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РОЗВИТОК ГУМАНІСТИЧНИХ ПРОФЕСІЙНИХ ЯКОСТЕЙ УЧИТЕЛЯ В ПРОЦЕСІ ІНТЕРАКТИВНОГО НАВЧАННЯ МОЛОДШИХ ШКОЛЯРІВ

Анотація. У статті розкрито проблему розвитку гуманістичних якостей вчителя в процесі організації інтерактивного навчання в початковій школі. Визначено професійні та особистісні якості, які властиві гуманному вчителю початкової школи. Наголошено на тому, що особлива увага приділяється організації освітнього процесу як ефективної багатосторонньої комунікації. Застосовуючи ту чи іншу технологію, у нашому випадку інтерактивну, для розв'язання завдань навчально-виховного процесу вчитель початкової школи обов'язково буде застосовувати відповідні методи навчання, тобто реалізація навчання за певними технологіями відбувається насамперед через систему адекватних методів, які є ядром цієї технології. Проаналізовано роль «активних» і «пасивних» методів навчання, коли учні виступають у ролі «об'єкта» навчання.

Відзначено, що інтерактивні методи навчання дають найбільший простір для самореалізації учня в навчанні і найбільше відповідають особистісно орієнтованому підходу. Вони орієнтовані на реалізацію пізнавальних інтересів і потреб особистості, тому особлива увага приділяється організації процесу ефективної багатосторонньої комунікації, яка характеризується відсутністю полярності й мінімальною сконцентрованістю на точці зору вчителя. Учасники такої комунікації більш мобільні, відкриті та активні, тому ключовим для розуміння ролі інтерактивного спілкування в соціальному розвитку дитини (як дитини, так і вчителя) є теза про те, що юна особистість розвивається в єдності, спілкуванні її з найближчим мікросоціумом, куди входять однолітки і вчителі. Окрім того, використання інтерактивних методів забезпечує реалізацію ідеї співробітництва в колективі, сприяє оздоровленню психологічного клімату в класі, створенню атмосфери доброзичливості під час навчання. Дослідження ролі організації інтерактивного навчання в розвитку гуманістичних якостей учителів початкової школи було організоване в таких напрямках: самоаналіз своїх особистісних і професійних якостей і визначення важливості інтерактивного навчання у формуванні гуманістичних якостей. Особливу роль у розвитку гуманістичних якостей учителя в процесі організації інтерактивного навчання відіграє їхня готовність до професійної діяльності.

Ключові слова: учитель початкової школи, гуманізм, інтерактивне навчання, технологічний підхід.

DEVELOPMENT OF HUMANISTIC PROFESSIONAL QUALITIES OF THE TEACHER IN THE PROCESS OF INTERACTIVE EDUCATION OF YOUNGER SCHOOL STUDENTS

Abstract. The article reveals the problem of developing the humanistic qualities of the teacher in the process of organizing interactive education in primary school. The professional and personal qualities which characterize a humane primary school teacher are defined. It is emphasized that special attention is paid to the organization of the educational process as effective multilateral communication. Applying one or another technology, in our case interactive, to solve the tasks of the educational



process, the primary school teacher will definitely use appropriate teaching methods. That is, the implementation of training using certain technologies occurs primarily through a system of adequate methods, which are the core of this technology. The role of "active" and "passive" learning methods, when students act as the "object" of teaching, is analyzed. It is noted that interactive teaching methods provide the greatest space for self-realization of the student in learning and most closely correspond to a person-oriented approach. They are focused on the realization of the cognitive interests and needs of the individual, therefore special attention is paid to the organization of the process of effective multilateral communication, which is characterized by the absence of polarity and minimal concentration on the teacher's point of view. Participants of such communication are more mobile, open and active.

Therefore, the key to understanding the role of interactive communication in the social development of a child, both a child and a teacher, is the thesis that a child's personality develops in unity, communication with the nearest micro-society, which includes peers and teachers. In addition, the use of interactive methods ensures the implementation of the idea of cooperation in the team, contributes to the improvement of the psychological climate in the classroom, and creates an atmosphere of goodwill during training. The study of the role of the organization of interactive learning in the development of humanistic qualities of primary school teachers was organized in the following directions: self-analysis of their personal and professional qualities and determination of the importance of interactive learning in the formation of humanistic qualities. It is noted that a special role in the development of the teacher's humanistic qualities in the process of organizing interactive learning is played by their readiness for professional activity.

Keywords: primary school teacher, humanism, interactive learning, technological approach.

