

of theories, laws, scientific facts, experiments, etc.; high degree of generalization of the structure of units of knowledge and mastering the experience of implementing generalized methods of activity; focus on the formation of professional thinking, constructing their own activities; formation of the ability to synthesize knowledge, mastering interdisciplinary knowledge. The problem of increasing the efficiency of training future officers, improving the ideology of higher military education standards, forming innovative didactic approaches, mastering theoretical and practical knowledge and skills in professional disciplines, providing a deep base of special military skills to perform military professional activities. It is considered and specified that educational and methodological support of preparation of future officers for application of means of radiation and chemical protection in extreme situations according to the purpose of research is a necessary condition of improvement and optimization of such maintenance in educational process of higher military education institutions. Methods of improving the educational and methodological support of training future officers for the use of radiation and chemical protection and psychological mechanisms and actions and behavior of people in extreme situations are clarified. Stages of improvement of educational and methodological support of preparation of future officers for application of means of radiation and chemical protection in extreme situations (at the first stage: activization of educational process on practical preparation for professional activity; at the second stage: improvement of preparation of future officers for application of means of radiation and chemical protection are substantiated in extreme situations through the introduction of improved educational and methodological support; at the third stage: formation of professional self-development to the use of radiation and chemical protection in extreme situations; at the fourth stage: formation of creative competences for research).

Key words: *higher military education, training system for future officers, educational and methodological support, means of radiation and chemical protection.*

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ADAPTATION OF TRAINING OF FUTURE TEACHER TO PROFESSIONAL ACTIVITY IN THE NEW UKRAINIAN SCHOOL (ON THE EXAMPLE OF THE DISCIPLINE “CURRENT ISSUES OF INNOVATIVE DEVELOPMENT OF EDUCATION”)

The article is devoted to the scientific substantiation of the process of adaptation of the future teacher's preparation to professional activity in the new Ukrainian school, namely, through the transformation of the methodological foundations of its training on the example of teaching the discipline “Current issues of innovative development of education”. In particular, the methodological foundations of formation of an innovative pupil who should possess a certain set of qualities which will allow him to be successful in the future life are covered. The methodological foundations of training an innovative teacher capable of forming an innovative pupil, ensuring implementation of the basic principles of partnership pedagogy, changing the content of education from knowledge to competence in accordance with the Concept of the new Ukrainian school are presented.

Key words: *teacher of a new Ukrainian school, innovative pupil, pedagogy of partnership, competence approach in teaching, teaching methods, information technologies of teaching.*

Introduction. Recent legislative changes in the education system of Ukraine have affected not only education of pupils in the new Ukrainian school, but have also made significant demands to change the process of training future teachers in institutions of higher pedagogical education. At the same time, it requires adaptation of many directions of training future teachers to the working conditions of teachers in the new Ukrainian school.

Many radical changes have taken place in the modern school: the structure of the school has changed; the content of education has been transformed to competence, partnership pedagogy has been introduced, a new educational environment is being created, a motivated and competent teacher must work at school, student orientation and education on values are carried out, school autonomy is introduced.

The purpose of complete general secondary education, which is defined by the Law of Ukraine "On Education", has changed; it is the comprehensive development, upbringing and socialization of the individual, who is aware of himself/herself as a citizen of Ukraine, capable of living in society and a civilized interaction with nature, has a desire for self-improvement and lifelong learning, ready for conscious life choice and self-realization, work and civic activity.

All these changes must be taken into account when organizing training of the pedagogical university students, who will work in the new Ukrainian school in future.

But there is a contradiction between the changed requirements for training of a modern teacher and the availability of the necessary conditions in institutions of higher pedagogical education for training of a teacher who will be able to work effectively in a reformed school.

Thus, scientists and scientific-pedagogical staff of higher pedagogical education institutions are facing the urgent task of finding the ways to solve this problem.

