

## CHAPTER 3

### THEORY AND METHODS OF VOCATIONAL EDUCATION

#### THE ORGANIZATIONAL AND PEDAGOGICAL CONDITIONS FOR ENSURING CONTINUITY OF PROFESSIONAL TRAINING OF FUTURE PRIMARY GRADES TEACHERS' IN THE «COLLEGE-UNIVERSITY» SYSTEM

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**Abstract.** *The author of the article has examined the interpretation of the concept of «organizational and pedagogical conditions», separated their separate groups. The organizational and pedagogical conditions for ensuring continuity in the professional training of future primary school teachers in the «college-university» system have been defined and substantiated, namely: the implementation of a praxeological approach to the organization of the educational process in the «college-university» system; usage of interactive learning technologies in the training of future primary school teachers; ensuring continuity in the «college-university» system when training future primary school teachers. The basis of the justification of the first condition has been the opinion that in order to ensure the implementation of praxeological principles, it is necessary to ensure: clarity, specificity, interest, accessibility, reality of the educational goal not only for the teacher, but also for students; sufficient usage of time for solving tasks and carrying out substantive actions by students; the complexity of the tasks, which corresponds to the scope of the immediate development of future specialists; activity intensity; adequacy of methods, means and organizational forms of training to the setting goals; the usage of various forms of independent work, their gradual complication; creating a favorable atmosphere during training. The basis for choosing the second condition was the fact that interactive teaching methods allow solving the following tasks in a complex: to form students' interest in the discipline being studied; to increase the effectiveness of the process of understanding, assimilation and creative application of knowledge; to develop intellectual independence; to teach to respect the opinion of other team members, to show tolerance to any point of view; develop leadership skills. The third condition was chosen because the main factor in ensuring continuity is the creation of successive connections and pedagogical systems of an educational institution or bordering educational institutions. Thus, the main meaning of the example is that when transitioning from one stage to another, the main components and methods of organization are preserved in the education system, while the connections between the past, present and future are preserved. These connections ensure the combination of new forms of organization and methods with the old ones.*

**Keywords:** *praxeological approach, continuity, interactivity, future primary school teachers, interactive teaching methods, organizational and pedagogical conditions.*

**JEL Classification:** I28, I29

**Formulas:** 0; **fig.:** 1; **tabl.:** 0; **bibl.:** 23

**Introduction** In pedagogy, the pedagogical process (educational) is a factor – «purposeful, consciously organized dynamic interaction between educators and pupils, in the process of which socially necessary tasks of education and harmonious

upbringing are solved» [7, p. 253], – therefore the conditions created for him will be pedagogical. According to S. Honcharenko, the pedagogical process has the following components: goal, task, content, methods, means and forms of interaction between teachers and pupils, and the result [7, p. 253]. Therefore, pedagogical conditions must be related to one, several or all of the mentioned components and are necessary circumstances that contribute to and enable the achievement of the expected result as a result of the implementation of the pedagogical process.

**Literature Review.** Investigating the organization of the educational process, O. Pyura has claimed that it is important to create favorable pedagogical conditions. He has interpreted the term «pedagogical conditions» as a set of interconnected and mutually determined factors that ensure the desired effectiveness of the educational process and contribute to the achievement of the specified goals [15, p. 172]. A. Aleksiuk, A. Ayurzanain and P. Pidkasisty have understood the «pedagogical conditions» as factors that affect the process of achieving the goal, while dividing them into external ones (positive relations between the teacher and the student; the objectivity of the evaluation of the educational process; the place of study, the apartment, climate, etc.) and internal (individual properties of students: state of health, character traits, experience, abilities, skills, motivation, etc.) [12, p. 85].

Organizational and pedagogical conditions are the types of pedagogical conditions that depend on the peculiarities of the organization of the educational process. According to B. Chyzhevsky, organizational and pedagogical conditions have reflected «the functional dependence of the essential components of the pedagogical phenomenon on the complex of objects (things, their states, processes, interactions) in various manifestations» [4, p.82].

