

ЄВРОПЕЙСЬКІ НАУКОВІ СТУДІЇ

UDK 378:001.895

<https://doi.org/10.28925/2311-2409.2022.382>**Yurii Boichuk**

rector H. S. Skovoroda Kharkiv National Pedagogical University
Doctor of Pedagogical Sciences, Professor,
Corresponding Member of the National Academy
of Pedagogical Sciences of Ukraine,
e-mail: yurij.boychuk@gmail.com

ORCID id 0000-0002-1818-3074

Anna Boiarska-Khomenko

Acting Head of the Department,
H. S. Skovoroda Kharkiv National Pedagogical University
of Education and Innovative Pedagogy,
Doctor of Pedagogical Sciences, Associate Professor,
e-mail: annaboyarskahomenko@gmail.com

ORCID id 0000-0002-1818-3074

INNOVATIONS IN GENERAL PEDAGOGICAL TRAINING OF FUTURE TEACHERS

Modern higher pedagogical education should be innovative in nature and provide teacher training that also meets the criteria of innovation. The article substantiates the need for updating approaches to the general pedagogical training of future teachers who are able to conduct innovative educational activities, solve complex pedagogical problems taking into account national and world experience, and master the art of teaching and educating others. This implementation is implemented through the transformation of the content of general pedagogical education, which aims to develop professional competencies in future teachers, namely: to develop and implement innovative teaching and learning methods, to organize the educational process using online learning tools, to be able to make effective decisions in conditions of uncertainty, and others. The innovative activity of the university is implemented, first of all, through the transformation of the content of pedagogical education and ensuring the high quality of its results. The teaching of the disciplines of the pedagogical cycle begins with the first year and goes through all stages of education according to a comprehensive end-to-end program. In the first year, the academic discipline «General pedagogy» is taught, which consists of two interrelated modules: «Theoretical foundations of pedagogy» and «Teaching and upbringing in a multicultural environment». In the second year of undergraduate training, the scientific and pedagogical staff of the department teaches students the practice-oriented discipline «Provider educational technologies» — this is a complex complex discipline that consists of four modules: Digital learning tools, Inclusive education, Leisure pedagogy, Practical pedagogy. In the master's degree, the discipline «Innovative pedagogy» is taught. Innovativeness in the training of future teachers is realized thanks to the implementation of the principle of learning through research, digitalization of educational content, creation of creative spaces, expansion of academic mobility and cooperation. Innovative transformations of general pedagogical training of future teachers have a powerful potential.

Keywords: education, innovative pedagogy, future teachers, higher pedagogical education, content of education, professional training.

© Boichuk Yu., Boiarska-Khomenko A., 2022

© Київський університет імені Бориса Грінченка, 2022

Introduction. A modern school needs a modern teacher. Today, school teachers are faced with a number of problems related to motivating students to study, establishing cooperation with parents of schoolchildren, organizing mixed and distance learning, and many others. But teaching has lost its prestige in society, and the social status of a teacher is declining. Also, parents of students increasingly talk about the problems of modern school education. For example, about the inadequacy of training programs to the level of development of modern technologies and the economy, about the lack of practical-oriented nature of secondary education, which would allow easy and unhindered transition to the next stage of education, work or adult life. Children experience stress due to high academic load, confrontation between school and parents. As a result, pupils express their rejection of the content of education and openly say that they will not need school knowledge in life.

Such a situation needs to be resolved at the national, regional and local levels. All branches of education management must work together to achieve the common goal of educating a new generation of Ukrainians who are able to work creatively and independently, live in a globalized and dynamic world, perceive its variability as an essential component of their own lifestyle.

In our opinion, the main role in this context belongs to the teacher who meets the criteria of innovation, independence, can solve complex problems in pedagogical activity taking into account national and world experience, perfectly masters the art of teaching and educating others. Considering this, modern higher pedagogical education should be innovative in nature and provide training for such a teacher.

