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**STRATEGIES FOR IMPLEMENTING COMPETENCY-ORIENTED TRAINING OF A
NEW-TYPE OF A TEACHER IN THE CONDITIONS OF MODERNIZATION OF
CONTEMPORARY INSTITUTIONS OF HIGHER EDUCATION**

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The study proves that the relevance of the problem of competency-based training of a new type of a teacher in the context of the modernization of higher education institutions is due to fundamental changes in the paradigm of education: the transition from "knowledge-centrism" to human-centrism and a personality-oriented approach. Due to the legislative documents, the conceptual foundations of training a new type of teacher, who is considered a facilitator, mentor and organizer of the educational environment, have been substantiated. Scientific research of recent years in domestic and foreign scientific and pedagogical literature has been analyzed, which form a scientific discourse and a theoretical basis that combine professional skills, creativity and the ability of a teacher to adapt to constant changes. Key strategies for implementing training a new type of teacher, which integrates practice-oriented learning with reflective analysis, an activity-based approach (case methods, project learning, simulation games), partnership interaction being the cooperation of higher education institutions with schools (mentoring), have been identified. The need for the implementation of competency-based teacher training has been grounded, which presupposes a shift from the traditional model of "knowledge transfer" to the model of "experience formation". The main directions of modernization of higher education institutions have been substantiated. These include: a change in the educational paradigm and digital transformation, a request for the formation of "soft skills" and the creative potential of the personality, as well as the implementation of the acmeological approach, social responsibility and the ethics of partnership. The integration of the domestic educational paradigm with the European educational space is of great importance. The article also presents the results of the research work of teachers of the Zhytomyr Scientific and Pedagogical School, which experimentally confirm the developed theoretical and practical principles of the identified research problem. According to the researchers, the modernization of educational institutions involves the introduction of digital technologies and digital tools, which significantly expands the capabilities of teachers and the effectiveness of their activities based on partnership interaction of the participants in the educational process. Thus, it has been proven that the identified and substantiated strategies for implementing competency-based teacher training of a new type are promising in the face of modern challenges.

Keywords: *globalization; key strategies; competency-based training of a teacher of a new type; modernization of contemporary higher education institutions; digitalization of education; practice-oriented learning, reflection; partnership interaction.*

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СТРАТЕГІЇ РЕАЛІЗАЦІЇ КОМПЕТЕНТІСНО ОРІЄНТОВАНОЇ ПІДГОТОВКИ ПЕДАГОГА НОВОГО ТИПУ В УМОВАХ МОДЕРНІЗАЦІЇ СУЧАСНИХ ЗАКЛАДІВ ВИЩОЇ ОСВІТИ

О. А. Дубасенюк

У дослідженні доведено, що актуальність проблеми компетентісно орієнтованої підготовки педагога нового типу в умовах модернізації закладів вищої освіти зумовлена кардинальними змінами в парадигмі освіти: переходом від "знаннєцентризму" до людиноцентризму та особистісно-орієнтованого підходу. На основі законодавчих документів обґрунтовано концептуальні основи підготовки педагога нового типу, який розглядається як фасилітатор, ментор та організатор освітнього середовища. Проаналізовано наукові дослідження останніх років у вітчизняній та зарубіжній науково-педагогічній літературі, які формують науковий дискурс, теоретичну базу, що об'єднує професійну майстерність, креативність та здатність педагога адаптуватися до постійних змін. Визначено ключові стратегії реалізації підготовки педагога нового типу, що інтегрує практико-орієнтоване навчання з рефлексивним аналізом, діяльнісний підхід (кейс-методи, проектне навчання, симуляційні ігри), партнерську взаємодію – співпрацю ЗВО зі школами (наставництво). Аргументовано необхідність реалізації компетентісно орієнтованої підготовки педагога, що передбачає відхід від традиційної моделі "передачі знань" до моделі "формування досвіду". Обґрунтовано основні напрями модернізації ЗВО. До них віднесено: зміна освітньої парадигми та цифрова трансформація, запит на формування "soft skills" та креативного потенціалу особистості, реалізація акмеологічного підходу, соціальна відповідальність та етика партнерства. Важливе значення має інтеграція вітчизняної освітньої парадигми з європейським освітнім простором. У статті також представлено результати дослідної роботи викладачів Житомирської науково-педагогічної школи, які експериментально підтверджують розроблені теоретичні та практичні засади визначеної проблеми дослідження. На думку дослідників, модернізація освітніх закладів передбачає впровадження цифрових технологій і цифрових інструментів, що значно розширює можливості вчителів та ефективність їх діяльності на основі партнерської взаємодії учасників освітнього процесу. Отже, доведено, що виділені та обґрунтовані стратегії реалізації компетентісно орієнтованої підготовки педагога нового типу є перспективними в умовах сучасних викликів.

