

UDC 37.013.77

DOI: 10.52534/msu-pp.7(2).2021.125-131

Tetiana D. Shcherban\*, Ganna V. Schcherban

Mukachevo State University

89600, 26 Uzhhorodska Str., Mukachevo, Ukraine

## Psychological and Pedagogical Features of Training Future Teachers (Primary School)

### Article's History:

Received: 10.03.2021

Revised: 29.04.2021

Accepted: 03.06.2021

### Suggested Citation:

Shcherban, T.D., & Schcherban, G.V. (2021). Psychological and pedagogical features of training future teachers (primary school). *Scientific Bulletin of Mukachevo State University. Series "Pedagogy and Psychology"*, 7(2), 125-131.

**Abstract.** The relevance of the study is conditioned by the increasing requirements for the quality of psychological and specialised training of modern primary school teachers, as well as the need to increase the level of their professional competences in the context of current changes in secondary education. The main purpose of this study is an objective analysis of the features of psychological and pedagogical training of future primary school teachers, carried out to determine the most effective and currently available methods of professional training of future teachers in higher educational institutions. The leading approach in this study was a combination of methods of system analysis of the training of future primary school teachers in the system of higher education and analytical research of modern methods of improving the psychological stability of future teachers and the development of their professional competences. The results of this study indicate the importance of the subject matter, the need to find new opportunities for pedagogical skills and psychological stability of future primary school teachers in the context of trends in the modern education system and in terms of prospects for its further effective development. The results and conclusions of this study are of great practical importance both for the compilers of curricula responsible for the final quality of professional training of future primary school teachers, and for teachers of higher education institutions who conduct classes on pedagogical and psychological training of these professionals and pedagogical university students that have chosen a specialty related to teaching in primary school

**Keywords:** education system, primary school, psychological training of future teachers, education psychology

\*Corresponding author

## INTRODUCTION

Recently, the problem of high-quality training of primary school teachers has become acute in the modern system of higher pedagogical education. Primary school teachers have a great responsibility for the quality of teaching material to students, checking the level of assimilation of the school curriculum, as well as for effectively finding an approach to students, which is directly related to the level of psychological and pedagogical training of the teacher himself. Pedagogical science is constantly developing, putting forward new requirements for the training of future teachers. In the current situation, the study of the features of psychological and pedagogical training of future primary school teachers becomes of particular importance in the context of the urgent need to form a model of relations between teachers and students, taking into account the advanced trends in the development of the modern school system [1].

Modernisation of the existing school system with

the introduction of the latest teaching methods that affect primary education implies the need for a gradual transition to a competency-based model of education, in which the teacher's personality is assigned the main role. The state education programme sets it the task of developing the ability to quickly prepare students for successful functioning in a changing world, in which there is a rapid flow of information exchange processes and new methods of obtaining and practical assimilation of various skills and knowledge are constantly emerging [2]. The changing need for new professions also imposes additional requirements on the personality of a modern teacher, in particular, on his ability to identify the student's inclinations to a particular type of activity and promote the right choice.

Primary school teachers are given additional responsibility for the ability to correctly build the learning process of younger students in order to maximise the development

of their ability to learn, acquire new knowledge and skills necessary in later life, and effectively use them in the practical sphere. The level of his pedagogical competence and psychological training depends on the level of students' development of the primary school education programme and their ability to study in high school and, possibly, continue their studies at the level of the university programme in the future [3]. All this explains the level of problematics of the tasks facing the system of training future primary school teachers today, namely, to educate teachers who are able to quickly navigate the changing requirements of the modern information society, which is characterised by a high degree of intellectual flexibility and a tendency to rapid transformations. The modern system of higher pedagogical education among its main tasks has the problem of training highly competent teachers, who are able to effectively apply the knowledge gained for studying at the university in the process of their own pedagogical activities to form the proper level of competences among their students. Indeed, university education should contribute to the education of a high level of psychological stability of future teachers, since their professional responsibilities will include not only teaching subjects of the primary school programme, but also building high-quality, cultural and artistic relationships with children and their parents, which in combination should contribute to the education of students and their educational process and development [4].

