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Shanskova T.

*Doctor of Pedagogic Sciences, Associate Professor,
Zhytomyr Ivan Franko State University, Ukraine;
e-mail: doktorshans@ukr.net; ORCID ID: 0000-0002-1204-0275*

Konovalchuk I.

*Candidate of Pedagogic Sciences, Senior Lecturer,
Zhytomyr Ivan Franko State University, Ukraine;
e-mail: inna.konovalchuk@ukr.net; ORCID ID: 0000-0002-9391-3786*

Rudnytska N.

*Candidate of Pedagogic Sciences, Associate Professor,
Zhytomyr Ivan Franko State University, Ukraine;
e-mail: nelarudnickaa016@gmail.com; ORCID ID: 0000-0002-2377-9251*

Kolesnyk N.

*Candidate of Pedagogic Sciences, Associate Professor,
Zhytomyr Ivan Franko State University, Ukraine;
e-mail: kolesnik@zu.edu.ua; ORCID ID: 0000-0001-9384-9369*

Maksymets S.

*Candidate of Psychological Sciences, Associate Professor,
Zhytomyr Ivan Franko State University, Ukraine;
e-mail: svetlansks@ukr.net; ORCID ID: 0000-0001-2345-6789*

ECONOMIC, PSYCHOLOGICAL, PEDAGOGICAL AND METHODOLOGICAL BASIS OF PROFESSIONAL TRAINING OF FUTURE TEACHERS OF PRIMARY CLASSES IN THE CONTEXT OF IDEAS OF A NEW UKRAINIAN SCHOOL

Abstract. The article analyzes the trends in the change of key competencies required by the labor market. It is stated that these changes determine the new competencies that must be formed in the pupils of the school, which in turn changes the requirements for the competencies of the teacher. The directions of economic reforms of the Ukrainian school are studied and it is shown that these reforms will lead to an increase in the requirements for primary school teachers and increase the level of control over his activities from communities, whose funds will be used to finance educational institutions of each community. Therefore, as a priority area of reforming the Ukrainian school, a systematic approach to the training of future teachers was proposed, details of the reassessment of the components of this approach, the content of components and outlined new requirements for the components of primary school teacher competence. It is proved that the psychological and pedagogical principles of primary school teacher training and acquisition of professional competence are a set of interconnected components of the educational process, which form the need for improvement and interest in the profession; stimulate the education of the individual. Not only the importance of knowledge and skills, but also the qualities that will ensure an effective pedagogical process; form a proper self-assessment of the teacher and his objective assessment of students. Negative factors that may reduce the effectiveness of complex psychological and pedagogical principles of future teacher training have also been studied. It is stated that the key prerequisite for these principles should be the formation of a teacher as a person who loves children, enjoys communication and friendship with them, is able to share their joys and sorrows, and does not forget how she was a child. The system of methodical approaches of teacher training is considered and it is specified that it should aim at formation at the future teacher of aspiration of innovative pedagogical work as a basis of its self-realization. The structure of methodical approaches in modern conditions is estimated and its transience is indicated. That is, methodological approaches are only tools in the work of a teacher, and the constant search for pedagogical innovations for the desire to improve will allow him to choose the right tools from the set offered to him. The results of the study and the developed proposals will increase the effectiveness of reforming the New Ukrainian school.

Keywords: competencies, system approach, education reform, professional training, future primary school teachers.

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Шанскова Т. І.

*доктор педагогічних наук, доцент,
Житомирський державний університет імені Івана Франка, Україна;
e-mail: doktorshans@ukr.net; ORCID ID: 0000-0002-1204-0275*

Коновальчук І. М.

*кандидат педагогічних наук, старший викладач,
Житомирський державний університет імені Івана Франка, Україна;
e-mail: inna.kopovalchuk@ukr.net; ORCID ID: 0000-0002-9391-3786*

Рудницька Н. Ю.

*кандидат педагогічних наук, доцент,
Житомирський державний університет імені Івана Франка, Україна;
e-mail: nelarudnickaa016@gmail.com; ORCID ID: 0000-0002-2377-9251*

Колесник Н. Є.

*кандидат педагогічних наук, доцент,
Житомирський державний університет імені Івана Франка, Україна;
e-mail: kolesnik@zu.edu.ua; ORCID ID: 0000-0001-9384-9369*

Максимець С. М.