Scientific studies of educators and scientists in the field of pedagogy prove the relevance of the outlined problem. Thus, in her monograph, O. Popova revealed the peculiarities of the formation and development of innovative pedagogical ideas in Ukraine in the 20th century. She focused attention on determining the main areas of research into the problems of educational innovation (Popova, 2001). G. Chernenko carried out an analysis of innovative approaches in the professional training of future primary school teachers, revealed the concept of innovations and presented their classification, analyzed organizational, content and technological aspects of innovations (Chernenko, 2015). The team of authors headed by O. Ohienko conducted an analysis of the methodological, psychological, axiological foundations of the formation of the readiness of future teachers for innovative activities (Ohienko, 2016). O. Chaika and M. Kushneryova addressed the study of the use of innovative pedagogical technologies in the methodical training of future teachers of foreign literature. They emphasized the specifics

and advantages of introducing computer technologies into the process of methodical training of the future teacher of literature (Chaika, 2020).

The aim of the article is to highlight the experience of implementing innovations in general pedagogical training of future teachers at H.S. Skovoroda Kharkiv National Pedagogical University.

Innovations in the content of general pedagogical training of future teachers

Taking into account the urgency of the problem of training an innovative teacher, ready to solve complex problems in educational activity, the responsibility for his professional training should be taken by pedagogical universities that train future teachers on the basis of established traditions of pedagogical education and mastery in combination with innovations. H.S. Skovoroda Kharkiv National Pedagogical University implements this approach in training future teachers. One of the fundamental ways to realize the idea of training a new generation teacher is a powerful general pedagogical training, which is taken care of by the Department of Education and Innovative Pedagogy.

The innovative activity of the university is implemented, first of all, through the transformation of the content of pedagogical education and ensuring the high quality of its results. The teaching of the disciplines of the pedagogical cycle begins with the first year and goes through all stages of education through a comprehensive comprehensive program.

In the first year, the academic discipline «General pedagogy» is taught, which consists of two interrelated modules: «Theoretical foundations of pedagogy» and «Teaching and upbringing in a multicultural environment». The purpose of studying an educational discipline is to form the ability of higher education students to organize the pedagogical process. Pedagogical classics became the basis for teaching the discipline: the theory of upbringing and didactics, which are presented to students with regard to the transformation of pedagogical concepts in historical and comparative aspects.

In the second year of the bachelor's degree, the scientific-pedagogical team of the department teaches students the practice-oriented discipline «Providing educational technologies». This educational discipline is a logical continuation of the theoretical training in the first year of study and is designed to form students' ability to solve complex specialized tasks related to the organization of the educational process, which are characterized by complexity and uncertainty of conditions. «Providing educational technologies» is a complex complex discipline, which consists of four modules: Digital training tools, Inclusive education, Leisure pedagogy, Practical pedagogy.

In the article, we will consider in more detail the modules «Leisure pedagogy» and «Practical pedagogy», which are taught in separate substantive

modules. Thus, the “Leisure Pedagogy” module provides organizational and methodical training of future teachers to carry out various forms of educational work. They are: festivals, quests, trainings, flash mobs, startups, pitchings, etc. Also, the «Leisure Pedagogy» module provides for the study of the phenomenon of youth subcultural activity, the peculiarities of the organization of street playgroups, hobby groups, Internet communities, practical work on planning, designing, organizing promotional activities and advertising as tools for the organization of leisure and information transmission channels. An interesting aspect in the content of the «Practical Pedagogy» module is the topic of team building in the work of the class teacher. This topic explores issues of team building, communication, leadership and partnership in today’s school. Special emphasis in the content of practical pedagogy is placed on mastering modern forms and methods of working with parents, involving parents in school co-working spaces and meetUPs, pedagogical enlightenment. Also, in the content of this educational discipline, a practicum on the organization of the educational environment is provided.

At the master’s level, the discipline «Innovative pedagogy» is taught. This discipline is designed to form the following competencies in students: to develop and implement innovative teaching methods and technologies; to organize the educational process using modern means, methods, techniques, learning technologies; to make effective decisions in difficult and unpredictable conditions, to adapt to new situations of professional activity.

