

УПРАВЛІННЯ РОЗВИТКОМ ОСВІТИ

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B. YE. ZHORNIAK

Candidate of Pedagogy,

Head of the Department of Music Art,

Municipal Higher Educational Institution "Lutsk Pedagogical College"

of the Volyn Regional Council, Lutsk, Ukraine

E-mail: bogdana.zhorniak@gmail.com

<https://orcid.org/0000-0002-9122-9323>

O. L. FAST

Candidate of Pedagogical Sciences, Associate Professor,

Associate Professor at the Department of Pedagogy, Psychology and Methods of Primary Education,

Municipal Institution of Higher Education "Lutsk Pedagogical College"

of Volyn Regional Council, Lutsk, Ukraine

E-mail: ofast@lpc.ukr.education

<http://orcid.org/0000-0001-7216-0044>

A. A. ZARYTSKA

Candidate of Pedagogical Sciences, Associate Professor,

Associate Professor at the Department of Musical Art,

Municipal Institution of Higher Education "Lutsk Pedagogical College"

of the Volyn Regional Council, Lutsk, Ukraine

E-mail: azarytsjka@lpc.ukr.education

<https://orcid.org/0000-0003-2579-5279>

PSYCHOLOGICAL AND PEDAGOGICAL SUPPORT FOR THE PRE-SERVICE TEACHERS' PROFESSIONALLY DETERMINED QUALITIES DEVELOPMENT: METHODOLOGICAL CONTEXTS UNDER THE NEW UKRAINIAN SCHOOL AGENDA

In the article, the the methodological aspects of the professional qualities of a teacher of the New Ukrainian School development were highlighted. In particular, the methodological approaches that provide a scientific basis for the studied process in the conditions of professional training were specified. The problems of pedagogical modeling as the basis for building a system of the educational process in a pedagogical college are highlighted. A general characteristic of the organizational and methodological system for the formation of professional qualities of a pre-service teacher is given.

Today, the relevance of the forming the professional qualities of a pre-service teacher in the context of the requirements of the Concept "New Ukrainian School" research concerns both primary school teachers and secondary school teachers. The importance of this issue is associated with the mature socio-pedagogical significance of the problem, the the quality of teacher training ensuring in modern pedagogical institutions, as well as its insufficient theoretical development and practical solution in the context of modern humanistic, personally oriented and competency-based educational paradigms.

New approaches to the formation of professional qualities of future primary school and music teachers are based on positive changes taking place in the education system, in particular in higher education: democratization, humanization, humanitarianization of education, innovative processes, development of pedagogical creativity, revival of national educational principles and traditions.

The concept of the New Ukrainian School actualizes the updated value determinants of professional teacher training: partnership, leadership, innovation, motivation, mobility. These provisions were taken into account when designing a model of participatory pedagogical support for the formation of professionally significant qualities of pre-service

teachers for the New Ukrainian School as a holistic system, the implementation algorithm of which is a student-centered approach, which will strengthen the formation of professional and pedagogical knowledge, skills, and competencies.

At the level of designing the content of professional training, the above provisions were taken into account in the design of educational teacher training programs, which are used to train primary school teachers and Music Art teachers for the New Ukrainian School at the Municipal Institution of Higher Education "Luts'k Pedagogical College" of the Volyn Regional Council.

Key words: pedagogical education, the concept of "New Ukrainian School", primary school teacher, Music teacher, participatory support, professionally significant qualities, professional training.

Introduction. Today, the relevance of scientific research of developing the professional qualities of future teachers in the context of the requirements of the Concept "New Ukrainian School" concerns both primary school teachers and secondary school teachers. The importance of this issue is associated with the mature socio-pedagogical significance of the problem of the teacher training quality ensuring at modern pedagogical institutions of higher education, as well as insufficient theoretical development and practical solution to it in the context of modern humanistic, personally oriented and competency-based educational paradigms.