A modern primary school teacher should teach a child to set tasks for himself and be able to solve them effectively, since such skills will be useful in all areas of his future life. Such a rather difficult task implies the presence of special competences and a high level of both direct professional, pedagogical, and psychological training. In this context, when drawing up a university training programme for future primary school teachers, all such factors should be considered to create all the necessary prerequisites for the development of professional competences necessary for a primary school teacher for his future professional activity.

*The purpose of this study* was to analyse effective methods of psychological and pedagogical training of future primary school teachers.

## MATERIALS AND METHODS

This scientific research used a combination of methods of systematic analysis of the training features of future primary school teachers in the university education system, with an analytical study of modern methods for improving the psychological stability of future teachers and developing their professional competences. It was planned to conduct a systematic study of the features of pedagogical and psychological training of future primary school teachers, taking into account the existing theoretical and practical developments of other researchers, submitted for consideration of issues, in combination with a detailed practical study of the effectiveness; the application of methods for preparing future school teachers to work in a modern secondary school, from the point of view of educating them with the necessary professional and personal competences for this type of activity.

The basis of this scientific research was numerous theoretical and practical developments of Ukrainian and foreign authors devoted to the study of training future primary school teachers to conduct professional activities in secondary schools, taking into account their personal psychological characteristics and the need to form pedagogical competences, sufficient to build high-quality teaching communication with students and their parents. In order to create the highest quality and objective picture of scientific research, as well as facilitate the perception of the information provided, all materials taken in the order of citation from Ukrainian sources and given in this scientific study were translated into English. Thus, the methodological base of this research work was selected in strict accordance with the stated topic of the scientific work and contributes to its highest quality and comprehensive coverage.

The scientific research was conducted in three stages: at the first stage of this research work, a systematic theoretical study of the publications available within the declared topic was conducted, in order to form an assessment of the situation regarding the system of views on the features of training primary school teachers in the context of developing the necessary pedagogical and psychological competences that can ensure high-quality pursuit of their professional activities. At the second stage of this research work, an analytical study of current methods for improving the psychological stability of future teachers and developing their professional competences was conducted. At the same time, an extensive comparative analysis of the main results obtained in the course of research work was carried out, with the results and conclusions of other researchers on this topic. At the final stage of the scientific research, the main practical conclusions were obtained and disclosed, which were consistently derived from the results obtained during this scientific research and are their final reflection. In general, the conclusions obtained from the results of this research work sum up the results of the entire complex of research works and objectively reflect the main identified psychological and pedagogical features of training future primary school teachers at the stage of their training in a pedagogical university.

## RESULTS AND DISCUSSION

Primary schools are assigned the most important role in the system of general education schools in the context of educating the younger generation and promoting the development of their competences necessary and sufficient for further development in the system of modern education. This explains the importance of psychological and pedagogical training of future primary school teachers to conduct their professional activities in the future. A modern literate and competent professional in the field of primary education of schoolchildren must both have a deep professional interest in their activities and steadily strive to acquire new knowledge and skills in the chosen profession. The questions of his psychological stability, at the same time, are also essential since it is required to work in a modern secondary school, with all its problems and difficulties. High results in the professional activity of a primary school teacher can be

achieved only if he has the appropriate motivation and genuine interest in receiving a high-quality education by his students, fully assimilating the curriculum and developing appropriate skills in mastering new knowledge.

In the conditions of the modern system of higher pedagogical education, the development of a high-level pedagogical competence of future primary school teachers should take place in accordance with the principles of updating the needs of professional and personal cognition, the ratio of personal psychological properties with the requirements put forward by the realities of the chosen profession, the consistent construction of a priority value system in relation to it. The features of the development of future primary school teacher's pedagogical competence in the system of modern university education should be divided according to the main criteria associated with the stages of entering the chosen profession:

- familiarisation with the specifics of the profession;
- mastering basic professional principles and competences;
- direct entry into the system of professional activity.

According to the established specialists of the modern education system, at the first introductory stage, there is a primary development of students' pedagogical competences, through the influence of a complex of specially developed educational situations that can affect the professional orientation of the future teacher. From the point of view of developing the professional competences necessary for a future primary school teacher in his future activities, of particular importance is the first year of his studies at a pedagogical university.