Within the framework of «Innovative pedagogy», students get to know:

- modern roles of the teacher (coach, facilitator, moderator, image maker and others),
- innovations in the content of secondary education (CLIL technology, invariant content components, creation of modular educational programs, etc.),
- innovations in methods, forms, and learning technologies (E-Learning resources, cases, eduScrum project technology, fundraising, formative and dynamic assessment),
- innovations in the creation of an educational environment (cognitive space, modeling of individual development trajectory, digitalization, etc.),
- innovations in education management (education quality management, SWOT analysis, Delphi method, Smart technology, adaptive management, etc.).

Along with the normative educational disciplines of the pedagogical cycle, the content of freely chosen disciplines, which logically complement and expand the general pedagogical training of future teachers, has also been modernized. The department offers students of the first and second levels the following

disciplines: Coaching technologies in education, Image technologies, Pedagogy of success, Project management in educational institutions, Education in conditions of diversity, Individual trajectory of success: pedagogical discourse, Pedagogy of higher education, Andragogy, Leadership and social partnership in education, Technologies of critical thinking.

Particular attention should be paid to the presentation of the educational and professional program «Osvitology», which is implemented in H.S. Skovoroda Kharkiv National Pedagogical University for students of the second (master’s) level of higher education. The educational and professional program «Osvitology» meets the demands of a modern school, is innovative and progressive, has an interdisciplinary, professional character, is aimed at mastering fundamental and applied knowledge in the field of O1 Education/Pedagogy. During their studies, students master the skills of creating and implementing new educational content, the latest teaching methods (technologies); to carry out monitoring, examination, supervision, consulting, administration in education, communication in professional and scientific communication. Students learn to conduct research and use its results in innovative educational practice. In particular, this is achieved through the content of the educational and professional program, which involves the study of such disciplines as: Productive pedagogy and methods of teaching pedagogical disciplines, Educational measurements and pedagogical monitoring, Licensing and accreditation of educational activities, Digital didactics, Supervision and coaching in education, and others.

An integral component of the training of future teachers is the passing of pedagogical practice, which involves both methodical activity in subjects and the implementation of the function of a classroom teacher. The teachers of the Department of Education and Innovative Pedagogy significantly modernized the program of pedagogical practice, which is characterized by thoroughness, differentiation and gradual complication of tasks. It is worth noting that the practical training program was also adapted to conducting educational work remotely: online flash mobs and challenges in social networks, virtual trips, etc.

Innovations in the forms and methods of training future teachers

The university also carries out active innovative activities through the implementation of modern forms and methods of education:

- Implementation of the principle of learning through research (stand reports using infographics, implementation of research social projects, use of research tasks in the content of educational disciplines);
- Digitization of educational content (conducting training sessions using digital

applications and services, introducing elements of programmed learning through the Moodle platform);

- Involvement in the international academic community (internships, guest lectures, individual consultations, publications in peer-reviewed periodicals, systematic meetings with stakeholders);
- Extracurricular work (participation in educational, educational and scientific events, involvement of applicants in the activities of scientific and methodical laboratories, participation in volunteer programs, etc.) (Boichuk, 2021).

One of the areas of work of H.S. Skovoroda Kharkiv National Pedagogical University is the stimulation of innovative activities of teachers and students of education, which is implemented through the expansion of the network of creative and educational spaces. In particular, the student ART-HAB started its work at the university — a creative artistic and artistic space for students and teachers, including those with special educational needs, equipped with convenient places for creative work in various areas of art (monotype, music, painting, manual labor, sand animation). Improvements are also being made to the mechanisms for stimulating young people through the transition to grant funding, support for creative pedagogical and educational projects of students, support for inventions and research activities of young scientists. Students of all levels of education are organizers of scientific events: conferences, schools of young scientists,

round tables. Students of the third (educational and scientific) level of higher education are involved in the implementation of scientific projects of state funding in accordance with their scientific interests.

