Polsko-Ukraińskie Studia Interdyscyplinarne
2024, nr 2 (13), s. 11–21

https://czasopisma.marszalek.com.pl/en/10-15804/pom
DOI: 10.15804/PPUSI.2024.02.01

Hanna Klimashevska
Graduate student of the Department of Early and Preschool Child Development, State Institution "Taras Shevchenko National University of Luhansk", Ukraine
annKlim19@gmail.com
ORCID ID: 0000-0003-3735-5035

Iryna Viktorenko
Dr. hab. in Pedagogics, Associate Professor, SHEI "Donbas State Pedagogical University", Ukraine
Viktorenko2210@gmail.com
ORCID ID: 0000-0003-3887-4662

FORMATION TECHNOLOGY OF THE FUTURE PRIMARY SCHOOL TEACHERS' READINESS FOR CREATIVE PROFESSIONAL ACTIVITY

Abstract: The article is devoted to the actual problem of formation of the future primary school teachers' readiness for the creative professional activity that is caused by modern challenges and the social order of society to teach a new generation of specialists who are capable of making a creative educational process during all periods of their own development and the realization of the primary schoolchildren' creativity potential.

Keywords: New Ukrainian School, primary school teacher, creativity, creative professional activity, the formation technology of the future teachers' readiness for creative professional activity in the context of the New Ukrainian School, the structural and functional model of the formation technology of the future teachers' readiness for creative professional activity in the context of the New Ukrainian School

TECHNOLOGIA KSZTAŁTOWANIA GOTOWOŚCI PRZYSZŁEGO NAUCZYCIELA SZKOŁY PODSTAWOWEJ DO TWÓRCZEJ AKTYWNOŚCI ZAWODOWEJ

Streszczenie: Artykuł poświęcony jest aktualnemu problemowi kształtowania się gotowości przyszłych nauczycieli szkół podstawowych do twórczej aktywności zawodowej, spowodowanego wyzwaniami współczesnego świata i porządkiem społecznym społeczeństwa, aby wykształcić nowe pokolenie specjalistów, zdolnych do podejmowania twórczej działalności edukacyjnej. proces we wszystkich okresach własnego rozwoju i realizacji potencjału twórczego uczniów szkół podstawowych.

Słowa kluczowe: Nowa Szkoła Ukraińska, nauczyciel szkoły podstawowej, twórczość, twórcza aktywność zawodowa, technologia kształtowania gotowości przyszłych nauczycieli do twórczej działalności zawodowej w kontekście Nowej Szkoły Ukraińskiej, strukturalny i funkcjonalny model technologii kształtowania gotowości przyszłych nauczycieli do twórczej aktywności zawodowej w kontekście Nowej Szkoły Ukraińskiej

ТЕХНОЛОГІЯ ФОРМУВАННЯ ГОТОВНОСТІ МАЙБУТНЬОГО ВЧИТЕЛЯ ПОЧАТКОВОЇ ШКОЛИ ДО ТВОРЧОЇ ПРОФЕСІЙНОЇ ДІЯЛЬНОСТІ

Анотація: Статтю присвячено актуальній проблемі формування готовності до креативної професійної діяльності майбутніх учителів початкових класів, що спричинено сучасними викликами та соціальним замовленням суспільства на підготовку фахівців нової генерації, здатних до забезпечення творчого (креативного) освітнього процесу на всіх етапах як власного розвитку, так і реалізації творчого потенціалу учнів початкової школи.

Ключові слова: креативність, креативна професійна діяльність, Нова українська школа, структурно-функціональна модель технології формування готовності майбутніх учителів Нової української школи до творчої професійної діяльності, технологія формування готовності майбутніх учителів до креативної професійної діяльності в умовах Нової української школи, учитель початкових класів

Introduction

Modern Ukrainian society has new requirements for pedagogical education, in particular in primary school specialists, which requires the modernization of higher pedagogical education, development and implementation of innovative strategies for the professional education of future primary school teachers. Certainly, the development of future teachers' educational and cognitive abilities, for example, a basis of professional competence formation, personal qualities to ensure mobility, the ability to adapt to the changing conditions of professional activity quickly, and independence in decision-making during organizing educational activities for children in the primary school is so important nowadays.