The agenda of socio-economic, political and cultural transformations in Ukraine, associated with the world trends of globalization, integration and informatization of the society, requires a new vision of the goals and objectives of pedagogical education, its role in public, socio-cultural life.

The Concept of the New Ukrainian School actualizes the updated value determinants of teacher training: partnership, leadership, innovation, motivation, mobility [Concept].

In practice, this involves the effective implementation of the philosophy of human-centeredness in education, participatory management processes and communications.

Problem statement. The current pace of development of science, technology, culture and art, constant updating and changes in the content of professional activities of numerous specialists pose one of the most urgent problems – scientific substantiation of the updated content of higher pedagogical education.

Nowadays, fundamental changes are taking place in all spheres of educational activity – methodology, functions, forms and methods, teaching services, trends in the development of the pedagogical process, value priorities, attitudes and guidelines, in the system of intra-ed-

ucational communications and relationships. Pedagogical innovation is manifested in the new content of education, increased requirements for the quality of education and new principles and approaches to the training of pedagogical personnel.

Analysis of recent research and publications. The problem of forming the professional qualities of a future teacher through higher education system has become the subject of scientific research in the field of philosophy (V. Andrushchenko, V. Kremen, V. Ognev'yuk and others), psychology and pedagogical psychology (G. Kostyuk, S. Maksymenko and others), higher school pedagogy (V. Bodnar, O. Semenog, N. Nychkalo, N. Bibik, O. Yaroshenko and others), musical pedagogy (O. Oleksyuk, G. Padalka, O. Rudnytska and others). Methods of working with student musical groups have been developed by such domestic scientists as A. Bolgarsky, B. Brylin, O. Voevodin, M. Guralnyk, O. Ilchenko, I. Marynin, T. Plyachenko, V. Fedoryshyn and others.

The problem of modeling pedagogical phenomena was studied by O. Savchenko, S. Goncharenko, I. Drach and others. Modeling in pedagogy is an important means of scientific research, with the help of which it is possible to establish patterns, properties, conditions for building a system of pedagogical process; determine the direction in pedagogical activity; present a general methodological system and develop a program and technology of activity; reflect an idea, a certain process, a pedagogical phenomenon as a whole.

Higher education, which is obtained by bachelor's level graduates, is considered by domestic scientists as a set of systematized knowledge and practical skills, professional, ideological, civic qualities, professional and pedagogical competencies and moral and aesthetic values. Hence, the main tasks of professional training of students

are to arm them with deep theoretical knowledge and practical skills and skills of teaching musical art and ensuring artistic and aesthetic education of schoolchildren; expanding and enriching the artistic and creative experience of students; forming value artistic orientations, a culture of perception of art, skills of artistic self-education and creativity.

The purpose of the article: to substantiate the essence of methodological approaches that ensure the effectiveness of psychological and pedagogical support for the development of professionally determined qualities of the New Ukrainian School teachers at the stage of professional training.

Results and discussions. The main task of modern pedagogical and artistic education is the development of the personal potential of the future teacher; arming him with a system of scientific knowledge from various branches of pedagogy, psychology, art, which determine the scientifically based strategy, tactics and procedure of pedagogical work; with the methodology of scientific knowledge; with a complex of practical artistic and creative skills; forming his professional readiness for the chosen profession; fostering a constant need for deepening professional knowledge, self-study, self-education, self-education, one's own professional development and growth.

In these conditions, a higher education institution is becoming increasingly important as an important socio-educational object, designed not only to provide a profession, but also to solve the problems of training national personnel of a fundamentally new quality. These should be specialists who are characterized by high professionalism combined with proper spirituality, culture and serious humanitarian training, humanistic worldview positions. At the same time, they should be enterprising and able to quickly adapt to transformational changes, rapid innovative changes caused by the achievements of scientific, technological and social progress. It is precisely such training of specialists that we consider today to be the main task of our educational system [Bibik].