*кандидат психологічних наук, доцент,
Житомирський державний університет імені Івана Франка, Україна;
e-mail: svetlansks@ukr.net; ORCID ID: 0000-0001-2345-6789*

ЕКОНОМІЧНІ, ПСИХОЛОГО-ПЕДАГОГІЧНІ ТА МЕТОДИЧНІ ЗАСАДИ ПРОФЕСІЙНОЇ ПІДГОТОВКИ МАЙБУТНІХ УЧИТЕЛІВ ПОЧАТКОВИХ КЛАСІВ У КОНТЕКСТІ ІДЕЙ НОВОЇ УКРАЇНСЬКОЇ ШКОЛИ

Анотація. Проаналізовано тенденції у зміні ключових компетенцій, яких потребує ринок праці. Вказано, що ці зміни зумовлюють нові компетенції, які мають бути сформовані у вихованців школи, що, у свою чергу, змінює вимоги до компетенцій учителя. Досліджено напрями економічних реформ української школи і вказано, що ці реформи будуть призводити до збільшення вимог до вчителя початкових класів і зростання рівня контролю за його діяльністю від громад, кошти яких будуть спрямовані на фінансування навчальних закладів кожної громади. Тому як пріоритетний напрям реформування української школи було запропоновано системний підхід у підготовці майбутнього вчителя, деталізовано напрями переоцінки компонентів цього підходу, вмісту компонентів та окреслено основні вимоги до складових компетентності вчителя початкових класів. Доведено, що психолого-педагогічні засади підготовки вчителя початкових класів і набування ним професійної компетентності є сукупністю взаємопов'язаних компонентів навчально-виховного процесу, які формують потребу вдосконалення та інтересу до професії; стимулюють виховання особистості. Вказано не тільки на важливість знань і навичок, а й якостей, які забезпечать ефективний педагогічний процес; сформують належну самооцінку вчителя та його об'єктивну оцінку учнів. Також досліджено негативні чинники, які можуть знизити ефективність комплексних психолого-педагогічних засад підготовки майбутнього вчителя. Вказано, що ключовою передумовою вказаних засад має бути формування вчителя як людини, яка любить дітей, радіє спілкуванню і дружбі з ними, уміє розділити їхні радощі й негаразди і не забуває, як сама була дитиною. Розглянуто систему методичних підходів підготовки вчителів і вказано, що вона повинна мати на меті формування в майбутнього педагога прагнення інноваційної педагогічної роботи як основи його самореалізації. Проведено оцінку структури методичних підходів у сучасних умовах і вказано на її

швидкоплинність. Тобто методичні підходи — це лише інструменти в роботі педагога, а постійний пошук педагогічних інновацій за бажання вдосконалення дозволить йому обрати правильні інструменти із запропонованого йому набору. Результати проведеного дослідження і розроблені пропозиції дозволять збільшити ефективність реформування нової української школи.

Ключові слова: компетенції, системний підхід, реформа освіти, професійна підготовка, майбутні вчителі початкових класів.

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Introduction. The present requires new skills and new personality qualities from the citizens of the XXI century: initiative, creativity, ability to understand challenges and solve qualitatively new problems, critically evaluate significant information flows, have their own emotions and so on. The school must teach to live and create in a new society, to build a new reality. But the school as an institution that has not been affected by reform for more than fifty years is not capable of doing all that. Therefore, the ideas of the New Ukrainian School (NUS) were formulated. The Ministry of Education and Science of Ukraine has adopted the Concept of the New Ukrainian School [1], which is the main normative document for the implementation of changes in education and a concentrated presentation of the main ideas of education reform. The legislative and regulatory framework for school education reforms is also laid down in the State National Program «Education» (Ukraine of the XXI century) [2], the Law of Ukraine «On Education» [3] and the State standard of primary education [4]. In accordance with the mentioned Concept and other normative documents, the reforms of Ukrainian education should be reliably secured, financial, material and human resources should be prepared. Because the school is not so much walls and equipment, it is, first of all, students and teachers. Teachers must give the main impetus, form incentives and meanings to students, and not only for the entire period of teaching and education at school. Therefore, the main responsibility now lies with the first teachers that the student meets — primary school teachers. This creates special requirements for the training of these teachers. An urgent problem in this task is that primary school teachers lack psychological and pedagogical training to form effective cooperation with students, which makes it difficult to move from formalized work of the old school to the implementation of cooperation based on trust and understanding in accordance with the ideology of the New Ukrainian school.

