



## PREPARATION OF FUTURE PRIMARY SCHOOL TEACHERS AT PEDAGOGICAL COLLEGES FOR INTEGRATED STUDENT LEARNING

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**Abstract.** *The article is dedicated to the study of the problem of training future primary school teachers in pedagogical colleges for integrated student education. It was found that the development of primary education in the EU is characterized by the integration in modern standards of the content of subjects by combining them into modules, integrated blocks, broad educational areas. Professional training of future primary school teachers in the European Higher Education Area is aimed at strengthening the integration of theoretical disciplines, increasing attention to methodological training and pedagogical practice. In the EU there is a trend in the transition in the training of primary school teachers from bachelor's to master's level.*

**Keywords:** *integration, integrated learning, future primary school teachers, readiness for integrated learning, model of preparation of future primary school teachers at pedagogical colleges for integrated teaching of students.*

**Introduction.** Complex social and economic transformations taking place in modern society, integration processes in the political, economic and scientific-technical spheres significantly affect the educational process. This is manifested in various areas, types, forms of pedagogical integration, which are actively beginning to be used at all levels of education. In the conditions of globalization of all spheres and saturation of information space problem of formation and development of the person arises and is capable of complex comprehension of the world and can find connections between the phenomena of objective reality. The society has developed a new understanding of the main purpose of education: the formation of readiness for self-development, which ensures the integration of the individual into the national world culture.

**An analysis of recent research and publications.** Analysis of domestic and foreign scientific publications, documents of domestic and European educational systems showed that the relevance of the study is due to the need to take into account trends related to the development of primary education in the EU and the development of professional training of primary school teachers in the European Higher Education Area and the need to modernize the domestic primary education system and the need to train future teachers who can provide it [1].

The need of implement in the domestic educational system the Law of Ukraine «On Education» [2], the Concept «New Ukrainian School» [3], the State Standard of Primary Education [4], the implementation of the Concept of pedagogical education [5], requires training of future primary school teachers, in particular, at pedagogical colleges the emphasis on the formation of students' readiness for integrated student learning.

**The purpose of the article.** The purpose of the article is to study the problem of training future primary school teachers in pedagogical colleges for integrated education of students.



**Results and discussion.** The analysis of key concepts of the researched problem allowed to consider preparation of primary school teachers for integrated teaching of pupils as systematic and purposeful activity of all subjects of educational process, which foretells mastering of theoretical and methodical knowledge necessary for realization of integrated teaching of pupils, formation the students' positive motivation and understanding the importance of integrated learning, ability to design and give integrated lessons for primary school students. Readiness of future primary school teachers for integrated learning is an individual quality that combines motivation for the profession, learning the theoretical foundations and methodological features of integrated learning, the ability to implement its various forms to develop students' holistic worldview. The components of readiness of future primary school teachers for integrated learning of students are determined, namely: motivational, cognitive, activity, reflective.

Based on the results of the analysis of domestic and foreign scientific publications, the approaches (systemic, axiological, competence, integrated) and principles (subject-subject interaction, purposefulness and systematization, unity of theory and practice, continuity) of teacher training in future teachers are singled out to integrated student learning.

Based on the analysis of the National Qualification Framework, the standard of higher education in specialty 013 Primary education in the field of knowledge 01 Education / Pedagogy for the first (bachelor's) level of higher education, as well as the requirements of the Professional Standard for the profession «Primary school teacher general secondary education», «General secondary education teacher», «Primary education teacher (with a diploma of a junior specialist)», criteria (motivational, cognitive, activity-reflexive) have been developed to identify the level of readiness of future primary school teachers for integrated learning students, and their indexes. Four levels of readiness of future primary school teachers for integrated learning of students are characterized: creative (high), creative-reproductive (sufficient), reproductive-creative (medium), reproductive (low).

The study involved the ascertaining and formative stages of the pedagogical experiment. During the ascertainment stage, the state of readiness of future primary school teachers for integrated student learning was determined. The use of a set of diagnostic methods (questionnaires, testing, observation, tests, analysis of abstracts) allowed to establish the predominance of reproductive-creative (middle) and reproductive (low) levels of readiness of future primary school teachers for integrated student learning.

During the formative stage of the experiment, a set of pedagogical conditions was identified and substantiated: formation of positive motivation of future primary school teachers to implement integrated student learning; updating program learning outcomes and training content of future primary school teachers; ensuring gradual mastering of theoretical and methodological features of integrated learning, using the potential of educational and industrial practice to gain experience in integrated classes.

