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## PEDAGOGICAL SYSTEM OF TRAINING FUTURE PRIMARY SCHOOL TEACHERS FOR THE APPLICATION OF INNOVATIVE TECHNOLOGIES

*The reform of the national education system, its focus on integration into the European educational space and the modern information society cause changes in the professional training of future teachers. The pace and nature of the development of the country, its economy, internal and external social relations depend on the extent to which modern systems of higher and general secondary education are capable of solving the tasks of effectively and quickly fulfilling the orders of society and the labor market regarding the formation of general and professional competencies of graduates. Today, a teacher must not only perform educational tasks, but also adapt to the requirements of the information society, possess information and communication and multimedia technologies, be able to implement an individual approach to learning, provide pedagogical support for individual educational programs of students.*

*Key words: future teacher, innovative technologies, pedagogical system, modern primary education.*

Introduction. A modern primary school teacher should work taking into account not only the subject specialization and age characteristics of students, in his professional training he should pay considerable attention to the methodological and technological basis, which will serve as a basis for future activities, the implementation of the functions of a tutor as a consultant in the field of educational services, a co-developer of individual of educational programs, a designer and organizer of an innovative educational environment in the classroom.

At the same time, in the conditions of the development of the information society, the formation of the education system depends not only on the study of the didactic features of the introduction of modern information technologies into the educational process and the study of the educational possibilities of various distance learning systems, but also on the preparation of future teachers to work in an innovative information and educational environment at a high level of information - communication and professional and pedagogical culture. In this regard, in the process of training future primary school teachers in higher education institutions, it is necessary to introduce an environment for their preparation for innovative educational activities, the use of information, communication and multimedia technologies in the educational process. That is why the preparation of future teachers for innovative activities, implemented in the

information and educational environment of higher educational institutions, acquires special importance, since it is aimed at forming an innovative position of a teacher capable of fulfilling the tasks of individualizing learning in the conditions of informatization of education.

In the conditions of the European integration policy of Ukraine, the democratization and humanization of the national education system, the goal and measure of the effectiveness of its functioning is the development of the individual, the satisfaction of his educational needs and interests. This necessitates the improvement of the professional training of future teachers, increased attention to their formation as creative teachers who possess pedagogical general and professional competencies and are able to form creative personalities from students. It is the primary school teacher who starts this process, stands at the source of the development of creative abilities of younger schoolchildren. Under such conditions, the problem of professional training of future primary school teachers becomes especially urgent. At the same time, pedagogical theory and practice confirm that the professional training of primary school teachers does not yet take into account the need to develop their creative abilities, prepare for creative pedagogical activities, and master the basics of pedagogical creativity. Solving this problem requires further in-depth study of many of its aspects, in particular, the formation of motivational factors for pedagogical creativity in future primary school teachers, awareness of the importance of using innovative pedagogical processes, and the desire to learn throughout life.

Analysis of relevant research. In the dissertation studies of O. Budnyk (Budnyk, 2015, p. 267), G. Buchkivska (Buchkivska, 2019, p. 235), O. Komar (Komar, 2011, p. 341), O. Linnyk (Linnyk, 2016, p.210), O. Lokshina (Lokshina, 2011, p. 201), T. Krystopchuk (Krystopchuk, 2014, p. 265), O. Shkyr (Shkyr, 2018, p. 304), dedicated to improving the training of future primary school teachers classes to professional activity, it is noted that its structure and content is a complex education, which involves the achievement of a certain goal: the formation of individual qualities and properties of the personality, which determine the psychological readiness for pedagogical work, its orientation; acquisition of theoretical knowledge about the regularities of the educational process, forms and methods of its organization; development of practical abilities and skills in the organization of the educational process, its management in specific pedagogical conditions. The content, structure, and essence of them are supplemented and changed according to the requirements of time. In recent years, this process has been

taking place under the influence of the European integration policy of Ukraine and the modernization of the national education system, the foundations of which are defined by the Concept of the National Academy of Sciences of M. Ostrovska (Ostrovska, 2021, p. 84), M. Ostrovska (Ostrovska, 2021, p. 315), M. Ostrovska (Ostrovska, 2021, p. 219).