**Aims.** Since the organizational and pedagogical conditions affect the educational process, we have considered it important to highlight and justify them in order to ensure the continuity of the professional training of future primary school teachers in the «college-university» system. Therefore, **the purpose of the article** is to substantiate the organizational and pedagogical conditions of the specified process.

**Methods.** To achieve the goal, we have used a set of methods such as: theoretical – analysis, synthesis, comparison in order to determine the state of research problem of continuous education; empirical – pedagogical observation, conversations, interviews, questionnaires, testing – for the analysis of problems of the development of continuous education in the «college-university» system; methods of mathematical statistics.

**Results.** Due to the fact that the subject of the research is organizational and pedagogical conditions, let's focus on their analysis in more detail. Definitions of organizational and pedagogical conditions proposed by other authors have common and specific features. It can be considered common in the definition of the concept of «organizational and pedagogical conditions» that the majority of authors adhere to the position regarding the interpretation of conditions as circumstances of the pedagogical process necessary to achieve its goal. In the further analysis of this concept in the scientific works of different researchers, there are significant discrepancies related to a wide range of studied educational problems. Thus, E. Sinkina has considered

organizational and pedagogical conditions as a set of factors necessary for the formation of abilities and skills, qualities [20].

We understand the organizational and pedagogical conditions as influencing factors on the educational process, which include the organization and methodics of its implementation.

Therefore, the analysis of the interpretation of the concept of «organizational and pedagogical conditions» by different authors makes it possible to separate them into groups. Namely:

- factors of the effectiveness of the internal educational environment, which plays the role of an active beginning of the social existence of the organization;
- organizational resources and activities (class schedule, mode of life of the educational institution, duration of the working week, class size, etc.);
- a set of interrelated circumstances that ensure purposeful management of the educational process (including its financial, personnel, logistical and informational support);
- circumstances of the educational process that ensure the achievement of the educational goal.

**Discussion.** The author of the article has identified the following organizational and pedagogical conditions:

1. *Implementation of a praxeological approach into the organization of the educational process in the «college-university» system.*

2. *Usage of interactive learning technologies in the training of future primary school teachers.*

3. *Ensuring continuity in the «college-university» system during the training of future primary school teachers.*

The final choice of organizational and pedagogical conditions has been made after surveying graduate students, as they are practically ready for professional activity. The construction of the questions related to the problems that we have introduced into the content of the organizational and pedagogical conditions. Questions:

1. What factors of influence on the organization of the educational process do you single out?
2. What do you understand by pedagogical conditions and what types of them do you know?
3. What are innovative technologies, and what innovations would you like to learn while studying in college?
4. What do you understand by the continuity of education?
5. Will you continue your studies at the university?
6. What needs to be changed in the college educational process in order to continue studying at the university?

We have received the following answers to these questions:

Regarding the factors influencing the educational process, 93.54% were singled out pedagogical conditions and improvement of the content of professional disciplines in terms of taking into account modern learning technologies. But the types of pedagogical conditions were named by 19.35% (organizational and psychological-

pedagogical) of students. Among the shortcomings of the educational process, the lack of connection between theory and practice was pointed out. 88.70% of students expressed the desire to introduce innovations into the educational process. The question about the succession interested everyone, although 95.16% of graduates wanted to continue studying at the university. Among the reasons for refusing further education were: to earn money faster, the family is not able to support financially, they believe that they do not have a sufficient level of training to continue their education.

The analysis of the answers of the graduates has showed the correctness of the choice of organizational and pedagogical conditions.

Let's consider the defined organizational and pedagogical conditions in more detail.

The first condition is the introduction of a praxeological approach into the organization of the educational process in the «college-university» system.

Improving the quality and effectiveness of professional pedagogical activity has been possible with the usage of a praxeological approach in the organization of the educational process. Therefore, the problem of finding reserves and ways to increase the effectiveness of pedagogical activity has become especially urgent. This approach has allowed you to carry out a reasonable and competent analysis of the effectiveness of pedagogical activity, which has been carried out both by the teachers themselves and by the administration of the institution, to establish cause-and-effect relationships between pedagogical actions and the results of the pedagogical process, to identify specific reasons for the effectiveness and ineffectiveness of pedagogical activity, to determine real ways its further improvement, make timely correction [8].

