Анотація. У статті розкрито науково-теоретичні засади побудови структурно-функціональної моделі процесу формування професійного іміджу майбутнього менеджера освіти. Обґрунтовано системний характер цього процесу, визначено його структурні компоненти, функції, етапи, критерії та педагогічні умови ефективної реалізації. Представлена модель базується на принципах інтегративності, рефлексивності, гуманізації, професійно-ціннісної спрямованості та безперервного саморозвитку особистості.

Вказується, що структурно-функціональна модель формування професійного іміджу майбутнього менеджера освіти відображає взаємозв'язок її мети, завдань, компонентів, функцій, критеріїв, рівнів і результату, а також визначає умови її реалізації у процесі професійної підготовки.

Автор наголошує, що аналіз закономірностей формування професійного іміджу майбутнього менеджера освіти дає змогу розглядати цей процес як динамічну, багатовимірну й особистісно зорієнтовану систему професійного становлення



майбутнього управління. У дослідженні зазначено, що визначені закономірності вказують на те, що професійний імідж не є випадковим або зовнішнім надбанням, а формується внаслідок взаємодії внутрішніх мотиваційних, ціннісних і рефлексивних механізмів із зовнішніми соціокультурними впливами та освітніми трансформаціями.

Формування професійного іміджу майбутнього менеджера освіти є цілісним процесом, що охоплює становлення професійно-особистісних якостей, розвиток етичних і комунікативних умінь, оволодіння технологіями самопрезентації, саморегуляції та лідерства. Запропоновані для аналізу елементи є складовими структурно-функціональної моделі процесу формування професійного іміджу менеджера освіти, яка слугує цілісною структурою та вміщує базові компоненти професійного іміджу, рівні його розвитку.

Ключові слова: професійний імідж, менеджер освіти, структурно-функціональна модель, професійна підготовка, самопрезентація, педагогічна культура.

INTRODUCTION

The problem formulation. In the modern educational space, the professional image of an education manager emerges as a significant factor in enhancing the effectiveness of managerial activity, building trust in the educational institution, and creating a positive socio-psychological climate within the teaching staff.

The formation of the professional image of a future education manager is a holistic process that encompasses the development of professional and personal qualities, ethical and communicative skills, and mastery of self-presentation, self-regulation, and leadership technologies.

The conceptual foundations for forming the professional image of an education manager within the higher education system include both classical educational paradigms and innovative pedagogical theories. It is worth noting that a professional image cannot be developed outside the context of digital culture, media literacy, and the ability to position oneself effectively within the information space. Mentorship and professional communication create conditions for mastering managerial experience, developing professional competencies, and achieving moral maturity.

Thus, the formation of a positive professional image is facilitated by a complex of pedagogically organized influences aimed at developing individual traits, professional responsibility, ethical culture, and managerial self-sufficiency of the future education manager.

The psychological and pedagogical factors that serve as the foundation for forming the professional image of a future education manager include communicativeness (verbal interaction), the level of upbringing and tolerance, the ability to construct a visual image (visualization of the manager's persona), self-regulation, and adherence to behavioral norms.

Analysis of recent research and publications. The issue of developing a teacher's professional image has been the subject of numerous studies by both Ukrainian and foreign researchers. Among domestic scholars are K. Atamanska, V. Bondarenko, N. Huzii, I. Ziazun, A. Kaliuzhnyi, O. Plakhotnyk, I. Chervinska, and others; among foreign scholars – P. Bird, K. Boulding, A. Dodge, L. Roberts. The problem of forming the image of an education manager has been explored in the works of V. Bondar, L. Danylenko, L. Kalinina, and T. Sorochan, while the issue of professional image is discussed in the studies of I. Ziazun, S. Maksymenko, V. Lozova, and I. Pidlasyi. The essence and content of teachers' professional image are presented in the works of A. Kononenko, A. Korkishko, I. Nikolaescu, L. Sushchenko, O. Khudenko, and others. The problematics of imageology (conceptual foundations, practice-oriented tools, and educational resources) are revealed in the research of L. Brown, A. Panasyuk, and A. Korkishko.

