РОЗДІЛ IV. ТЕОРІЯ І МЕТОДИКА ПРОФЕСІЙНОЇ ОСВІТИ

FORMATION OF PROFESSIONAL COMPETENCIES OF FUTURE TEACHERS AND EDUCATORS IN THE CONTEXT OF THE THEORY AND PRACTICE OF «EDUCATIONAL PSYCHOLOGY»

Holovanova T. P.
Candidate of Pedagogical Sciences,
Assistant Professor at the Department of Pedagogy and Psychology
of Educational Activity
Zaporizhzhia National University
Universytetska str., 66, Zaporizhzhia, Ukraine
orcid.org/0000-0003-1202-3720
tatyana1956@gmail.com

Key words: *student-centered approach, competence-based approach, personality development, critical thinking, feedback, learning environment.*

The article discusses the importance of creating conditions for the development of students' individual qualities, such as the ability to make independent decisions and engage in critical reflection, which aligns with the requirements of contemporary pedagogical practice. In particular, it emphasizes the implementation of student-centered and competence-based approaches in the learning process, which contribute to the formation of professional competencies for future educators and teachers. The article highlights the integration of theoretical knowledge and practical skills through an integrative approach, which involves a logical combination of theoretical and practical sessions. Furthermore, the article examines the structure of the discipline, which includes theoretical and practical classes, independent work, and assessment of learning outcomes, ensuring a systematic approach to the educational process.

The importance of the concept of subjectivity is specifically emphasized, as it forms the foundation of the pedagogy of the New Ukrainian School, focusing on the interaction of participants in the educational process as subjects. Special attention is given to the processes of personality development, particularly socialization and self-development, which occur under the influence of biological and social factors. The article describes the involvement of students in the active analysis of pedagogical situations and the resolution of tasks using psychological approaches, which fosters the development of critical thinking and the application of theoretical knowledge in practice. The study of B. F. Skinner's interview also allows students to compare theoretical approaches to behavior control with the practical aspects of educational activities, particularly the issue of fostering student autonomy in the context of the New Ukrainian School. The study of the interaction of the components of the discipline includes an analysis of how elements of the learning process contribute to the creation of an effective environment. The syllabus serves as one of the main tools for organizing learning, defining tasks for independent work, assessment criteria, and feedback systems, which promote monitoring progress and the development of professional competencies for future educators.

ФОРМУВАННЯ ПРОФЕСІЙНИХ КОМПЕТЕНТНОСТЕЙ МАЙБУТНІХ УЧИТЕЛІВ ТА ВИХОВАТЕЛІВ В КОНТЕКСТІ ТЕОРІЇ ТА ПРАКТИКИ «ПЕДАГОГІЧНОЇ ПСИХОЛОГІЇ»

Голованова Т. П.
кандидат педагогічних наук, доцент,
доцент кафедри педагогіки та психології освітньої діяльності
Запорізький національний університет
вул. Університетська, 66, Запоріжжя, Україна
orcid.org/0000-0003-1202-3720
tatyana1956@gmail.com

Ключові слова:
студентоцентризм, компетентнісний підхід, розвиток особистості, критичне мислення, зворотній зв'язок, навчальне середовище.

У статті розглядається важливість створення умов для розвитку індивідуальних якостей студентів, таких як здатність до самостійного прийняття рішень і критичної рефлексії, що відповідає вимогам сучасної педагогічної практики. Зокрема, підкреслюється застосування студентоцентрованого та компетентнісного підходу в процесі навчання, що сприяє формуванню професійних компетентностей майбутніх вихователів та вчителів. Акцентується увага на інтеграції теоретичних знань і практичних навичок через інтегративний підхід, який передбачає логічне поєднання теоретичних і практичних занять. У статті розглядається структура дисципліни, яка включає теоретичні та практичні заняття, самостійну роботу та контроль результатів навчання, що забезпечує системний підхід до навчального процесу. Окремо підкреслюється важливість концепції суб'єктності, яка є основою педагогіки Нової української школи, орієнтуючи на взаємодію учасників освітнього процесу як суб'єктів. Особливу увагу приділено процесам розвитку особистості, зокрема соціалізації та саморозвитку, що відбуваються під впливом біологічних і соціальних чинників. Стаття описує залучення студентів до активного аналізу педагогічних ситуацій та вирішення завдань із використанням психологічних підходів, що сприяє розвитку критичного мислення та застосуванню теоретичних знань на практиці. Також вивчення інтерв'ю Б. Ф. Скіннера дозволяє студентам порівняти теоретичні підходи до контролю поведінки з практичними аспектами освітньої діяльності, зокрема з проблеми розвитку самостійності учнів у контексті Нової української школи. Вивчення взаємодії компонентів дисципліни включає аналіз того, як елементи навчального процесу сприяють формуванню ефективного середовища. Силабус є одним із основних інструментів для організації навчання, визначаючи завдання для самостійної роботи, критерії оцінки та систему зворотного зв'язку, що сприяє моніторингу прогресу та розвитку професійних компетентностей майбутніх педагогів.