The question under consideration has been studied by scientists in Ukraine and abroad. Thus, in the works of L. Romanovska, praxeology in the system of professional pedagogical education has been defined as an important methodological basis for substantiating the specifics of performing correct and effective actions of the future specialist [16, p. 214–216]. An implementation of the praxeological approach is based on combination of the main categories of praxeology and scientific provisions to clarify the essence of professional activity. The subject of its study is ways of achieving a goal in a certain activity, studying the goals and means of actions, evaluating the suitability of the chosen means for achieving the goal. This makes it possible to consider the praxeological approach as a specific way of analyzing and explaining the practical activity of a person in the context of goal setting, rationality, and the effectiveness of his actions.

The main task of the praxeological approach is the study and implementation of the necessary knowledge for the implementation of effective activities, as well as values and content, goals, actions, procedures, results and appropriate correction. According to the vision of N. Satskov, the implementation of the praxeological approach is based on the integration of theoretical knowledge and practical experience, as a specific form of active attitude to the environment, the content of which is certain changes and transformations, those are, skills, goal setting, actions. «Two values – knowledge and effective activity – are the basis of the praxeological approach as a purposeful system of a set of principles that determine the general goal and strategy of

oriented praxeological actions and show how knowledge is transformed into a direct productive force...» the scientist has noted in his work [18, p. 203].

As for the effectiveness of the organization of the educational process in the college, it has been ensured by the implementation of praxeological principles (principles, laws, approaches, methods) in relation to successful educational activities. We agree with the opinion of O. Malikhin that in order to ensure the implementation of praxeological principles, it is necessary to ensure:

- clarity, specificity, interest, accessibility, reality of the educational goal not only for the teacher, but also for students;
- sufficient use of time for solving tasks and carrying out substantive actions by students;
- the complexity of the tasks, which corresponds to the size of the immediate development of future specialists;
- intensity of an activity (optimal pace of the educational process, a reasonable measure of the teacher's requirements, the real number of planned tasks that students can complete in a certain period of time);
- adequacy of methods, means and organizational forms of training to the setting goals;
- the usage of various forms of independent work, their gradual complication;
- creation of a favorable atmosphere during the training (positive microclimate, creative field, a field of professional activity, etc.) [10, p. 72-73].

O. Bartosh has highlighted the skills that are formed using the praxeological approach. They included: analytical, prognostic, constructive, organizational, communicative, diagnostic and reflective [2, p. 14-21].

We have used some of them in our researches. Let's dwell on the characteristics of such skills. Analytical skills include: a critical approach to the study of scientific literature on a given problem; interpretation and analysis of human behavior and relationships. Prognostic skills include: predicting opportunities to improve one's professional skills; predicting the results of professional contacts and relationships. Constructive skills include: formulating tasks for the organization of professional activity; determination of the content of work taking into account an individual approach to them; identifying and finding solutions that require the interaction of all participants (individuals, groups, communities, organizations, etc.); work according to the algorithm of the developed solution and based on practical models.

Organizational skills include: organization and optimization of purposeful professional activity; creation and maintenance of conditions for an effective process of assistance workers.

Communication skills include: management of the communication process; establishment of working conditions in the team; overcoming a negative reaction arising during the professional activity; usage of all forms of communication (verbal, non-verbal, written, etc.).

Reflective skills include: monitoring and evaluating the results of the professional activities of others and one's own, finding ways to correct shortcomings; ensuring

objective self-assessment and continuous educational, professional and intellectual development; analysis of the effectiveness of the tools and methods used in the work.

So, the praxeological approach ensures the introduction of the necessary knowledge for the implementation of effective activities, as well as values and content, goals, actions, procedures, results and appropriate correction and formation of important skills in professional activities.