An assimilation of basic professional principles and competences takes place in the process of further study at the university, with practical training directly in the real conditions of secondary school. Practical development of primary professional competences contributes to the young teacher's adoption of a final decision on their future in the chosen profession. Direct entry into the system of professional activity involves giving a young teacher a responsibility of becoming a head teacher in a secondary school and performing his main professional duties. At this stage, the final development of pedagogical competence occurs, personal and communication skills, professional skills of presenting educational material and forming children's interest in mastering it are developed to the required degree.

The features of psychological training of future primary school teachers at the stage of studying at the university and in the process of direct performance of their work duties when entering the profession consist in the accuracy of the choice of methods of psychological influence intended for the qualitative development of pedagogical university students' psychological stability necessary for them to work in primary school in the future. Today, regarding the system of modern higher pedagogical education, it is worth highlighting the main practical lines for the development of psychological training of future teachers:

- the use of game role models for the development of psychological competence;
- a practical study of theoretical methods for overcoming stressful situations directly related to professional activity;

– training sessions on the development of psychological stability of the future teacher.

In the process of studying at a pedagogical university, the future teacher studies the disciplines within the framework of the proposed training programme “Technologies of the modern education system in primary schools”, “Theoretical foundations of special psychology and pedagogy”, “Theoretical foundations of education”, “Social pedagogy”, “Pedagogical diagnostics”, etc. With the help of consistent assimilation of the training programme for the future teacher, the specifics of teaching in primary school are identified, his self-awareness as a future pedagogue and teacher is formed, skills of working with children and consistently presenting programme material to them are engrained. During the classes at a pedagogical university, controversial issues of the modern system of higher pedagogical education are considered, answers are searched and found that form the future teacher's system of views on the problems of modern system of pedagogical education. The development of pedagogical and psychological competence of the future primary school teacher occurs both with the use of theoretical material and with its practical development, in which the conduct of real lessons in the process of practical training in primary school is essential.

The psychological training of future primary school teachers should be aimed at developing their ability not to react to manifestations of aggression towards them, both on the part of students and their parents. For this purpose, it is recommended to conduct special training sessions aimed at developing stress tolerance, which can be performed both in the form of team tasks and in the form of an individual approach, taking into account the personal qualities of the student. At the same time, it is mandatory to use special exercises that involve modelling problem situations that may arise in the course of professional activity, with their subsequent effective solution. The practical work in primary schools will be of particular fundamental importance in this context.

Pedagogical and psychological training of future primary school teachers should include the study of child psychology, both in terms of developing a theoretical base and in practical ways, which should also be actively promoted by practical work in primary school classes. Laying a high-quality foundation, both pedagogical and psychological, will contribute to the consistent development of professional competences of the future primary school teacher, which in the future will play a crucial role at the beginning of independent teaching activities in primary school [5]. The knowledge and skills acquired by a student at the stage of studying at a pedagogical university will subsequently be sharpened in the process of daily communication with children of primary school age, during parent meetings and during extracurricular work, however, without a qualitative basis obtained during training at a higher pedagogical educational institution, there can be no expectation on achieving a qualitative level in pedagogy, understanding child psychology, and acquiring a teacher's skill in general.

A modern primary school teacher is a full member of the educational process, in which he is assigned a largely

decisive role. His ability to present material, establish contact with children and their parents, engrain the desire to learn and master new skills to students depends on how they will continue to assimilate the high school programme and continue their studies in the system of higher education institutions [6]. In addition, the primary school teacher can and should contribute in every possible way to the development of children's skills in applying the acquired knowledge in practice, in everyday situations, to develop their friendliness and sense of collectivity, responsibility for their behaviour and actions. All the skills necessary for a future primary school teacher in his daily professional activity are laid down at the stage of his studies at the university and how well they will be mastered and developed largely depends on his further professional activity and the quality of knowledge and skills that he will pass on to his students later.

Primary school today is at the center of pedagogical and scientific thought, its problems, difficulties, novelty of tasks set by the modern education system affects almost all segments of the population. The introduction of new teaching methods in primary schools has added an important task to the number of pedagogical tasks – early identification and support of children's talents at the initial stage of training, the development of special pedagogical conditions and trajectories for such students that allow them to fully realise their creative potential. A modern primary school teacher should teach a child to independently set significant tasks for him, to elementary formulate significant problems at his own level, to learn to distinguish between what is necessary and significant in the future, independently organise his activities and find an approach to the thoughts and feelings of others. In other words, the primary school teacher should not just broadcast, “transmit” knowledge to children, but teach them to independently search for new knowledge and effectively apply it in practice.

