

**Ministry of Education and Science of Ukraine
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THEORY AND PRACTICE OF FUTURE TEACHER'S TRAINING FOR WORK IN NEW UKRAINIAN SCHOOL

Monograph

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2.12. RATIONALE FOR DIDACTIC CONDITIONS OF INTENSIFICATION OF LEARNING FOR ACTIVITIES OF FUTURE TEACHERS OF PRIMARY SCHOOL IN THE CONTEXT OF THE IMPLEMENTATION OF THE IDEA OF NEW UKRAINIAN SCHOOL

Abstract. *According to implementation of the new educational standard of New Ukrainian school, the need in high-qualified teachers is obvious during the same time period. So, there is a need in investigation of the implementation of didactic conditions of intensification of learning for activities of future teachers of primary school in the context of the implementation of the idea of New ukrainian school. We understand the didactic conditions of intensification of learning in the context of the implementation of the educational standard of the New Ukrainian School as the specially created circumstances of the organization and implementation of the learning process, taking into account and introduction of new learning factors, new substantiated requirements and rules for the organization and content of the educational process, which ensure the quality of learning resulted in the training of a competent teacher according to the educational standard of the New Ukrainian School.*

Such didactic conditions were explored for the first time: time management techniques by incorporating additional information; the use of innovative methods of positive motivation formation of future teachers in order to intensify learning; didactic preparation of teachers for the intensification of learning of future primary school teachers, taking into account the specifics of professional pedagogical activity; introduction of information and communication technologies in training. The ways of implementing the principle of intensification of learning in the context of providing the educational standard of the New Ukrainian School have been developed further. During our investigation, we used such scientific methods of research: observation, analysis of theoretical sources, generalization of modern experience on the problem of intensification of learning of future teachers; interviewing primary school teachers. The prospects of using the results of the study are further research of the didactic conditions that can ensure the intensification of the learning of students of higher education institutions. That will help in the future to provide teachers who are motivated and competent in the context of implementation of the New Ukrainian School.

Key words: *new Ukrainian school, didactic conditions, intensification of learning, teachers of primary school, formation of positive, time-managment, students of pedagogical specialities, high educational establishments, educational standart.*

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Problem statement. In December 2016, the Government approved the concept of New Ukrainian School for the period up to 2029. From 2018–2019, all Ukrainian primary students began to study according to the educational standard of “New Ukrainian School”. Teacher is one of the key subjects of learning, because he conducts the whole educational process. That is why the teacher must be motivated, creative, competent. The new educational standard as well as the new requirements for teacher training in the context of reforming the higher education system (for magister degree B2 level in English is required, dual education, etc.) requires the assimilation by future teachers of the content of education in the same terms, but on a larger scale. These changes demand improving of educational process and searching for realization of new ways.

The relevance of the study. The professional standard is established for primary school teachers. It defines the necessary competencies, knowledge and abilities according to the context of the educational standard of the New Ukrainian School. The document contains general information about the teacher’s standard, training and professional development. There are also a list of teacher functions:

- 1) planning and implementation of the educational process;
- 2) providing and supporting the education, upbringing and development of students in the educational environment and family;
- 3) creating of educational environment;
- 4) reflection and professional self-development;
- 5) conducting of pedagogical research;
- 6) providing methodological assistance to colleagues in the field of education, development, upbringing and socialization of primary students of secondary education;
- 7) generalization of their own pedagogical experience and its presentation to the pedagogical community;
- 8) evaluation of the primary school teachers performance in the general secondary education institution.

For each function, the professional competencies, knowledge, skills and skills that the teacher should possess are specified [5].

The following competences of the modern primary school teacher according to the Order of Ministry of Education and Science are distinguished as follows [5]:

- professional and pedagogical competence (knowledge of the latest scientifically substantiated information on pedagogy, psychology, techniques, innovations to create educational and development environment that promotes individual and personal formation of children of primary school age;
- social and civil (understanding of the essence of civil society; knowledge of human rights and freedoms; awareness of the global (including environmental) problems of humanity and the ability to participate in their solution; awareness of civic duty and a sense of human worth; the ability to find out and solve problems in the social and cultural fields, professional spheres of human life; skills of effective and constructive participation in civilizational social development; ability to conduct

effective teamwork, the ability to prevent and resolve conflicts, reaching compromises);

- cultural competence (the ability to understand works of art, to form own artistic tastes, to express own ideas, experiences and feelings through art independently; to realize own national identity as a basis for an open attitude and respect for the diversity of the cultural expression of others);

- language and communicative competence (knowledge of systemic knowledge of the norms and types of pedagogical communication in the process of organizing collective and individual activities; ability to listen, defend own position, using different techniques for reasoning and argumentation; the development of a culture of professional communication; (relevant knowledge, verbal and non-verbal skills depending on communicative situations));

- psychological and facilitative competence (awareness of the value of physical, mental and moral health of the child; ability to promote the creative development of younger students and their individualization);

- entrepreneurial competence (ability to generate new ideas and initiatives and implement them in order to enhance both their social status and well-being and the development of society and the state);

- information and digital competence (the ability to navigate the information space, to receive information and to operate it in accordance with the own needs and requirements of today's high-tech information society).