The predictive goal of an educational institution is to provide balanced general and professional education, comprehensive development

of the student's personality, the formation of his or her universal human values, important personal and socially significant professional qualities.

We consider the training of future teachers as their acquisition of a complex of professional knowledge, skills and abilities in the process of thorough mastery of socio-cultural, psychological-pedagogical and professional disciplines, the formation of professionally important and personally significant qualities, the development of the creative potential of the individual, which ensures readiness for successful self-realization and continuous professional self-improvement.

All this leads to the creation of a new objective and promising model of organizing the pedagogical process in the conditions of higher education for pedagogical training and the formation of professional qualities of students.

Modeling is the basis for building any system of the educational process. The model we designed as an effectively operating pedagogical system determines the purposeful pedagogical process of forming the professional qualities of a future teacher, specific actions of the teacher and students, methods and means, scientific and methodological support for teaching special subjects, and the predicted results obtained. We consider the model as a definition of the dynamics of the student's professional and intellectual development within the framework of the main areas of activity of the New Ukrainian School.

We believe that the model of the formation of a future teacher should take into account the following factors and meet important conditions, specifically:

- the model should clearly define the goal, objectives and tasks of the educational process and project its desired result;
- should ensure the unity of the main pedagogical, psychological and methodological components of the pedagogical process;
- should have a high explanatory capacity of existing actions, facts, the ability to predict possible patterns and trends in the development of research processes;
- the structure of the model should indicate the functions of the participants in the pedagogical process and the sequence of implementation of pedagogical actions;

- the model should contain an appropriate amount of information; the structure of the model should be dynamic;
- the structure of the model requires consistency and subordination of its main components, which form new professional qualities, to the general goal of the model;
- the content of the model should be constantly updated, adjusted; the structural components of the model should be optimally balanced in accordance with the identified professional requirements;
- the model should ensure the possibility of achieving the predicted goal, tasks, actions, activities of all participants in the pedagogical process.

The process of modeling the pedagogical system for the formation of professional qualities of future teachers includes the following stages: study and analysis of the existing state of the organization of the pedagogical process, highlighting its essential features; setting specific goals and objectives for improving the organization of the pedagogical process; determining the main parameters, relationships, relationships and interdependencies in this work; building a structural and functional model of the formation of students' professional qualities; theoretical substantiation of the model; checking the optimality of the model, its compliance with real requests and requirements of practice, and predicted results.

Of course, modeling does not cover all the diversity and complexity of real management of the pedagogical process. The purpose of modeling is to determine the main, essential, generally significant in the managerial aspect and ensure the manageability of the process. Therefore, when developing a functional model, it is important to take into account the educational, socio-cultural, pedagogical and other features and capabilities of a particular educational institution, the potential capabilities of the teaching staff.

In modern educational discourse, various aspects of the problem of forming the personality of a future teacher are reflected in the works of S. Goncharenko, O. Dubaseniuk, G. Padalka, O. Oleksiuk, N. Nychkalo, I. Drach, etc. A number of models of a preservice teacher personality have been developed. The neces-

sary qualities of such a personality are considered to be: competence, creativity, humanity, intelligence, optimism, pedagogical ethics, the ability to life and professional self-determination and self-development.

The *competence* of a teacher is expressed in his/her philosophical views, broad horizons, a high level of professional and psychological and pedagogical knowledge, the formation of skills and abilities to apply innovative technologies in practical activities.

Creativity is expressed in the originality of thinking, independence of judgments, a creative approach to solving the tasks set, a constant need for a creative search for ways to renew and improve the conditions of a person's life.

Humanity is manifested in love for children, kindness, compassion, implementation in the process of pedagogical activity of the principles of interaction, cooperation and co-creation, creation of a situation of success.

Intelligence implies a high level of spiritual, moral, emotional and aesthetic culture, the relationship of acquired knowledge, skills and abilities with the internal need to behave in accordance with them.

Optimism means faith in oneself, in one's strengths and capabilities, confidence in the results of one's own activities, the ability to rejoice in life, one's achievements, the successes of others.