INTRODUCTION

The problem formulation. An important requirement for the professional activity of a teacher in the conditions of the war with Russia is the development of teachers' humanistic personal qualities.

Society is interested in choosing from the vast experience accumulated over centuries of human history the most valuable, necessary for assimilation by the younger generation, in order to transmit it to the consciousness of young people in various ways, mainly through school and teachers. The purpose of a teacher is to be a link in the transmission of diverse social experience, and therefore to contribute to social progress. In the process of educating, the teacher imparts cognitive experience to pupils, helping them to master the tools of work - laboral, and organizing relationships in the process of human activity - moral, communicative. Teacher professionalism, according to Mark Boylan, Gill Adams, Emily Perry & Josephine Booth (Boylan, Adams, Perry & Booth, 2023, p. 653), should be democratic, activist and transformative.

A modern teacher is a teacher who must be at the forefront of change. Today's children are children growing up in new conditions. They belong to the new generation, who are learning to survive in the conditions of war and occupation, who are displaced persons, and the number of children with special educational needs is increasing. On the other hand, there are requirements for the organization of the educational process in primary school, which is of a mixed nature (online and offline learning). Therefore, the problem of developing humane qualities in future primary school teachers is timely.

Analysis of recent research and publications. The study of this problem should be considered in the following directions: professional humanistic qualities of an elementary school teacher and ways of their development in the process of using interactive training with elementary school students.

The development of the teacher's humanistic qualities and their implementation in the process of communication were studied by H. Ball, V. Galuzyak, M. Hrynyova, M. Zabrotskyi, I. Zyazyun, N. Karapuzova, O. Kyrychuk, G. Kovalev, M. Levchenko, S. Maksymenko, V. Sukhomlynskyi, T. Yatsenko and others.

An important condition for the development of humanistic qualities is the method of organizing the educational process in primary school. In particular, through the "pedagogy of cooperation", which is called the school renewal movement, which was studied by Sh. Amonashvili (2010), N. Bibik (2018), M. Klepar (2022), L. Koval (2020), K. Petryk (2020), O. Nych (2022), T. Potapchuk (2022), O. Savchenko (2014), A. Chinchoi (2022) and others.

One of the means of modernizing the educational space in primary school is the use of interactive training for younger students. This problem was studied by O. Bida, O. Yelnikova, O. Komar, O. Pometun, L. Pyrozhenko and others.

D. Pashchenko devotes research to the training of future elementary school teachers in humanistic education. The problem of technology in the system of professional training of future primary school teachers is raised in a number of works by L. Koval, O. Komar, K. Petryk, I. Shaposhnikova and many other scientists.

The purpose of the article: the development of humanistic qualities of teachers in the process of organizing interactive learning with primary school students.

RESEARCH METHODS

To realize the purpose of the article we used the following research methods: theoretical analysis of psychological and pedagogical literature to determine the state of the researched problem, synthesis, abstraction, generalization, survey, which contributed to determining the role of the organization of interactive learning in the development of humanistic qualities of teachers.

RESULTS OF THE RESEARCH

V. Sukhomlynskyi remarked: "The work of a teacher cannot be compared or contrasted with anything. The weaver sees the fruits of his labor in just an hour. A few hours later, the steelworker rejoices at the fiery stream of metal. A breadwinner, a sower, after a few months, admires the ears of corn and a handful of grain grown in the field... But a teacher has to work for years to see the object of his creation, sometimes decades pass, and what you envisioned barely begins to show... The teacher is obliged - to society, to parents - to work only correctly, only well..." (Sukhomlynskyi, 1976, p. 341).



The professional activity of a teacher is extremely responsible. As I. Zyazyun notes, "A teacher deals with specific people: children of his class, school, other institution, but his task is not only personal, but also socially determined - preparing the younger generation for active participation in society. Why is society forced to open schools and keep an army of teachers? In order for new generations to be involved in various spheres of life (developing science, art, producing products, spreading experience). It is here, in education, in a condensed form, that children go through the previous path of humanity" (Ziaziun, 2008, p.11).

The mission of teachers is also significant at a time when a gap between a person's technical training and the level of his social consciousness, his morality, which is dangerous for the fate of civilization, has been discovered. This gap is one of the reasons for the nuclear threat hanging over the world, environmental, food and other global problems. All this requires raising the culture of the people, and therefore, humanizing education. And that is why schools and teachers today have a social order - to educate advocates of the survival of humanity, the preservation of the planet, which has become our common home (Pashchenko, 2007, p. 9-10)

As N. Karapuzova notes, "...for successful learning and development of students, a humane teacher must understand the student, his psyche, behavior, and have an optimistic attitude towards his educational opportunities. The humanistic orientation of the teacher's activities implies readiness to create such an educational environment in which the inner essence of each child is most clearly manifested" (Karapuzova, 2020, p. 19).

