

TERTIARY EDUCATION

UDC 378.1

DOI 10.35433/pedagogy.1(96).2019.17-25

O. A. Dubaseniuk,

Doctor of Sciences (Pedagogy), Professor
(Zhytomyr Ivan Franko State University)

dubasenyuk@ukr.net

ORCID: 0000-0002-9447-4527

O. V. Vozniuk,

Doctor of Sciences (Pedagogy), Professor
(Zhytomyr Ivan Franko State University)

alexvoz@ukr.net

ORCID: 0000-0002-4458-2386

COMPETENCY PRINCIPLES OF TEACHER'S PROFESSIONAL TRAINING AND DEVELOPMENT IN THE CONDITIONS OF EUROPEAN INTEGRATION

The article deals with the problem of formation of a teacher's professional competence in the conditions of European integration, which is substantiated by leading European and state educational documents. The research is based on scientific concepts, philosophical, psychological and pedagogical ideas, specifically the ideas of the philosophy as for continuing education and methodological provisions that reflect the essence of professional competence. The achievements of European experience, being embodied in the competence models of professional and pedagogical education, are analyzed. The methods of the research are based on the theoretical and methodological procedure of analyzing the problem field from the general to the specific – from theoretical aspects of the problem to its solution on the level of pedagogical experiment that presupposes an array of specific research methods including the methods of mathematical statistics. The research presupposes the following stages: the conceptual and theoretical stage (the relevance of the problem is substantiated; the directions, the object, the subject, the purpose and the objectives of the scientific search are determined; the concept of the research is developed; the state of the studying problem in the pedagogical theory and practice is outlined; the leading scientific approaches to the problem's solution are systematized); analytical and search stage (the program of experimental work is developed; the essential characteristics of the teachers' and prospective teachers' professional competence are defined; an analysis of the content of professional pedagogical disciplines is made; the pedagogical conditions for the formation of professional competence in the prospective teachers in the process of studying professional and pedagogical disciplines are substantiated); experimental stage (the program of experimental work is implemented; the monitoring of professional competence of the prospective teachers, pedagogues is carried out; a pedagogical experiment to identify the effectiveness of the implementation of competency principles into professional-pedagogical education is conducted); the evaluation and generalization stage (the statistical-quantitative analysis is carried out and the results of experimental work are generalized; the conclusions are formulated and the recommendations are developed). The results of the research contribute to the prospective specialists' personal and professional growth.

Key words: *competence, professional competence, European integration, professional-pedagogical education, pedagogical experiment.*

Introduction. In the context of educational changes and the situation of balanced European educational choice in Ukraine, scientists are faced with the problems of studying the competency principles of teachers' professional training, as well as developing a complex of teachers' competences based on major European educational documents. This documents include the World Declaration on Higher Education for the Twenty-First Century (1998), the Lisbon Recognition Convention (the Convention on the Recognition of Qualifications concerning Higher Education in the European Region) (1997), the Sorbonne (1998) and Bologna (1999) Declaration on harmonization of the architecture of the European higher education system, and the UNESCO Guidelines on Intercultural Education (2006).

At the country level, in Ukraine this educational trend is implemented in the Laws of Ukraine "On Education" (2017), "On Higher Education" (2017), in the Concept of Pedagogical Education Development (2016), the Concept of Implementation of State Policy in the Reform of General Secondary Education "New Ukrainian School" for the period up to 2029 (2016), and the professional standards, normative documents etc.

The essence of contemporary educational changes lies in the development and introduction of new content of education, aimed at forming and developing the competencies of the 21st century, as well as in the comprehensive development of the personality, the aspiration for self-improvement and learning throughout life.

In this context, new requirements for the role of modern educator, the level of their professional competence and the quality of professional training on the basis of the concept of continuous education and competent approach, are outlined. New requirements determine the search for innovative models of the continuous development of teachers' professional competencies.

The current aspects of specialists' professional development are substantiated by A. Aleksyuk, S. Goncharenko, I. Zyazyun, N. Nychkalko, M. Fitsula, L. Khomych et al. The basis of this research is the development of theoretical aspects of implementing a competence-based approach in education (I. Zimnaya, E. Zeeer, S. Klepko, V. Kremen, V. Lugovy, O. Ovcharuk, A. Pometun, A. Khutorsky et al). Significant contribution to understanding the concept of teachers' professional competence and its formation in the sphere of higher education is made by O. Antonova, V. Kalinin, V. Kovalchuk, S. Lisova, A. Markova, L. Onyshchuk, O. Savchenko N. Sidorchuk, Yu. Tatur, S. Vitvitskaya et al. The problem of specialists' professional competence development within the paradigm of continuous education are considered by such scholars as L. Lukyanova, O. Anishchenko, L. Sigayeva, O. Ogienko, V. Maslov, Ye. Pavlyutenkov, V. Sayuk, T. Sorochan, O. Chubaruk et al.