In our article we are studying one of the ways to adapt training of the students to work with pupils in the new Ukrainian school. This is a change in the methodology of training future teachers, in particular, on the example of teaching the discipline "Current issues of innovative development of education". We believe that this problem is quite relevant and requires further research and significant improvement.

Analysis of current research. Given the urgency of the problem, many scholars examine different areas of training future teachers to work in the new

Ukrainian school. Thus, O. Savchenko clarifies modernization of primary education in the context of modern challenges, S. Sysoieva studies the creative development of the specialists in the conditions of training students for master's degree, the theoretical and methodological bases of formation of corporate culture of future teachers of higher school in the course of master's preparation in the works are presented by K. Gnezdilova, L. Khoruzha investigates the invariance and variability of the professional activity of a high school teacher in an era of change (Gnezdilova, 2014), V. Kravchenko studies the theoretical and methodological principles of modernization of professional training of higher school teachers in the conditions of master's degree (Kravchenko, 2017), N. Myronchuk analyzes the peculiarities of the content of training masters in the specialty 011 "Educational, pedagogical sciences" (Myronchuk, 2018).

Considering the fact that due to the epidemiological situation in Ukraine and the world, some classes are conducted remotely, many scientists study the features of professional training of future teachers in terms of distance learning (Hlukhovska, 2016; Murasova, 2012) and others.

O. Akimova, O. Kuznetsova, V. Odarenko put forward interesting ideas in their research on the issues of forming an innovative style of professional activity of future teachers in the context of inclusive educational space of primary school (Akimova, Kuznetsova & Odarenko, 2018). N. Haran emphasizes on the peculiarities of training masters of specialization "Pedagogy of higher school" for research activity (Haran, 2018).

Thus, we can confirm that a lot of research is devoted to training future teachers to work in the new Ukrainian school, but most of the studies are devoted to training of primary school teachers, taking into account the fact that the reform of general secondary education began at the stage of this school.

From September 2021-2022 the new Ukrainian school will start operating in the basic secondary school. This raises many unresolved issues, including training of primary school teachers in pedagogical universities.

The purpose of the article is scientific substantiation of the process of adaptation of the future teacher's training to professional activity in the new Ukrainian school, in particular, through the transformation of the methodological foundations of its training on the example of teaching the discipline "Current issues of innovative development of education".

Research methods. To achieve this goal, we have used both general scientific methods and specifically scientific (empirical). In particular analysis and synthesis of scientific pedagogical literature, which highlights different approaches to creating conditions for training future teachers for professional

activities in the new Ukrainian school; comparison, generalization, abstraction in order to identify a system of views of scientists on the problem under research. The empirical methods involved observation, conversation and analysis of the students' educational products during the study of the discipline "Current issues of innovative development of education".

Research results. The discipline "Current issues of innovative development of education" (CIIDE) is studied by the students of all specialties of the pedagogical university of educational level "Master's Degree". It is aimed at forming the students' ability to use those innovative transformations in their teaching activities which are constantly occurring in the education system, understanding the essence of innovative changes in accordance with the legal documents that provide them, possession of the principles of academic integrity.

The content of the discipline covers many aspects of innovative transformations in the system of general secondary education. The purpose of studying this discipline as we have identified is formation of students' ability: to recognize a wide range of the issues related to innovative changes in the new Ukrainian school, aimed at improving the quality and competitiveness of general secondary education; solving the strategic tasks facing the national system of secondary education in the new economic and socio-cultural conditions, its integration into the European and world educational space; setting a goal and choosing the effective ways to achieve it by understanding the fundamentals of innovative transformations and the use of both theoretical and practical methods of innovative pedagogical activities.

Each student has the opportunity to get acquainted with the purpose of studying the discipline in communication with the lecturer during lectures and seminars, as well as with the syllabus and the work program of the discipline on the website of the chair of pedagogy and university.

Taking into account the fact that the discipline is studied by master's students, already certified bachelors, we try to use teaching methods aimed at developing their creative and critical thinking, emotional intelligence, ability to analyze information and situations, readiness for innovation, focus on the present and future.