Therefore, the problem of training and education of a teacher who would meet the specifics of today, the social needs of the state in general, and the needs of the individual in particular, which would be based on the new philosophy of education, on the principles of democracy and interpersonal polylogue, arises with special urgency.

The profession of teacher belongs to socionomic types of work, where communication from the side that accompanies labor activity becomes a professionally significant and essential one. After mentally solving the pedagogical task (and on this basis), the teacher solves the communicative task of organizing direct interaction with students. The works of G. Ball, V. Galuziak, M. Zabrotskiy, B. Kan-Kalik, G. Kovalev, O. Kyrychuk, S. Maksimenko, M. Levchenko and others substantiate the understanding of pedagogical communication as an essential, deep characteristic of the pedagogical process, a type of professional communication, thanks to which socio-psychology and interaction of the teacher with students takes place. The content of such interaction is the exchange of information, getting to know the personality of students, the implementation of educational influences, the creation of optimal conditions for the development of schoolchildren's learning motivation and ensuring the creative nature of their educational activities etc.

It is important to emphasize that the solution of the tasks facing the school today is possible only if the teacher provides a certain type of management of the educational activities of the students. The essence of which is reflected in the change of the student's position, in his transformation from an object of external influences to an active subject of his own activity, in the realization of the child's capacity for self-management (self-regulation, self-organization, and self-control) (Tekhnolohiia spilkuvannia (komunikatyvna kompetentnist vchytelia: sutnist i shliakhy formuvannia, 2005, p. 3).

It should be noted that the use of interactive learning in primary school is effective in the development of humanistic qualities of primary school teachers if the teacher is ready to implement them.

K. Petryk notes that "The readiness of future primary school teachers to organize interactive educational interaction of students is an important element of the professional development of a teacher's personality, one of the parameters of professional and pedagogical readiness and is an indicator of professionalism" (Petryk, 2018, p. 176).

Readiness is one of the professional qualities of a humane teacher. Recalling the instructions of V. Sukhomlynskyi that a teacher should possess scientific knowledge in his field, know psychology and pedagogy, have educational skills, possess the basics of pedagogical mastery (Koval, & Petryk, 2020, p. 17), it is possible to define such a set of general requirements for modern teachers.

1. Love and respect for children, the ability to see in them citizens of Ukraine with inexhaustible potential opportunities and educational features.

2. A sense of national pride for his people, their historical and modern achievements, readiness to serve their people in every possible way, based on the development of historical memory.

3. Honesty, conscientiousness, justice, truthfulness, objectivity. Qualities that are most valued in a teacher.

4. Endurance, restraint, patience. The teacher communicates daily with children who lack social experience. They do not always act according to established rules and regulations, prone to mischief etc. Today, another condition has arisen: a psychological breakdown due to the war with Russia. Therefore, a primary school teacher must be able to restrain himself, not rush to make rash decisions, especially in an excited state.

5. Organizational abilities, which are reflected in the formation of the teacher's ability to organize himself, children and a group of children. Develop pedagogical interaction with students. An important role is played by the ability to communicate with parents, to organize partnership interaction with them.

6. In modern conditions, an important requirement for a teacher is constant self-education and self-improvement. However, a teacher must not only be a consumer of new educational services, but also be able to share with colleagues through trainings, educational resources and publications.

7. Harmonious and comprehensive development. Primary school students are inclined to actively learn about the surrounding reality. They have many questions to which they want answers. Therefore, a teacher, in addition to in-depth knowledge within his academic discipline, must possess a certain level of knowledge in various fields.

8. Reasonable demandingness and principledness. Teachers in the field of education must have a solid foundation, a certain point around which all their activities are built. However, principledness should stem from the teacher's deep understanding of the features and regularities of the educational process, educational tasks, features of anatomical,



physiological and mental development of children of a certain age group. Reasonable demandingness is dialectically connected with the process of convincing not only pupils, their parents, but also oneself. This is a tool with which the teacher helps the student to develop certain abilities and skills.

9. An important trait of a teacher is: optimism, love of life, a sense of joy, gaiety, superiority, faith in the strength of each pupil.

