

УДК 378.01/.09:[373.011.3-051:331.54]

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DOI 10.24139/2312-5993/2023.02/377-388

## EDUCATIONAL AND SCIENTIFIC PEDAGOGICAL PROJECT AS A MEANS OF FORMING THE EARLY PROFESSIONAL IDENTITY OF FUTURE TEACHERS IN THE SYSTEM OF PROFESSIONAL AND PEDAGOGICAL TRAINING OF INSTITUTIONS OF HIGHER EDUCATION

*The study reveals the educational and scientific pedagogical project (ESPP) as a technology that integrated the components of pedagogical professional training of future teachers (tasks and content of the educational discipline "Pedagogy", course pedagogical research, educational pedagogical practice) and which is aimed at forming the professional identity of the future teacher. It is highlighted that the NNPP integrates the characteristics of several types of projects: educational, research, educational, projects of individual development, projects of social action, ensures the principles: conceptuality, systematicity, efficiency, reproducibility. It is justified that ESPP integrates design and training technologies; traditional forms of organization of student education (lecture, practical session, independent work, etc.); and developed special ones (training sessions, training consultation, etc.).*

**Key words:** higher education, professional pedagogical training, educational practice, course research, teaching technology, professional teacher training, educational and scientific pedagogical project, school and university project.

**Formulation of the problem.** Pedagogical professional training of future teachers lays down basic knowledge about the profession, the educational process of the educational institution, provides an understanding of professional roles, tasks and responsibilities by the students of education; aimed at the formation of pedagogical skills, the readiness to critically understand the social and institutional frameworks of education, upbringing, development, socialization, teaching and learning, the development of reflexivity and awareness by future teachers of their own capabilities, individual characteristics that are important in the profession and, conversely, the understanding of the extent to which the profession corresponds to personal qualities, vital interests of students. The main educational components of the professional pedagogical training of students of the second year of study traditionally for Ukrainian higher education institutions are the academic discipline "Pedagogy", course work on pedagogy and educational pedagogical practice. This study reveals the pedagogical technology developed by us - an educational-scientific pedagogical project (ESPP), which integrated the specified components and thus allowed to create a practice-oriented environment for studying the

educational process of the school close to the real one and contributed to the development of the professional identity of future teachers.

**Analysis of current research.** The didactic foundations of the project method in pedagogy were laid by the American teacher J. Dewey. Further development of the method was carried out by foreign researchers V. Kilpatrick, E. Collings and others. In the 20s and 30s of the XX century. works by P. Blonskyi, L. Levin, P. Mudrov, L. Skatkin, S. Shatskyi, etc. appeared on this issue. In pedagogical studies of the late 20th - early 21st centuries. general theoretical issues of designing and organizing project activities of secondary school students were widely considered (V. Bespalko, O. Zair-Bek, I. Ermakov, O. Kobernyk, G. Selevko, V. Sydorenko, etc.).

The current stage of application of the project approach in the professional training of future teachers is based on scientific works on: technological approach (V. Bespalko, M. Hrynyova, M. Klarin, O. Pehota, O. Savchenko, H. Selevko, T. Shcheblykina, etc.) ; development of a system of project-pedagogical activity (S. Bondar, V. Kyrychuk, E. Polat, etc.). The combination of project and training technologies in higher education institutions is considered by O. Fomichova, O. Shapran, Yu. Shapran and others.

Our research presents a technology that integrates the components of professional pedagogical training (combines the tasks and content of the educational discipline "Pedagogy", course pedagogical research, educational pedagogical practice; it is based on design technologies and training technologies, aimed at forming the professional identity of a prospective teacher.

**The purpose of the article:** to substantiate the essence and structure of the educational and scientific project as a technology of integrative implementation of professional and pedagogical training of future teachers.