Statement of the problem. The formation of professional competencies of future specialists in preschool and primary education is an important aspect of modern pedagogical training, and the discipline «Educational Psychology» plays a special role in this process. It is important to consider how the interaction of the content and structural components of the discipline create a learning environment for effective learning that not only transfers knowledge but also promotes the development of practical skills, critical thinking and professional readiness of students to work in the field of educational psychology.

Analysis of recent research and publications. Scientists are actively researching various aspects of the formation of professional competencies of future teachers, in particular, the theoretical and method-ological foundations of professional training of future teachers (O. Dubaseniuk); development of critical

thinking of future teachers of the New Ukrainian School in the process of their professional training (T. Shanskova); the process of professional training of future primary school teachers in the context of education reform in Ukraine is studied, in particular through the analysis of educational and professional programs, pedagogical practices and teaching methods that contribute to the formation of key competencies in students (O. Liba, O. Khoma). All of these aspects are closely interrelated and demonstrate the importance of using psychological and pedagogical conditions to develop the competencies necessary for the effective work of future specialists in preschool and primary education.

Selection of previously unresolved parts, a common problem to which the article is devoted. The preliminary analysis of the literature shows that the problem of forming the competencies necessary for the effective work of future specialists in preschool and primary education is not sufficiently studied in the scientific context of the interaction of the components of the discipline that create a learning environment for effective results of education. Given the modern principles of the New Ukrainian School, which emphasize the development of critical thinking, student independence, and the integration of knowledge into practical activities, it is important to investigate how the structural components of the discipline contribute to the creation of an effective learning environment and the formation of professional competencies of future educators.

The purpose of this article is to investigate the interaction of the components of the discipline that create a learning environment for effective learning, which not only transfers knowledge but also contributes to the formation of professional competencies of future educators and teachers to work in the field of educational psychology.

Presentation of the main research material. In developing and teaching the discipline «Educational Psychology», we are guided by the philosophy of student-centeredness [2], and also apply personality-oriented, axiological, activity-based, environmental, systemic, contextual, and competency-based approaches that ensure the integration of theoretical knowledge and practical skills, contributing to the formation of professional competencies of future teachers and educators.

We also focus on the competency-based approach to learning. According to the researchers, the competency approach develops the ideas of J. Dewey's didactic pragmatism at a new level [1]. It can be seen as an alternative to the theory of material education, which emphasizes the value of encyclopedic and fundamental knowledge, as well as the theory of formal education, which focuses on the general intellectual development of the individual without reference to

a specific field of activity. Today, the market priorities are shifting towards specialists who are ready to effectively perform their professional duties, quickly adapt to changing requirements, and promptly apply the acquired knowledge and skills in practice.

The competency-based approach allows students to develop practical skills and critical thinking, and creates opportunities for forming their own learning style by integrating innovative pedagogical practices and the experience of colleagues.

When developing the discipline «Educational Psychology», we proceeded from the fact that a clearly defined structure allows for the gradual development of students from general knowledge to a deep understanding of specific aspects of educational psychology.

The structure of the discipline includes theoretical and practical classes, independent work, and monitoring of learning outcomes. Each topic of the discipline is logically related to previous topics, which creates a systematic approach to learning. Students are given a clear understanding of the basic concepts and theories of educational psychology. The core of the new methodological approach in Ukrainian pedagogy and psychology is the idea of human subjectivity [4; 6]. In traditional subject-object pedagogy, the child is assigned the role of an object to whom the older generation (teacher) transfers experience. The pedagogy of the new Ukrainian school is based on the principle of subject-subject interaction of participants in the educational process, which ensures the implementation of the ideas of cooperative pedagogy.

After considering the theoretical and methodological foundations of educational psychology, it is important to address the problem of personality development. Personality development is a complex and multifaceted process that encompasses various aspects and dimensions.