An objective analysis of the implementation of innovative approaches to the general pedagogical training of future teachers makes it possible to identify the challenges and difficulties that will have to be overcome on the way to the set goal — the training of a modern teacher who is able to implement pedagogical traditions in combination with innovations in his own professional activity. In particular, these are the following: military actions on the territory of Ukraine, reduction in the number of entrants and students of education, insufficient level of provision of the educational process with modern software tools, unpreparedness of some teachers to carry out innovative activities and some others.

Conclusions. Thus, the shifts taking place in the educational sphere give confidence that the modernization of pedagogical training of future teachers is a chain of large-scale innovations introduced in the educational sphere: modernization of the content of general pedagogical training, use of modern educational technologies, forms and methods of teaching, stimulation of innovative activities of teachers and students, creating a modern educational environment and some others. Innovative transformations of the general pedagogical training of future teachers have a powerful potential, and their effectiveness will be manifested during the professional and pedagogical activities of graduates of pedagogical universities.

REFERENCES

1. Zvarych, I.M., Lavrychenko, .M., Zaitseva, N.H., Chaika, O.M., Skorobahata, O.M. (2020). Potential of the Use of Social Networks in Teaching a Foreign Language in Higher Educational Institutions. *International Journal of Learning, Teaching and Educational Research*. Vol. 19. No. 5. P. 260–275. doi: <https://doi.org/10.26803/ijlter.19.5.16>
2. Boichuk, Yu., Boiarska-Khomenko, A., Dotsenko, S. (2021). Formuvannya tsyfrovoy kompetentnosti maibutnix uchyteliv: dosvid Kharkivskoho natsionalnoho pedahohichnoho universytetu imeni H. S. Skovorody [Formation of digital competence of future teachers: experience of H. S. Skovoroda Kharkiv National Pedagogical University]. *Dydaktyka : naukovi zhurnal*. Chernihiv : Desna Polihraf. Vyp. 1. S. 7 — 13 [in Ukrainian]
3. Zahalna pedahohika. (2021) [General pedagogy]. *Navchalna prohrama navchalnoi dystsypliny*. URL : <https://www.kaf-pedagogy-hnpu.com/zdobuvacham-bakalavrskogo-rivnya> [in Ukrainian]
4. Innovatsiina pedahohika. (2021) [Innovative pedagogy]. *Navchalna prohrama navchalnoi dystsypliny*. URL : <https://www.kaf-pedagogy-hnpu.com/zdobuvacham-magisterskogo-rivnya> [in Ukrainian]
5. Metodichni rekomendatsii do provedennia pedahohichnoi praktyky dlia zdobuvachiv vyshchoi osvity pershoho (bakalavrskoho) rivnia 3 ta 4 roku navchannia. (2019). [Methodical recommendations for pedagogical practice for applicants for higher education of the first (bachelor's) level 3 and 4 years of study]. Kharkiv : Planeta-Prynt, 2019. 54 s. [in Ukrainian]
6. Ohiienko, O.I., Kaliuzhna, T.H., Milto, L.O., Radchenko, Yu.L., Kotun, K.V. (2016). Formuvannya hotovnosti maibutnix uchyteliv do innovatsiinoi diialnosti: teoriia i praktyka [Formation of readiness of future teachers for innovative activity: theory and practice]. Kyiv, 258 s. [in Ukrainian]
7. Osvitohiia. (2021). [Osvitology]. *Osvitno-profesiina prohrama*. URL : http://smc.hnpu.edu.ua/files/Osv%D1%96tn%D1%96_programi/Osvitni_programu_magistr/2021_rik/Osvitohiia.pdf [in Ukrainian]