The analysis of scientific literature proves that in recent years the interpretation of "context" is not limited to the boundaries of psycholinguistics. At the current stage of the development of science, the concept of "context" increasingly goes beyond traditional linguistic understanding and actually acts as a general scientific, psychological and pedagogical category, the use of which opens up new perspectives in scientific knowledge. Today, in pedagogical science, the context is characterized by variability and multifacetedness. The contextual approach to educational problems is based on a new psychological and pedagogical interpretation of the concept of "context" as a meaning-making category. In this connection, the process of professional training acquires a personal meaning for O. Shkyr (Shkyr, 2018, p. 211). That is why in recent years the concept of "trajectory of personal development" has gained great importance, which is extremely important to take into account in the theory and practice of training future primary school teachers for innovative educational activities and the use of innovative technologies in professional activities.

In the psychological and pedagogical literature, the following types of contexts are considered: cultural, social, existential, professional education, etc. In our study, the concept of "context" is used in a didactic sense, it is about the choice of the strategy of the organization of training future teachers for the use of innovative technologies, during which this fragment is part of the general logic of the forms of studying pedagogical disciplines. The advantages of the contextual approach when solving issues related to the choice of teaching tactics and technologies are also seen in the fact that it allows for the creation of such a model of training future teachers for the use of innovative technologies in the educational process, which allows replication, reproduction and use in other higher education institutions. The model of application of innovative technologies should become organic in the system of studying pedagogical disciplines, because it is considered as part of a single whole educational process.

**Aim of the Study.** On the basis of the analysis of scientific sources and our own research, we come to the conclusion that the preparation of future primary school teachers for the use of innovative technologies is a

purposeful, complex process that involves the acquisition by the student of systematized knowledge, skills, pedagogical values and professionally significant qualities for gaining practical experience of innovative educational activities. Ostrovska (Ostrovska, 2020, p. 283), M. Ostrovska (Ostrovska & Margitych, 2021, p. 156), M. Ostrovska (Ostrovska, 2021, p. 317).

The goal of general pedagogical training, based on the research of V. Bondar (Bondar, 2006, p. 26), I. Zyazyun (Zyazyun, Kramushchenko & Krivonos, 2008, p. 201), O. Pehota (Pehota, 1997, p. 241), S. Sysoeva (Sysoeva & Krystopchuk, 2012, p. 171), L. Khomych (Khomych, 1998, p. 254), P. Shcherban (Schurban, 2004, p. 105) and others, is that a graduate of higher education is ready not only for professional activity in the defined role of a teacher, but also for activity in a much wider plane, the boundaries of which refer to the concept of "man in society". Such a fundamental goal can be realized only through modernization of the organization and continuous improvement of the educational process. The goal of training future teachers in the context of our study is the formation of students' professional readiness for the use of innovative pedagogical technologies in primary school M. Ostrovska (Ostrovska, 2020, p. 284), M. Ostrovska (Ostrovska, 2022, p. 83), M. Ostrovska (Ostrovska, 2021, p. 130).

It is proposed to implement this systematically and fundamentally in pedagogical higher education institutions as follows:

- to update educational pedagogical technologies due to the introduction of innovative, first of all, new ICT (STEM education, immersion technologies, etc.), which contribute to the development of future teachers' active cognitive need, independence and search activity, reflection;

- to update the forms of interaction between students and teachers, transferring them to the plane of subject-subject interaction and introducing active and interactive, personally oriented innovative learning technologies;

- to create an effective service of scientific and methodological support for the training of future primary school teachers for the use of innovative technologies;

- to provide teachers and students of higher education institutions with relevant textbooks, teaching and methodical guides, other literature on IOD issues and the use of innovative technologies.

Most of the specified forms relate directly to the process of teaching pedagogical disciplines using M. Ostrovsky's innovative educational technologies (Ostrovsky & Ostrovsky, 2021, p. 164). Scientists have identified modern trends in the development of general pedagogical training of future

teachers, including for primary school, taking into account the European integration aspirations of Ukraine, the political and socio-economic situation in the country. The main directions of educational reform include: formation of a graded system of training future teachers; humanization and democratization of the specialist training system; improvement of training plans for future teachers; transition from informative learning methods to research-based learning; improvement of the system of independent work of students; development of professional qualities; individualization and differentiation of professional training; development of pedagogical thinking; optimal combination of traditional forms and methods of education with innovative ones; professional orientation of education; improvement of the system of control over the educational process of training specialists.