First of all, personality forms a certain idea of a person, which includes his or her uniqueness and individuality. Interest in this issue arises in the early stages of mental development, as each person not only exists but also actively develops through various processes, including formation, socialization and self-development. These stages of personality development are determined by the interaction of hereditary factors, social environment, upbringing, and the activity of the individual. In this context, the role of not only biological, but also social and psychological factors that influence the processes of personality development is particularly important. For example, socialization helps a person to adapt to the social environment, while acceleration and retardation indicate the peculiarities of the developmental pace, which can be caused by both natural and external factors. Self-development, in turn, is a process that a person initiates on his or her own, acquiring new knowledge, skills, and experience.

After studying the theoretical material, students are involved in analyzing specific pedagogical situations and solving educational problems using psychological methods. For example, while studying the topic «Personality Development», students answer the following questions: «What is the difference between a person and an animal?». Then they work in small groups to discuss the illustrations presented. They are given the task: «Discuss and determine how the illustrations reflect the idea of the individuality of preschool and primary school children, as well as what ways of manifesting individuality can be observed in their behavior and activities.»

Thus, we have given an example of the process of involving students in the active analysis of pedagogical situations, where, after studying theoretical material, they work on tasks that help them understand and apply concepts, in particular in the context of the development of the personality of preschool and primary school children. Such tasks help students develop critical thinking and apply theoretical knowledge in practice to analyze pedagogical situations.

As an individual task for this content module, we suggest studying the interview with B. F. Skinner [7]. This task focuses on a deeper understanding of the principles of behavioral control and the development of students' independence. Studying the interview with B. F. Skinner gives students the opportunity to compare theoretical approaches to behavior with practical aspects of educational activities, in particular in the context of the New Ukrainian School, which emphasizes the development of students' independence. Both assignments contribute to the formation of a comprehensive approach to understanding and applying pedagogical and psychological knowledge in the learning Before completing the task, students are asked the following question: «What exactly is B. F. Skinner trying to explain? Give examples that correspond to the principles of the New Ukrainian School, where the emphasis is on the development of independence and responsibility of the student for the results of their activities.» An important aspect is the application of these principles in real-life pedagogical situations. For example, consider the situation of a student who depends on the teacher's constant help. Let's imagine a child who constantly asks the teacher for help when completing a task, without trying to solve the problem on their own. At every stage of the work, the teacher monitors the student's actions, gives hints and corrects mistakes. This is an example of excessive dependence on the teacher, which limits the student's development. According to the principles of the NUS, this approach is not conducive to the development of independence, as it does not give the student a chance to take initiative and make decisions on their own. In the NUS, it is important not only to transfer knowledge, but also to develop students' ability to work independently, think critically and make decisions without constant interference from the teacher. Therefore, one of the tasks of the NUS is to create conditions under which students learn to take responsibility for their learning and develop independence in their activities.

Now let's imagine another student who actively seeks answers to questions, finds solutions, and studies the material on his own, using various sources (the Internet, books, experiments). They turn to the teacher only when necessary, when they cannot find the answer themselves. In this case, the teacher is not the main source of knowledge, but rather acts as a mentor who supports and guides the student when necessary. This approach is an example of how the NUS supports the development of students' independence. Teachers should create conditions for students to learn not only to receive information, but also to apply it, to explore the world around them and to solve problems on their own. In this way, children gain experience and the ability to find solutions on their own, which is an important aspect of their development.

The interviews also talk about dependence not only on the social context (teacher, other people), but also on the physical world. For example, a child may be independent in learning, but their exploration of the world will still depend on natural circumstances, such as access to resources, technology, or even space for activities. The NUS emphasizes the importance of creating an open, flexible educational environment that allows students to interact freely with the physical world and use a variety of resources for development. This enables the child to become independent in their own learning, not just in their interaction with the teacher or classmates.

From the perspective of the New Ukrainian School concept, independence in learning is not just the absence of teacher control, but the child's ability to make decisions, actively interact with the world around him or her and use it for learning. The teacher should be the one who creates the conditions for this independence, not the one who controls every step of the student.

The conclusion that emerges from this analysis is that creating a learning environment that allows students to develop at their own pace is a key aspect of effective learning. It is important that students experience progress through achievement rather than through external rewards or punishment. The NUS principles actively support this approach, as it allows students not only to absorb knowledge, but also to develop intrinsic motivation to learn independently.