Ключові слова: глобалізація, ключові стратегії, компетентісно орієнтована підготовка педагога нового типу, модернізація сучасних закладів вищої освіти, цифровізація освіти, практико-орієнтоване навчання, рефлексія, партнерська взаємодія

Introduction of the issue. The modern paradigm of higher education is undergoing profound transformations due to globalization, digitalization, and rapid changes in the labor market. At the heart of these changes is the transition from the model of "knowledge accumulation" to the model of "competence development," which allows forming a new type of specialist – adaptive, creative, and capable of lifelong learning. The relevance of the problem of competency-based training of a new type of a teacher in the context of the modernization of higher education institutions (HEI) is due to fundamental changes in the paradigm of education: the transition from "knowledge-centrism" to human-centrism and to a personality-oriented approach. The analysis of the relevance of the mentioned problem has

been conducted with taking into account modern requirements in the context of modern challenges. At the same time, the relevance of the problem under study involves the implementation of competency-based teacher training as a complex multi-level process based on a change in the paradigm of education: from the transfer of the sum of knowledge to the formation of the ability to apply this knowledge, skills and values in professional activities.

Legislative documents, in particular, the Law of Ukraine "On Higher Education" (2014), the Resolution of the Cabinet of Ministers of Ukraine "On Approval of the National Qualifications Framework" (2011), the Concept for the Development of Pedagogical Education (2018), the Law of Ukraine "On the Concept of the National

Informatization Program" emphasize the importance of training a new type of a teacher. The Strategy for the Development of Higher Education in Ukraine for 2022-2032 emphasizes the need to improve the quality of training IT specialists being adapted to the conditions of the digitalization of society, as well as the application of new and improved existing forms, methods and practices of their training. A professional standard has been developed (Order No. 2736, 2020), which serves as a regulatory and legal basis for the professional training of the future teachers. This is a document that defines the "quality standard" of a teacher. It outlines a list of labor functions and necessary competencies on which any program for training or retraining teachers in Ukraine should be based. At the same time, this is the most important direction for the development of future specialists/teachers in the information and technical fields.

Current state of the issue. The identified problem is presented in many scientific studies abroad [1; 5]. The conditions for the modernization of a new type of specialist in modern higher education institutions have been studied by domestic scientists (Ukraine). V. Kremen has provided a value-philosophical grounding of the key position that the training of a new type of teacher is impossible without changing the paradigm to "human-centric". The scientist emphasizes that the key task of a modern teacher is the development of the student's personality, which requires appropriate training of a new type of specialist [9]. V. Ognev'yuk studied strategies for the development of higher education in the context of global challenges. His contribution lies in determining the philosophical and organizational principles of the modernization of the educational space, where the key factor is the professional competence of a teacher [12]. N. Bibik analyzes the evolution of the concept "competence" in education as a fundamental theoretical source and also substantiates the methodological principles of building competency-based

educational programs. Her works become the basis for understanding "why" and "what for" approaches to teacher training are changing [2].

V. Molyako, due to the context of the psychology of creativity, has substantiated the concept of creative thinking strategies, being basic for the formation of the creative potential of a teacher. V. Molyako's research allows teachers to master algorithms for solving non-standard tasks, which is critically important for a "new type of a teacher" [11].