Analysis of research and problem statement. An important contribution to the study and substantiation of the foundations of the scientific paradigm of NUS was made by: O. Kysla, T. Landar [5], G. Tereshchuk [6], A. Voitovith [7], N. Nychkalo [8] and others. Applied aspects of primary school teacher training in the context of this paradigm are studied by A. Czyz, D. Svyrydenko [9], N. Shashkova et al [10], I. Kucherak [11], M. Netreba, I. Timofieieva [12], This problem has also been studied by foreign scientists Z. Kieliszek [13], S. Rudenko, C. Zhang, I. Liashenko [14], O. Ozbek [15], E. Eriksson, R. Thornberg [16], J. Lavonen [17] and others. Assessing the work of these scientists, it should be recognized that the problem of professional training of primary school teachers in the context of the ideas of NUS in its various aspects is insufficiently studied, which requires further work in this direction. The importance of this task led to the choice of purpose, tasks and direction of scientific work, the results of which are presented in this article.

Unsolved aspect of the problem. The reforms declared by the restructuring of NUS in the conditions of permanent crises and challenges of today require constant adaptive revision of psychological, pedagogical, economic and methodological principles of training primary school teachers.

The purpose of the article. The purpose of the study is to identify trends in key competencies that the school should form for the successful adaptation of students in society, the needs of the labor market, and to formulate on this basis requirements for the components of the competence of primary school teachers. The priority is the formation of a systematic approach in the training of future teachers, identifying the components of the training system, their content and

requirements for psychological, pedagogical, economic and methodological principles of primary school teacher training.

Research results. The success of the world's leading countries is determined primarily by the policy of investing in education [14; 16; 17]. The consequence of this is the advanced development of technology and economy in these countries. The situation with the financing of education in Ukraine has so far been characterized by non-transparent allocation and expenditure of funds, which has reduced its efficiency. World experience indicates the need for public control in this area [14]. According to the main indicators, the volume of public expenditures on education in Ukraine is significant. Comparison of the dynamics of expenditures on secondary education in 2018, 2019 and in terms of two regions — Odessa, with the lowest average expenditures per student and Kirovograd, with the highest value of this indicator (*Table 1*). Subventions from the state budget for the needs of NUS began in 2018 and the analysis shows their divergence by region in specific terms by more than 15%, which indicates the presence of unequal conditions in which both students and teachers are placed.

Table 1

Comparison of expenditures on secondary education and NUS subventions

№	Parameter	2018			2019			
		Odessa	Kirovograd	By country	Odessa	Kirovograd	By country	
1	Number of schools	731	310	14771	-	-	14175	
2	Expenditures of schools, UAH billion	4.6761	2.259	82.8	5.4175	2.5567	94.0	
3	Number of students	251752	91513	3883605	258273	93596	3962979	
4	Average expenses per student, UAH	18574	19245	21320	20329	26770	23083	
5	Number of teachers	22079	10653	424850	23900	11174	436486	
6	Number of students per teacher	8.4	8.6	9.14	10.8	8.4	9.0	
7	Subventions for NUS	In total, UAH billion	0.080896	0.034803	1.369	0.070233	0.0295904	1.215
8		For one student, UAH	321.33	380.31	352.5	273.9	316.15	306.6
9		For one teacher UAH	3663.9	3267.0	3222.3	2938.6	2648.15	2783.6

Source: it was summarized by the author using [18].

In 2020, subventions from the state to local budgets for NUS increased by 17%. The consequence of this will be the strengthening of the role of local communities in financing education and public attention to the acquisition of quality professional staff for the school. The financial and social motivation of teachers will increase while strengthening the control of communities over the educational process and increasing the requirements for the competence level of primary school teachers. This process began with the introduction of EIT, when rural communities realized the need to raise the quality of education and upbringing of their children as the students of rural schools were mostly unprepared to compete with the graduates of urban schools. This necessitates a radical reform of the budget process, in particular, the allocation of subventions. The solution to this problem is a formula approach to the allocation of subventions to equalize the educational level of the school in different territorial communities and the implementation of the principle of «money follows the child» [5]. The result is increased competition from various educational institutions, including private ones. It also increases the opportunities for material incentives for primary school teachers, but at the same time, will increase the level of requirements for the effectiveness of his work and the results achieved. Since the effectiveness of the teacher depends on the level of his competence and his ability to form a set of competencies of students, due to the State Standard of Primary Education, the task of analyzing these competencies arose. Today, as the research and analysis of literature sources showed, there is a significant dynamic in the key competencies that the labor market demanded in the past and which will be needed in the coming years. The trend towards the transience of key competencies was first noted by analysts at the World Economic Forum in Davos in 2016 [6]. These competencies should be formed by a modern school (*Table 2*), which requires changes in the system of primary school teacher training, its components and their content (*Fig. 1*).