In the course of theoretical substantiation of the complex of pedagogical conditions necessary for preparation of future primary school teachers for realization of integrated teaching of pupils, as it is specified in our publication, relied on principles



of the system approach to the organization of process of training as the integral phenomenon [6]. Determined pedagogical conditions, in our opinion, will contribute to the effective and holistic formation of motivational, cognitive, activity and reflective components of future primary school teachers' readiness for integrated learning.

We paid special attention to the choice of optimal forms and methods of educational activities to form the motivation of future primary school teachers to implement integrated student learning. This is facilitated by classroom and independent extracurricular activities of students in college: scientific-research activities (group work, competitions, scientific and practical conferences, competitions, etc.); career guidance activities (meetings with experienced primary school teachers, participation in debates, discussions); practical activities (participation in workshops, master classes, business games, etc.).

During the formative stage of the experiment developed a model of training future primary school teachers at pedagogical colleges for integrated student learning, which contains the following blocks: methodological and purpose-oriented (social order, purpose, tasks, approaches, subjects of the educational process (students, teaching staff, primary school teachers) and stages of implementation of the model), content-procedural (content and objectives of training, pedagogical conditions, forms and methods of its ensuring at pedagogical colleges) and effective (criteria, levels of readiness, result).

To increase the levels of readiness of future primary school teachers for integrated learning of students in educational programs, which were studied by students of experimental groups, the program results were updated and the content of education taking into account the features of integrated learning; in order to reveal the theoretical and methodological foundations of integrated learning according to the developed author's program, a seminar was held for teachers of pedagogical colleges; during the training of future teachers, both traditional and innovative teaching methods were used (verbal, active, reproductive, problem-searching, control and self-control, case-study, e-learning, inverted learning, problem situations).

Students of the experimental group were involved in the development of notes for integrated classes and giving integrated lessons for primary school students during pedagogical practice. The teaching of academic disciplines is supplemented by the analysis of videos of integrated lessons at primary school, given by teachers and students-interns.

The use of the potential of educational and industrial practice for gaining experience in integrated learning of students, as defined by the following pedagogical condition, due to the fact that during pedagogical practice theoretical knowledge is implemented, consolidated and enriched, practical skills of future teacher practice and consolidate; the future teacher is aware of his real level of readiness for integrated learning of students; reflective analysis of their professional activities provides a transition to self-knowledge and self-development. Attaching great importance to pedagogical practice in preparing future primary school teachers for integrated student learning, it is appropriate to determine beforehand the schools in which students will work. Familiarity with the experience of teachers-masters of pedagogical work serves as a model to follow, stimulates the desire to acquire professional skills. During the



practice, students need to be provided with methodological assistance and advice from methodist-teachers and primary school teachers. Before the students go to the pedagogical practice, an introductory conference is held, during which students are acquainted with the tasks of the practice.

The practical significance of the results is: supplementing the content of disciplines «Pedagogy», «Psychology», «Pedagogical technologies at primary school», «Methods of teaching the educational field Mathematics», «Methods of teaching the educational field «Art», «Methods of teaching the educational field «Science», «Methods of teaching the educational field «Social Sciences» topics on the features of the implementation of integrated learning; updated tasks of pedagogical practice and topics of students' undergraduated theses; development of methodical recommendations on introduction of a model and realization of pedagogical conditions of preparation of future teachers of primary classes for integrated training of pupils, the program of a seminar for teachers «Preparation of students for realization of the integrated content of educational branches of the State «Preparation of students for the implementation of the integrated content of educational areas of the State Standard of Primary Education», the program of the student educational and scientific association «Integration in pedagogical theory and practice».

**Conclusions.** It was found out that development of primary education in the EU is characterized by the integration in modern standards of the content of subjects by combining them into modules, integrated blocks, broad educational areas; professional training of future primary school teachers in the European Higher Education Area is aimed at strengthening the integration of theoretical disciplines, increasing attention to methodological training and pedagogical practice. In the EU there is a trend of transition in the training of primary education teachers from bachelor's to master's level. Therefore, for the organized educational process in the pedagogical college on the basis of developed pedagogical conditions the integration of different forms and methods of teaching is typical. In preparing students for integrated learning of students the main goal of the educational process, we see not only in the perception, understanding and memorizing information, but also in the formation of professional skills and abilities, in the active adoption of educational material for further use in pedagogical activity. The study does not provide a comprehensive consideration of all aspects of this problem. Further research can be aimed at creating a holistic concept of transition in preparing future primary school teachers for integrated learning of students from bachelor's to master's level.

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