Pedagogical ethics as a type of ethics that addresses the problems of pedagogy of relationships and is associated with upbringing, procedural professional behavior of a teacher.

The ability for *professional self-determination* and *self-development* is expressed in developed emotional and volitional qualities, possession of methods of reflective thinking (introspection, self-assessment), in the need and willingness to constantly learn both in professional and personal and social life.

A versatily developed personality is a harmonious personality, educated, moral, active, able to adapt to the conditions of social life, to take responsibility.

In light of the European integration prospects of domestic higher education, pedagogical in particular, the development of research qualities, skills, and competencies of future teachers is

of great importance: “Students should be exposed to research or activities related to research and innovation at all levels of higher education in order to develop critical and creative thinking that will allow them to find innovative solutions to emerging challenges. It is important to improve the synergy between education, research, and innovation” [Paris Communiqué, 2018].

The Rome Communiqué (2020), in particular, notes that in the European Higher Education Area (EHEA), student-centredness, academic freedom, inclusiveness, equality, flexibility and openness of learning pathways are the values that should shape the academic environments of higher education institutions in order to provide learners with the opportunity to “complete or update their cultural, professional and transversal/generic competences at different stages of their lives” [Rome Communiqué, 2020].

An equally important issue is the characteristics of the educational environment in which the professionally significant qualities of the future teacher are formed. In this regard, it is worth mentioning that, in accordance with the strategic directions for development until 2030, the European Higher Education Area should be inclusive, innovative and interconnected, namely:

- inclusive, as everyone who studies will have equal access to higher education and will receive full support in completing their studies and training;
- innovative, as it will introduce new and better coordinated methods and practices of learning, teaching and assessment, which are closely linked to research;
- interconnected, as our common and common frameworks and tools will continue to facilitate and improve international cooperation and reform, knowledge exchange and mobility of staff and students [Rome Communiqué, 2020].

In view of the above, we come to the conclusion that the process of formation of professionally significant qualities in preservice teachers requires not only the modernization of its content, but also proper psychological and pedagogical support and facilitation. Scientific and methodological support as a pedagogical category is considered to be a set of various approaches, technologies, forms, methods, procedures, measures,

techniques that ensure the organization of the pedagogical process [Lebid, Belash]. The above provisions were taken into account when designing a model of participatory pedagogical support for the formation of professionally significant qualities of preservice teachers as a holistic system, the implementation algorithm of which is a student-centered approach, which will allow the formation of professional and pedagogical knowledge, skills, and competencies.

According to the results of O. Fast’s research, the following characteristics of participatory support in the process of professional training of preservice teachers for the New Ukrainian School were identified:

- dialogical interaction between the teacher and the student according to the parity model;
- joint decision-making by the student and the teacher to solve professional tasks (didactic, organizational, educational, methodological, psychological, communicative, managerial, etc.);
- ensuring that each student has the opportunity to actively participate in the process of forming professionally significant qualities at all stages of training, adoption, implementation, control and evaluation of decisions;
- co-creation of the teacher and the student, the search for synergy, the disclosure of the creative potential of each subject.

The effectiveness of the implementation of participatory support, as evidenced by educational practice, in particular the experience of the scientific and methodological laboratory “New Ukrainian School” at Lutsk Teacher Training College, consists in interaction, close in essence to negotiations, effective pedagogical partnership with the aim of finding common ground on a particular professional problem, adopting a single agreed decision when discussing the multiplicity of possible solutions to its solution and ensuring the cognitive activity of higher education applicants [Fast 2020].

The model of participatory pedagogical support is considered as a structural complex (system) of interconnected elements of the pedagogical process, where its main components are integrated: goal, principles, organizational and pedagogical conditions, content of training and its organizational forms, a complex of professionally significant qualities of a preservice

school teacher as a result of the implementation of the proposed conditions that take into account methodological requirements.