Table 2

Changes in the ranking of key competencies that the school should form

№	Name of competence	Position in the ranking	
		2015	2020
1	Ability to formulate and solve complex problems	1	1
2	Ability to critically interpret the provided information	4	2
3	Establishing interaction in the team	2	5
4	Creativity	10	3
5	People management	3	4
6	Emotional intelligence	-	6
7	Evaluation and decision making	8	7
8	Service orientation	-	8
9	Negotiation	5	9
10	Cognitive flexibility	-	10
11	Benefit orientation	7	-
12	Active listening	9	-
13	Quality control	6	-

Source: it was summarized by the author using [4; 6; 9; 19].

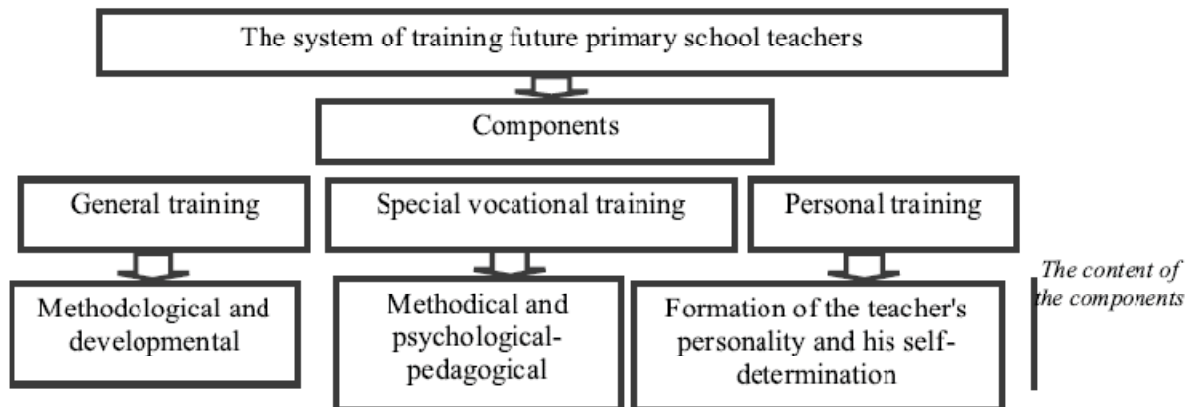


Fig. 1. Primary school teacher training system, its components and their content

Source: it was summarized by the author using [1—4].

Psychological and pedagogical principles of primary school teacher training and acquisition of professional competence are a set of interconnected components of the educational process, which form professional development and interest in the profession in future teachers; stimulate the increase of personal training — not only knowledge and practical skills, but also, first of all, qualities as a necessary component.

The consequence of this is the need to change the components of the competence of the teacher, first of all, the primary school teacher, who forms a system of student incentives (Fig. 2). The expediency of this is also determined by the need to change competencies in the projected labor market and the challenges facing education, with the beginning of macroeconomic reforms in Ukraine [19]. It is also necessary to take into account the experience of developed countries, in particular, the recommendations of the EU Council developed by leading analysts on key competencies necessary for the realization of personality, demand in the labor market, appropriate social engagement and social adaptation [20].