Particular attention is deserved by scientists originating from foreign countries devoted to the competence approach in the pedagogical branch, in particular in the field of teacher professional training (M. Byram, M. Cameron-Jones, G. Harvard, P. Hodgkinson, T. Hyland, S. Greenspan, K. Jager, M. Meyer, A. Moore, G. Hargraves, C. Velde et al) [3; 4].

The need for professional competence development in prospective teachers in the process of studying professional and pedagogical disciplines results from the presence of various *contradictions*. These contradictions exist between the requirements for the competences of the prospective teachers at the stage of Ukraine's integration into the European educational space, and the quality of teacher's professional training in higher education institutions; between the personality needs of prospective teachers/pedagogues for improving their professional competence and the limited possibilities of the traditional system of professional-pedagogical training.

The purpose and main tasks of the research lie in: 1) theoretical substantiating and experimental verification of the competence basis of prospective teachers' professional training and their development; 2) analyzing contemporary approaches to the solution of the mentioned problem in the conditions of European integration; 3) projecting the content and structure of teachers' professional competence.

The methods of the research are based on the theoretical and methodological procedure of analyzing the problem field from the general to the specific – from theoretical aspects of the problem to its solution on the level of pedagogical experiment that presupposes an array of specific research methods including the methods of mathematical statistics.

Results. The research is carried out within the framework of the research work "Formation of professional competence in a prospective teacher in the conditions of European integration" (State RN 0110U002110). The research is based on scientific concepts, philosophical,

psychological and pedagogical ideas, in particular the ideas of the philosophy of continuing education and methodological provisions that determine the essence of professional competence. The achievements of European experience, being embodied in the competence models of professional-pedagogical education, are analyzed.

The general hypothesis of the research is based on the position that within the process of forming the professional competence in a prospective teacher, pedagogue will be effective provided that theoretical-methodological and methodical principles of the professional competence are worked out (structure, criteria, indicators, and levels of the professional competence). *Partial hypotheses* are as follows: within the success of forming the professional competence in a prospective teacher, pedagogue will increase significantly under such conditions: 1) considering the described phenomenon as a holistic dynamic entity that includes interdependent structural and content components; 2) activating in the prospective teachers the motivation for realizing the importance of acquiring a high level of competence; 3) creating the authors' concept and model of forming a competent teacher; 4) comprehensive educational and methodical provision for teachers' professional training which presupposes taking into account national and European experience.

The research presupposes the following stages: ***conceptual and theoretical; analytical and search; experimental; evaluation and generalization.***

The first stage, conceptual and theoretical, (2011–2012) presupposes the substantiation of the relevance of the problem under study. Furthermore, this stage includes defining the directions, object, subject, purpose and objectives of the scientific search; developing the concept of the research; analyzing the state of study of the problem in pedagogical theory and practice; systematizing the leading scientific approaches to its solution; analyzing the results of implementing the competence approach within the period of 30-year activities of the scientific and pedagogical school "Professional and pedagogical training of the prospective teachers" [6]. The relationship of the competence approach with other interdisciplinary approaches (the systemic, acmeological, activities, axiological, andragogical, personality oriented ones, etc.) is revealed. This promotes increasing the scientific and professional competence of prospective teachers and all the subjects of educational process in the institutions of higher education within the context of the European integration process. The professional competence of the teachers within the context of andragogical approach as a significant factor of their professionalization is researched. Additionally, the terminology of the basic concepts is specified [7; 8].