Research Methods. Realization of the goal and objectives of the research, verification of general and partial hypotheses led to the development of a system of training future teachers for the use of innovative pedagogical technologies in the educational process of primary school. We proceed from the fact that innovative educational activity should be considered as a component of integral training of future teachers, which should always be the system of I. Dychkivska (Dychkivska, 2012, p. 65), V. Khymynets (Khymynets, 2007, p. 102).

To achieve the goal, a systematic approach was chosen, which is the methodological basis of the study of the problem of training future primary school teachers for the use of innovative technologies. This approach to the organization of educational activities in higher education institutions regarding the professional and pedagogical training of students allows this activity to be considered as a complex dynamic system.

"A system (Greek *systema* - whole), which consists of parts: 1. An order caused by the correct, planned arrangement and mutual connection of parts of something... 8. A set of methods, techniques, rules, the implementation of something" Technology (Technology/ / Large explanatory dictionary of the modern Ukrainian language, 2003). A holistic system is always considered as a set of components that interact to create new (integrative, systemic) qualities. System elements that implement their functions (specific, inherent only to them) are independent parts and can perform their functions only in the presence of other system elements and in interaction with them. In the system, an element exists only as long as it performs an appropriate function in it and as long as there are other elements of the system that are able to perceive this function.

The structure of the system is its form, and the functions that reflect the processes of the system are the content of S. Honcharenko (Honcharenko, 1997, p. 304-305). All of the above also refers to the system of training future teachers in higher education institutions for the use of innovative technologies in the educational process of primary schools.

A systematic approach to the analysis of the essence of the preparation of future primary school teachers for professional activity determines the unity of all components of this process, which is based on the provision of continuous intellectual, creative and professional development of students' personalities during their studies in higher education institutions and promotes their self-improvement throughout their lives. A systematic approach to the examination of educational phenomena and processes, applied to such a phenomenon as the preparation of future teachers for professional activity, allows to highlight its properties inherent in any similar system: openness, dynamism, purposefulness, multifunctionality, development, self-management, self-improvement. It is this understanding of the preparation of future teachers for the use of innovative technologies in the educational process of primary school that serves as the basis for substantiating the methodological foundations of its theoretical analysis, modeling and practical use by A. Aleksyuk (Aleksyuk, 1998, p. 321), P. Husak (Husak, 1999, p. 130), M. Yevtukh (Yevtukh & Nisimchuk, 2011, p. 156).

Like any system, the training of future primary school teachers develops and functions under the influence of a significant number of factors that ensure various aspects and vectors of its integrity. One of the main vectors is the activity of a future teacher in the organization of IOD in primary school, which consists of interconnected and interdependent elements, each of which is independent to one degree or another, has a specific purpose and is integrated into the general system of professional activity of a teacher of junior grades. In this section, we will determine the essence and main characteristics of the basic factors of the innovative educational process in primary school, both taking into account the specifics and nature of modern pedagogical activity, and from the point of view of integration processes in education, which require continuity and a gradual nature of education (this is what higher education aims at in their works, the famous scientists V. Bondar (Bondar, 2006, p. 21), I. Zyazyun (Zyazyun, Kramushchenko & Krivonos, 2008, p. 178), O. Komar (Komar, 2011, p. 66), V. Kremen (Kremen, 2003, p. 3), S. Martynenko (Martynenko, 2009, p. 84), I. Palshkova (Palshkova, 2008, p. 167).

Such factors of the innovative educational process in primary school should primarily include:

- the level of readiness of future primary school teachers to realize the need to adopt the methodology of innovative educational activities and the use of innovative technologies;

- readiness of teachers of higher education institutions to master innovative technologies and transfer relevant knowledge to students-future teachers of primary schools;

- the readiness of teachers and students of pedagogical higher education institutions for innovative educational activities in the educational process;

- taking into account the didactic and methodological aspects of the management of the educational process and the peculiarities of its organization in the preparation of future primary school teachers in higher education institutions for the use of innovative pedagogical technologies in their future professional activities.