These positions are declared in several normative documents, for example: the Concept of "The New Ukrainian School" (2016), the Law of Ukraine "The Law On Education" (2017), the Concept of the Development of Pedagogical Education (2018), the State Standard for Primary Education (2018), "The Professional standard for professions "Primary School Teacher of The Institution of General Secondary Education", "Teacher of The Institution of General Secondary Education", "Teacher of primary education sphere" (with a diploma of junior specialist) (2020), the Law of Ukraine "On Comprehensive General Secondary Education" (2020).

Nowadays, the priority problem of higher educational institutions (the pedagogical orientation) is the education of a new generation of teachers who can ensure the creative educational process at all stages of their development and realize the creative potential of primary school students. It should be noted that this is happening at the stage of Ukraine's integration into the European educational space.

Creativity is studied as a particular phenomenon. The term means the formation of personal innovation and significance. Creativity is a phenomenon that shows the interaction between innovation and existing social and cultural context by the subject of activity. This, creativity is understood as the construction of new opportunities for the subject, and creativity as the creation of new opportunities for culture in general.

The formation of future primary school teachers' readiness for creative professional activity of the New Ukrainian School is a reason for using a new technology during the professional and pedagogical education of future specialists, which will ensure awareness of a better strategy for organizing the mental process in a higher education institution and increase its effectiveness. We agree with N. Volkova, who points out that educational process technology ensures the educational quality, and it is an answer to "Which way is the best for educational activities" (Volkova, Tarnopolskyi, 2013).

While analyzing different approaches, we observed that modern scientists consider the concept of technology as a process at the philosophical, general scientific and technical levels; as orderliness of operations, procedures, actions; as a system of techniques, forms and methods, etc., aimed at improving the organization and implementation of the educational process (Makkhuli, 2018, pp. 15–20).

Results of scientific analysis

To consider a pedagogical technology as a certain pedagogical system of formation of future primary school teachers' readiness for creative professional activity. We define certain of its components: the purpose which is revealed in the tasks and based on theoretical and methodological approaches; content as the basis of pedagogical technology; forms, methods and ways as a procedural basis of pedagogical technology; reflection, correction of pedagogical technology at various stages of its implementation; diagnosis of results, which correlate with the purpose.

In our scientific research, we rely on the opinion of V. Frytsiuk, who highlights the most significant features of pedagogical technologies: the technology is developed for a specific pedagogical idea, it is based on a certain methodological and philosophical position of the author; the technological chain of pedagogical actions, operations, and communications is built by targets that have the form of a specific expected result; the technology bases on the teacher and students activity on a contractual basis, taking into account the principles of individualization and differentiation, optimal implementation of human and technical capabilities, dialogic communication; the elements of pedagogical technology must be reproduced by any teacher, and guarantee the achievement of the planned results by all; an organic part of pedagogical technology is diagnostic procedures, which contain criteria, indicators and tools for measuring activity results (Frytsiuk, 2016).

So, in the research, we understand the technology of formation of future primary school teachers' readiness for creative professional activity of the New Ukrainian school, as a complex of rational forms, methods, ways and resources of the educational process, united by the purpose of functioning and the unity of implementation, and to guarantee the formation of positive motivation to realize as a teacher, an integrated system of knowledge about the of technologies essence of the teachers' creative professional activity, abilities and skills of creative educational activity.

While developing the pedagogical model, we were guided by the basic principles identified from the results of research by scientists (O. Dubaseniuk, S. Vitvitska, S. Sysoeva, etc.): the object of research is a system, a complex of elements and a structure is derived from the results of the purpose (the system principle); at the model center is a person, therefore it is necessary to focus on its features, peculiarities, development prospects (the principle of human priorities, humanism and naturalness); the model has to be flexible, able to dynamically develop, change, supplement, complicate or become simpler during implementation. The model cannot be static: each person is an individual, cooperation between people is an important condition in pedagogy, the principle of the self-development system is modeled; it is also important to obtain the specificity of the research object, the physical basis of interaction between its components (the principle of natural specificity).