Among the methodological requirements, we highlight the approaches on which the effectiveness of psychological and pedagogical support is based.

The *participatory approach*, which originated in foreign management theories, means “management based on the participation of all employees of the organization in making management decisions” [Voskova 2014]. Semantically, participatory is correlated with such concepts as participation, complicity, inclusion. It is thanks to pedagogical support that the transition of external social and pedagogical influences into internal regulators of behavior is made possible, which affect the level of formation of professionally significant qualities of future teachers.

Axiopedagogical, humanistic approach, which is based on humanistic orientations and involves a value-based attitude towards a person, the development of his personal inner freedom and potential. Accordingly, the humanization of education is considered as a paradigm based on a human-centric approach, recognition of the person as the highest social value, respect for the individual, his or her needs and interests, and the creation of conditions for human development, his or her constant improvement, self-development, self-affirmation, and self-realization.

Competency-based approach, which means that pedagogical skills help to solve educational problems based on the acquired knowledge, skills and experience. The competency-based model of learning involves active construction of the educational process, increasing the volume of students’ independent work, accumulation of practical professional experience, self-study and self-improvement of the personality.

A *personally oriented approach*, which is implemented through individualization of learning, selection of educational tasks and exercises that contribute to the optimal individual development of each student. An individual approach allows you to determine the optimal content, structure and methodology of presenting educational material.

Subjective approach in learning, the essence of which is to create for each student a situa-

tion of a subjective position, which provides the opportunity to independently determine the goal, objectives of their activities, to independently choose methods of activity taking into account individual capabilities, to analyze and evaluate its process and results.

Interactive approach, in which the teacher and the student are in a position of equal active partnership in the process of organizing educational activities – its design, preparation, implementation and evaluation of results, which provides the opportunity to successfully form in the student: the ability and ability to adapt to the student in a group, to exchange information; the ability to formulate and put forward their own ideas, hypotheses, projects; the ability to see and define the problem; skills of working with various sources of information; readiness to make decisions in non-standard problem situations; the ability to clearly and convincingly express their opinion.

Personal-activity approach, which is characterized by individualization and differentiation of the pedagogical process and provides for a state of “free search” in the learning process, improvisation, independence, creativity, invariant content of educational material.

The *individual-creative approach* is a key approach connected with development of students’ creative abilities in understanding pedagogical phenomena, processes, patterns, the formation of personal-individual professional competencies and the ability to be guided by them in pedagogical activities. The individual-creative approach, which requires individualization and personification of the educational process, is a basic prerequisite for the effectiveness of all recent approaches [Semenog, Grona 2021].

The functioning of the dynamic system we have developed, built on the basis of a comprehensive activity model of learning, will be effective and productive if certain conditions are met and urgent tasks are solved, among which special attention should be paid to: ensuring organic unity and its interconnection with other educational and socio-cultural systems based on adherence to the principles of continuity, interaction, integration and differentiation; targeted influence on all areas of the future teacher’s personality: intellectual, emotional-volitional, spiritual, effec-

tively practical; creating a favorable atmosphere of social significance and support for the future teacher's personality in the educational institution, which encourages the student to be active in educational activities; stimulating the student's needs for self-improvement, self-study, self-actualization, creativity; modernization of the educational and methodological base, information and methodological support for the professional training of preservice teachers, introduction of creative

methods, modern progressive systems of training and development.

At the level of designing the professional training content, the above provisions were taken into account in the developing of educational and professional programs, for primary school teachers and Music Art teachers for the New Ukrainian School at the Municipal Institution of Higher Education "Luts'k Teacher Training College" of the Volyn Regional Council (Table 1).