At the second stage, analytical and search, (2013–2014) a program of experimental work is developed; the essential characteristics of teachers' and prospective teachers' professional competence, including the criteria of its evaluation, are determined; the system of prospective teachers' professional training is substantiated and created. During the process of research, the following results are achieved: the analysis of the content of professional and pedagogical disciplines, the assimilation of which by the students contributes to forming the professional competence in the prospective teachers. The method of expert assessment is used to substantiate the pedagogical conditions for developing the prospective teachers' professional competence in the process of learning the professional and pedagogical disciplines (creating the conditions for growing the students' motivation to self-improvement; stimulating youth's interest in self-education; introducing innovative forms, methods, technologies; creating a favorable social and pedagogical environment, etc.) and their ways of dissemination. The scientific and methodological substantiation of the technology of forming the prospective teachers' professional competence is presented, and is characterized by purposefulness, systematic pedagogical activities directed at the coordination of the goals, content, forms, methods and results of professional training. The developed technology is characterized as a

set of targets, organization, content, procedure and productive components. The criteria, levels and tools for evaluation of the mentioned components are defined.

The peculiarities of the structure and components of the competence models are determined. The professional competence of the prospective teachers in the context of European integration is understood as integrative entity, which includes target, conceptual, value-motivational, content, operational-activities and productive components. The authors' models combine various professional and pedagogical specializations, as well as methods of their implementation into professional education.

On the basis of the analyzed scientific literature, the implemented research, the multidimensional goals, types of professional competence, methods, technologies / means, the projected result are achieved (Table 1) [1; 5; 8; 10; 12; 2].

Table 1

The research of professional competence of the prospective teachers in the conditions of European integration, conducted by the scientists of Zhytomyr pedagogical and scientific school

<i>The aim of the study</i>	<i>Types of professional competence</i>	<i>Methods</i>	<i>Technologies / tools</i>	<i>Results</i>
Revealing the essence and content of pedagogically-specialized competence of the prospective teachers; defining the criteria, indicators and levels of its formation (Kovalchuk V.)	Pedagogically-specialized competence of the prospective teachers as integral entity.	The methods of formation of pedagogically-specialized competence in the prospective teachers and corresponding educational and methodical support.	Pedagogical technologies: projecting, professionally-imitative, interactive, context-based learning, differentiation and individualization, scientific and research.	The formation of professional competence in the prospective teachers for working in the conditions of variability of educational and upbringing systems.
Finding out the competence characteristics of developing the personality pedagogical culture of the teachers in Ukraine and Poland (Pliska Yu.).	Information, communicative, productive, autonomous; moral, psychological, social, personal competence.	Methodical recommendations on the development of the key competences in the European teacher in the context of personality pedagogical culture.	Technologies of formation of socio-cultural competences in the Polish and Ukrainian teachers.	The key competences of the European teacher in the context of personality pedagogical culture are determined.
Forming the professional competence in a specialist in the Slovak Republic	Methodical, andragogical, social-psychological, differential-	Creative group, discussions, business and role games, group forms of work,	Technologies of adult education related to the stages of becoming the	Competency principles of adult education in the conditions of

education system of adults (Samoilenko O.)	psychological, reflexive, individual-personality competence.	group discussions, creative workshop, distance education.	adult education system in the Slovak Republic.	European integration.
Forming the competence in the prospective foreign languages teachers in the process of learning the professional disciplines (Bosa V.)	Structure of speech competence: motivational, sociocultural, activity, reflexive components.	Case study, communicative tasks, problem situations, interactive dialog methods, brainstorming, presentation, discussion and so on.	Technology of forming speech competence: dialogical teaching methods; psychological exercises (icebreakers); business and role playing games; imitation and improvisation; online learning.	The increasing of the level of speech competence in the prospective foreign languages teachers.
Training the primary school teachers who can form a communicative competence in the pupils through children's periodicals. (Marushchak O.)	Content and structure of forming the communicative competence	Conversations, descriptions, explanation, demonstration; illustration; method of situational problems; exercises; project method; role-playing games.	Tools: textbooks and manuals; children's periodicals; illustrations, diagrams; samples of notes and video lessons; technical means of training (multimedia and presentations).	The readiness of the prospective teachers of primary school to form a communicative competence in schoolchildren through children's periodicals.
Theoretically grounding, developing and experimentally proving the model of development of professional competence in the teacher-organizer in the conditions of postgraduate education (Gusak V.)	Model, content structure, criteria, indicators, levels of formation of the professional competence in the teacher-organizer in conditions of postgraduate education	Schools of advanced pedagogical experience, creative groups, cooperation, trainings, competitions of professional skill, network communities, webinars, Internet conferences, master classes.	Methodical recommendations "Scientific and methodical support for the development of the professional competence in the teacher-organizer during inter-course period", and the reference book "Navigator of the development of professional competence in the teacher-organizer".	The professional competence of the teacher-organizer in the conditions of postgraduate education.