The study by scientists of the Zhytomyr Scientific and Pedagogical School (O. Dubasenyuk, O. Antonova, O. Antonov, O. Voznyuk, V. Kovalchuk, V. Pavlenko, N. Sydorchuk, and others) presents the competency-based principles of training the creative future specialists in HEIs, taking into account the problematic issues and a new understanding of the implementation of the competency paradigm in the field of pedagogical education. The problem of forming professional competence in a future teacher in the context of European integration has been also considered. The state of formation of critical thinking in higher education students in the process of studying a foreign language and using digital technologies has been studied. The formation of emotional intelligence as a component of professional competencies of future primary school teachers in distance learning conditions has been studied [8].

In addition, O. Dubasenyuk has investigated the features of implementing the acmeological approach to professional pedagogical activity. Her work focuses on the development of the teacher's personality, the ability to self-improvement and professional self-realization in HEIs. She argues that a new type of teacher is a subject capable of constant "acme" (peak development [7]. S. Sysoeva has devoted her works to studying the features of professional training of teachers for innovative activities and integration of digital tools into the educational process. The scientist also focuses on the methodology of implementing interactive technologies, which are a tool for

implementing a competency-based approach. She characterizes various methods (case studies, discussions, role-playing games) as ways to develop an active student position [14; 15]. M. Vashulenko focuses on the practical side of higher pedagogical education. His work examines in detail the mechanisms of transition from knowledge transfer to the formation of professional skills in a future teacher, in particular through the organization of the educational process at the university [3]. O. Ovcharuk has developed a practical and instrumental source, presenting a collection of methods dedicated to digitalization. The scientist provides specific advice and strategies on how to integrate digital tools into the learning process to make it more effective against the modern challenges [10].

Thus, a systematic approach to the analysis of the outlined problem was implemented: The normative basis is laid down in the Professional Standard; the theoretical principles have been defined in the works of N. Bibik and V. Kremen, V. Molyako. The practical model is presented in the works of M. Vashulenko and O. Ovcharuk, the toolkit has been developed in the works of S. Sysoeva.

Foreign scientists (Western and European scientific schools) have also carried out scientific research in the field under study. Thus, Teresa Amabile is the author of the model of "components of creativity". Her works are key to understanding how the environment (in particular, educational one) affects the creative performance of a teacher and student. She proves that motivation and creative skills are mandatory components of professional competence [1]. John Hattie has substantiated the concept of "Visible Learning" that has radically changed the view on the role of a teacher. J. Hattie proves that a new type of a teacher is a facilitator who possesses the methods of assessing his/her own influence on the student's progress, which is the basis of the competency approach [5]. Richard Boyatzis, a researcher of emotional intelligence and its role in leadership and professional activity, contributed to proving that social and

emotional competencies are no less important for a teacher than subject knowledge [4].

These authors have formed a scientific discourse that combines professional skills, creativity and the ability of a teacher to adapt to constant changes. The use of their works makes it possible to structure the theoretical basis of the study, relying on recognized world and domestic scientific schools.

The purpose of the study is to analyze the strategies for implementing competency-based professional training of a teacher of a new type in the context of the modernization of modern UELs.

Results and discussion. Key strategies for implementing professional training are of great significance. For the successful training of a new type of a teacher, it is important to combine: practice-oriented training (increasing the share of pedagogical practice with reflective analysis), an activity approach (case methods, project learning, simulation games), partnership interaction (cooperation of higher education institutions with schools – mentoring). The implementation of competency-based teacher training requires a departure from the traditional model of "knowledge transfer" to the model of "experience formation". A detailed consideration of the strategies allows us to structure this process as follows.

1. The strategy of practice-oriented learning (*Learning by Doing*) is based on shifting the emphasis from theoretical lectures to real pedagogical activity. Its essence is to ensure students' early immersion in the professional environment. Future teachers not only observe, but also participate in the development of lessons, assessment of work and interaction with students. Let us analyze the mechanisms of their implementation. These include: keeping a reflective diary, in which the student describes his/her actions after each practical lesson, analyzing what was successful and what needs correction; pedagogical internship, which involves the creation of a mentoring system, where an experienced teacher accompanies the student, helping to adapt to real school

requests; case analysis is aimed at solving situational tasks modeled on the basis of real conflicts or complex didactic tasks in the classroom.