**Research methods.** To achieve the goal, the following methods of psychological-pedagogical research were used: theoretical – categorical and terminological analysis to substantiate the conceptual and terminological apparatus of the researched problem; modeling - for the development and theoretical substantiation of an educational and scientific project; empirical: survey, observation, generalization of teachers' pedagogical experience, diagnosis, self-analysis, self-observation for the purpose of experimental verification of the effectiveness of the developed technology.

**Presentation of the main research material.** The word "project" in translation from the Latin language (project) means "thrown forward".

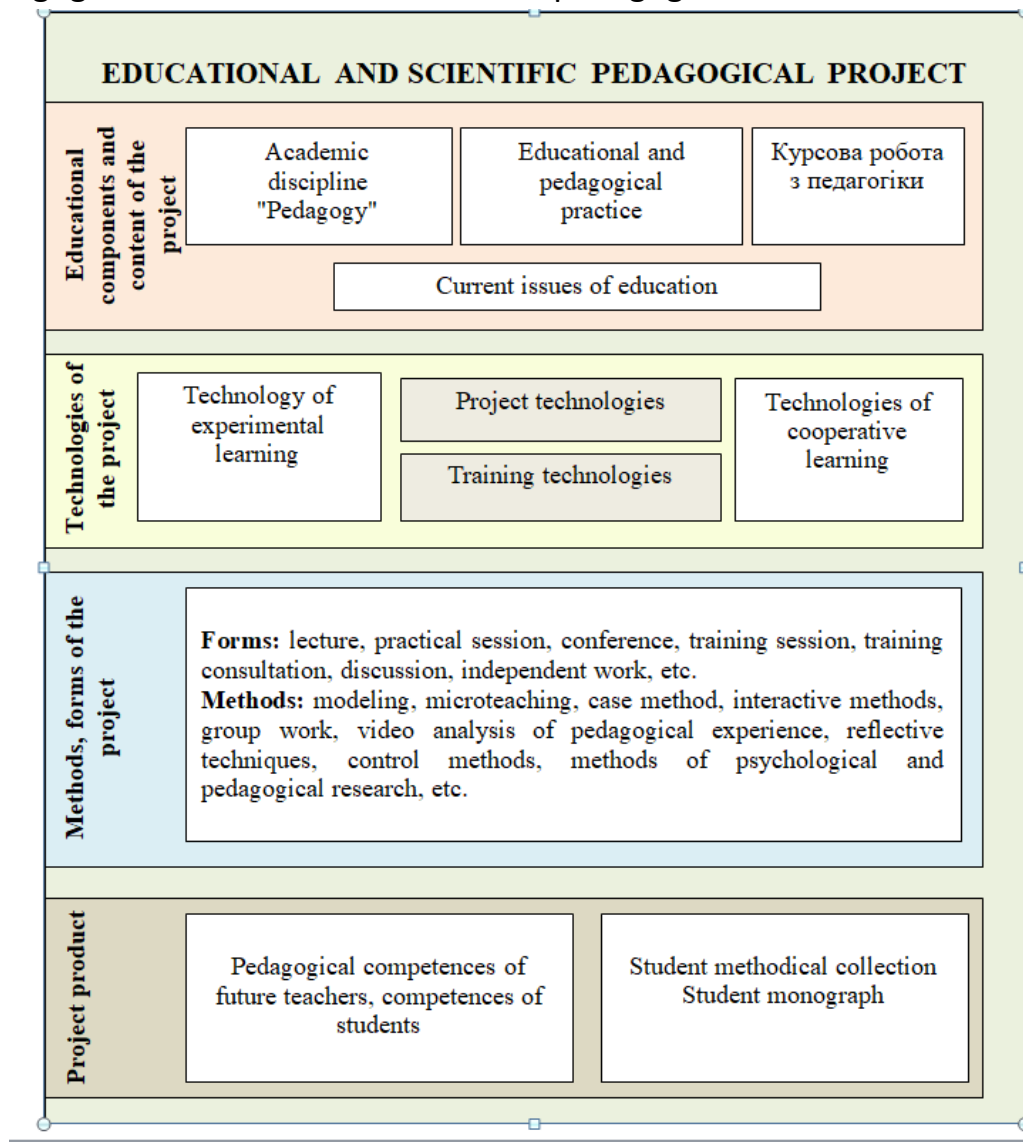
Projecting as a special type of activity "is based on a person's natural ability to mentally create models of the "necessary future" and bring them to life" (Canrinus, Helms-Lorenz, Beijaard, Buitink, Hofman, 2012, p. 3). One of the important tasks of professional training is teaching future teachers how to design their activities and those educational processes that they are expected to organize in the future (Canrinus, Helms-Lorenz, Beijaard, Buitink, Hofman, 2012, p. 110).