At the **third stage, experimental**, (2015–2017) a program of experimental work is implemented, the professional competence of the prospective teachers, pedagogues is monitored, and the formative stages of pedagogical experiment are organized and carried out. During the experiment, the effectiveness of the implementation of certain competence provisions into the process of professional training of the prospective teachers / pedagogues in the conditions of postgraduate education is checked, and the research results are implemented in the educational process.

The following are some examples of scientific research conducted with different categories of prospective teachers in different specialties. V. Kovalchuk's research suggests mastering the component competencies (motivation-value, subject, technological, information-research, self-cognition and self-evaluation) of students in the conditions of variability of educational and upbringing systems [8]. According to the indicators of the respective competencies that compose the pedagogical and specialized competence of the prospective teachers, positive changes in the level of the formation of pedagogical-specialized competence in experimental groups are revealed in comparison with the control ones. Thus, indicators in experimental groups are increased significantly and amounted to 18.3 % (the high level) and 45.2 % (a sufficient level). In the control groups, these indicators make up 8.7 % and 27.4 % respectively. For example, the motivation-value competence is characterized by the corresponding level indicators – 12.2 % versus 29.0 % (the high level); 20.6 % versus 43.9 % (the sufficient level); 18.7 % versus 36.2 % (the average level); 8.4 % versus 31.0 % (the low level). The technological and informational research competence is represented by the following indicators: 3.2 % versus 23.8 % (the high level); 22.9 % versus 45.5 % (the sufficient level); 28.4 % versus 28.7 % (the average level); 45.5 % versus 9.6 % (the low level) [9: 30]. The given data testifies to the positive dynamics of the indicators of the investigated phenomenon.

In addition, the results of the formative stage of pedagogical experiment concerning the training of the prospective primary school teachers who can form the communicative competence in the schoolchildren by means of children's periodicals (O. Maruschak), are summarized. The positive tendencies of qualitative changes in structural components of the readiness of students within the experimental groups for forming communicative competence in the schoolchildren are revealed. The number of students within the experimental groups who have achieved high and sufficient levels of readiness according to motivational, cognitive, operational-activities, personality and reflexive-evaluation components reaches 70.2 % [10].

The results of the realization of the technology of speech competence of the prospective foreign languages teachers (V. Bosa) are represented. Furthermore, the peculiarities of implementing the communicative cases, exercises for developing students' conscious motivation for learning the professional subjects by creating a situation of success and goal-setting in learning foreign languages, by using the projecting and ice breakers methods (the technique of creating a friendly atmosphere and overcoming difficulties in communication) are also presented. This testifies to an increasing in the level of competence of the prospective foreign languages teachers (the high level has increased from 26.77 % to 36.87 %, the average one – from 47.98 % to 51.52 %, the low one has decreased from 25.25 % to 11.61 %) [1: 13].

The indicators of the development of professional competence in the educators-organizers during the formative stage of the research are systematized (V. Gusak). It is found that experimental groups, unlike the control ones, demonstrate an increase in the number of educators-organizers from 81.46 % to 96.63 % (optimal level of motivation); from 41,57 % to 65,17 % (sufficient level of motivation); from 20,79 % to 46,07 % (activities level of motivation); from 3,37 % to 8,99 % (high level of motivation) [5: 13–14].

The reliability of the obtained results is confirmed by the methods of mathematical statistics using Fisher's angle transformation criterion φ^* and the Kolmogorov-Smirnov criterion, as well as the Student's t-test and the χ^2 Pearson criteria, etc.

Comparative studies have also been conducted. The competency characteristics of the development of the personality pedagogical culture in the Ukrainian and Polish teachers (Yu. Pliska) are cleared out [11; 12]. The key competences of the European teacher in the context of personality pedagogical culture are determined. It is found that the level of formation of socio-cultural competences in Polish and Ukrainian teachers is practically the same, and that the dominance of the middle level of the mentioned competences is traced, which proves the need for further work in this direction. The competent principles of adult education in Slovakia under the conditions of European integration are also revealed (O. Samoilenko) [2].