2. The activity approach assumes the formed ability of a teacher to project the learning outcomes, based on the real needs of the student, and not on the requirements of the program. The essence of this approach is planning learning through creative and research activities. The teacher is to master the methods that he/she will use in working with students. Implementation mechanisms involve the implementation of project activities, namely the preparation of individual or group projects that have practical value (for example, creating an author's course, methodological development or digital educational content). Simulation learning presupposes using virtual reality technologies or role-playing games (for example, the role-playing game "A Difficult Case in the Classroom"), where the student

trains communication skills in a safe environment.

3. Partnership and network cooperation. Teacher education cannot take place in isolation within the university. It requires openness to external stakeholders. Its essence is in creating a "triangle of partnership": university – school – community. Let us outline the mechanisms for implementing this strategy. These include joint laboratories or the creation of university platforms based on advanced schools, where professors and practicing teachers jointly train future teachers. Networking presupposes involving specialists from other fields (IT specialists, psychologists, media literacy specialists) to conduct master classes. International mobility means internships in the educational systems of other countries to share best practices (for example, the experience of Finland or Poland in individualizing learning).

Table 1.

Comparative table of strategies

The strategy	Focus of activity	Results for the teacher
Practically oriented	The connection between theory and practice	Professional confidence
Activity	Problem solving	A creative approach to learning
Partnership	Communication and society	Systemic understanding of the teacher's role

[Source: edited by the author]

In addition, the conditions for the effectiveness of the identified strategies are important. For the successful implementation of these strategies, the following factors are also critically important:

- digital competence, which implies the teacher's fluency in Google Workspace tools, LMS (Moodle, Classroom), as well as interactive testing tools (Kahoot, Quizizz);

- flexibility of educational programs – giving the teacher the right to choose an individual educational trajectory (choice of courses according to their own professional interests;

- continuity (Lifelong Learning) – forming an attitude towards constant updating of their knowledge, since the teaching profession is one of the most dynamic in the world.

Let us highlight the main components of professional competence. These include subject-methodological (mastery of modern pedagogical technologies), information-digital (the ability to effectively use digital tools), psychological-pedagogical (includes empathy, the ability to work with inclusion), conflict mediation, reflective (the ability to analyze one's own activities and correct them).

Let us characterize each strategy. In order for the transition from theoretical knowledge to the formation of a "new type of teacher" to become a reality, each of the components of professional competence is to be transformed into a specific strategy of professional behavior. A detailed description of each component is presented as a strategy of professional action.

1. Subject-methodical competence (facilitation strategy). This is not only knowledge of one's subject, but also the ability to make the process of learning the material effective for each student. This approach means a transition from knowledge transfer to creating conditions under which the student "discovers" knowledge independently. The actions of the teacher presuppose the implementation of blended learning technologies, which combine face-to-face classes and online tools. Next, it is planned to use a differentiated approach, that is, the development of different levels of tasks for students with different abilities within one lesson. At the same time, attention is focused on STEM education, which integrates knowledge from different fields (science, technology, engineering, mathematics) to solve real problems.

2. Information and digital competence (digital design strategy). This competence includes the teacher's ability to be an "architect" of a digital learning space. Its essence lies in understanding how technologies can change the quality of learning, and not just duplicate paper textbooks. In this context, the main actions of a teacher include the creation of a personality learning environment (using Google Classroom, Moodle, Microsoft Teams). At the same time, adaptive platforms are used to analyze student performance in real time and to offer personalized tasks. This strategy also includes media literacy, which involves critical analysis of information sources and teaching students' safe behavior in the digital world.

3. Psychological and pedagogical competence (strategy of humanistic support). This is the foundation on which

trust between participants in the educational process is built. Its essence is to create a safe, inclusive environment (Social and Emotional Learning – SEL), where each student feels valuable. The strategy is accompanied by appropriate actions of the teacher. Thus, inclusive pedagogy involves the formation of the ability to adapt materials for students with special educational needs and create an atmosphere of acceptance of diversity. The next one – conflict mediation – is aimed at using "non-violent communication" techniques to resolve disputes. It is important to develop emotional intelligence (EQ), namely, to promote recognition of one's own emotions and the emotions of students to prevent professional burnout and bullying.