The rapid change of the modern world requires adaptation of modern youth to new conditions of study, work and life. Therefore, the task of forming the readiness of young people to interact with the surrounding world, making decisions and possessing the most up-to-date information has been particularly urgent. The main point in the social aspect of education is interactivity, which itself should be the primary goal of any educational process. This provides feedback between the learner and the teacher. Therefore, the *second pedagogical condition has been chosen – the usage of interactive learning technologies in the training of future primary school teachers.*

Translated from English, «interactive» means «to be in a constant dialogue, to be an active participant» («inter» – «mutual» and «act» – «to act»). That's why, interactive learning is learning built on the active interaction of a teacher and a student.

An interactive learning is not a new concept in modern pedagogical science. But it takes on a new color with the usage of information and communication technologies of education.

Scientists, such as V. Vyshkivska and O. Shikyrynska have highlighted the main features of interactive:

- expansion of cognitive activity; this means that the educational process is structured in such way that learning is carried out through multilateral communication, creative interaction and group work;
- mutual learning involves the opportunity to express one's opinion and reflect on the basis of one's own experience and knowledge;
- a situation of success is designed to create an atmosphere of goodwill and mutual support. This will provide an opportunity for everyone to feel comfortable, act actively, highlight their own successes and the achievements of the others;
- connecting different types of activity of the participants of the class: physical (motor activity); meaningful (the subject of the lesson); social (an activity in the social environment – interaction, communication, mutual perception);
- various forms of interactive training, like trainings, master classes [22].

Among the teaching methods, we will consider the features that are characteristic of interactive learning.

First of all, let's highlight a peculiarity in the presentation of the material – it is problematic. It ensures a high level of knowledge assimilation, provides an opportunity for creative cooperation of students in the process of mastering new knowledge, forms creative thinking, learning and motivates to acquire new knowledge. The basis for this has been the creation of a problematic situation, which prompts to search solution of the problem. Understanding and solving problem situations by students has occurred independently, but under the general guidance of the teacher in the process of common interaction [13].

The next feature is the correspondence of the content of educational and cognitive activities to the student's practical tasks and functions. This guarantees the formation of students' own perception of the content of their professional activities [19].

Special attention has been deserved to mutual learning, which is the core form of organizing and holding classes using interactive learning methods. An example is the collective (discussion) form, which at the same time does not refute the individualization of learning, but requires a reasonable combination with the frontal form of organization educational and cognitive activities at the lesson.

An important feature of the educational process has been individualization, which ensures the organization of the educational process taking into account the individual peculiarities and capabilities of the student; develops mechanisms of self-control, self-regulation, and self-learning in students [14].

The teacher has been represented as an assistant to the student in the conditions of using interactive teaching methods. Its role is to organize students' interaction with educational material on the basis of cooperative pedagogy [14].

Interactive learning methods, unlike classical ones, allow you to solve the following tasks in a more complex way:

- 1) to form students' interest in the discipline being studied;
- 2) to increase the effectiveness of the process of understanding, assimilation and creative application of knowledge;
- 3) to develop intellectual independence – the ability to individually search for ways to solve a problem;
- 4) to study to respect the opinion of other team's members, to show tolerance for any point of view;
- 5) to develop leadership skills, as students gain experience working in a team, including learning to form their own thoughts, relationships, professional and life skills.

Thus, the introduction of interactive teaching methods has been one of the most important directions for improving the students' training in a modern university and a necessary condition for effective implementation in the future profession.

The third organizational and pedagogical condition involves *ensuring continuity in the «college-university» system during the training of future primary school teachers*.

Different scientific sources have considered the main definitions of the problem of continuous education in different ways. The Ukrainian Pedagogical Encyclopedic Dictionary provides the following definition of the concept of «continuity» in the educational process: it is «consistency and systematicity in the placement of educational material, connection and coherence of degrees and stages of the educational process... can be carried out when moving from one lesson to the next, ... from one school year to the next» (6, p. 309).

The concept of continuity has been considered in the scientific literature for a long time. Some elements of continuity were considered in writings by Jan Amos Comenskiy. He has drawn attention to the fact that taking into account continuity in the organization of educational process contributes to better assimilation of knowledge,

since new knowledge has been based on previously acquired knowledge. Another researcher I. Pestalozzi has expressed the opinion that continuity contributes to the formation of cause-and-effect relationships between natural phenomena and knowledge.