The development of models for professional training of future teachers and the substantiation of their components have also been the focus of Ukrainian and foreign researchers. Among Ukrainian scholars, notable are the dissertation studies of S. Martynenko, O. Matvienko, L. Khoruzha, and O. Yaroshynska, among others.

However, the structural and functional foundations of this process require further clarification, which determines the relevance of the present study.

AIM OF THE RESEARCH

The aim of the article is to scientifically substantiate the structural and functional model of the process of forming the professional image of a future education manager and to identify and describe its basic components.

RESEARCH METHODS

In conducting the study, the following methods were used: theoretical analysis of scientific literature (systemic, content, and retrospective analysis), methods of qualitative and quantitative processing of research results, modeling, and pedagogical forecasting (modeling methods and expert evaluation methods).

The elements proposed for analysis represent the components of the structural and functional model of the process of forming the professional image of an education manager, which serves as an integral structure that includes the basic components of professional image and the levels of its development.

RESULTS OF THE RESEARCH

The Structural and Functional Model is a model that simultaneously describes the components of a system (its structure) and their functions (roles, tasks, interactions). It enables a systematic analysis of processes, identification of interconnections among elements, and determination of the conditions for the effective functioning of the system.

The key characteristics of a structural and functional model include:

Structure of the model – the system's elements, their hierarchy, and interrelations;

Functions of the model – the actions and roles of each element in ensuring the system's operation;

Interconnections among model components – how components influence one another and the system's overall outcome;



Conditions and criteria of effectiveness – external and internal factors that impact the system's performance;
Dynamics of model development – the capacity to simulate change processes or determine pathways for system improvement.

In the context of educational science, a structural and functional model makes it possible to comprehensively examine the process of forming professional competencies or image by integrating its components, analyzing tasks, and defining expected outcomes.

The realities and educational transformations of today highlight the relevance of the issue related to the process of professional training of future education managers. As N. Savchenko emphasizes, "the demands for improving the quality of teacher education compel researchers to conceptually organize educational interaction in higher education institutions through orientation toward a specific model of professional training" (Savchenko N., 2015, p. 57).

Accordingly, a structural and functional model for forming the professional image of a future education manager was developed during this study. Before constructing the model, the essence of the concepts "modeling," "pedagogical modeling," and "model" was clarified. As V. Humeniuk notes, "a model is a sample, norm, standard, or prototype. It is understood as any representation (mental, symbolic: description, diagram, drawing, graph, plan, map) that expresses the procedural essence of constructing, studying, or researching something. It defines a corresponding purpose (why modeling is carried out), object (where and within what boundaries), and subject (what is being modeled)" (Humeniuk V., 2017, p. 76).

In this context, the scholar further explains that "pedagogical modeling is regarded as the basis for designing educational processes, where the learning model is an object of study created to organize learning and cognitive activities" (Humeniuk V., 2017, p. 75).

In philosophy, modeling is defined as "a method of studying objects through their models – analogues of certain fragments of natural or social reality; the construction and study of models of real objects, phenomena, and processes that are designed to represent them" (Philosophical Encyclopedic Dictionary, 2002).

A model is a simplified, generalized representation of an object, process, or phenomenon that allows researchers to study its structure, functional regularities, and interconnections among elements without directly analyzing the real object. Models are used for analysis, forecasting, optimization, and process management in various fields, including education and administration.

In scientific research, the model performs several functions:

Descriptive function – reflects the structure and key elements of the object under study;

Explanatory function – explains the interconnections between structural components of the process;

Predictive function – allows forecasting the consequences of changes within the system;

Regulatory function – enables managing the process or its development based on the model.

The use of modeling methods in pedagogical research "is explained by the diversity of its epistemological functions, which make it possible to study pedagogical phenomena and processes through a special object – a model that serves as an intermediary between the subject (the teacher, researcher) and the research object, that is, the properties and relationships between elements of the educational process" (Yaroshynska Y, 2014, p. 5).

Applying the methodology of modeling enhances the scientific validity of results by formalizing approaches, employing classical schemes, and integrating innovative models. This enables researchers to generalize findings, determine organizational-didactic or psychological-pedagogical conditions, and analyze components, criteria, and indicators.