Detailed acquaintance with innovative transformations of the system of general secondary education begins with the study of legislative documents: Law of Ukraine "On Education" (2017); Concepts of the "New Ukrainian School" (2016); On approval of the Concept for the implementation of state policy in the field of reforming general secondary education "New Ukrainian School" for the period up to 2029 (On approval of the Concept for the implementation of

state policy in the field of reforming general secondary education “New Ukrainian School” for the period up to 2029, 2018), Law of Ukraine “On Complete General Secondary Education” (2020) and others.

This activity is carried out by students independently, taking into consideration that most of the study hours are devoted to independent study of the discipline. But, in order to intensify the students’ cognitive activity and the development of analytical and critical thinking, the lecturer organizes a discussion of the results of acquaintance with the documents in the forum of a distance course on the discipline on the platform MOODLE. The students are actively involved in the discussion, as this activity is evaluated by the lecturer as a result of their independent work.

On the basis of the formed knowledge about the basic innovative transformations in the system of general secondary education, we organize various discussions of the results of these changes. We believe that the main result of the introduction of a new Ukrainian school is formation of a graduate of a modern school as an innovative person.

Through heuristic conversation, discussion, joint efforts of the students, we create the image of an innovative pupil. This image is a personal creative product of the students, designed on the basis of their knowledge of innovative trends and changes not only in education, but also other areas of life in Ukraine and the world, their analytical and critical thinking (Kryvonos & Chernyakova, 2021).

As an example, we can give a generalized image of an innovative pupil created by the students.

They believe that such a student should be able to find mutual understanding with others. Based on their own experience, students claim that they study algorithms at school, but none of them can describe a person’s behavior and peculiarities of his worldview. As a result, some graduates do not know how to find a common language with the strangers after graduation, which, in fact, often blocks their way to career growth. For effective communication it is necessary to be able to listen carefully to people, respect their interests, perceive them as they are, be sincere and honest and keep your word and so on. Most students claim that the subjects of the humanities play a key role in the formation of communication skills. But in the process of the discussion with other students and the lecturer, we come to the conclusion that in all other disciplines it is also necessary for teachers to form the ability to communication, which is one of the key and cross-cutting competences of the pupils of the new Ukrainian school.

In addition, the students are sure that an innovative pupil must be able to ask questions. They pay attention to the fact that children have an innate

curiosity: “How?”, “Why?”, “What for?”, “When?” ... Parents can barely count the number of questions addressed to them. But, with entering school, the child for some reason loses the desire to put them. Why does this happen? The point is not that the school provides the answers to all available questions, anticipating their occurrence. The case is in the other: the pupil thinks that if he asks, then he does not know anything, and because the rest of the pupils are silent, then they are smarter. Therefore, the pupil prefers to remain silent. The students agree that the lack of skills to ask questions has a negative impact on the further education of students in universities, making it difficult for them to adapt to the system of education in a higher education institution. University lecturers have to make a lot of efforts to teach students to ask the correct questions.

The next quality that students have endowed the innovative pupil is the ability to make decisions and take full responsibility for them. The students have emphasized that this is perhaps the most important trait of a successful person, which, unfortunately, is almost forgotten in the modern school. As a result, in adult life, a person loses thousands of opportunities, simply is afraid to take responsibility at the right time and make the right decision. What to say about taking responsibility for an act that has negative consequences.

In order to form the students' ability to transform knowledge into a practical situation and its modeling, the lecturer asks to give a concrete example from school life, which testifies to the possibility of developing pupils' responsibility and ability to make decisions. One of the following practical situations was as follows: for example, at a biology lesson, performing a laboratory work “Studying a cell on the example of an onion peel”, the pupil, adjusting the light of the microscope, lowered the tube too low, as a result of which the cover glass was crushed. Thus, the biology classroom suffered material damage. The student was frightened and did not confess. At the end of the lesson, the duty pupils hand over the equipment to the teacher and receive remarks for nothing. Is it possible to consider this situation from a positive point of view for the culprit? Of course, yes.