The object of our research is higher pedagogical education as the professional training of future primary school teachers, which should be considered as the formation of professional consciousness, and creative realization of professional and personal purposes and value systems. We assume that the effectiveness of the professional training process will be facilitated by the development of a model that contains structural and functional components. The structural and functional model is characterized by the reflection of the studied phenomenon, clear structure, the ability to trace correlations between its structural elements, cognitive potential, functionality and originality.

Based on the theoretical analysis of the research problem, the creative basis of the structural and functional model of the formation of readiness for creative professional activity of future primary school teachers of the New Ukrainian School is the following provisions:

- the readiness for creative professional activity of future primary school teachers is a person through the transformation of the individual inner world, to become a way of self-knowledge and the application of the acquired knowledge and skills in further professional activity;
- formation of readiness for creative professional activity of future primary school teachers is a specific purposeful process of personal pedagogical support caused by the subject-subject relationships between teachers and students regarding the motivational, cognitive, activity spheres of the personality, which is based on the theoretical and methodological foundations of the construct "readiness to creative professional activity" by the content of methods, techniques, ways of organizing the educational process;
- the main characteristics of creative professional activity are: subject of work (students), goals of work (education, development), ways of activity (theoretical), working conditions (schools), communication at work (learning with students), responsibility (moral), peculiarities of profession (nobility), typical difficulties and troubles (small salary, nervous tension), minimum education which is obligatory for the profession;
- origination of a creative educational environment provides stimulation of the creative development process of education seekers;
- creative activity involves the gradual understanding of the individual's inner world, which becomes a means of self-knowledge and the application of acquired knowledge and skills in further professional activity.

The structural-functional model of the formation technology of future primary school teachers' readiness for creative professional activity of the New Ukrainian School was developed by us (Fig. 1.). It can reflect the structure and functionality of four blocks named: the first one is *the conceptual purpose-oriented block*, the second is *the content and procedural block*, and the third is *the diagnostic and reflexive block*.

The conceptual and purpose-oriented block marks a distinct direction of the readiness formation of future primary school teachers for creative professional activity in the conditions of the New Ukrainian School and predicts the expected ideal final result. It provides for

the formulation of the purpose, main and intermediate tasks.

According to the research issues, *the purpose* of our research is to identify as the formation of future primary school teachers' readiness for creative self-development and self-education, which targets the intensification of creative activity during professional self-determination, the formation of the desire for professional self-development and self-realization in pedagogical activity.

To achieve this goal it is necessary to identify main and intermediate tasks, which will ensure the implementation success of the experimental model.

Therefore, the main tasks are:

1. To develop motivation for creative learning of educational material, search for individual or non-standard methods of educational activity, desire of self-development, desire of personal and professional realization; to contribute to the transformation of values: related to the affirmation of individual uniqueness, spirituality, individual creativity, to define yourself as a teacher; satisfaction one's communication needs, organization of creative professional communication with students, colleagues, society; values of teacher's self-development and self-realization.
2. To provide stimulation of higher-level thought processes, activation of independent cognitive activity for effective accumulation, future primary school teachers' understanding of general, intellectual, worldview and professional knowledge; development of necessary skills, for example, profit, transformation, generalization and systematization of knowledge, and, certainly, critical evaluation of received information.
3. To form special skills (organizational, constructive, communicative, gnostic, diagnostic, projective, reflective): operation of cognitive tools during professional activity; desire of professional self-realization; self-belief and belief in own abilities; independence in creative professional activity; ability to handle stress; desire to maintain physical and mental health; control focus; self-evaluation and its adequacy to external evaluation; desire of self-development; scientific and research activities; project activities; satisfaction with work results.

Intermediate tasks are determined at a concrete stage of the realization of the structural and functional model in the educational process of pedagogical institutions of higher education to increase the effectiveness of the studied phenomenon formation or correct the previous stage results. Based on our own experience, the intermediate tasks can be defined as:

- creation of optimal conditions for the formation of the future primary school teachers' readiness for creative professional activity;
- improving the preparation of higher education students by means of introducing new informational elements from the main aspects of the research problem to the content of the obligatory educational components of the educational and professional program;
- organization of numerous operational forms between the management and teaching staff of the educational institution with future primary school teachers;
- preparation support of future primary school teachers for the successful realization of student interaction in the educational process of primary school during professional activity.