Thus, the use of modeling in scientific and pedagogical research allows for the formalization (schematic representation) of studied processes through hypothesis formation about interconnections and conditions for improving complex processes, as well as identifying key indicators that play a leading role in the study and are subject to evaluation.

We concur with the opinion of N. Savchenko, who emphasizes that modeling the process of forming a professional image should be understood as "the creation of a prognostic model as a component of professional training... which ensures effective interaction between participants in the educational process in teaching psychological and pedagogical disciplines, resulting in the formation of a future teacher's readiness to create a professional image" (Savchenko N., 2014).

L. Khoruzha, in her dissertation "Theoretical Foundations of Forming Ethical Competence of Future Primary School Teachers," notes that "a model has cognitive potential only when it corresponds to the object of study, is capable of substituting for it during research, and serves as an accumulator for obtaining new information about it" (Khoruzha L., 2014, p. 260).

Based on the purpose and main objectives of the research concerning the formation of the professional image of future education managers, a structural and functional model was developed. It reflects a comprehensive strategy for the step-by-step development of readiness for managerial activity through the acquisition of educational components within the professional training program.

According to the defined objectives, the implementation stages of the structural and functional model of forming the professional image of a future education manager include:

Diagnostic-prognostic stage – identifying the initial level of professional image formation;

Motivational-orientational stage – understanding the value of image and developing motivation;

Content-practical stage – acquiring knowledge and practicing skills in professionally oriented situations;

Analytical-reflective stage – assessing results, conducting self-analysis, and making adjustments.

The levels of professional image formation among future education managers were also identified: *high (positive)*, *medium (sufficient)*, *low (negative)*.

The selected criteria for the study include: systematic selection and use of informational resources, awareness of the need to form relevant professional competencies, activity, consistency, and autonomy.



When constructing the structural and functional model, we considered the characteristics of the scientific modeling process proposed by O. Matvienko, who emphasizes that “the effectiveness of the proposed model must be ensured by key factors, as the overall effectiveness of the model depends on the performance of its components” (Matvienko O, 2010, p. 249).

In the context of education, the structural and functional model enables a comprehensive examination of the process of forming professional competencies and professional image by integrating their components, objectives, and expected outcomes. The formation of the professional image of future education managers is a complex socio-pedagogical process involving the purposeful integration of cognitive, value-based, behavioral, and reflective components of personality, combining personal development, professional training, and sociocultural adaptation of the future specialist.

The methodological foundation for developing the structural and functional model is a system of interrelated methodological approaches, including systemic, structural-functional, competency-based, activity-oriented, personality-oriented, axiological, acmeological, and integrative approaches, which together ensure the comprehensiveness of the process of forming the professional image of a future education manager and reveal the logical structure of the model.

Systemic Approach makes it possible to view the formation of a professional image as a holistic and dynamic system in which all structural elements (goals, content, methods, forms, and results) are interconnected and subordinated to a common purpose - the creation of a positive, professionally significant image of the future education manager. It ensures an understanding of image as a phenomenon shaped through the interaction of personal, professional, and social factors and contributes to identifying both internal and external determinants of its development.

The structural-functional approach serves as the methodological foundation for the construction of the model, as it allows distinguishing structural blocks (target, content, procedural, and resultative) and defining the functions of each. The core idea of this approach is that each component of the model performs a specific function: motivational, cognitive, communicative, organizational, value-regulatory, or reflective. Thus, the structural-functional approach promotes the logical coherence of the process and enables the identification of mechanisms of interaction among the elements within the image formation system.

The competence-based approach directs the model toward achieving a specific result – the development of key professional competencies that determine the image of the education manager as a modern leader, organizer, and communicator. The image thus becomes an external manifestation of internal professional competencies – managerial, social, communicative, digital, and emotional-ethical. In the model, this approach is implemented through the orientation of the educational process toward the practical application of knowledge, the development of responsibility, behavioral culture, and self-presentation skills.