4. Reflective competence (lifelong learning strategy). This is the "engine" of professional development, which allows the teacher not to stop in his/her improvement. Its essence lies in the formation of the ability to objective self-assessment and awareness of gaps in his/her own competencies. Appropriate actions of the teacher are provided, in particular, the creation of a pedagogical portfolio, where one's own successes, failures and learning outcomes are systematically recorded to track professional growth. Mutual attendance at lessons (peer observation), exchange of experience with colleagues and receiving constructive feedback are significant. Self-education of the teacher plays an important role: participation in webinars, courses and communities of practitioners (for example, EdEra, Prometheus, Coursera) in order to stay abreast of current global educational trends.

Table 2

Summary table of teacher development strategies

Component	Key strategy	A benchmark for development
Subject-methodical	Facilitation	Student learning outcome
Information and digital	Digital design	Efficiency and accessibility
Psychological and pedagogical	Humanistic support	Emotional comfort and inclusion
Reflexive	Self-improvement	Professional quality and relevance

[Source: edited by the author]

Therefore, the competence of a new type of a teacher is not a static characteristic, but a dynamic state. Each of these strategies complements the other: without reflection, digital tools can become a formality, and without psychological competence, even the most modern methodology will not bring the desired result.

Main directions of modernization of higher education institutions.

1. Changing the educational paradigm and digital transformation. The modern world is characterized by a high level of uncertainty (VUCA-world), where the speed of knowledge obsolescence requires the teacher not to accumulate information, but rather to possess the ability to constantly update professional tools. Modernization of higher education institutions involves the introduction of intelligent systems, VR/AR technologies and adaptive learning platforms, which require a specialist to have a high level of digital and technological competence.

2. The demand for the formation of "soft skills" and creative potential. Traditional training was often limited to professional qualifications, while a modern teacher of a new type must have skills of critical thinking, emotional intelligence, facilitation and project management. The development of creative potential is becoming a strategic task, since the teacher must teach students to create new meanings, and not just reproduce known algorithms.

3. Implementation of the acmeological approach. In the context of modernization of higher education, the need for a teacher focused on constant self-development and achieving the peaks of professional mastery (acme) is becoming more urgent. A new type of teacher is a subject of his/her own professional growth, who perceives pedagogical activity as a process of constant self-improvement, which is the foundation for the formation of a competitive specialist [7].

4. Social responsibility and ethics of partnership. Modernization of higher education requires the teacher to fulfill the role of a mentor, coach and moderator in the interaction of "school-family-community". The competency-based approach involves the formation of the ability to build partnership relationships, which contributes to the harmonious development of the student's personality and the strengthening of the educational ecosystem.

5. Harmonization with the European educational space. The integration of Ukrainian higher education into the European space in the context of the Bologna process requires the unification of approaches to assessing learning outcomes. The competency-based approach is a basic tool for developing educational programs that are focused on international standards, which ensures the mobility of graduates and their demand in the global labor market.

Table 3

Summary table: Key vectors of modernization

Modernization vector	Expected teacher's competence
Technological	Digital literacy, blended learning methodology
Pedagogical	Facilitation, coaching, individual educational trajectory
Creative	Development of creative thinking, generation of innovations
Social	Psychological resilience, communicative ethics

[Source: edited by the author]

The results of the research work of teachers of the Zhytomyr Scientific and Pedagogical School are presented, which experimentally confirm the developed theoretical and practical principles of the specific research problem regarding the acquisition of new knowledge and

mastery of innovative technologies. The teacher receives additional opportunities to support and direct the development of the student's personality, creative search and organization of their joint work. Also, the computer takes on a very large part of the routine, long-term work for

the teacher, thereby freeing him time for creative work. The use of information technologies can be applied in various ways, according to the needs of a particular lesson. They can be presented – both in frontal and in group work; by using electronic textbooks, encyclopedias, dictionaries, reference books, computer training programs, by implementing certain types of files (images, video, audio, animation); creating your own lessons (integration of different objects into one format – presentations, web pages) [6: 62-63]. Thus, N. Myronchuk conducted a study

among primary school teachers of Zhytomyr secondary education institutions on the use of digital technologies and digital tools in the educational environment of primary schools. Each of the teachers uses different digital technologies and digital tools. According to the results of the study, it can be seen that, in particular, primary school teachers (grade 4) use such ICT technologies in lessons as a video clip – 41%, a video fragment – 34%, computer manuals – 14%, a video tutorial – 11% [6: 66]. The results of the study are presented in Figure 1.