An integral part of the research work is the scientific substantiation of the researcher's position in accordance with the subject and purpose of the research, the definition of its content, that is, the corresponding author's approaches to its conduct. First of all, we differentiate the meaning of the concepts "methodological approach" and "theoretical approach". The methodological approach is a system of basic philosophical propositions that collectively constitute the basis of scientific research, and the theoretical approach is the basic propositions of pedagogical theories, the use of which enables the identification of contradictions, the establishment of regularities, and the influence on the transformation of the subject of research M. Kovalchuk (Kovalchuk, 2017, p. 31).

In the context of this approach, O. Dubasenyuk (Dubasenyuk, 2009, p. 22-23) draws attention to the following changes: in recent years, there has been a tendency to reduce the number of students who study full-time at the expense of individuals and legal entities as among those who obtain a bachelor's degree, and among those who study at the master's level. Therefore, the center of the educational process should be the student with his individual psychological, age and other characteristics. Let us add that the teachers of higher education institutions should pay much more attention to the modern student, his opportunities, personal requests and interests than before the introduction of the Concept of the National Academy of Sciences. It is extremely important that a future primary school teacher, during his

studies at a higher education institution, not only becomes motivated to teach, but also perfectly masters the basics of intercultural education, partnership pedagogy, effective interaction with the student's family and an asset of the territorial community to which school M belongs .Ostrovskaya (Ostrovskaya, 2021, p. 81).

Democratization of education means creating prerequisites for the development of activity, initiative and creativity of all subjects of the educational process. The modernization of education, the transition from a knowledge paradigm to a competence paradigm, from informative to active learning methods includes elements of problem solving, scientific research, extensive use of independent work, involves abandoning strictly regulated and controlling methods of organizing the educational process in favor of developmental ones that stimulate the activity and creativity of the individual, educate she has the ability to introduce innovative technologies and the process of lifelong learning. The innovative and humanistic orientation of education implies the recognition of the personalities of all subjects of the educational process as the highest value of society. Individualization of the educational process is aimed at the implementation of a person-oriented approach in education. In order to successfully implement the specified characteristics, a future teacher must be prepared and be able to build his own personal development trajectory during his studies at a higher education institution.

From this position, the preparation of the future primary school teacher for the use of innovative technologies (as a type of pedagogical activity) is considered only in the general context of the formation of a holistic structure of the professional activity of the future teacher. A contextual approach is able to prevent one aspect of professional and pedagogical training from being replaced by another. In particular, O. Shkyr (Shkyr, 2018, p. 209), analyzing the works of O. Mishchenko (Mishchenko, 2008), points out the limitations of such an organization of experimental learning: "The paradox of the current situation in which the teachers of pedagogical institutions find themselves is that , having the opportunity to refer to the recommendations presented in dissertation studies devoted to various aspects of teacher training, they are not able to fully implement them. activities of teachers and students are quite often hypertrophied, and therefore do not provide an opportunity to reduce them into a single, optimal integral system that can fit into the real budget of time allocated by the curricula." During the organization of the process of professional training,

the methodological reference should be the idea of the integrity, indivisibility of pedagogical activity, the impossibility of its partial or incomplete assimilation. This is due to the fact that one cannot partially master morality, subjectivity, inner freedom, awareness of one's self-worth, etc. The readiness to influence another person is a property of a person that cannot be learned selectively, therefore, no matter what the level of education is, it must preserve invariant, essential qualities, integral characteristics of the pedagogical activity of O. Shkyr (Shkyr, 2018, p. 209-210).

The next idea of the concept consists in the continuous and step-by-step training of future teachers for the use of innovative technologies in the conditions of graduate education. Degree training provides continuous general cultural and professional and personal development of the future teacher, the possibility of his further training, transition to a new quality of training in accordance with the levels of higher education. The specified training of teachers in higher education institutions is based on the provisions of the Constitution of Ukraine (1996), the Concept of the National Academy of Sciences (2016), the Laws of Ukraine "On Education" (2017), "On Higher Education" (2014), the State National Program "Education" (21st century Ukraine) (1993), the National Doctrine of Education Development (2002), the Concept of Continuous Pedagogical Education Development (2013), the Decree of the President of Ukraine "On the National Strategy for the Development of Education in Ukraine for the Period Until 2021 of the year" (2013). The main principles of the effective development of graduate education are the continuity and continuity of the content, methods and forms of education, the combination of national educational traditions and modern European experience (generalized in the concept of EVO), the introduction of an innovative and humanistic paradigm, professional orientation according to the principle of "lifelong education", timely response on social changes, predictability, logic and innovativeness of the educational process.