The activity-based approach defines the formation of a professional image as the result of an active process in which the individual consciously engages in self-knowledge, self-development, and self-presentation. Its foundation lies in the principle that personality is formed and developed through activity; therefore, a professional image cannot be “taught” or “transferred” – it can only be developed through engagement in activities that provide experience in managerial, communicative, and social interaction. Within the proposed model, the activity-based approach is realized through:

- engaging students in practice-oriented forms of work (trainings, business games, management simulations, volunteer and communication projects);
- developing professional reflection through the analysis of one’s own activity;
- forming skills of self-presentation, image management, and communicative behavior in real and simulated professional contexts;
- creating conditions for initiative, creativity, and leadership development.

Thus, the activity-based approach ensures the practical orientation of the model, transforming image formation from a theoretical concept into the sphere of real professional activity of a future education manager.

The personality-oriented approach defines the learner as the subject of their own professional development. Image formation occurs through self-knowledge, self-analysis, the development of inner potential, and the cultivation of confidence in one’s professional value. Within the proposed model, this approach emphasizes individual characteristics of students – their value orientations, temperament type, communication style, and behavioral strategy. This enables the formation of an authentic and holistic professional image that aligns harmoniously with the inner “Self” of the future education manager.

The axiological approach focuses the process of professional image formation on the sphere of values that define the moral and ethical foundations of an education manager’s professional behavior. It underscores that a positive image is not limited to external presentation but is an active reflection of inner values – humanism, responsibility, tolerance, professional integrity, and pedagogical culture. The value dimension ensures the ethical stability of the image and its credibility within society.

The acmeological approach emphasizes achieving the peaks of professional development. It orients the model toward continual self-improvement, awareness of one’s professional potential, and the development of aspirations for success and leadership. In this context, image formation is viewed as a pathway of professional growth, during which the future manager reaches the level of a mature, reflective, and self-regulated individual.

The integrative approach unites all the aforementioned methodologies into a single system, ensuring the interpenetration of pedagogical, psychological, managerial, and sociocultural aspects. It allows for the creation of a coherent model in which each approach performs its function while reinforcing the others, providing a harmonious development of all components of professional image – motivational, cognitive, behavioral, and reflective.



Therefore, the representation of the process of forming the professional image of future education managers within the structural-functional model is based on the interaction of multiple methodological approaches. Their synthesis forms a unified conceptual foundation for a comprehensive analysis of this process. Such an approach guarantees scientific coherence, structural logic, and functional completeness of the model, as well as its practical effectiveness in the process of professional training of future education managers Tab. 1.

Table 1.

Approaches to Building the Structural and Functional Model of the Process of Forming the Professional Image of Future Education Managers

Approach	Purpose of Application	Leading Function in the Model	Contribution to the Formation of Professional Image
Systemic	To ensure the integrity and interconnection of all components in the process of image formation.	Organizational-structural	Allows the image to be considered as a holistic system that combines personal, social, and professional factors.
Structural and Functional	To determine the structure of the model, the interconnection of its blocks, and the role of each element.	Constructive-analytical	Enables clear structuring of the process - from goals and content to outcomes and evaluation criteria.
Competency-based	To orient the process toward the formation of key professional competencies.	Result-behavioral	Ensures the integration of knowledge, skills, values, and communication abilities into the professional image
Activity-based	To activate students' practical involvement in activities aimed at self-awareness and self-presentation.	Operational-practical	Transfers the formation of the image into the sphere of activity through exercises, trainings, managerial situations, and role-playing games.
Personality-oriented	To ensure the development of individual potential and self-realization of the student.	Humanistic-developmental	Shapes an authentic image and harmonizes the internal self-image with professional requirements.
Axiological	To cultivate a value-based attitude toward the profession, ethics, and social responsibility.	Value-regulative	Emphasizes the moral and ethical foundation of the professional image, as well as the culture of communication and behavior.
Acmeological	To direct the process toward achieving the highest levels of professional development.	Motivational-prognostic	Forms the aspiration for self-improvement, leadership, and professional growth.
Integrative	To combine different approaches into a unified methodological system.	Synthesizing	Ensures the complexity and interdisciplinarity of the model by integrating psychological, pedagogical, and managerial aspects.