A primary school teacher who implements the main educational programme of primary general education in practice, within the framework of general education training, must master the basics of modern concepts of nature, society, and the technical environment; have the skills of an advanced user of information and communication technologies; in professional training: to have key professional competences, such as professional communication, the ability to solve professional problems, information competence. The future primary school teacher must clearly understand the tasks of educational philosophy, philosophical and cultural concepts, age and pedagogical psychology, the basics of psychology of deviant behaviour, differences in the assessment of intellectual, moral, and volitional development parameters of the child; the principles of organising the educational environment, the essence of current at this point of time pedagogical technologies and methods, such as developing, problem-based, differentiated learning, project method, modular pedagogical technology, technologies that allow maintaining health and performance for a long period of time, technology of creating a portfolio.

Today, the system of higher pedagogical education is not always able to ensure the qualitative development of future primary school teachers of the necessary competences,

which will further affect the quality of teaching activities in the conditions of a modern school [7]. The development of psychological stability and pedagogical skills of future primary school teachers very often occurs spontaneously, already in the conditions of independent professional practice, so to speak, on inspiration, without purposefully laying down these principles in the conditions of studying at a pedagogical university. The more important is the development and consistent implementation of special programmes for the development of psychological stability and pedagogical skills in the existing system of university training of future teachers, which would become a reliable basis for all further professional activities of the teacher [8].

At the stage of training future teachers in the framework of the university programme, it is necessary to actively involve them in activities close to professional, which will contribute to obtaining objective ideas about the realities of modern school, the features of communication with children in the classroom and extracurricular life, which in general will contribute to the development of the future teacher's positive attitude to his profession and his direct duties [9]. Without this, it is actually impossible to get a correct idea of the features of one's future profession and it is impossible to imagine the difficulties that one will have to face at different stages of teaching.

Love for children is called the main, characteristic, and obligatory feature of primary school teachers, without which it is impossible to talk about the possibility of achieving mastery in the profession and developing high professional skills and competences [10]. The level of psychological stability of a future teacher is largely determined by his ability to feel attachment to his students, treat children's manifestations with understanding, develop patience as one of the most important pedagogical competences. The teacher must see a unique personality in each child, with special features inherent only to him, and be able to take them into account in the learning process, during personal communication with children, during the lesson, when checking tasks, and so on. The ultimate task of every primary school teacher is to develop the ability to teach the student to learn, to interest him, to notice the hidden creative potential in the child in order to contribute to its implementation later [11]. In pedagogical practice, there are many cases when competent, experienced, and responsive primary school teachers noticed outstanding hidden creative opportunities in children; teachers contributed to their development, and as a result of which, after a significant amount of time, the world got new, outstanding scientists, writers, actors, athletes. Many of them later acknowledged that their achievements were due to their first teachers, who were able to see their hidden abilities and push them to develop. The developed pedagogical skills of the teacher in combination with his psychological flair were exactly the core basis that eventually allowed the teacher to brilliantly cope with the tasks assigned to him [12].

For a modern primary school teacher, a very important aspect is the availability of a high level of educational and methodological support, which is necessary both for conducting lessons within the framework of the

mandatory school curriculum of primary education, and the development of pedagogical skills of the teacher, the development of his psychological stability. The development of the ability to work with methodological material should be formed at the stage of training in a pedagogical university, as an integral element of the professional competence of the future teacher [13]. Over time, this will contribute to the development of the ability to correctly plan the educational process and extracurricular work, clearly set tasks in the learning process, and effectively build communication with students and their parents. In order for all such tasks to be effectively implemented by the primary school teacher in the future, even at the stage of his university training, it is necessary to create all the conditions on the part of the educational institution. In addition, students should be constantly working to be prepared to work with children – workshops, round tables, conferences, etc.