Now the pupil knows exactly how fragile the cover glass is, has mastered the rules of adjusting the microscope and next time will try to avoid a repeat of the situation. If a pupil decided to admit what had happened, he could emphasize his own experience to other pupils. However, the student does not admit to anyone, and therefore his mistake will be repeated by many pupils. This example shows that the pupil does not have a sense of responsibility and he cannot and is afraid to make the right decision and report the problem. The students point out the mistake of a teacher who did not find the culprit and did

not try to form correctly his sense of responsibility and ability to make the right decision in a difficult situation. In the future life the lack of such a quality will not allow the pupil to be successful in various areas of life.

Another important quality of an innovative pupil as the students have stressed is the ability to defend their position and rightness.

In order to form analytical thinking the students are invited to argue their point of view and prove the importance of this quality. The students claim that from the first days of their school life, children learn the capitalized truth: "The teacher is always right". As a result, the pupil may disagree with the teacher, or even identify the errors in his work, but will remain silent about it. After all, contradicting a teacher is like arguing with Seneca: his status is unquestionable. Therefore, the pupil becomes passive, insecure, submissive.

In order to identify the ways to develop students' ability to defend their position and rightness, the lecturer at the CIIDE seminar organizes a discussion between the students, each of whom offers his own way and argues it. As a result of the discussion we come to a common opinion that to form the skills of confident communication and teach students to defend their own opinions in an acceptable, tolerant form is possible at any lesson through debates, discussions, seminars, public speeches.

The students have also highlighted such qualities of an innovative pupil as flexibility, the ability to adapt quickly to various changes in life, the ability to learn and the ability to learn throughout life and others. The need for these skills, the students argued concrete examples, thus forming their own ability to transform knowledge, analytical thinking, production of new ideas, the ability to work in a group, to lead a discussion, to prove their appropriateness.

It is clear that an innovative pupil can be formed only by an innovative teacher. Therefore, in order to develop a personal vision of the main qualities of an innovative teacher, the students were given the task to design their own portrait of an innovative teacher and present it at the seminar. During the presentation, a discussion of each image was organized by asking questions to the author. The students were often asked to compare the designed portrait with the speaker's own qualities, to find out which of them the future teacher still needs to work on. Thus, such qualities of the students as the ability to analyze the received information, the ability on the basis of this analysis to form correct questions to the author, to discuss have been improved.

The following qualities have been most often found in the portraits of the innovative teacher designed by the students: readiness to accept and design professional tasks; ability to make moral choices in conflict situations;

the need for reflection and conscious regulation of their behavior; focus on self-development; the desire to improve their creative potential; awareness of the uniqueness and originality of yourself and others; social and professional activity; stability of views, beliefs, meanings, ability to constant self-improvement and learning and others.

The students note that the 21-st century children are different, so they should be taught by the 21-st century teachers. Their role is changing. According to modern scientific data, the teacher performs several roles simultaneously, in particular: 1) a coach – someone who helps to achieve a life or professional goal. He perceives man as he really is, and does not evaluate him; 2) a mentor – an experienced and reliable friend, counselor (one who is a mentor); 3) a tutor – one who works individually with the interests of the child – identifies educational needs, designs educational activities, organizes reflection, designs the next steps in education; 4) an innovator – a teacher who brings new ideas to intellectual educational activities; 5) a moderator – a person who conducts sociological research, can be a focus group leader, administrator of the forum, chat, social network on the Internet; 6) a facilitator, who supports the student in his educational activities through pedagogical interaction, helps, inspires him.

Thus, the modern teacher must perform the main task of education – not only to provide theoretical knowledge that can be gleaned from a variety of sources, in particular, thanks to the Internet, but also to learn to use this knowledge in a real life, to solve various life problems, to form key and subject competences, to develop the system of values among the children, the system of human relations and the ability to think critically.