This block also contains conceptual approaches and principles of the formation process of the future primary school teachers' readiness for creative professional activity.

Based on the humanistic paradigm and taking into account the achievements of modern theory and methods of professional education, we identified *conceptual approaches* to the formation technology process of the future primary school teachers' readiness for creative professional activity to ensure the process optimization, in particular: technological, individual-creative, activity, acmeological.

The choice of *methodological approaches* that form of our research basis is determined by the following aspects: methodological approaches conform to the purposes of formation of the future primary school teachers' readiness for creative professional activity; synthesis of several approaches allows to obtain an objective and whole vision of the of formation process of the future teachers' readiness for creative pedagogical activity; methodological approaches complement each other, that's why we can study the formation process of formation process of the future teachers' readiness for creative pedagogical activity in full position and for all

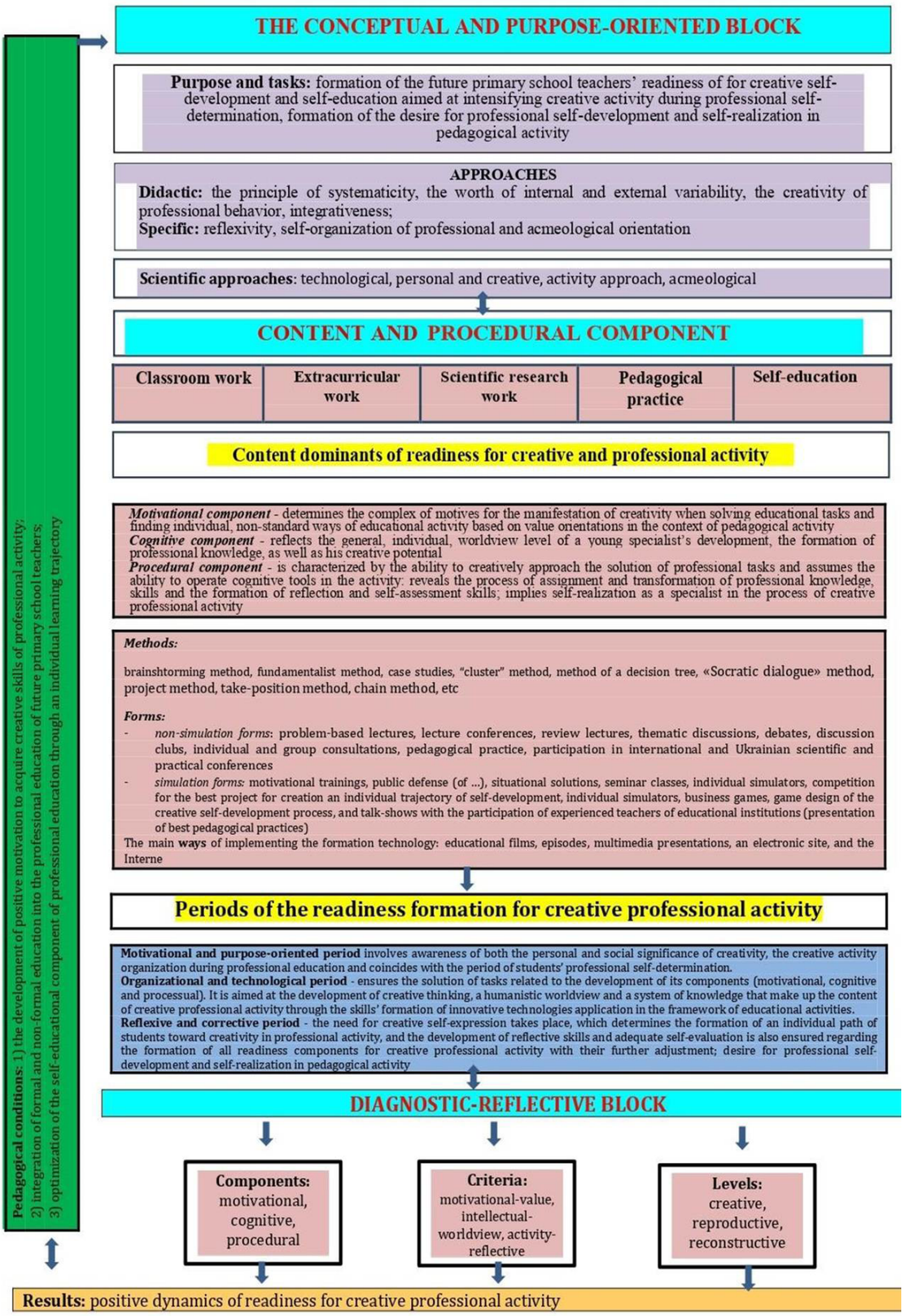


Fig. 1. The formation technology of the future primary school teachers' readiness for creative professional activity of the New Ukrainian School

its interrelationships; methodological approaches are the basis to determine the content, forms, methods, techniques of the formation process of formation process of the future primary school teachers' readiness for creative pedagogical activity.

The technological approach provides opportunities for qualitative monitoring of the successful educational activities, the students' readiness for further creative development, assessment of the relationship between the teacher and the student, tolerance for uncertainty, the self-evaluation level, and the level of educational process satisfaction. It allows for more certain design of a creative educational environment that conforms certain requirements, for example, focus on the personality as the purpose and the highest value of education; recognition of the uniqueness and inimitability of each person; professional and social elements in the context of creative professional activity in the educational process; variability of educational material according to the individual characteristics and students' needs; flexibility, timely and adequate response to changes in the professional and pedagogical situation; focus on creating and applying innovative conditions for self-realization in creative professional activity.

The *personal and creative approach* consists of two semantic components, thus: "personal approach" and "creative approach", so we can consider the nature of each approach and find out the necessary specifics of their combination in terms of formation of the future primary school teachers' readiness for creative pedagogical activity.