Table 1

Methodological approaches implementation through the teacher training programs design

Teacher training Program components	Specialty A3 Primary Education ¹	Specialty A4.13 Secondary education (Art. Musical art) ²
Teacher training Program aim	To provide balanced applied and theoretical training of a primary school teacher who is able to effectively solve complex professional tasks in educational, research, innovative and methodological activities in accordance with the requirements of the State Standard of Primary Education, the Concept of the "New Ukrainian School" and meet the high requirements of the modern labor market, work autonomously and effectively in constantly changing socio-economic conditions, and implement the nation-building mission of education in Ukrainian society.	Training qualified specialists in the field of music pedagogy, capable of solving specialized tasks and practical problems in musical art in the conditions of the modern educational process of secondary education institutions; formation of professional knowledge, pedagogical and performing skills for a successful educational trajectory.
Teacher training Program positioning	The training content is practically oriented and meets the goals of training competitive primary school teachers who are able to work effectively and autonomously in constantly changing socio-economic realities and implement the nation-building mission of education in Ukrainian society.	The educational and professional program is aimed at the formation of theoretical knowledge and practical skills, the acquisition of professional skills in the subject specialty A4.13 Secondary Education (Art. Music).
Teacher training Program specifics	The Program is based on competency-based, participatory, activity-based and resilience approaches, takes into account global experience, national and regional contexts of the development of the educational sector and is aimed at deepening the following competencies of a primary school teacher: formation of Ukrainian national and civic identity, resilience and patriotism in students; fostering a culture of student resilience in a multicultural and changing world; formation of a culture of caring for the mental well-being of participants in the educational process in wartime conditions; creation of a safe and child-friendly educational environment. These aspects are pervasive in the structure of the educational program, which will allow students to perform professional functions autonomously and effectively in constantly changing socio-economic conditions, with awareness of the nation-building mission of education in Ukrainian society.	The Program provides for the formation of general, professional, universal (soft skills) competencies of specialists in the field of music pedagogy. The program contains three main components: – theoretical and methodological (teaching of educational components of general and professional training, as well as selective academic disciplines; – practical and professional (propaedeutic pedagogical practice; summer pedagogical practice, practice in general secondary education institutions; comprehensive pedagogical practice in the specialty); – scientific and research (provides for the involvement of applicants in scientific and research, artistic and creative projects, preparation and defense of course works).

¹ Освітньо-професійна програма "Початкова освіта" першого (бакалаврського) рівня вищої освіти галузі знань А Освіта зі спеціальності А3 Початкова освіта. Режим доступу: <https://lpc.in.ua/opp-013-po-bakalavr/>

² Освітньо-професійна програма Середня освіта (Музичне мистецтво) першого (бакалаврського) рівня вищої освіти галузі знань 01 Освіта/Педагогіка зі спеціальності А4 Середня освіта (за предметними спеціальностями) предметної спеціальності А4.13 Середня освіта (Мистецтво. Музичне мистецтво). Режим доступу: <https://lpc.in.ua/opp-so-bakalavr/>

Conclusions. Based on the conducted research, the following conclusions can be drawn:

- Pedagogical modeling is a key tool for scientific research into the patterns and conditions for building an effective system of the educational process, developing programs and technologies for psychological and pedagogical support, as well as determining specific pedagogical measures aimed at forming professionally significant qualities of the preservice teachers of the reformed Ukrainian school.

- The process of modeling the pedagogical system for forming professional qualities of future teachers includes a set of stages: from analyzing the current state and highlighting significant features to setting goals, determining

parameters, building a structural and functional model and its theoretical justification, as well as checking optimality.

- Psychological and pedagogical support for the formation of professional qualities of pre-service teachers is a complex, variable and dynamic system of the pedagogical process organizing. The participatory nature of support is based on the two-way interaction of the teacher and students, covering the content, forms, means, methodological techniques and technologies for solving educational tasks and providing feedback. This open pedagogical system is subject to constant improvement, updating and taking into account the complexity, variability of pedagogical phenomena, as well as pedagogical patterns and trends.