At the current stage of the development of pedagogical science, various modern interpretations of this concept have been considered. So, the meaning of the concept of «continuity». Considerable attention was paid to the study of the concept of «continuity» by national and foreign psychologists, such as: O. Dodonova [5], V. Zvyaginsky [23] and others. The psychological theory of continuity has widely been presented in the researches of S. Rubinstein. The scientist has considered «continuity» as a feature of «the process of personality development, when each stage is a derivative from the previous one, which acts as a condition for the transition to the next, therefore all stages are interconnected» [17, p. 144-148].

We have been impressed by the opinion of M. Mamardashvili that «continuity is «a connection between different stages of the development of society and culture, which consists in the preservation of individual elements or characteristics of the whole in the process of transition to a new state» [11, p.408). E. Baller has considered continuity as «a connection between different stages of being and cognition, the essence of which consists in one or another 36 components of the whole or individual aspects of its organization, functioning...» [1].

Having analyzed the definitions of the concept of «continuity» presented in the psychological and pedagogical literature, we came to the conclusion that «continuity» should be understood as a characteristic of scientific connections between the levels of their manifestation, interaction, and development, which contributes to solving the tasks of forecasting their future.

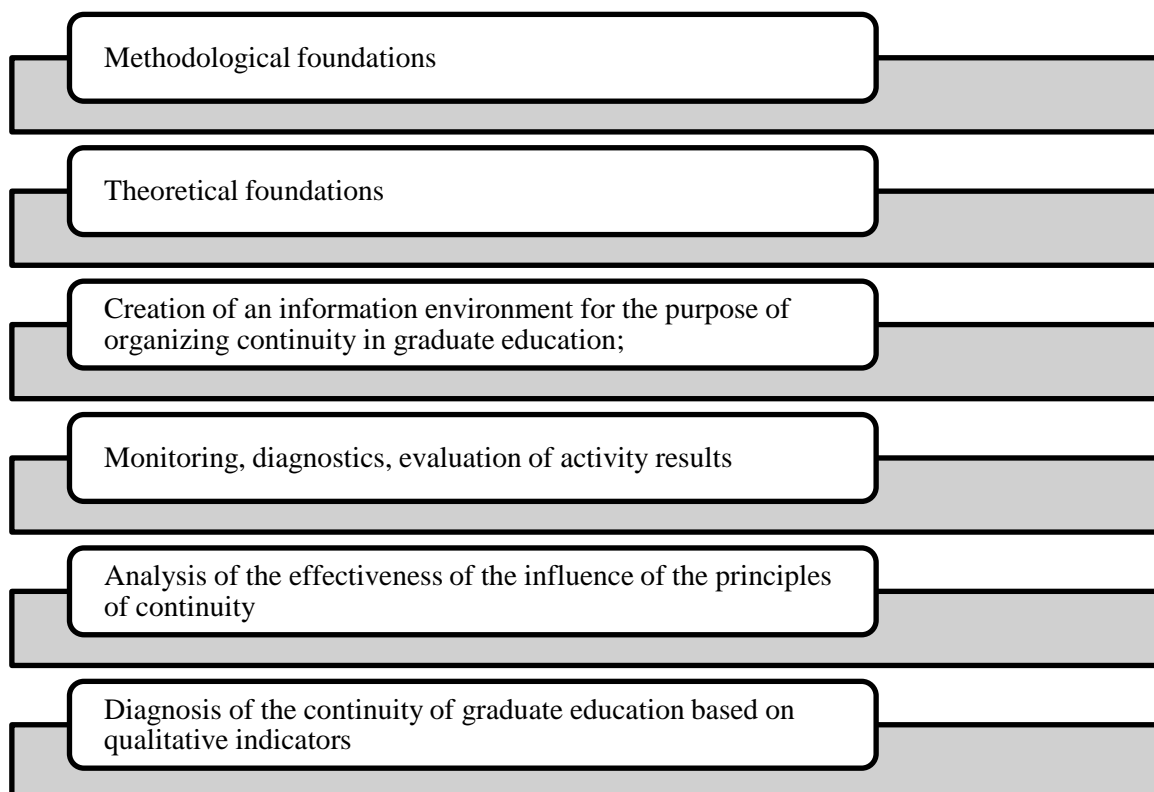
Psychologists have given specific definitions of this concept, although they have a common basis – these are connections. Thus, in the publications of A. Brushulinskyi, continuity has been considered as «the regularity of the psychological development of the individual, the essence of which consists in the close interaction of internal and external motivating factors» [3]. The psychologist-scientist has claimed that continuity is a regulator of a person's transition from one stage of his development to another, since at each stage it is necessary to harmonize the features of human development. We have found a continuation of this opinion in the writings of V. Kolesnikov, who considered continuity as «a connection between different states or stages of development» [9]. L. Vygotsky has observed the relationship between education and the psychological development of the individual. At the same time, L. Vygotsky has noted that education «should be oriented towards yesterday's and tomorrow's children's development», that is, development should be accumulated consistently on the basis of previously formed personality properties. L. Vygotsky also has noted that «you can teach a child only because he is able to learn» [21, p.252). We have traced the confirmation of these opinions in the works. This means that education should be consistent and continuous. In his works D. Elkonin has pointed out the relationship between a person's mental development and meaningful generalization at each stage.