In the fourth stage, evaluation and generalization (2018–2019), a statistical-quantitative analysis is carried out and the results of experimental work are generalized; the evaluation of the effectiveness of implementing the competence bases of teachers' training is conducted; the conclusions are formulated, and recommendations are worked out regarding the prospects of implementing the results of the research into the practice of prospective teachers' professional training. The study of the problem of professional competence formation in prospective teachers within the context of European integration makes it possible to establish its conformity to the European and world standards of teachers' training in Ukraine and contributes to overcoming the stereotypes that have developed during a long period in national pedagogical thought. The significance of applying a competent approach to teacher's training lies in the fact that it reflects the integral manifestation of professionalism. This combines the elements of professional and general culture and the experience of pedagogical activities and creativity, specifically within the system of the knowledge and skills of the prospective teachers / pedagogues. This further enriches their experience and encourages the readiness for further self-improvement and self-development.

Conclusions. The results of the conducted research indicate that the goals have been achieved, the hypothesis has been proved, the defined tasks have been implemented, and the worked out competency models have considerably increased the quality of teacher's professional training. Of particular significance has been the development and implementation of a step-by-step methodology of training prospective teachers of primary school in forming schoolchildren's communicative competence by means of children's periodicals. The pedagogical conditions and the technology of formation of speech competence in the students have been theoretically substantiated and experimentally verified and implemented, thus helping to increase the efficiency of the educational process. The results of the study enrich the scientific and cognitive potential of pedagogical disciplines as well as contributing to the personality and professional growth of prospective specialists. Summarizing the experience of European countries helps to comprehend the integration processes that take place under the conditions of educational change. This also helps to train the competent, competitive specialists for labor market.

Perspective direction for further research: constant updating and continuous development of scientific knowledge about educational and upbringing systems in Ukraine and abroad; creating a system of pedagogically-specialized competence development of teachers in the sphere of professional activities in the conditions of different educational and upbringing systems in the process of professional activities, methodical work, postgraduate education and self-education; improving the professional training of the prospective teachers through modernizing the curricula and programs at different educational-qualification levels; updating the teaching and methodical provision for educational disciplines in the pedagogical cycle; further widening and diversifying the possibilities of cooperation between the institutions of

secondary education and higher education institutions in solving the problems of qualitative professional training of the prospective teachers.

REFERENCES (TRANSLATED & TRANSLITERATED)

1. Bosa, V.P. (2018). Formuvannia movlennievoi kompetentnosti maibutnikh uchyteliv inozemnykh mov u protsesi vyvchennia fakhovykh dystsyplin [Formation of linguistic competence in the prospective foreign languages teachers during their specialty courses]. *Extended abstract of candidate's thesis*. Zhytomyr: Vydavnytstvo ZhDU [in Ukrainian].
2. Samoilenko, O.A. (2018). Profesiina kompetentnist fakhivtsia u systemi osvity doroslykh Slovatskoi Respubliky [Professional competence of a specialist in the adult education system of the Slovak Republic]. *Problemy pidhotovky suchasnoho vchytelia – Problems of Modern Teacher's Training*, 17, 417–426. Uman: VPTs "Vizavi" [in Ukrainian].
3. Hargraves, G. (2000). The Review of Vocational Qualifications, 1985 to 1986: an analysis of its role in the development of competence-based vocational qualifications in England and Wales. *British Journal of Educational Studies*. (Vol. 48, 3), (pp. 285–308). DOI: 10.1111/1467-8527.00148 [in English].
4. Moore, A. (1996). Masking the Fissure: Some Thoughts on Competences, Reflection and Closure in Initial Teaching Education. *British Journal of Educational Studies*. (Vol. 44, 2), (pp. 200–211). DOI: 10.1080/00071005.1996.9974068 [in English].
5. Husak, V.M. (2018). Rozvytok profesiinnoi kompetentnosti pedahoha-orhanizatora v umovakh pislidiplomnoi osvity [Development of professional competence in the teacher-organizer in the conditions of postgraduate education]. *Extended abstract of candidate's thesis*. Zhytomyr: Vydavnytstvo ZhDU [in Ukrainian].
6. Dubaseniuk, O.A. (2018). Zdobutky Zhytomyrskoi naukovo-pedahohichnoi shkoly (do 30-richchia zasnuvannia) [Achievements of Zhytomyr scientific and pedagogical school (to the 30th anniversary of foundation)]. *Problemy osvity – Education Problems*, 90, 75–81 [in Ukrainian].
7. Dubaseniuk, O.A. (2017). Kompetentnisnyi pidkhid yak chynnyk profesionalizatsii vyshchoi osvity [Competence approach as a factor for the professionalization of Higher Education]. *Onovlennia zmistu, form ta metodiv navchannia i vykhovannia v zakladakh osvity – Updating Content, Forms and Methods of Teaching and Education in Educational Institutions*, 5 (58), 161–164. Rivne: RDHU [in Ukrainian].
8. Kovalchuk, V.A. (2016). Profesiina kompetentnist vchytelia v umovakh variatyvnosti osvitno-vykhovnykh system [Professional competence of a teacher in conditions of variability of educational systems]. *Profesiina osvita: problemy i perspektyvy – Professional Education: Problems and Prospects*, 10, 110–117. Kyiv: IPTO NAPN Ukrainy [in Ukrainian].
9. Kovalchuk, V.A. (2016). Teoretychni ta metodychni osnovy profesiinnoi pidhotovky maibutnikh uchyteliv do roboty v umovakh variatyvnosti osvitno-vykhovnykh system [Theoretical and methodical bases of professional training of future teachers for work in conditions of variability of educational and educational systems]. *Extended abstract of Doktor's thesis*. Zhytomyr: Vydavnytstvo ZhDU [in Ukrainian].
10. Marushchak, O.M. (2017). Hotovnist maibutnikh uchyteliv pochatkovoї shkoly do formuvannia komunikativnoi kompetentnosti shkoliariv zasobamy periodychnykh vydan dlia ditei [Readiness of the prospective teachers of primary school to the formation of communicative competence in the schoolchildren by means of children's periodicals]. *Pedahohichni nauky – Pedagogical Sciences*, 79, 156–160 [in Ukrainian].
11. Plyska, Yu.S. (2009). Klasyfikatsiia kompetentsii u konteksti kultury vchytelia [Classification of competences in the context of teacher's culture]. *Nova pedahohichna dumka – New Pedagogical Thought*, 1, 7–11 [in Ukrainian].
12. Plyska, Yu.S. (2010). Kliuchovi kompetentsii yevropeiskoho vchytelia v konteksti suchasnoi pedahohiky [Key competences of a European teacher in the context of modern pedagogy]. *Naukovi zapysky Natsionalnoho universytetu "Ostrozka akademiia" – Scientific Proceedings of Ostroh Academy National University*, 16, 223–231 [in Ukrainian].