The realities of the modern education system impose requirements for the personal and professional qualities of a future primary school teacher of high benevolence, for children in particular, attention to their urgent needs and problems, the ability to delve into these problems and find answers to questions of interest to the child. At the same time, the level of pedagogical skill of the teacher should be such that he can hold the attention of the entire class for the necessary time, at the same time competently teaching educational material with all the necessary accents [14]. A modern teacher should have a literate speech and constantly work to improve its level, so that it is always clearly delivered and understood by all students without exception. The ability to control the attention of the entire class as a whole and each student individually is a mandatory competence of a modern primary school teacher. A high level of psychological stability of the teacher should provide him with the ability to maintain composure in any, even the most difficult situations related to the behaviour of children during the lesson, allow him not to react to the whims of children and always complete the curriculum, being able, at the same time, to find a common language with everyone without exception, even with the most difficult children. The authority of the teacher in the eyes of children should always be kept at the highest level, otherwise students simply will not perceive the teacher and he will not be able to teach them anything.

The development of psychological qualities of a teacher is of paramount importance from the point of view of the ability to work with all parents without exception. The teacher should be able to apply an individual, personal approach in such situations, taking into account the individual characteristics of parents and their children. Only in this case can various situations in the life of the class be successfully resolved, which are both educational in nature and related to the behaviour of children during lessons and school breaks, as well as among themselves outside of school. At the stage of studying at a university, a student-centered approach to the development of pedagogical competence of future teachers, as well as their psychological qualities, is of great importance. The individual characteristics of each teacher contributes to the choice of

the most effective exercises and methods of his training, which can have the most qualitative impact at the stage of development in the future primary school teacher of the necessary skills and developments, both psychological and those that are directly related to his pedagogical skills [15].

There are different opinions about the conditions for the development of pedagogical orientation during the training of future primary school teachers at the stage of university training. A number of researchers believe that special teaching methods should be used to strengthen the psychological stability of future teachers and create competences sufficient for effective teaching. At the same time, according to other researchers' opinion [16] on the features of psychological and pedagogical training of future primary school teachers, the problem of their high-quality training, taking into account the realities of the modern education system, can be effectively solved only with the development and implementation of an integral system, both in education and training of the future teacher, which involves the use of interactive models of education. In other words, for the full development of psychological and pedagogical competences necessary in educational activities, a future primary school teacher is required to actively participate in the learning process, with independent setting of educational priorities and searching for opportunities for their qualitative implementation [17].

Recently, in the modern system of university training of future primary school teachers, the opinion prevails about the need to organise external influence on the educational process, in order to achieve awareness by future teachers of the tasks assigned to them, the prestige of the chosen profession, and its significance from the point of view of forming children's desire to master new knowledge and the ability to learn in general [18]. Also, in the system of university training of primary school teachers, there is an opinion about the need for mandatory high-quality organisation of the learning process, taking into account the building of a clear relationship between students' educational activities and practical orientation, which provides for taking into account all the main features of the chosen profession. The pedagogical orientation of the future primary school teacher's personality should serve as a clear guide to the entire training process and its development is the main criterion for the success of the entire training as a whole. The pedagogical orientation of the future primary school teacher's personality is determined by understanding the actual difference between the planned framework of the school curriculum, the level of students' knowledge with actually achieved indicators, as well as the desire to steadily improve the level of students' knowledge with the help of correctly and competently built training sessions conducted in strict accordance with programme methods and taking into account the application of purely personal practical developments, which are a systematisation of the teacher's personal experience [19]. The foundation of significant pedagogical and psychological competences of the future primary school teacher is laid directly at the stage of learning in a higher pedagogical education institution and the quality of teachers' work with future teachers largely

depends on the development of their further professional activity, the level of pedagogical skill, psychological stability, and the overall quality of teaching in primary school [20].

## CONCLUSIONS

The study of the main features of a pedagogical and psychological nature related to the training of future primary school teachers led to the following conclusions:

1. Psychological and pedagogical features of training future primary school teachers provide for the introduction of a comprehensive training system at the stage of pedagogical university education using modern development models of both pedagogical and psychological competence. This becomes possible only if special conditions are created in the training system, both pedagogical and psychological, which provide for the practical use of modern teaching methods. The principles of their development can and should be used in planning of special university training programmes in the process of training future primary school teachers.