The author's concept of step-by-step training of primary school teachers for IOD and the application of innovative technologies is implemented in the educational process at ZVO from the initial level of higher education to the bachelor's and master's levels. Each level is distinguished by the depth and continuity of acquired theoretical knowledge, practical skills and preparation for performing professional tasks of varying complexity, defined in the Law of Ukraine "On Higher Education". The concept also takes into account the needs of society for

training future teachers for educational activities in a changing and competitive environment, for its continuously growing multiculturalism, conflict and competitiveness M. Ostrovska (Ostrovska, 2021, p. 222), M. Ostrovska (Ostrovska, 2022, p. 83).

At the initial level of higher education, the preparation of future primary school teachers for IOD and the use of innovative technologies is carried out in the context of general cultural and professionally oriented training with the aim of forming the readiness of students to perform typical, and often innovative, tasks provided for primary positions in the educational field.

At the bachelor's level of higher education, future primary school teachers receive theoretical knowledge and practical skills and abilities sufficient for the successful performance of professional tasks in the chosen specialty in traditional and non-traditional conditions, combining traditional and innovative methods, forms and technologies in the educational process.

At the master's level of higher education, the emphasis shifts to the deepening of theoretical and practical knowledge, abilities, skills in the chosen specialty, the general principles of the methodology of professional activity, sufficient for the effective performance of tasks of an innovative nature, using the latest modern technologies based on subject-subject interaction . The main thing is the mastery of all general and professional competences and competences, in accordance with the Concept of the National Academy of Sciences and the new professional standard of the teacher.

The readiness of the future teacher to create favorable conditions for the development and formation of creative students, the ability for professional and personal self-development during professional activity is the dominant goal of the graduate professional training of the future teacher for the use of innovative technologies in the educational process of primary school. Pedagogical activity, in the process of which the professional capabilities of the teacher are realized and the individual development of his personality is carried out, is the basis and means of forming the creative personality of the student in the educational process of modern higher education institutions.

The leading conceptual idea of the step-by-step training of future primary school teachers in ZVO for IOD and the application of innovative technologies is also the provision that in the conditions of a globalized society, integration and informatization of modern education systems, professional and personal development, self-development and self-

improvement of primary school teachers takes place throughout period of professional activity, provided that the training involves the formation of a value-motivational attitude towards innovative educational activities (needs, interests, motivation, etc.), a system of innovative knowledge, abilities and skills, the development of critical pedagogical thinking, etc.

The goal and result of the graduate training of future primary school teachers in the ZVO for innovative educational activities is the formation of readiness for the use of innovative technologies, which contributes to the successful performance of the teacher's professional tasks in accordance with the obtained degree of higher education. In the process of developing these provisions, we assume that a primary school teacher with a formed readiness for IOD and the use of innovative technologies in the process of graduate training in higher education institutions will continue to be able to solve tasks and problems of various levels of complexity, self-development, self-improvement throughout life and this the ability to educate students of primary school age.

Gradual preparation of future primary school teachers for the application of innovative technologies is a component of a holistic model of training and is considered as a pedagogical system that includes the goal, tasks, methodological approaches, principles, components of training, conditions and results of training, which will allow at the professional level to scientifically and creatively approach solving problems of the educational process of primary school.

The methodological basis of the research is philosophical methodology, in particular, the main provisions of the theory of knowledge about the unity of consciousness and activity, dialectical interrelationship, interdependence and interdependence of social phenomena, development and formation of a complete personality; general scientific methodology, in particular the main provisions of systemic and activity approaches; specific scientific methodology - provisions regarding the integrity and continuity of the content of professional training, features of the professional training of future teachers in the conditions of graduate education, axiological, professional, technological, research, competence-based, problem-based approaches to the organization of the educational process during the preparation of future primary school teachers for the use of innovative technologies ; the principles of continuity and continuity of education, professional orientation, problems, professional mobility, ensuring unity in scientific and educational activities, taking into account the age and individual characteristics of students.