Thus, these approaches create the conditions for a deeper study of motivation, educational psychology,

and communication psychology, which are important components of the pedagogical process.

The development of critical thinking and the ability to apply psychological knowledge in practice in real educational settings, involvement in the analysis of specific pedagogical situations and solving educational problems using psychological approaches are the tasks of the discipline «Educational Psychology», which are prescribed in the syllabus.

The study of the interaction of the components of the discipline involves a detailed analysis of how different elements of the learning process form an effective learning environment. In this context, a syllabus containing a syllabus, a list of topics, a schedule of practical and lecture classes, and assignments for students' independent work is the main tool for organizing the learning process. The definition of clear criteria for assessing learning outcomes and the availability of a feedback system allow monitoring student progress, which contributes to the formation of professional competencies of future educators and teachers in the field of educational psychology, which corresponds to the purpose of the study.

Practical classes focused on the application of theoretical knowledge in real or simulated conditions are an important element of this environment, as they allow students not only to gain knowledge but also to develop professional competencies. The use of various teaching methods, such as role-playing, discussions, and case analysis, provides students with the opportunity to deepen their understanding of theoretical knowledge and gain practical experience, which is necessary for their future work in the field of educational psychology. Practical classes contribute to the development of skills in planning and organizing the pedagogical process, taking into account psychological aspects. Teaching is based on the use of modern pedagogical technologies and methods that allow to maximize the adaptation of the learning process to the needs of each student. For practical classes, special methodological recommendations have been developed, including step-by-step instructions, materials for analysis, and examples for solving specific pedagogical problems. Students are provided with tasks for independent work that help to consolidate and deepen their knowledge. Assignments include analytical papers, essays, research on pedagogical situations, and independent research on topics using scientific sources. In the process of working with students, we use YouTube services. Based on the results of the course, students are encouraged to write essays reflecting their interests in educational psychology, which allows them to develop a creative approach to learning. This allows you to develop skills of analysis, synthesis and critical thinking. Students are given the opportunity to participate in scientific conferences and publish their research results, which contributes to the development of scientific activity. This approach provides students with maximum opportunities for development, taking into account both the theoretical part of learning and the practical application of knowledge in real educational settings.

Conclusions and prospects for further developments in this area. Thus, the components of effective teaching and learning for the discipline of «Educational Psychology» can be divided into several main aspects that ensure maximum student development and achievement of high results in the learning process. The course should be clearly structured with the definition of the main topics, tasks, teaching and assessment methods. Each stage of learning should be aimed at achieving specific goals, which helps students understand what knowledge they should acquire by the end of the course. The teacher should be focused on the interests and needs of students, giving them the opportunity to participate in discussions, workshops and projects, allowing each student to develop at their own pace. Use of methods that stimulate active participation of students: discussions, case studies, role-playing games, etc. This contributes to the development of critical thinking, communication skills and a deeper understanding of the material. The use of online resources, video and multimedia materials is necessary to create interactive and accessible learning materials. This provides students with more flexible access to knowledge and enables independent learning. Use of various forms of assessment that allow to reflect not only knowledge but also practical skills, solving real problems in the field of educational psychology. These include tests, practical tasks, presentations, essays, and research. It is important that students receive timely feedback, both during practical assignments and at the end of the course. This helps to adjust the learning process and enables students to improve their skills. During their studies, students should learn to analyze, compare and evaluate information from different sources to form their own views on pedagogical situations and psychological aspects of learning. These components, when they interact with each other, create an environment for effective learning that not only transfers knowledge but also promotes the development of practical skills, critical thinking, and professional readiness of students to work in the field of educational psychology. Prospects for further study are seen in the study of principles that improve the educational environment and promote teacher growth.