10. Creative thinking. As you know, the lesson is a kind of small performance, where the teacher acts as the author of the script, director and actor. He also constantly communicates with students in class, outside of class, daily finds himself in various pedagogical situations in which he has to urgently solve many tasks. And if in the process of studying at a higher education institution or in the process of self-education, he receives certain behavior algorithms, they do not always contribute to a positive solution. Success depends on the skill of the teacher.

11. The tact of the teacher plays an important role in the organization of the educational environment in primary school. As you know, pedagogical tact is a sense of proportion, a sense of the particular state of the pupil, delicacy in communicating with students in various spheres of activity, the ability to choose the most appropriate approach to the child's personality in the educational system. It promotes communication with students based on an understanding of their mental state in specific circumstances, making appropriate decisions that would not inhibit the actions of pupils, but encourage them to active, rational work.

12. All the aforementioned qualities are the basis for sensitive, humane, fair treatment of people.

The school in the person of the teacher, should become that spiritual temple where every child would feel a truly sensitive, humane attitude towards himself, would be able to find peace and protection in this temple from the influence of cruelty and contempt for him. (Kuzminskyi, & Omelianenko, 2007, pp. 19-20).

In the process of working on this issue, it was important for us to find out that in modern pedagogical science and practice there are two views on the educational process in primary school and the role of the teacher in it, which contradict each other. Some pedagogues note that the teacher is the main figure of the educational and educative process - the subject who directs his energy to the students (tells, demonstrates, indicates, demands, applies the action of the voice or other types of influence). As a rule, such a position is held by teachers and scientists brought up during the Soviet era and committed to an authoritarian style of work. Other teachers are of the opinion that the teacher's influence in the educational process is combined with the influence of other students on each other. First of all, the group of students as a whole is an important influencing factor. A person is formed as a social person and cooperation in a team is of great importance for the formation of a personality. A. Makarenko remarked on this in his time: "...Education is a social process in the broadest sense...With all the complex world of the surrounding reality, the child enters into an infinite number of relationships, each of which invariably develops, intertwines with other relationships, and is complicated by the physical and moral growth of the child himself" (Makarenko, 1980, p. 10).

However, the team, in particular the class, acts as an important factor in the formation and development of each student's personality only under the condition of skillful guidance by the teacher. The teacher has to manage such a complex process both in class and outside of class. For an elementary school teacher, this process is many times more complicated and responsible, since a primary school teacher not only teaches his wards various subjects, but also spends educational hours with them, excursions, and is in direct contact with students for an average of 5-6 hours every school day. Therefore, a great role in stimulating specific actions and actions of students, their learning, education and communication is played by the methods, in particular, the management of a group of schoolchildren, which the teacher uses in the educational process.

But it is not only the attention to work with a group of students that distinguishes the modern work methods of elementary school teachers from the work methods of the Soviet era. A characteristic feature of the pedagogical theory of the Soviet school was that it described the educational process as a set of techniques and methods of influencing the teacher on the students, the adult on the children.

The interaction of students on each other was either not taken into account at all, or minimal attention was paid to it. In modern conditions, taking into account and special organization by the teacher of the interaction of students in the learning process is an objective requirement of society. The joint influence of the teacher, the children's team as a whole and individual students in particular, on the development of personality not only do not contradict each other, but, on the contrary, becomes especially effective and efficient in their unity. Therefore, a characteristic feature of the pedagogical interaction between a teacher and students in a modern school is the introduction of interactive technology into the educational process, which is aimed at the development of the student's personality not only directly from the teacher, but also, what is especially important, from the student body.

Applying one or another technology, in our case interactive, to solve the tasks of the educational process, the primary school teacher will definitely use appropriate teaching methods. That is, the implementation of training using certain technologies occurs primarily through a system of adequate methods, which are the core of this technology. Modern society encourages modern pedagogy to propose and apply new teaching methods that are based on real incentives for people's behavior, and those of them that meet the tasks of pedagogically appropriate organization of children's life activities are primarily used in pedagogical practice, that is, during training.

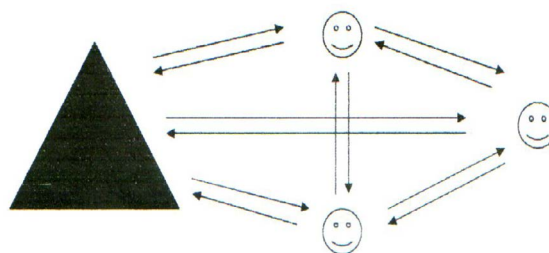
When using passive methods, students act as the "object" of learning. They assimilate and reproduce the material transmitted by the teacher, who acts as a source of certain information. As a rule, such methods include various types of pedagogical presentation, lectures, reading of the text by the teacher, demonstration of a video fragment, etc. In the process of such training, students do not communicate with each other and do not perform creative tasks.