2. All curricula aimed at developing future primary school teachers' mandatory psychological and pedagogical competences in the future should be systematised and typified according to the main defining features. The qualitative skill development of a future primary school teacher is facilitated by the direct development of basic psychological

communication techniques with students in the classroom. This requires a consistent expansion of practice in secondary schools, which should take place both within the framework of studying the university programme, and within the framework of productive or undergraduate practice. This practice perfectly contributes to the development of the main pedagogical orientation of future primary school teachers.

3. From the point of view of psychological and pedagogical training of future primary school teachers, of particular importance is the development of an appropriate level of motivation to improve their own professional skills, the development of high communication skills necessary both during direct communication with children within the school curriculum, and with their parents at parent meetings and within the framework of extracurricular work. Psychological competence of future teachers is directly related to the level of their motivation since it is impossible to develop in pedagogy and increase teaching skills without it. Properly built at the stage of training in a pedagogical university, the motivational scheme is designed to promote the desire of future teachers for self-improvement and consistent improvement of both pedagogical skills and psychological stability in the face of possible changes in the modern system of primary and secondary school education.

## REFERENCES

- [1] Dijkema, S., Doolard, S., Ritzema, E.S., & Bosker, R.J. (2019). Ready for take-off? The relation between teaching behavior and teaching experience of Dutch beginning primary school teachers with different educational backgrounds. *Teaching and Teacher Education*, 86, article number 102914.
- [2] Keenan, L., Conroy, S., O'Sullivan, A., & Downes, M. (2019). Executive functioning in the classroom: Primary school teachers' experiences of neuropsychological issues and reports. *Teaching and Teacher Education*, 86, article number 102912.
- [3] Hartmann, U., Kindlinger, M., & Trempler, K. (2021). Integrating information from multiple texts relates to pre-service teachers' epistemic products for reflective teaching practice. *Teaching and Teacher Education*, 97, article number 103205.
- [4] Dong, C., & Mertala, P., (2021). Preservice teachers' beliefs about young children's technology use at home. *Teaching and Teacher Education*, 102, article number 103325.
- [5] Birnhack, M., & Perry-Hazan, L. (2021). Differential rights consciousness: Teachers' perceptions of privacy in the surveillance school. *Teaching and Teacher Education*, 101, article number 103302.
- [6] Fauth, B., Decristan, J., Decker, A.-T., Buttner, G., Hardy, I., Klieme, E., & Kunter, M. (2019). The effects of teacher competence on student outcomes in elementary science education: The mediating role of teaching quality. *Teaching and Teacher Education*, 86, article number 102882.
- [7] Chaharbashloo, H., Gholami, K., Aliasgari, M., Talebzadeh, H., & Mousapour, N. (2020). Analytical reflection on teachers' practical knowledge: A case study of exemplary teachers in an educational reform context. *Teaching and Teacher Education*, 87, article number 102931.
- [8] Cappe, E., Poirier, N., Engelberg, A., & Boujut, E. (2021). Comparison of teachers in France and in Quebec working with autistic students: Self-efficacy, stress, social support, coping, and burnout. *Teaching and Teacher Education*, 98, article number 103244.
- [9] Karnezou, M., Pnevmatikos, D., Avgitidou, S., & Kariotoglou, P. (2021). The structure of teachers' beliefs when they plan to visit a museum with their class. *Teaching and Teacher Education*, 99, article number 103254.
- [10] Glas, K., Carrasko, P.T., & Vergara, M.M. (2019). Learning to foster autonomous motivation – Chilean novice teachers' perspectives. *Teaching and Teacher Education*, 84, 44-56.
- [11] Schwartz, M.S., Hinesley, V., Chang, Z., & Dubinsky, J.M. (2019). Neuroscience knowledge enriches pedagogical choices. *Teaching and Teacher Education*, 83, 87-98.
- [12] Atkinson, A.L., Allen, R.J., & Waterman, A.H. (2021). Exploring the understanding and experience of working memory in teaching professionals: A large-sample questionnaire study. *Teaching and Teacher Education*, 103, article number 103343.