Together with the students we have come to a common opinion that a teacher who is ready for innovation should have the following professional and personal qualities that have been defined by scientists as well: 1) awareness of the goals of educational activities in the context of current pedagogical problems of the modern school; 2) taking into account developing of the individual students' abilities, their interests and needs, the needs of the individual student and society as a whole; 3) meaningful in the context of the present teaching position; 4) ability in accordance with innovations in science and practice to reformulate educational goals in the subject, a certain methodology, to achieve and optimally rethink them during training; 5) ability to build a holistic educational program of education and upbringing, which would take into account the individual approach to children, educational standards, new pedagogical guidelines; 6) skillful combination by the teacher of

modern reality with the requirements of personality-centered education, adjustment of the educational process according to the criteria of innovative activity; 7) ability to see the individual qualities of children and teach according to their characteristics; 8) ability to productively, non-standard organize and conduct training and education, ensuring development of children's creativity through the use of innovative technologies; 9) use of forms and methods of innovative teaching, which involves taking into account students' personal experience and motives, the use of accessible to children forms of reflection and self-esteem; 10) adequately assess, stimulate the discovery and forms of cultural self-expression of students, the ability to see the positive development of students; 11) ability to analyze changes in educational activities, in the development of personal qualities of students; 12) ability and desire for personal creative development, reflective activity, awareness of the significance, relevance of their own innovative searches and discoveries.

Conclusions and prospects for further research. Thus, the analysis of the ways to adapt training of future teachers to professional activities in the new Ukrainian school, in particular, through the transformation of the methodological foundations of training on the example of teaching the discipline "Current issues of innovative development of education", makes it possible to state that changing the methodological foundations of training future teachers gives the chance to form their professional competences in the form of the ability to understand the essence of innovative transformations in general secondary education and use them in future professional activities as: a change of school structure, a content of pupils' education, an introduction of partnership pedagogy, education on values, a motivated teacher, creation of an effective educational environment; ability to form a competitive graduate of the school as a comprehensively developed personality capable of critical thinking; an innovator capable of changing the world around him, developing the economy, competing in the labor market, learning throughout life; a patriot with an active position, who acts in accordance with moral and ethical principles and is able to make responsible decisions.

Promising directions of research may be the study of innovative ways of adapting the process of training future teachers to the professional activity in the new Ukrainian school.

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РЕЗЮМЕ

Кривонос Ольга, Чернякова Жанна. Адаптация подготовки будущего учителя к профессиональной деятельности в новой украинской школе (на примере учебной дисциплины «Актуальные вопросы инновационного развития образования»).

Статья посвящена научному обоснованию процесса адаптации подготовки будущего учителя к профессиональной деятельности в новой украинской школе, в частности, через трансформацию методологических основ его подготовки на примере преподавания дисциплины «Актуальные вопросы инновационного развития образования». В частности, выявлены методологические основы формирования будущим педагогом инновационного ученика, который должен обладать определенным набором качеств, которые позволят ему быть успешным в будущей жизни. Представлены методологические основы подготовки инновационного учителя, способного формировать инновационного ученика, обеспечивать реализацию основных принципов педагогики партнерства, изменение содержания его обучения с подхода, ориентированного на занятия на компетентностный подход в соответствии с Концепцией новой украинской школы.

Ключевые слова: учитель новой украинской школы, инновационный ученик, педагогика партнерства, компетентностный подход в обучении, методы обучения, информационные технологии обучения.

АНОТАЦІЯ

Кривонос Ольга, Чернякова Жанна. Адаптація підготовки майбутнього вчителя до професійної діяльності в новій українській школі (на прикладі навчальної дисципліни «Актуальні питання інноваційного розвитку освіти»).