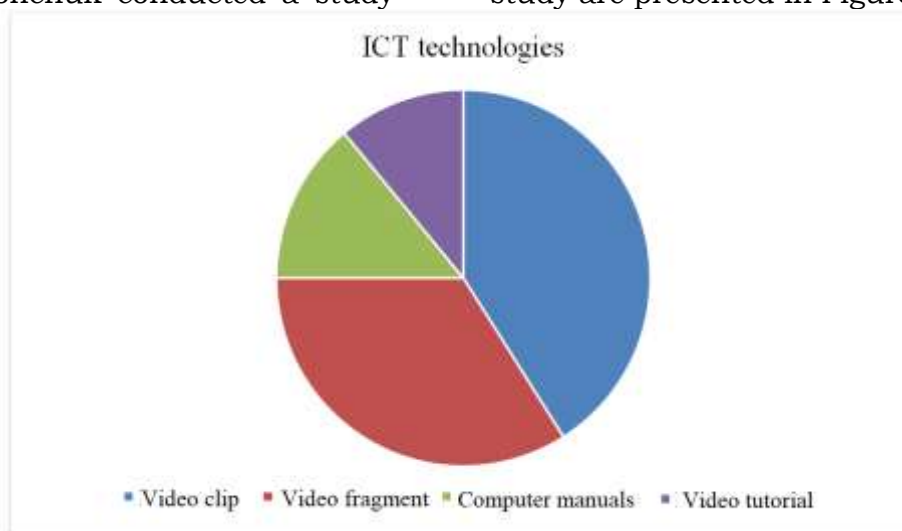


Fig. 1. Results of diagnostics of the use of ICT technologies in lessons in grade 4

[Source: edited by the author]

Analyzing the results of the study, the scientist concluded that primary school teachers use videos more often in lessons, because they have high information content, vividness of the display of the studied phenomena and short duration. And video lessons are used the least, because they last a long time and not all students can withstand watching them, so video lessons begin to be introduced from the 5th grade, since pupils of this age are more prepared for the lessons and reveal the endurance.

The scientist V. Kovalchuk in her study has considered the features of the professional training of future primary school teachers for work in the conditions of the implementation of the provisions of the New Ukrainian School. An analysis of the goals and objectives of such training has been carried out: the

emphasis has been placed on the relevance of the formation of professional competence of pedagogical partnership in future teachers.

A modern approach to solving the problems of professional pedagogical training from the standpoint of the requirements of society and current life situation in Ukraine has been analyzed. The importance of organizing the educational process in a HEI based on activity-based, competency-based approaches has been determined. The features of the formation of the studied professional competences in higher education applicants within the framework of the educational discipline "Partnership Pedagogy: Interaction Technologies in the Conditions of the New Ukrainian School" have been highlighted. The effectiveness of modern

technologies for training future teachers by "learning through discovery", as well as the activities small groups, the project activities, etc. for the formation of professional competence in partnership pedagogy has been revealed [6: 182].

The study has been conducted by students under the guidance of the pedagogue (V. Kovalchuk), in the process of which the organization of effective pedagogical partnership between teachers and parents in the conditions of blended learning (full-time and distance learning) has been studied [6: 183-184].