We consider the Educational and Scientific Pedagogical Project (ESPP) as a collective project with a view to a group of future teachers and a project of interaction between institutions of higher education and schools. According to its content, the ESPP integrates several types of projects. First of all, it is an educational project based on educational and professional tasks aimed at the implementation of the tasks of the student psychological and pedagogical research. At the same time, it is a research project, as it became the basis for conducting scientific pedagogical research by students. At the same time, the ESPP is an educational project, as it is aimed at the implementation of educational tasks in the student environment. ESPP can also be considered as a project of individual development, as it is aimed at developing the student's professional identity. We consider an important feature of ESPP the fact that it can be a project of social action, when the tasks of the activity of the project are not limited to the framework of the educational process of schools, spread and include the nearest social environment.

The principles of ESPP are: conceptuality - based on the principles of general scientific approaches (activity, system, acmeological, axiological, environmental, praxeological, existential) and didactic approaches (competent, student-centered, contextual), didactic principles (general didactic, higher school didactics, special); systematicity (the stages of ESPP reveal the logic of the process, psychological and pedagogical conditions ensure the interrelationship of its parts: content, forms, methods, activities of subjects and create the integrity of the system of formation of early professional identity of future teachers); controllability (ESPP was created with the aim of forming the early professional identity of future teachers, along with that it is variable and can be directed in the direction of achieving in general or individual components of the professional competence of future teachers); efficiency (the integration of project and training technologies directed the implementation of educational and professional tasks to the creation of a holistic educational product, which

ensures students' conscious mastery of the content of the discipline, conducting scientific pedagogical research and implementation of practical tasks and allows intensifying the educational process of assimilating pedagogical knowledge, forming professional skills in training forms); reproducibility (the practical experience of using the ESPP by other teachers of pedagogical disciplines proved its reproducibility. We believe that the ESPP can be implemented to form the professional identity of students of non-pedagogical specialties).

The content of the ESPP (Fig. 1, Kovalenko 2021a) provides for the integration of the components of the system of professional and pedagogical training of future teachers of the second year of study, namely: the study of the pedagogical discipline, the completion of educational pedagogical practice and the implementation of scientific pedagogical research based on current pedagogical issues.



**Fig. 1.** Scheme of educational and scientific pedagogical project.

The content of the educational discipline "Pedagogy" includes the following sections: 1) general foundations of pedagogy (pedagogy in the system of human sciences, methodology and methods of scientific and pedagogical research, development, socialization and education of the individual, the pedagogical process as a system and a holistic phenomenon, regularities and principles of pedagogical process, normative and legal principles of reforming the modern education system in Ukraine; 2) theory of education and learning (didactics, current tasks of modern didactics, learning in a holistic pedagogical process, the content of education as the foundation of the basic culture of the individual, methods and means of learning, modern learning technologies, forms of organization of education, the lesson as the main form of organization of education, pedagogical diagnosis of the results of educational and cognitive activity, theory of education (education in a holistic pedagogical process, content of education, topical issues of education, general methods of education, organizational forms of educational work, pedagogical foundations of the development of the educational potential of the collective, pedagogical foundations of the class teacher's activity, pedagogical guidance of self-education of student youth, the place and role of the family in education, public institutions of education, educational work with pedagogically neglected children); management of educational systems (organizational foundations of national school management, methodical work at school, concepts of pedagogical innovations and advanced pedagogical experience, study and generalization of advanced pedagogical experience, reforming of general secondary education in the light of the concept "New Ukrainian school, professional standard by professions "School teacher general secondary education").