8. Perelik dystsyplin vilnoho vyboru dlia zdobuvachiv drugoho rivnia vyshchoi osvity. (2021). [List of disciplines of free choice for applicants for the second level of higher education]. URL : http://smc.hnpu.edu.ua/files/Dystsypliny_vilnoho_vyboru_magistr_2021_2023/Tsykl_zahalnoi_pidhotovky/Proektnyi_menedzhment_u_zakladakh_osvity.PDF [in Ukrainian]
9. Perelik dystsyplin vilnoho vyboru dlia zdobuvachiv pershoho rivnia vyshchoi osvity. (2021). [List of free choice disciplines for first level applicants]. URL : http://smc.hnpu.edu.ua/files/Perel%D1%96k_discipl%D1%96n_v%D1%96lnogo_viboru/Perel%D1%96k_discipl%D1%96n_v%D1%96lnogo_viboru_pershogo_bakalavrskogo_r%D1%96vnya_2022_2025/Cikl_zagalno%D1%97_p%D1%96dgotovki/Kafedra_osvitohii_ta_innovatsiinoi_pedahohiky.pdf [in Ukrainian]
10. Popova, O.V. (2001). Stanovlennia i rozvytok innovatsiinykh pedahohichnykh idei v Ukraini u XX stolitti [Formation and development of innovative pedagogical ideas in Ukraine in the twentieth century]. Kharkiv : «OVS». 256 s. [in Ukrainian]
11. Providaynh osvitnikh tekhnolohii. Navchalna prohrama navchalnoi dystsypliny. (2021). [Providing educational technologies]. URL : <https://www.kaf-pedagogy-hnpu.com/zdobuvacham-bakalavrskogo-rivnya> [in Ukrainian]
12. Chaika, O.M., Kushnierova, M.O. (2020). Vykorystannia innovatsiinykh pedahohichnykh tekhnolohii u metodychnii pidhotovtsi maibutnoho vchytelia zarubizhnoi literatury [The use of innovative pedagogical technologies in the methodological training of future teachers of foreign literature]. *Visnyk universytetu imeni Alfreda Nobelia. Seriiia «Pedahohika i psykholohiia». Pedahohichni nauky*. Vyp. 2 (20). S. 286–292. [in Ukrainian]
13. Chernenko, H.M. (2015). Innovatsiini pidkhody v profesiinii pidhotovtsi maibutnykh uchyteliv pochatkovoii shkoly [Innovative approaches in the training of future primary school teachers.]. *Zhurnal naukovyi ohliad*. Vyp. 3 (24). S. 1–9. [in Ukrainian]

ДЖЕРЕЛА

1. Zvarych I.M., Lavrychenko .M., Zaitseva N.H., Chaika O.M., Skorobahata O.M. Potential of the Use of Social Networks in Teaching a Foreign Language in Higher Educational Institutions. *International Journal of Learning, Teaching and Educational Research*. 2020. Vol. 19. No. 5. P. 260–275. doi: <https://doi.org/10.26803/ijlter.19.5.16>
2. Бойчук Ю., Боярська-Хоменко А., Доценко С. Формування цифрової компетентності майбутніх учителів: досвід Харківського національного педагогічного університету імені Г. С. Сковороди. *Дидактика : науковий журнал*. Чернівці : Десна Поліграф, 2021. Вип. 1. С. 7 — 13
3. Загальна педагогіка. *Навчальна програма навчальної дисципліни*, 2021. URL : <https://www.kaf-pedagogy-hnpu.com/zdobuvacham-bakalavrskogo-rivnya>
4. Інноваційна педагогіка. *Навчальна програма навчальної дисципліни*, 2021. URL : <https://www.kaf-pedagogy-hnpu.com/zdobuvacham-magisterskogo-rivnya>
5. Методичні рекомендації до проведення педагогічної практики для здобувачів вищої освіти першого (бакалаврського) рівня 3 та 4 року навчання. Харків : Планета-Принт, 2019. 54 с.
6. Огієнко О.І., Калюжна Т.Г., Мільго Л.О., Радченко Ю.Л., Котун К.В. Формування готовності майбутніх учителів до інноваційної діяльності: теорія і практика. Київ, 2016. 258 с.
7. Освітологія. *Освітньо-професійна програма*, 2021 URL : http://smc.hnpu.edu.ua/files/Osv%D1%96tn%D1%96_programi/Osvitni_programu_magistr/2021_rik/Osvitologiya.pdf
8. Перелік дисциплін вільного вибору для здобувачів другого рівня вищої освіти. URL : http://smc.hnpu.edu.ua/files/Dystsypliny_vilnoho_vyboru_magistr_2021_2023/Tsykl_zahalnoi_pidhotovky/Proektnyi_menedzhment_u_zakladakh_osvity.PDF
9. Перелік дисциплін вільного вибору для здобувачів першого рівня вищої освіти. URL : http://smc.hnpu.edu.ua/files/Perel%D1%96k_discipl%D1%96n_v%D1%96lnogo_viboru/Perel%D1%96k_discipl%D1%96n_v%D1%96lnogo_viboru_pershogo_bakalavrskogo_r%D1%96vnya_2022_2025/Cikl_zagalno%D1%97_p%D1%96dgotovki/Kafedra_osvitohii_ta_innovatsiinoi_pedahohiky.pdf
10. Попова О.В. Становлення і розвиток інноваційних педагогічних ідей в Україні у XX столітті. Харків : «ОВС», 2001. 256 с.
11. Провайдинг освітніх технологій. Навчальна програма навчальної дисципліни. URL : <https://www.kaf-pedagogy-hnpu.com/zdobuvacham-bakalavrskogo-rivnya>
12. Чайка О.М., Кушнерьова М.О. Використання інноваційних педагогічних технологій у методичній підготовці майбутнього вчителя зарубіжної літератури. *Вісник університету імені Альфреда Нобеля. Серія «Педагогіка і психологія». Педагогічні науки*, 2020. Вип. 2 (20). С. 286–292.
13. Черненко Г.М. Інноваційні підходи в професійній підготовці майбутніх учителів початкової школи. *Журнал науковий огляд*, 2015. Вип. 3 (24). С. 1–9.