In scientific studies, the *personal approach* is considered a *methodological orientation in the educational process* based on the subjective experience of students, which takes into account their age and psychological and pedagogical features of creative self-development (T. Bakumenko); *aids an individual in the consciousness of self as an individual*, to discover and reveal possibilities, to develop self-consciousness, to realize self-determination, self-realization and self-affirmation (L. Petrychenko); *methodological instruments* consist of a conceptual representation of personality, a complex psychodiagnostic of personality qualities, a conceptual interpretation of the obtained data in this case, a complex of all methods for the comprehensive development of personality qualities, conditions for the holistic realization of these qualities in the relevant types of joint activities and social behavior (Rybalka, 2003).

In the context of our research, we based on O. Dubasenyuk's thesis, who declaimed that the strategy of a creative approach to the organization of the educational process involves awareness the personal and professional capabilities by future teachers, development of pedagogical abilities to the creative level; satisfaction of the needs to make novelty and non-standard ways of solving professional problems; installation on creativity and overcoming stereotyped methods and formalism as a part of professional actions; predicting ways and improving the creative potential of a future specialists and their personality (Dubaseniuk, 2011, pp. 23–28).

In our opinion, the formation of readiness for creative professional activity is determined by the individual specificity of needs, the psychophysiological aptitude features, the applied orientation of abilities and social and personal stimulation, therefore there is a need to optimize social conditions that determine the individual behavior, social and pedagogical mechanisms of the creativity formation. In our opinion, the closest social environment of a person (microenvironment) is the most important. Thus, the purposeful education process, joint creative and cognitive activity contribute to the effective development of the future primary school teachers' creative behavior programs, which form them as creative individuals and elite specialists.

According to the personal and creative approach, the development of creativity and the dynamics of personal, professional, and spiritual maturity, are influenced by pedagogical factors (motivating creative educational environment, individually oriented education system), at the point of the joint social factors (social recognition of innovative activity in the macrosociety (society)) and psychological factors (level of intellectual activity, leadership qualities, readiness for joint creative activity, adequate self-evaluation, self-organization of creative activity) factors, as well as social trends of the mesosociety (educational and labor team).

The personal and creative approach provides a holistic system to identify creative personalities and stimulate the formation of their creative abilities; to increase a personal interest in the framework of a competitive education, and to ensure cooperation in coordination with intra-group and inter-group competition of students during the cognitive activity.