Стаття присвячена науковому обґрунтуванню процесу адаптації підготовки майбутнього вчителя до професійної діяльності в новій українській школі, зокрема, через трансформацию методологічних основ його підготовки на прикладі викладання дисципліни «Актуальні питання інноваційного розвитку освіти». Зокрема, висвітлено методологічні основи формування майбутнім педагогом інноваційного учня, який повинен володіти певним набором якостей, що дозволять йому бути успішним в майбутньому житті.

Досліджено, що за сучасними науковими даними вчитель виконує одночасно декілька ролей, зокрема: 1) коуча – хто допомагає досягти життєвої або професійної мети; 2) ментора – досвідченого й надійного товариша, порадирика, наставника; 3) тьютора – хто індивідуально працює з дитиною та виявляє освітні запити, проєктує освітню діяльність, організує рефлексію, проєктує наступні кроки в освіті; 4) новатора – педагога, який приносить в інтелектуальну освітню діяльність нові ідеї; 5) модератора – людини, яка проводить соціологічні дослідження, може бути ведучим фокус-групи, адміністратором форуму, чату, соціальної мережі в Інтернеті; 6) фасилітатора, який підтримує учня в його навчальній діяльності через педагогічну взаємодію, допомагає, надихає.

Представлено методологічні основи підготовки інноваційного вчителя, здатного формувати інноваційного учня, забезпечувати реалізацію основних принципів педагогіки партнерства, зміну змісту його навчання зі знаннєвого на компетентнісний підхід відповідно до Концепції нової української школи.

Проведений аналіз шляхів адаптації підготовки майбутнього педагога до професійної діяльності в новій українській школі, дає можливість стверджувати, що зміна методологічних основ навчання майбутніх учителів дає можливість формувати їх професійні компетентності у вигляді здатності усвідомити сутність інноваційних перетворень у закладах загальної середньої освіти й використовувати їх у майбутній професійній діяльності як: зміна структури школи, змісту навчання учнів, запровадження педагогіки партнерства, виховання на цінностях, умотивований учитель, створення ефективного освітнього середовища тощо; здатності формувати конкурентоздатного випускника школи як всебічно розвинену особистість, здатну до критичного мислення; інноватора, здатного змінювати навколишній світ, розвивати економіку, конкурувати на ринку праці, учитися впродовж життя; патріота з активною позицією, який діє згідно з морально-етичними принципами і здатний приймати відповідальні рішення.

Ключові слова: учитель нової української школи, інноваційний учень, педагогіка партнерства, компетентнісний підхід у навчанні, методи навчання, інформаційні технології навчання.

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ЦІЛІ ТА ЗМІСТ ФОРМУВАННЯ В МАЙБУТНІХ ВИКЛАДАЧІВ АНГЛОМОВНОЇ КОМПЕТЕНТНОСТІ В ГОВОРІННІ ТА ПИСЬМІ ЗАСОБАМИ ІНФОРМАЦІЙНО-КОМУНІКАЦІЙНИХ ТЕХНОЛОГІЙ

У статті на основі аналізу джерел, опитування викладачів і студентів конкретизовано цілі та зміст формування у майбутніх викладачів англомовної компетентності в говорінні та письмі в єдності предметного (професійна та офіційно-ділова сфери спілкування, ситуації, наміри, теми та проблеми, тексти, лінгвосоціокультурний матеріал (лексика з національно-культурною семантикою, норми поведінки, лінгвосоціокультурні особливості есе); лексичний, мовленнєвий матеріал, інформативні та конвенційні комунікативні стратегії) та процесуального (продуктивні вміння, лінгвосоціокультурні навички та вміння, лексичні навички, уміння оперувати комунікативними стратегіями, рефлексивні вміння, вправи для розвитку навичок та вмінь, відповідні знання) аспектів.

Ключові слова: цілі, зміст, англомовна компетентність у говорінні та письмі, майбутні викладачі, предметний аспект, процесуальний аспект, уміння, інформаційно-комунікаційні технології.