The content of the course scientific research on pedagogy is based on the content of the academic discipline "Pedagogy", directs the scientific searches of future teachers to an in-depth study of one of the topics (Kovalenko, 2014). The scientific-research component of the professional pedagogical training of future teachers "is designed to ensure the justified implementation of pedagogical innovations by future teachers in the educational process of general secondary education institutions, the formation of their research competence" (Kovalenko, 2018a).

The content of the practical training provided for the approbation of the theoretical components of pedagogical competences acquired during the study of the academic discipline "Pedagogy", the first acquaintance

with professional activities in a professional role, the formation of the early professional identity of the future teacher (Kovalenko, 2019a).

In the conditions of the organization of the student psychological and pedagogical research as a component of the ESPP (Fig. 1), the content of the specified components is united by a single relevant pedagogical issue: tolerance, media literacy, etc. (Kovalenko 2017b, 2018b, 2019b,c,d,e, 2021b,c). The indicated problems become system-forming in the organization of the ESPP, determine the emphasis of studying the topics of the educational discipline "Pedagogy", the topic of the educational week at school during the practice period and the direction of course pedagogical research of students.

Let's emphasize that the chosen topical issue becomes a cross-cutting issue for the content of the educational discipline "Pedagogy". Thus, during the study of the topics of the academic discipline "Pedagogy": "Current issues of education", "Methods of scientific and pedagogical research", "Methods of education", "Forms of educational work", "The work of the class teacher with the parents of students" the content defined by the curriculum is considered disciplines and, along with that, students delve deeper, perform practice-oriented tasks, mini-projects, analyze cases specifically from the specified topical issues.

In the area of pedagogical research defined as a topical pedagogical problem, students independently choose the topics of scientific research. Thus, in the online ESPP "Emotional Intelligence: School and University Project" (Kovalenko, 2021a), the topics of student research were: 1) problems related to the state of development and attitude of students: gender analysis of the development of components of emotional intelligence; correlations of success and the level of development of emotional intelligence of elementary school students; age characteristics of the development of emotional intelligence of 5th and 9th grade students; students' ability to understand their own emotions and friendships of elementary school students; students' ability to control their own emotions and other people's emotions, etc.; 2) problems affecting future teachers: emotional intelligence in the development of pedagogical competence of future teachers; comparative analysis of the development of emotional intelligence of students of pedagogical and non-pedagogical specialties, etc.

We consider it important that the results of this study become the basis for choosing topics for educational work for students and creating a plan for the educational week for elementary school students. So, for

example, as part of the online ESPP "Emotional Intelligence: School and University Project", planning to study the gender characteristics of the development of the components of students' emotional intelligence, the students predicted that the results for boys would be lower than for girls, because, according to the students, boys understand emotions worse. The results of the general level of development of emotional intelligence did reveal the expected trend. But delving into the obtained results showed that the boys showed higher results in the components: understanding their own emotions and understanding the emotions of others, but in the ability to detect and show emotions, the results were significantly lower (Kovalenko, Hrytsenko, 2020).

The results of student research led to changes in the purpose and content of educational work at school, emphasis was placed on the ability to show emotions in rights for boys and to control one's own emotions for girls. We believe that conducting pedagogical scientific research and the subsequent practical use of the results in real pedagogical activity, which is ensured by the integration of the content of the student psychological and pedagogical research in the ESPP, creates conditions for immersion in professional activity, systematicity in the activities of students, creates practically oriented educational and professional tasks, which collectively contributes formation of the teacher's professional identity. Educational pedagogical practice becomes the environment for the implementation of the specified tasks in the ESPP.