- [13] Depaepe, F., & Konig, J. (2018). General pedagogical knowledge, self-efficacy and instructional practice: Disentangling their relationship in pre-service teacher education. *Teaching and Teacher Education*, 69, 177-190.
- [14] Garcia-Moya, I., Moreno, C., & Brooks, F.M. (2019). The “balancing acts” of building positive relationships with students: Secondary school teachers' perspectives in England and Spain. *Teaching and Teacher Education*, 86, article number 102883.
- [15] Yin, Y.M., Dooley, K., & Mu, G.M. (2019). Why do graduates from prestigious universities choose to teach in disadvantaged schools? Lessons from an alternative teacher preparation program in China. *Teaching and Teacher Education*, 77, 378-387.
- [16] Richter, D., Kleinknecht, M., & Groschner, A. (2019). What motivates teachers to participate in professional development? An empirical investigation of motivational orientations and the uptake of formal learning opportunities. *Teaching and Teacher Education*, 86, article number 102929.
- [17] Isaieva, L.A. (2019). Modern requirements for the professional training of primary school teachers. *Problems of Modern Pedagogical Education*, 8, 84-88.
- [18] Thornberg, R., & Ogus, E. (2016). Moral and citizenship educational goals in values education: A cross-cultural study of Swedish and Turkish student teachers' preferences. *Teaching and Teacher Education*, 55, 110-121.
- [19] Pokladova, V.A. (2016). Modern requirements for the professional and personal qualities of a primary school teacher. *The World of Science, Culture, Education*, 6(61), 28-29.
- [20] Patston, T.J., Cropley, D.H., Marrone, R.L., & Kaufman, J.C. (2018). Teacher implicit beliefs of creativity: Is there an arts bias? *Teaching and Teacher Education*, 75, 366-374.

**Тетяна Дмитрівна Щербан, Ганна Вікентіївна Щербан**

Мукачівський державний університет  
89600, вул. Ужгородська, 26, м. Мукачево, Україна

### **Психолого-педагогічні особливості підготовки майбутніх вчителів (початкової школи)**

**Анотація.** Актуальність заявленої тематики цього наукового дослідження обумовлюється підвищенням вимог до якості підготовки сучасних вчителів початкової школи, як психологічної, так і вузькоспеціальної, а також необхідністю підвищення рівня їхніх професійних компетенцій у контексті поточних змін у системі загальношкільного освіти. Основною метою цієї науково-дослідної роботи виступає об'єктивний аналіз особливостей психологічної та педагогічної підготовки майбутніх учителів початкової школи, з метою визначення найбільш ефективних у цей момент часу методик професійної підготовки майбутніх учителів у вищих навчальних педагогічних закладах. Провідним підходом у цій науково-дослідній роботі було поєднання методів системного аналізу особливостей підготовки майбутніх викладачів початкової школи в системі вузівського навчання, з аналітичним дослідженням сучасних методик удосконалення психологічної стійкості майбутніх педагогів і розвитку їхніх професійних компетенцій. Результати, отримані під час науково-дослідної роботи свідчать про значимість заявленої проблематики, необхідність пошуку нових можливостей становлення педагогічної майстерності та психологічної стійкості майбутніх вчителів початкової школи, в контексті тенденцій сучасної системи освіти і з точки зору перспектив її подальшого, ефективного розвитку. Результати та висновки цього наукового дослідження мають істотне практичне значення як для укладачів програм навчання, що відповідають за підсумкову якість професійної підготовки майбутніх учителів початкової школи, так і для викладачів вищих навчальних закладів, які проводять заняття з педагогічної та психологічної підготовки зазначених фахівців, а також студентів педагогічних вузів, які обрали спеціальність, пов'язану з викладанням у початковій школі

**Ключові слова:** система освіти, початкова школа, психологічна підготовка майбутніх вчителів, психологія освіти



# МУКАЧІВСЬКИЙ ДЕРЖАВНИЙ УНІВЕРСИТЕТ

89600, м. Мукачево, вул. Ужгородська, 26

тел./факс +380-3131-21109

Веб-сайт університету: [www.msu.edu.ua](http://www.msu.edu.ua)

E-mail: [info@msu.edu.ua](mailto:info@msu.edu.ua), [pr@mail.msu.edu.ua](mailto:pr@mail.msu.edu.ua)

Веб-сайт Інституційного репозитарію Наукової бібліотеки МДУ: <http://dspace.msu.edu.ua:8080>

Веб-сайт Наукової бібліотеки МДУ: <http://msu.edu.ua/library/>