Therefore, the competences from absolutely different spheres of human activity are distinguished for the modern primary school teacher. So, there is a special need to intensify the training of future primary school teachers in order to gain all the professional competences mentioned above. Thus, there is a need to investigate the intensification of the teaching of future primary school teachers in the context of implementing the New Ukrainian School standard.

Recent research and publications analysis. Savchenko O. Ya. submits that the new standard of primary school education provides for its fundamental psychological didactic training, digital literacy, which in its turn requires a change in the content and structure of higher education: “integration of didactics and partial methods, sustainable pedagogical practice, mastering in pedagogical diagnostics and other” [9, p. 11]. In general, the training of future primary school teachers requires a clearer and more consistent attachment to the needs of the primary customer – school itself, which works according to the new educational standard “New Ukrainian school”. Nowadays, modern teacher has many responsibilities – classroom management, teaching various subjects, student psychological support, child welfare and social partnership with parents. Thus, again, there is a need to intensify the teaching of primary school teachers, to determine its ways and conditions in the educational process of a modern of higher pedagogical educational establishment. But, Savchenko O. Ya. does not reveal the ways and conditions of intensification of primary school teacher training. Onishchuk L. A. declares that a modern teacher according to the standard of the New Ukrainian School should be “competent, motivated, responsible for every pedagogical action and behaviour” [6, p. 52].

Moreover, Onishchuk L. A. emphasizes that the intensification of the teachers' activity in all spheres of public life is a priority objective of the New Ukrainian School. But this study does not reveal how to implement it at a higher pedagogical educational establishment during the preparation of a future teacher. The research of Malikhina S. V. is relevant and expedient for our research, because there is defined the didactic intensification of students' educational activity as "the unity of the newest and traditional forms, methods, techniques and means, which allows to significantly improve the quality of the educational process through the disclosure of internal potential of educational activity subjects, activation of students' internal psychological mechanisms" [3]. This research is important for us in the context of the formation of subjectivity and cognitive activity of students, which include necessarily positive motivation for learning, which begins the educational process. Thus, existing research and regulations lead to the conclusion that the future teacher's training needs to be intensified, but will not reveal its ways and conditions.

Today, there is a lack of a "new teacher". That means, if there is a "New Ukrainian School", then the "new teachers" should be created at first. Teachers who are fluent not only in the state language but also in English (according to the Concept of English language development in Ukraine); are able to use modern information technologies; have a creative approach to learning; are able to organize groups to study certain material; and receive high wages for their work, as the teaching profession requires a lot of time and knowledge to prepare for the class. "New" teachers are able to use modern information technologies; have a creative approach to learning; are able to organize groups to study certain material; and receive high wages for their work, as the teaching profession requires a lot of time and knowledge to prepare for the class. More time is needed for young teachers, who has no work experience to prepare for work. Thus, it becomes necessary to intensify the training of future primary school teachers.

Therefore, *the purpose of the article* is to investigate the implementation of didactic conditions of intensification of learning for activities of future teachers of primary school in the context of the implementation of the idea of New Ukrainian School. The following *research methods* were used: observation, analysis of theoretical sources, generalization of modern experience on the problem of intensification of learning of future teachers; interviewing primary school teachers.

The scientific novelty of the study is that in the context of the implementation of the educational standard of the New Ukrainian School: for the first time the didactic conditions of intensifying the training of future primary school teachers are investigated: time management techniques by incorporating additional information (strict/flexible planning, result-oriented planning, use of diary and memoirs, use of strategic memory carton, and other); the use of innovative methods of positive motivation formation of future teachers in order to intensify learning (mentoring, open microphone, creating situations of success, didactic and role-playing games, etc.); didactic preparation of teachers for the intensification of learning of future primary school teachers, taking into account the specifics of professional pedagogical activity; introduction of information and communication technologies in training (use

of electronic messengers, electronic online stores, online boards, etc.). The ways of implementing the principle of intensification of learning in the context of providing the educational standard of the New Ukrainian School have been developed further.

Presentation of basic material of the research. “Intensification of student’s learning” we understand as the principle of teaching in modern higher education didactics, which requires in the conditions of increasing the amount of educational information to ensure the quality of training of future specialists while accelerating and reducing the time for mastering the material through the implementation and rational use of effective tools, technologies, methods, techniques, learning conditions. [8, p. 9]. We intend to declare that the intensification of learning of future primary school teachers is a principle of study that ensures high quality of students’ education while reducing the number of classroom hours and increasing their independent work on theoretical and practical material, during the same term of study.