The educational-scientific pedagogical project integrates project and training technologies (Fig. 1), which provides such an organization of the educational process within the framework of the SPPP, which is aimed at: 1) mastering the content of the discipline by students, conducting pedagogical research, creating a single educational product for students on this basis primary school and its approval in the educational process of schools during educational practice and 2) intensification of the educational process in training forms (Kovalenko, 2017a). At the same time, experimental and corporate training technologies were used in ESPP.

The principles of experimental learning were taken into account in the organization of the educational process based on the essence of the concept of identity and the mechanisms of its formation. Based on the specified feature of identity, Kolb's Experiential Learning Cycle (Kolb, 2015) became the basis for building an educational-scientific project and practical classes in the educational discipline "Pedagogy".

The practical implementation of the specified provisions of Kolb's model of experimental learning in the educational and scientific pedagogical project involved: at the first stage (concrete experience) identifying the existing experience of students, giving examples, students' awareness of their specific experience with the problem, the topic of the educational course "Pedagogy". At this stage, practical cases that simulate a professional situation, for which students do not yet have professional knowledge, are important. Attempts to solve cases based on existing knowledge and generate ideas, group discussion are aimed at actively involving students, deepening the topic. Kolb notes that the key to learning is engagement: it's not enough to just read about it or see it in action (Kolb, 2015). The next stage is reflective observation, which was implemented in the process of reflection by students of their own experience, the experience of colleagues, and the peculiarities of the case. Protocols of analysis and self-analysis of fragments of educational activities became standard schemes for reflection of micro-teaching. The purpose of the stage is to identify connections and dependencies between previous experience and the current one, analyze advantages and find a point of development. Abstract conceptualization is a continuation of the previous stage, it involves obtaining new knowledge, developing project products based on the reflection. The purpose of the stage is the formation of new principles, approaches, attitude of future teachers to the problem. The stage of active experimentation involved testing the new pedagogical product in the student classroom and further implementation in the school environment.

In order to integrate students' creative efforts, the technology of learning in a large group - cooperative learning - was chosen. During the academic year, students work in small creative groups to perform separate tasks: they create methodological developments of educational activities for class students, school-wide promotions. Cooperative learning technologies that were integrated into the ESPP: Learning Together; Student Teams Achievement Division – STAD; Teams – Games – Tournaments – TGT; Group Investigation; Jigsaw Procedure; Round Robin Brainstorming, Think – pair – share; RoundRobin; rotating threes, "Two-four-all together", "Aquarium"; "Microphone", unfinished sentences, "Brainstorming", "Teaching-learning", "Case-method" .

Both traditional and special forms and methods of organizing students' educational activities were used in the process of implementing the ESPP. Thus, the following traditional forms of organization of student



education were used: lecture, practical class, independent work, etc.; and developed special: training sessions, training consultation, etc. Traditional forms of education were significantly diversified and modified. In particular, various forms of lectures were used: problem lecture, lecture with consideration of specific educational situations, lecture-discussion, lecture-international dialogue, lecture-press conference, lecture-visualization, lecture with feedback, lecture-experiment, etc. Along with that, the following methods of implementing ESPP have become: interactive methods, modeling, micro-teaching, methods of cooperative learning, case method, video analysis of pedagogical experience, reflective techniques, control methods, methods of psychological and pedagogical research, etc. (Kovalenko, 2021a).

Practical classes as a form of mastering the content of an educational discipline change the structure within the framework of the implementation of the ESPP, covering theoretical consideration of issues, video dictations, fragments of educational activities, analysis of modeled pedagogical activities, seminars-discussions, trainings, project defense, etc. become relevant.