Received: January 10, 2018

Accepted: March 11, 2019

Компетентнісні засади підготовки і розвитку вчителя в умовах європейської інтеграції.

У статті розглядається проблема формування професійної компетентності педагога в умовах європейської інтеграції, що обґрунтовано провідними європейськими та державними документами про освіту. В основу дослідження покладені наукові концепції, філософські, психолого-педагогічні ідеї, зокрема ідеї філософії неперервної освіти та методологічні положення, що відображають сутність професійної компетентності. Проаналізовано здобутки європейського досвіду, які втілено у компетентнісних моделях професійно-педагогічної освіти.

Методи дослідження базуються на теоретико-методологічній процедурі аналізу проблемного поля від загального до конкретного – від теоретичних аспектів проблеми до її вирішення на рівні педагогічного експерименту, який передбачає низку специфічних дослідницьких методів, включаючи методи математичної статистики. Дослідження передбачало наступні етапи: концептуально-теоретичний (обґрунтовано актуальність проблеми, визначено напрями, об'єкт, предмет, мету й завдання наукового пошуку; розроблено концепцію дослідження; проаналізовано стан вивченості проблеми в педагогічній теорії і практиці, систематизовано провідні наукові підходи до її розв'язання), аналітико-пошуковий (розроблено програму експериментальної роботи; визначено сутнісні характеристики професійної компетентності педагогів, майбутніх учителів; здійснено аналіз змісту фахових та педагогічних дисциплін, обґрунтовано педагогічні умови формування професійної компетентності майбутніх учителів у процесі вивчення фахових та педагогічних дисциплін); експериментальний (впроваджено програму експериментальної роботи, здійснено моніторинг професійної компетентності майбутніх учителів, педагогів; організовано педагогічний експеримент щодо виявлення ефективності реалізації компетентнісних засад у професійно-педагогічній освіті); оцінно-узагальнюючий (здійснено статистично-кількісний аналіз і узагальнено результати експериментальної роботи, сформульовано висновки й розроблено рекомендації). Результати дослідження сприяють особистісному та професійному зростанню майбутніх фахівців.

Ключові слова: компетентність, професійна компетентність, європейська інтеграція, професійно-педагогічна освіта, педагогічний експеримент.