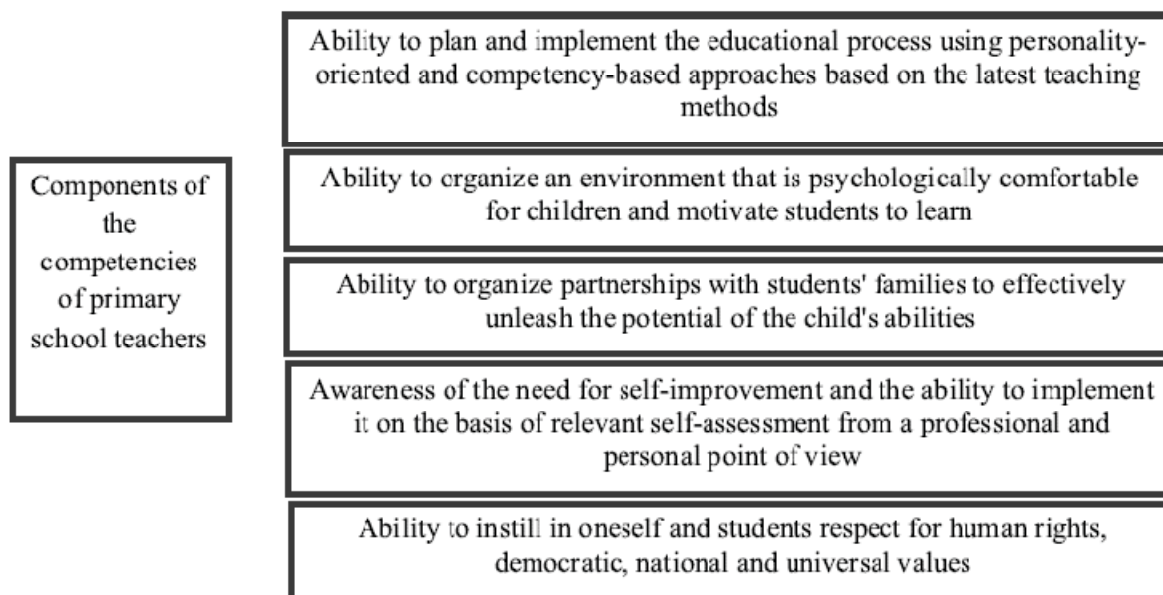


Fig. 2. Components of the competencies of primary school teachers

Source: it was summarized by the author using [4–8].

These qualities are a guarantee that will ensure the effective implementation of the pedagogical process; will form a relevant self-assessment of the future teacher and his objective assessment of students. Negative factors that can reduce the effectiveness of a set of psychological and pedagogical principles of training can be established stereotypes of both the future teacher and his teacher; formalism of the educational process; the presence of socio-cultural problems, consistent with the formation of motivation and values of future teachers. The implementation of these principles should form not only a teacher and an educator, but also a consultant and a manager for students. But the main task of training teachers and, above all, primary school teachers, is, according to the old but still true definition of V. Sukhomlinsky, to form a person who loves children, enjoys communication and friendship with them, is able to share their joys and sorrows, and, by definition of J. Korczak, does not forget how he (she) was a child. The system of methodical approaches to teacher training should be aimed at forming respect for the child's personality in the future teacher and, above all, the desire for innovative pedagogical work as a basis for his self-realization. The structure of these methodological approaches in modern conditions is quite fleeting — gaming [9], information [11], feedback in the classroom [16], the «immersion» method, differentiated learning and so on. Today, special attention is paid to the method of overcoming cognitive difficulties in the learning process using the creative activities of the team. This method is one of the basic in the so-called «partnership pedagogy». But we should not forget that methodological approaches are only tools in the work of a teacher. And only the constant search for pedagogical innovations with internal incentives for improvement will allow the future teacher to choose a set of tools that will give him effective professional and personal realization.

The basis on which the methodological, psychological-pedagogical and methodological principles of primary school teacher training should be built are: changing the identity of the School as a system (see *Fig. 1*), which will include rethinking its role in society by both government and the public; multifunctionality of the School and the growth of its importance in social and cultural adaptation, fostering an active social engagement, cognitive flexibility, emotional intelligence, the ability to critically interpret information and identify relevant parts of it, to formulate and solve complex problems; principles of EDC / HRE (Education for democratic citizenship / Human rights education).

The principle of EDC covers not only the educational process, but also informational and practical activities aimed at developing children's adaptive skills and understanding of processes in society and nature, attitude to these processes and behavior that would ensure the need to protect democratic values and the rule of law. The EDC approach is also useful as it formalizes the expansion of the educational process to the process of forming a worldview, which should become fundamental in changing the identity of the School. The principle of HRE is a comprehensive approach to the formation of worldview values on human rights and fundamental freedoms in every aspect of public and private life, that is, the education of a Person.

Conclusions. The study found that with the transience of key competencies needed by the labor market, the requirements for appropriate competencies of students change. Therefore, a system of training future primary school teachers, its component composition and component content were proposed. The specified system is directed to the formation of the necessary components of competence of the primary school teacher. Psychological, pedagogical, methodological and economic principles of teacher training for the formation of the necessary competencies are analyzed and specific approaches for their improvement are proposed. This will increase the efficiency of reforming the Ukrainian school.

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