Role-playing and didactic games, brainstorming, debates, discussions, training and coaching sessions, etc. are widely used in the educational process of higher education institutions. The report conference on practice took on such an innovative form as a flash mob (Kovalenko, 2021a). The set of implemented measures provided for the dissemination of the acquired pedagogical experience of second-year students to first-year students and included: open creative reports, conducting the main types of work by second-year students for first-year students (fragments of educational activities, exercises, appropriate organization of first-year breaks); printing and presentation of a collection of the best methodological works of students.

Conclusions from the conducted research. So, modern professional and pedagogical training of future teachers includes a complex of educational disciplines, a system of pedagogical practices and scientific research work of students. The unification of the specified forms of training organization with a common practical-oriented goal, its implementation in the form of a large-scale project in practice allowed to achieve the growth of the professional competence of future teachers, their professional identity and motivated performance of educational tasks of the specified types of work.

ESPP made it possible to create a contextual reflective environment that ensures the integrity of students' knowledge of professional activity as a unity of educational, educational, scientific functions of pedagogical activity; purposeful knowledge of oneself as a professional; identification with a professional group in the corporate environment of institutions of higher education and schools, which in aggregate, according to the data of experimental verification, contributes to the formation of ESPP. The prospects of further research are defined as the determination of psychological and pedagogical conditions for the formation of the early professional identity of future first-year students by means of an educational and scientific pedagogical project.

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### АНОТАЦІЯ

**Коваленко Наталія.** Навчально-науковий педагогічний проект як засіб формування ранньої професійної ідентичності майбутніх учителів у системі професійно-педагогічної підготовки.

*Дослідження розкриває розроблену педагогічну технологію - навчально-науковий педагогічний проект (ННПП), яка інтегрувала складові педагогічної професійної підготовки майбутніх вчителів (завдання і зміст навчальної дисципліни «Педагогіка», курсового педагогічного дослідження, навчальної педагогічної практики) і яка спрямована на формування професійної ідентичності майбутнього вчителя. Мета статті: обґрунтувати сутність і структуру ННПП як технології інтегративної реалізації професійно-педагогічної підготовки майбутніх учителів. Методи дослідження: теоретичні (категоріально-термінологічний аналіз для обґрунтування понятійно-термінологічного апарату досліджуваної проблеми; моделювання для розробки та теоретичного обґрунтування ННПП); емпіричні (опитування, спостереження, узагальнення педагогічного досвіду вчителів, діагностика, самоаналіз, самоспостереження з метою експериментальної перевірки ефективності розробленої технології).*

*Результати дослідження, практичне значення дослідження. Навчально-науковий педагогічний проект інтегрує характеристики кількох видів проєктів: навчального, дослідницького, виховного, проєктів індивідуального становлення, проєктів соціальної дії. Для ННПП характерними є такі принципи: концептуальність, системність, ефективність, відтворюваність. Зміст ННПП передбачає інтеграцію складових системи професійно-педагогічної підготовки майбутніх учителів другого року навчання. ННПП інтегрує проєктні та тренінгові технології; традиційні форми організації навчання студентів (лекція, практичне заняття, самостійна робота тощо); та розроблені спеціальні (тренінг-заняття, тренінг-консультація тощо). Методами реалізації ННПП стали: інтерактивні методи, моделювання, мікрОВикладання, методи кооперативного навчання, метод кейсів, відео аналіз педагогічного досвіду, рефлексивні техніки, методи контролю, методи психолого-педагогічного дослідження тощо. Висновки з проведеного дослідження. Об'єднання складових професійно-педагогічної підготовки майбутніх учителів спільною практико-орієнтованою метою, реалізація її у формі масштабного проєкту виявило ефективність у формування професійної ідентичності майбутнього вчителя. Перспективи подальших досліджень полягають у визначенні психолого-педагогічних умов формування ранньої професійної ідентичності майбутніх першокурсників засобами ННПП.*

**Ключові слова:** вища освіта, професійна педагогічна підготовка, навчальна практика, курсове дослідження, технологія навчання, професійна підготовка вчителя, навчально-науковий педагогічний проект, проект школи і університету.