In general, scientists note that the scientific and psychological concept of «continuously» is the main factor in the phasing of personality development, because the interpretation of «continuously» describes the process of a certain formation of a personality (teacher, lecturer, student, person).

In our research, we have interpreted «succession» as a regulator of a person's transition from one stage of his development to another, which ensures the strength of the connection of units at different levels.

In the works of scientists, we have found a model for ensuring and achieving continuity in the degree chain of education, which consists of (Fig. 1) [8]:



**Figure 1. The model for ensuring and achieving continuity in the degree chain of education**

*Source: developed by the authors*

*methodological foundations* (laws, regularities, philosophical principles and pedagogical approaches that are characteristic of teachers' pedagogical activities, students' educational activities);

*theoretical foundations*: effective organizational activity of heads of educational institutions and pedagogical activity of teachers, in mastering the criteria and indicators of the formation of continuity in the organization and self-organization of students' educational activities;

*creation of an information environment for the purpose of organizing continuity in graduate education*;

*monitoring, diagnostics, evaluation of activity results*;

*analysis of the effectiveness* of the influence of the principles of continuity: pedagogical, didactic, psychological, social, organizational and management, medical, ecological, economic;

*diagnosis of the continuity* of graduate education based on qualitative indicators, mathematical evaluation of the effectiveness of the continuity of education, assessment of the teachers' and students' achievements in continuity of graduate education.

The main factor in ensuring continuity has been the creation of successive connections in the pedagogical system of the main educational institution or bordering educational institutions. This has raised up the task of classifying these relationships, as well as investigating them and their pedagogic, didactic, psychological, organizational-management, and social mechanisms of formation. Complexity, multiplicity in continuity require modeling in its practical implementation.[9, p. 3).

An example of such interaction is the «college-university» complex. It is supported by a network of college and university educational systems. Their implementation is based on the principle of subordination: the next link dictates all the requirements of the previous one.

Thus, the main meaning of the continuity is that during transition from one stage to another, the main components and methods of organization are preserved in the educational system, while the connections between the past, present and future are also preserved. These connections ensure the combination of new forms of organization and methods with the old ones. At their junction we can clearly see the need for improvement of the educational process, outlined the ways of improvement, forms, methods and means. This allows us to determine what should be taken into the future and what should be left as a basis.

**Conclusion.** Summarizing the above mentioned, we would like to note that according to the results of a survey of college and university students, the introduction of selected organizational and pedagogical conditions into the educational process has been relevant. And our further research will provide an opportunity to check their effectiveness.

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***Received: August 15, 2022***

***Approved: September 25, 2022***