Бойчук Ю.Д., Боярська-Хоменко А.В.

ІННОВАЦІЇ У ЗАГАЛЬНОПЕДАГОГІЧНІЙ ПІДГОТОВЦІ МАЙБУТНІХ ВЧИТЕЛІВ

Сучасна вища педагогічна освіта повинна носити інноваційний характер і забезпечувати підготовку вчителя, який також відповідає критеріям інноваційності. У статті обґрунтовано потребу в оновленні підходів до загальнопедагогічної підготовки майбутніх учителів, які здатні провадити інноваційну освітню діяльність, розв'язувати комплексні педагогічні проблеми з урахуванням національного і світового досвіду, володіти мистецтвом навчати й виховувати інших. Це запровадження реалізується через трансформацію змісту загальнопедагогічної освіти, який має на меті формування у майбутніх учителів професійної компетентності, а саме: розробляти і впроваджувати інноваційні методики навчання і викладання, організовувати освітній процес з використанням онлайн-ових засобів навчання, уміти приймати ефективні рішення в умовах невизначеності та інші. Інноваційна діяльність університету реалізується, насамперед, через трансформацію змісту педагогічної освіти та забезпечення високої якості її результатів. Викладання дисциплін педагогічного циклу починається з першого курсу і проходить усі етапи навчання за комплексною наскрізною програмою. На першому курсі викладається навчальна дисципліна «Загальна педагогіка», яка складається з двох взаємопов'язаних модулів: «Теоретичні основи педагогіки» та «Навчання і виховання в полікультурному середовищі». На другому курсі підготовки бакалаврату науково-педагогічний колектив кафедри викладає студентам практико-орієнтовану дисципліну «Провайдерські освітні технології» — це складна комплексна дисципліна, яка складається з чотирьох модулів: Цифрові засоби навчання, Інклюзивна освіта, Педагогіка дозвілля, Практична педагогіка. У магістратурі викладається дисципліна «Інноваційна педагогіка». Інноваційність у підготовці майбутніх учителів реалізується завдяки впровадженню принципу навчання через дослідження, цифровізацію освітнього контенту, створення креативних просторів, розширення академічної мобільності і співпраці. Інноваційні трансформації загальнопедагогічної підготовки майбутніх учителів мають потужний потенціал.

Ключові слова: освіта, інноваційна педагогіка, майбутні вчителі, вища педагогічна освіта, зміст освіти, професійна підготовка.

Стаття надійшла до редакції: 25.11.2022р.

Прийнято до друку: 30.11.2022р.