BIBLIOGRAPHY

1. Галузяк В. М. Сутність і структура педагогічної компетентності вчителя. *Наукові записки Вінницького державного педагогічного університету імені Михайла Коцюбинського. Серія : Педагогіка і психологія.* 2016. № 48. С. 37–46. URL: http://nbuv.gov.ua/UJRN/Nzvdpu_pp_2016_48_10. (дата звернення 11.03.2025).
2. Гула Л. Освітня концепція студентоцентризму – основний вектор сучасної вищої освіти. *Збірник наукових праць ΛΌГΌΣ.* 2021. URL: https://doi.org/10.36074/logos-14.05.2021.v2.20 (дата звернення 11.03.2025).
3. Дубасенюк О. А., Вознюк О. В. Професійна педагогічна освіта : компетентнісний підхід : монографія. Житомир : Вид-во ЖДУ ім. І. Франка, 2011. URL: https://surl.gd/gmlayt (дата звернення 11.03.2025).
4. Ліба О. М., Хома О. М. Практична підготовка майбутніх учителів початкової школи в контексті освітніх реформ. *Педагогіка формування творчої особистості у вищій і загальноосвітній школах.* Видавничий дім «Гельветика», 2021 р. № 75, Т. 2. С. 118–121. URL: http://dspace-s.msu.edu.ua:8080/handle/123456789/8213 (дата звернення 11.03.2025).
5. Макар Л. М. Сутність освітнього середовища в педагогічному процесі. *Педагогіка формування творчої особистості у вищій і загальноосвітній школах.* 2013. Вип. 30. С. 229–236. URL: http://nbuv.gov.ua/UJRN/Pfto_2013_30_37. (дата звернення 11.03.2025).
6. Нова українська школа. URL: https://surl.lu/ihzxfc(дата звернення 11.03.2025).
7. Скіннер Б.Ф. (B. F. Skinner) Контроль поведінки, свобода та мораль . 1972. URL: https://surli.cc/bceefa (дата звернення 11.03.2025).
8. Шанскова Т. Розвиток критичного мислення майбутніх вчителів початкових класів Нової української школи у процесі професійної підготовки в ЗВО. *Специфіка фахової підготовки майбутніх учителів на засадах компетентнісного підходу: досвід, реалії, перспективи.* Зб. матеріалів Всеукраїнської з міжн. участю наук.- практ. конференції (29листопада 2022 року) / за заг. ред. І.В. Голубовська. Житомир: ФО-П «Н.М.Левковець», 2022. С. 142–146. URL: https://surl.li/brsfzr (дата звернення 11.03.2025).

REFERENCES

1. Haluziak, V. M. (2016). Sutnist i struktura pedahohichnoi kompetentnosti vchytelia. Naukovi zapysky Vinnytskoho derzhavnoho pedahohichnoho universytetu imeni Mykhaila Kotsiubynskoho. Seriia: Pedahohika i psykholohiia, 48, 37–46. http://nbuv.gov.ua/UJRN/Nzvdpu_pp_2016_48_10
2. Hula, L. (2021). Osvitnia kontseptsiia studentotsentryzmu – osnovnyi vektor suchasnoi vyshchoi osvity. Zbirnyk naukovykh prats ΛΌНΌΣ. https://doi.org/10.36074/logos-14.05.2021.v2.20
3. Dubaseniuk, O. A., & Vozniuk, O. V. (2011). Profesiina pedahohichna osvita: Kompetentnisnyi pidkhid: Monohrafiia. Vyd-vo ZhDU im. I. Franka. https://surl.gd/gmlayt
4. Liba, O. M., & Khoma, O. M. (2021). Praktychna pidhotovka maibutnikh uchyteliv pochatkovoi shkoly v konteksti osvitnikh reform. In Pedahohika formuvannia tvorchoi osobystosti u vyshchii i zahalnoosvitnii shkolakh (Vol. 75, Issue 2, pp. 118–121). Vydavnychyi dim «Helvetyka». http://dspace-s.msu.edu.ua:8080/handle/123456789/8213
5. Makar, L. M. (2013). Sutnist osvitnoho seredovyshcha v pedahohichnomu protsesi. Pedahohika formuvannia tvorchoi osobystosti u vyshchii i zahalnoosvitnii shkolakh, 30, 229–236. http://nbuv.gov.ua/UJRN/Pfto_2013_30_37
6. Nova ukrainska shkola. (n.d.). *https://surl.lu/ihzxfc*
7. Skinner, B. F. (1972). Kontrol povedinky, svoboda ta moral. https://surli.cc/bceefa
8. Shanskova, T. (2022). Rozvytok krytychnoho myslennia maibutnikh vchyteliv pochatkovykh klasiv Novoi ukrainskoi shkoly u protsesi profesiinoi pidhotovky v ZVO. In I. V. Holubovska (Ed.), Spetsyfika fakhovoi pidhotovky maibutnikh uchyteliv na zasadakh kompetentnisnoho pidkhodu: Dosvid, realii, perspektyvy. Zb. materialiv Vseukrainskoi z mizhn. uchastiu nauk.- prakt. konferentsii (29 lystopada 2022 roku) (pp. 142–146). FO-P «N.M. Levkovets». https://surl.li/brsfzr