In order to more thoroughly cover the problem of forming the professional competence of pedagogical partnership in future teachers, the practical experience of organizing partnership between teachers and parents has been

analyzed, which reflects the level of possession of this competence in real conditions. The study of the experience has been carried out within the framework of a scientific study of a student of the second (master's) level of higher education in the specialty 013 Primary Education. The study has involved the research of the outlined experience of primary education teachers in the conditions of blended learning. The teachers have been asked questions, such as: "What online platforms and Internet services do you use during distance learning?", "What difficulties arise during interaction with parents in the blended learning?", "What methods of interacting with parents during blended learning are the most effective? "

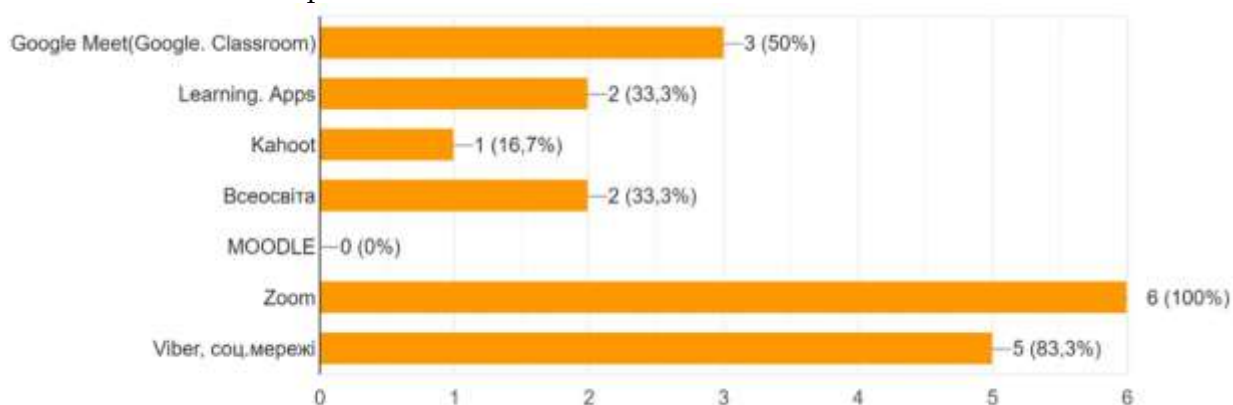


Fig. 2. Results of the survey on the use of software educational Internet resources

According to the survey results, it has been found that primary school teachers prefer such programs, as Zoom and Viber (social networks), Google Meet (Google Classroom). They explain this by the fact that they are used to working with them, the programs are easy and understandable for both children and parents. Other Internet services (Learning Apps, Kahoot, Vseosvita) are rarely used, and MOODLE has not been used at all.

The analysis of the results obtained at the end of our study to verify the effectiveness of the developed program gave grounds to assert that the indicators of the group in which the program has been implemented, compared to the initial results, were 15%

[Source: edited by the author]
higher [6: 187]. Thus, school and family are the most important factors that determine the formation of the personality of the learners; and their close interaction is an objective necessity. Thus, the organization of partnership cooperation between a primary school teacher and parents in conditions of blended learning is a promising and optimal form in conditions of restrictions caused by crisis phenomena.

Conclusions and research perspectives. Thus, the identified problem is multifaceted and requires a systemic holistic approach – from revising the standards of higher education to changing the internal culture of the university pedagogues,

which presupposes training a competent teacher of a new type.

Modernization of higher education through a competency-based approach is an innovative strategy for ensuring the competitiveness of graduates of HEIs. A specialist of a new type is a personality expressing an intellectual capital capable of innovative activity and integration into the global professional space. The success of this transformation depends on the flexibility of educational programs, partnership with business and the readiness of the teaching staff for continuous professional development.

Due to the analysis of scientific and pedagogical literature of domestic and foreign researchers and pedagogical experience in a specific field, the theoretical and practical principles of training a teacher of a new type, who is considered as a facilitator, mentor and organizer of the educational environment, have been substantiated.

Key strategies for implementing the training of a teacher of a new type, which

integrates practice-oriented learning with reflective analysis, are identified; activity approach (case methods, project learning, simulation games), partnership interaction (cooperation of HEIs with schools due to mentoring).

The main directions of modernization of HEIs are aimed at changing the educational paradigm and digital educational transformation, thus meeting the request for the formation of the creative potential in a specialist in the context of modern challenges.

The prospects of the study provide for further integration of the domestic educational paradigm with the European educational space in the context of a personality-centered approach, strengthening the practice-oriented orientation of the educational process, the introduction of digital technologies and digital tools, which significantly expands the capabilities of teachers and the efficiency and quality of their activities based on partnership interaction.

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