Results. One of the leading approaches to the training of future primary school teachers is an innovative approach that reflects the implementation of a new model of students' educational activity: "education through innovation", when innovation is not only an additional type of activity, but is integrated into education and is perceived as the main mechanism for the formation of an individual trajectory professional formation and further development of the teacher's personality for the new Ukrainian education.

Innovative educational activity has its own psychological nature, the consideration of which is an important factor in the organization of the educational process in higher educational institutions of the pedagogical profile. The study of the results of psychologists' research shows that innovative activity is a manifestation of the orientation reflex - one of the main reflexes of living organisms, and means the desire to study the environment, which is stimulated by novelty or changes that arise, and the desire to influence the development of the world through this process. The basis of the innovative activity of a creatively working teacher is the psychological need for search activity, which serves as motivation and creates the basis for the development of her research behavior.

Conclusions. So, the conceptual foundations, on the basis of which the model of step-by-step training of future primary school teachers for the use of innovative technologies in the educational process of primary school will be built, are the following provisions:

- clarification of the content of the concepts "innovative educational activity" and "training of future teachers for the use of innovative technologies in primary school";
- justification of methodological approaches and principles of professional training of future teachers for the use of innovative technologies in primary school;
- the main idea of training - preparation for IOD and the application of innovative technologies in educational activities is a component of the general context of the formation of a holistic structure of the professional activity of a primary school teacher;
- step-by-step professional and personal development of future primary school teachers to the use of innovative technologies takes place in accordance with the levels of higher education (primary, bachelor's, master's);

– the result of the professional training of future teachers during their studies at higher education institutions at each level of higher education is the readiness to use innovative technologies in the educational process;

– the methodological basis for the application of innovative technologies in the framework of graduate training of future primary school teachers is professional, axiological, systemic, activity, competence, research, personal, technological;

– taking into account the psychological nature of innovative educational activity in the process of training future primary school teachers;

– implementation of the model of educational activity - "education through innovativeness", when innovations are integrated into the educational process and are perceived as the main mechanism of formation of the individual trajectory of the future teacher's professional development.

The purpose of the concept is the step-by-step and systematic implementation of the structural-component model of step-by-step training of future primary school teachers for the use of innovative pedagogical technologies in the educational process.

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## АНОТАЦІЯ

**Островська Маріанна.** Педагогічна система підготовки майбутніх учителів початкової школи до застосування інноваційних технологій.

*Реформування національної системи освіти, її орієнтація на інтеграцію в європейський освітній простір та сучасне інформаційне суспільство зумовлюють зміни у професійній підготовці майбутніх учителів. Від того, наскільки сучасні системи вищої та загальної середньої освіти здатні вирішувати завдання ефективного та швидкого виконання замовлень суспільства і суспільства, залежать темпи і характер розвитку країни, її економіки, внутрішніх і зовнішніх суспільних відносин. ринку праці щодо формування загальних та професійних компетентностей випускників. Сьогодні вчитель повинен не лише виконувати освітні завдання, а й адаптуватися до вимог інформаційного суспільства, володіти інформаційно-комунікаційними та мультимедійними технологіями, вміти реалізовувати індивідуальний підхід до навчання, здійснювати педагогічний супровід індивідуальних освітніх програм учнів.*

**Ключові слова:** майбутній учитель, інноваційні технології, педагогічна система, сучасна початкова освіта.

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## МУЗЕЙНА СПРАВА ЯК СКЛADOVA ПІДГОТОВКИ МАЙБУТНІХ ФАХІВЦІВ З ТУРИЗМУ

*У статті проаналізовано сучасний стан функціонування та розвитку туристичної галузі в Україні. Розглянуто погляди вітчизняних і закордонних теоретиків і практиків туристичної галузі щодо процесу організації професійної підготовки фахівців з туризму. Обґрунтовано, що одним із найзначущіших соціальних інститутів, що володіє високими потенційними можливостями у вихованні особистості, є музей. Нині дедалі більше зростає його значення у суспільстві, що зумовлює необхідність імплементації інноваційних підходів до*