The principles of constructing the model include integrativeness (the combination of professional, personal, and communicative aspects); acmeological orientation (focus on self-improvement); value-reflective orientation (awareness of one's professional mission); and variability (the possibility of adapting the model to the conditions of a specific institution of higher education).

The basic components of the structural and functional model include the target block, the motivational and value block, the cognitive and content block, the operational and activity block, and the reflective and evaluative block.

The target block defines the strategic direction of the model and sets the main vectors of its development. It is aimed at forming the professional image of a future education manager as an integrated result of professional training that combines personal, moral and ethical, communicative, and managerial qualities. It includes such elements as the goals and objectives of forming the professional image of future education managers, the expected results (competences, professional self-presentation, management culture), and the definition of criteria for evaluating the effectiveness of the model's implementation.

The motivational and value block ensures the internal readiness and aspiration of the future manager for self-development and professional growth. Its essence lies in fostering a system of values, beliefs, and motives that determine attitudes toward professional activity, image culture, and managerial ethics. The main components of this block include professional and moral values, orientation toward the humanistic ideals of education, a positive self-concept and motivation for professional self-improvement, awareness of the significance of personal image in professional activity, and the need for self-presentation and behavioral self-regulation.

The components of the cognitive and content block provide a system of knowledge about the essence, structure, functions, and mechanisms of forming a professional image. This block represents the intellectual and content foundation of the process, reflecting the scope of theoretical and practical knowledge required by a future education manager to create a positive professional image and carry out effective managerial activity. The main elements include knowledge about image as a socio-psychological phenomenon, understanding the specifics of the professional image of an educational institution leader, knowledge of business communication ethics, management, and leadership psychology, as well as comprehension of the regularities of forming a personal brand and communication culture.

The operational and activity block ensures the practical implementation of acquired professional competences during the process of professional training. The essence of this block involves organizing activities aimed at creating and improving one's



image, as well as developing professional communicative, managerial, and presentation competences. The main elements of this block include exercises, training sessions, role-playing games, self-presentations, and situational modeling.

The reflective and evaluative block is aimed at self-analysis, correction, and evaluation of the process and results of forming the professional image. It provides awareness of personal achievements, strengths, and weaknesses, and develops the ability for self-regulation, critical thinking, and self-improvement. The main elements of this block include reflection on professional experience, self-assessment of image, analysis of the effectiveness of one's behavior and communication, correction of self-presentation actions and strategies, and the development of feedback, self-control, and self-management skills.

Structuring the process of forming the professional image of a future education manager into separate blocks is a conditional approach; however, their sequence and integrity ensure the reproducibility of the studied process of developing readiness for creating a professional image. This, in turn, provides opportunities for the experimental verification of the proposed model.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

Thus, the professional image of an education manager is an integrative, socio-psychological, and informational-digital component of the personality of a pedagogical leader. The structure of the professional image of an education manager includes professional education, methodological literacy, the level of general culture and tolerance, verbal and non-verbal communication, behavior style, and external culture (clothing, footwear, accessories, hairstyle, makeup, manners, and adherence to the dress code).

The professional image of an education manager combines the general characteristics of the teacher's personality as a specialist in the field of management and the achievements of global managerial culture. It encompasses professional knowledge, competencies, abilities, a system of values, a self-concept, reflection, critical thinking, health, and intuition.

According to the proposed model structure, the professional image of an education manager represents a holistic concept that integrates the manager's characteristics, which emphasize their specificity and professional orientation.

The structural-functional model of forming the professional image is a holistic set of interrelated structural components that are subordinated to the purpose and objectives of ensuring high-quality preparation of future education managers for building a professional image. This model is implemented in the process of teaching professional disciplines. It serves as a schematic representation of the comprehensive system of training future education managers and reflects the structure of the educational process, the result of which is the readiness of future pedagogues to form a professional image.

The prospects for further research lie in the theoretical substantiation of the target, motivational-value, cognitive-content, operational-activity, and reflective-evaluative blocks of the model for forming a professional image in the process of teaching psychological and pedagogical disciplines, as well as in its experimental validation.

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