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Б. Є. ЖОРНЯК

*кандидат педагогічних наук,
завідувачка кафедри музичного мистецтва,
Комунальний заклад вищої освіти «Луцький педагогічний коледж» Волинської обласної ради,
м. Луцьк, Україна
Електронна пошта: bogdana.zhorniak@gmail.com
<https://orcid.org/0000-0002-9122-9323>*

О. Л. ФАСТ

*кандидат педагогічних наук, доцент,
доцент кафедри загальної педагогіки, психології та методик початкової освіти,
Комунальний заклад вищої освіти «Луцький педагогічний коледж»
Волинської обласної ради, м. Луцьк, Україна
Електронна пошта: ofast@lpc.ukr.education
<http://orcid.org/0000-0001-7216-0044>*

А. А. ЗАРИЦЬКА

*кандидат педагогічних наук, доцент,
доцент кафедри музичного мистецтва,
Комунальний заклад вищої освіти «Луцький педагогічний коледж» Волинської обласної ради,
м. Луцьк, Україна
Електронна пошта: azarytsjka@lpc.ukr.education
<https://orcid.org/0000-0003-2579-5279>*

ПСИХОЛОГО-ПЕДАГОГІЧНИЙ СУПРОВІД ФОРМУВАННЯ ПРОФЕСІЙНО ЗНАЧУЩИХ ЯКОСТЕЙ ВЧИТЕЛЯ НОВОЇ УКРАЇНСЬКОЇ ШКОЛИ: МЕТОДОЛОГІЧНІ КОНТЕКСТИ

У статті автори висвітлюють методологічні аспекти формування професійних якостей вчителя Нової української школи, зокрема конкретизували методологічні підходи, що забезпечують наукове підґрунтя досліджуваного процесу в умовах професійної підготовки. Виокремлено проблеми педагогічного моделювання як основи побудови системи освітнього процесу в педагогічному коледжі. Подана загальна характеристика організаційно-методичної системи формування професійних якостей майбутнього вчителя. Розглянуто специфіку процесу професійної підготовки майбутніх вчителів в педагогічному коледжі, форми і методи професійного навчання та організації художньо-творчої діяльності студентів музичних спеціальностей.

Сьогодні актуальність наукового дослідження проблеми формування професійних якостей майбутнього вчителя у контексті вимог Концепції «Нова українська школа» стосується і педагогів початкової школи, і вчителів середньої освіти. Важливість цього питання пов'язане із назрілою соціально-педагогічною значущістю проблеми забезпечення підвищення якості підготовки учительських кадрів в сучасних педагогічних закладах вищої освіти, а також недостатньою теоретичною розробленістю і практичним вирішенням її у контексті сучасної гуманістичної, особистісно орієнтованої та компетентнісної освітніх парадигм.

Нові підходи до формування професійних якостей майбутніх вчителів початкових класів та музичного мистецтва ґрунтуються на позитивних змінах, що відбуваються в системі освіти, зокрема у вищій освіті: демократизації, гуманізації, гуманітаризації освіти, інноваційних процесах, розвитку педагогічної творчості, відродженні національних освітніх принципів і традицій.

Концепція Нової української школи актуалізує оновлені ціннісні детермінанти професійної підготовки вчителя: партнерство, лідерство, інноваційність, вмотивованість, мобільність. Зазначені положення було враховано при проектуванні моделі партисипативного педагогічного супроводу формування професійно значущих якостей майбутніх педагогів НУШ як цілісної системи, алгоритмом реалізації якої є підхід студентоцентризований, що дозволить сформувати професійно-педагогічні знання, вміння, компетентності майбутнього вчителя.

На рівні проектування змісту професійної підготовки зазначені вище положення було враховано у дизайні освітньо-професійних програм, за якими здійснюється підготовка учителів початкових класів та учителів мистецтва для Нової української школи у Комунальному закладі вищої освіти «Луцький педагогічний коледж» Волинської обласної ради.

Ключові слова: педагогічна освіта, концепція «Нова українська школа», вчитель початкових класів, вчитель музичного мистецтва, партисипативний супровід, професійно значущі якості, професійна підготовка.

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