If we are talking about active methods, students become "subjects" of learning, perform creative tasks, participate in dialogue with the teacher. Such methods are related to the performance of creative tasks (often at home), questions from student to teacher and teacher to student (dialogue), develop creative thinking. Modern didactic research includes such methods as partially exploratory or heuristic, problem-based, and exploratory. Although students are more active in this case, the teacher's form of interaction with them often remains a monologue. First, the teacher transmits knowledge to students in a monologue form, and then the latter return this knowledge to him through monologue answers. Sometimes learning takes place in a dialogue between a teacher and a student, through a conversation, but the teacher acts as a kind of pole around which all the communication of the participants in the learning process is concentrated.

Thus, interactive learning methods provide the greatest space for self-realization of the student in learning and most closely correspond to a person-oriented approach. They are focused on the realization of the cognitive interests and needs of the individual, therefore special attention is paid to the organization of the process of effective multilateral communication, which is characterized by the absence of polarity and minimal concentration on the teacher's point of view. Participants of such communication are more mobile, open and active.

The scheme of such interaction is presented below, where a triangle marks the teacher, who is in the circle of students, as an equal participant in educational communication. Possible directions of interaction implemented in the educational process are indicated by the corresponding arrows.



The scheme of interactive interaction implemented in the educational process

Interactive interaction excludes both the dominance of one participant in the educational process over another, and one opinion over another. Polylog creates and supports joint educational activities, in which the development of each of its participants takes place. It promotes the transfer of individual types of activities into joint activities united by a single goal. In the course of interactive learning, students learn to be democratic, learn to communicate with other people, to think critically, to make thoughtful decisions.

Once again, we emphasize that the main didactic element in interactive learning methods is intensive purposeful communication of students with an educational purpose. Today, when interviewing students, you can often get statements like "I don't understand the explanations...", "I don't like this lesson...", "I'm not interested in learning", "I'm not good at this subject" etc. It is already clear that in order for a modern student to learn well, he must constantly be included in the learning process through communication with students, the teacher, he must speak in class not once or twice, but constantly be in communication. Therefore, an important role is played by the way the teacher communicates with students, which is based on a humanistic attitude towards children. A teacher must be patient, balanced, understand that children come to school to learn, not just to acquire knowledge. It is the use of interactive learning that develops humanistic partnerships between teachers and learners.

This fully corresponds to the main postulate of the modern theory of learning that its leading methodology is the activity approach. It is from the standpoint of this approach that interactive learning is the most important model of modern learning.

We believe that the key to understanding the role of interactive communication in the social development of a child, both a child and a teacher, is the thesis that a child's personality develops in unity, communication with the nearest micro-society, which includes peers and teachers. In addition, the use of interactive methods ensures the implementation of the idea of cooperation in the team, contributes to the improvement of the psychological climate in the classroom, and creates an atmosphere of goodwill during training.

The study of the role of the organization of interactive learning in the development of humanistic qualities of primary school teachers was organized in the following directions: self-analysis of their personal and professional qualities and determination of the importance of interactive learning in the formation of humanistic qualities. For this purpose, we offered the following blocks of educational and professional situations to primary school teachers in Ivano-Frankivsk and Uman, Cherkasy Oblast, and to higher education students of Vasyl Stefanyk Precarpathian National University and Pavel Tychyna Uman State Pedagogical University, section 013 Elementary Education. 14 teachers and 40 students of the 1st year of the second (master's) educational level took part in the survey. The method of solving educational and professional situations is presented in the publications of O. Kilichenko (Kilichenko, 2017, 2018, 2019).

1. Give an example of a pedagogical situation using interactive learning. Model it and show solutions.
2. Simulate the pedagogical situation and determine what traits of the teacher's personality (positive and negative) can be manifested in the process of its implementation.
3. Analyze the genesis of the formation of humanistic qualities of teachers in the process of using interactive learning in primary school.



It should be noted that the answers of teachers and students of education differed somewhat. In particular, primary school teachers paid more attention to interactive learning. Namely, they analyzed the methods of its organization. The students specified and described the theoretical side of the problem.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

The development of humanistic qualities of primary school teachers in the process of using interactive learning should be started already in the process of their education in a higher education institution. However, we note that an important role is played by professional readiness, namely the readiness to be a humanist and the readiness to use interactive learning in the organization of the educational process in primary school. We will continue our research in these directions.

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