According to *the activity approach*, the purpose of education is not the knowledge accumulation, but the formation of creative transformation of this knowledge in professional pedagogical activity. Thus, the main task of the educational process in a higher education institution is to create prerequisites for taking practical skills, and knowledge is a means of teaching actions. A system of operations that ensures the solution of certain tasks is called the action method. Therefore, the ultimate educational purpose is the formation of an action method. Any learning of the science basic is also learning of corresponding mental actions, and the formation of mental actions is impossible without the assimilation of certain knowledge. Therefore, the activity and its actions are primary for the educational purposes, there is not the knowledge.

In this way, the formation of future primary school teachers' readiness for creative professional activity from the standpoint of the activity approach is ensured:

- application of innovative methods and ways of creative personality development, formation of creative abilities in the process of designing professional activities;
- recognition as a result of professional education is an endless effort towards creative self-development and self-improvement;
- ensuring the practice-oriented character of the creative educational environment of the higher education institution.

The acmeological approach (V. Vakulenko, S. Vitvitska, L. Rybalko, H. Shaparenko) ensures the individual and professional developing management of future teachers, orients them to constant self-improvement and the ability to self-realize, self-regulate, and self-organize (Shaparenko, 2018, s. 180–185).

The acmeological approach as a basic methodological program is characterized by prognosticity, because it focuses on a quality result forecast during the pedagogical staff education, on the productivity analysis of the modern experience of teacher education and the selection of promising ideas, factors (under the influence of which it is formed), on the productive models design of professional activity, on the study of acmepoints in pedagogical activity (Vitvitska, 2012, s. 114–119).

Acmeological approach in research ensures freedom of thought and educational behavior of students, confidence in their abilities, a wide outlook development, including technical, erudition and achievement of a high cultural level. It leads to a change in the management style of the educational process from authoritarian to democratic, as this approach is based on the humanization and democratization of education.

The theoretical basis of formation of the future teachers' readiness for creative professional activity within the acmeological approach is defined as the formation of scholarly and innovative initiative, intellectual and creative abilities, originality of thinking (independence, ingenuity), the ability to vary the application of knowledge in professional activity, openness, perception and understanding to views of other participants in the educational process.

The content and procedural block of the model highlights the content and organizational support of the formation of the future primary school teachers' readiness for creative professional activity. Regulation of content at the *motivational and purpose-oriented period, organizational and technological period, and reflexive and corrective period* of readiness formation for creative professional activity involves the determination of methods and ways, organization forms of a holistic educational process in the conditions of the New Ukrainian School.

The effectiveness of the process of formation of the future primary school teachers' readiness for creative professional activity is ensured by educational activities that are organized on the principle of periods' sequence of technology implementation, which contributes to the independent design of the individual trajectory of creative self-development of the future primary school teachers' personality.

All periods of formation of the future primary school teachers' readiness for creative professional activity of this model are interconnected, have a defined purpose load, and are aimed at the final result, that is to say, the teacher preparation for a new formation in rapidly changing conditions.

The motivational and purpose-oriented period of the technologies' implementation for the formation of the future primary school teachers' readiness for creative professional activity involves awareness of both the personal and social significance of creativity, the creative activity organization during professional education and coincides with the period of students' professional self-determination. During this period, the formation and development of future primary school

teachers' interest in studying their chosen profession, the sustainable motivation to create a knowledge system based on the awareness of creativity value and its significant role in society.

The *organizational and technological period* of the technologies' implementation for the formation of the future primary school teachers' readiness for creative professional activity ensures the solution of tasks related to the development of its components (motivational, cognitive and processual). It is aimed at the development of creative thinking, a humanistic worldview and a system of knowledge that make up the content of creative professional activity through the skills' formation of innovative technologies application in the framework of educational activities.

During *the reflexive and corrective period*, the integrating task of readiness components for creative professional activity is solved, a gradual process of stimulating the need for creative self-expression takes place, which determines the formation of an individual path of students toward creativity in professional activity, and the development of reflective skills and adequate self-evaluation is also ensured regarding the formation of all readiness components for creative professional activity with their further adjustment; desire for professional self-development and self-realization in pedagogical activity.

Theoretically, reasonable periods of the readiness technology for creative professional activity of future primary school teachers involve the development of specific ways to achieve the set purpose in the organizing process of the educational, educational and professional students' work. The choice of *work forms* for the readiness formation for creative professional activity is to take into account the effectiveness of practical activities organization. The *main forms* of organizational support for the formation of future primary school teachers' readiness for creative professional activity are defined:

- *non-simulation forms*: problem-based lectures, lecture conferences, review lectures, thematic discussions, debates, discussion clubs, individual and group consultations, pedagogical practice, participation in international and Ukrainian scientific and practical conferences;
- *simulation forms*: motivational trainings, public defense (of …), situational solutions, seminar classes, individual simulators, business games, game design of the creative self-development process, and talk-shows with the participation of experienced teachers of educational institutions.

The main *ways* of implementing the formation technology of future primary school teachers' readiness for creative professional activity are information and communication technology, screen and sound technology, for example, educational films, episodes, multimedia presentations, an electronic site, and the Internet.

The diagnostic-reflective block of the model of future primary school teachers' readiness formation for creative professional activity is represented by the following components.

The motivational component (motivational and value criterion) determines the creative orientation of the primary school teachers' activities: it determines the motives and values that prevail among students; it characterizes the individuals' attitudes towards self-development.

Indicators of future primary school teachers' readiness for creative professional activity according to the *motivational and value criterion* are:

- positive motivation to find non-standard, different from traditional ways of solving educational tasks;
- system of value orientations;
- focus on self-development, success.

The *cognitive component* (*intellectual and worldview criterion*) evaluates the general, intellectual, and worldview level of future specialists' development, professional knowledge, and also their creative potential. *Indicators* of future elementary school teachers' readiness for creative professional activity according to the intellectual and worldview *critiria* are:

- volume and system of professional knowledge about innovative learning technologies, methods, techniques, forms and ways of implementation;
- developed critical thinking;
- creative abilities.

The procedural component (activity and reflexive criterion) determines the ability to apply creative abilities in professional activity and expresses the desire of the future primary school teacher for self-education and self-development, ensuring readiness for self-realization during creative professional activity. *Indicators* of future primary school teachers' readiness for

creative professional activity according to the *activity and reflective criterion* are:

- creative competence;
- creation of an independent and original product of one's activity;
- self-reflection and self-realization during creative professional activity.

Creative, reproductive, and reconstructive levels are defined as the levels of future primary school teachers' readiness for creative professional activity.

Important elements of the described technology are *the diagnosis* of levels of future primary school teachers' readiness for creative professional activity.

The diagnosis as the identifying the strong sides of the creative self-development process and its potential, helps to identify a problem that is personally significant for the student and to plan activities, that is, it creates a flexible system for identifying pedagogical, methodical and scientific difficulties of the future teacher.

Therefore, the diagnostic and reflective block of the technology model of formation of future primary school teachers' readiness for creative professional activity provides opportunities for future specialists' self-affirmation, allows to develop a conscious attitude to one's needs, the level of professional competence, to determine the nature of certain imperfections of pedagogical activity in time, to establish possible modernization ways of labor stereotypes, to objectively evaluate the results of the initiated correction, to determine the direction and prospects of personal and professional growth, to strengthen adequate professional self-evaluation, positive self-concept.

The result of the developed technology of future primary school teachers' readiness for creative professional activity is a high level of formation of all components, which involves a step-by-step movement from working with a teacher to self-directed education, and then to self-education, self-education, self-development and self-realization.

Conclusion

Our society needs a new formation of teachers' preparation. Future teachers can solve professional tasks that require non-standard solutions, generating ideas, and creative self-development, and can be capable of making a creative educational environment to realize the creative potential of primary school students.

Thus, the modernization of higher pedagogical education is asked and focuses on the introduction (into the educational process) of the formation technology of future primary school teachers' readiness for creative professional activity. It is assumed that the base of forms, methods, ways, and resources of the educational process can guarantee the formation of such future teachers' abilities as, positive motivation for creative and professional direction, abilities and skills of creative educational activity to ensure a positive dynamic of the readiness formation for creative and professional activity.

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