The theoretical foundations for the intensification of learning lie in the philosophical, economic, political, psychological, technical sciences and are studied in didactics. Thus, in philosophy, the study of intensification relates to the dialectical and materialist theory [7]. In economics, the study of intensification is associated with the process of increasing the share of intensive factors of production; in politics – with the process of development of social production and scientific and technical progress [1]. In psychological research – with the concept of gradual formation of mental actions [10]. In the technical sciences, the intensification of learning is associated with the theory of solving inventive problems [1]. In didactics, intensification of learning is associated with accelerated learning, integration of subjects, cross-curricular links, “deep contemplation”, fast-paced learning [11].

We understand under the didactic conditions of intensification of learning in the context of implementation of the educational standard of the New Ukrainian School the set of specially created circumstances of the organization and implementation of the learning process, taking into account and introduction of new factors of learning, new substantiated requirements and rules for the organization and content of the educational process, which ensure the quality of students and will provide the training of a competent teacher according to the educational standard of the New Ukrainian School. To the didactic conditions of intensification of learning of future primary school teachers we include: didactic preparation of teachers for intensification of teaching; mastering the techniques of time management by incorporating additional information into the content of the disciplines and forming a positive motivation for the students to intensify their learning, use of information and communications technologies (ICT) in learning. These conditions realize the idea of professional orientation of the educational process at the higher educational establishments, reproducing the content and professional functions of future primary school teachers, reflecting the basis of intensification, aimed at meeting the standards of higher pedagogical education, ensuring the subjectivity of the future teacher while studying at higher educational establishment.

The didactic training of teachers for the intensification of learning is the direction of methodical work of the department with university teachers in the

workplace in order to ensure the implementation of the principle of intensification of student's learning in the field of higher education didactics. This work is carried out massively, simultaneously with all teachers of the department in order to improve teaching conditions. According to the implemented standard of education of the New Ukrainian School. There is a need not only to train future primary school teachers, but also to conduct special training with the teaching staff who work with them. Because they are all a source of information and a living example of the teacher. Because many techniques and tools in the learning process, future teachers draw from their own learning experience. The most important aspect during this training is that the teachers are introduced to the techniques and ways of implementing the intensification of learning. This is especially important, because only after the New Ukrainian School Educational Standard had been implemented, the future teachers began to be trained for the New Ukrainian School standard. Therefore, it is especially important for teachers to know how to intensify the learning of future primary school teachers, especially for those who is studying during recent years.

We are certain that mastering time management techniques is possible for future primary school teachers by incorporating additional information into the content of the course it. This is a didactic condition for intensification of learning at universities in the context of the implementation of the educational standard of the New Ukrainian School. Because it solves the problems of future elementary school teachers: the lack if time (especially for young teachers through preparation for classes); organizes student`s time that will allow to develop the ability to use time rationally; teaches to prioritize both life and learning priorities – they are useful as they can teach future students and their parents for whom primary education is a “long forgotten past”; teaches to work with information, etc.; influences the quality of performance of their general education skills and professional functions: planning and implementation of the educational process; reflection and professional self-development; conducting pedagogical research, and others.

The mastering of time management techniques by future primary school teachers is possible through the inclusion of additional information in the content of the academic disciplines. For example, during the framework of classroom work, during the framework of extracurricular work, during the study of individual disciplines. As part of the extracurricular work, it is possible to conduct time management training in the extracurricular time for future primary school teachers.

Techniques of time management can be a component of such subjects as: management education, the basics of economics, English. If a separate selective discipline of Time Management will be introduced, so future elementary school teachers will master the techniques that influence the development of planning. For example, the function of planning and implementing the educational process of a future elementary teacher can be improved and developed in the context of the implementation of the educational standard of the New Ukrainian School. The knowledge of time management allows students to plan their own time and time of the organization in order to achieve the best educational results, both their own and in the future and results or their students` results.

There are the following methods of time management in order to achieve this purpose: techniques of use of diaries, memoir, strategic card, techniques “Hard/flexible planning”, reception “Result of the oriented planning”, time budgeting and others. Using weekly diaries gives you a good overview of the week. The diary is convenient for coordinating meetings, writing a class schedule, is well suited for scheduling in advance. Tasks, to-do lists or non-scheduled lesson plan can be scheduled by writing on a special sticker or bookmark. The technique keeping a memoir will make a list of key values, will encourage students to pay attention to the main, and not waste key values among a large number of current affairs, to formulate a goal and mission, to identify the main areas of their lives that will allow them to choose the key areas of professional development (teacher, classroom leader, psychologist, and more).

A strategic card is a bookmark in a diary that keeps a list of goals or topics for reflection. That is thoughts that need reflection and development. It is convenient to write down goals for the year on this card. It is a good incentive, because every time you open a diary or notepad, you can view the list of goals that the student wants to achieve. Tough planning is a scheduling task that is clearly tied to a specific time (for teachers, it is a clear lesson plan) and is usually planned well in advance. The tasks of this type should be budgeted for time and it is advisable to add time for unforeseen situations. Flexible scheduling is the scheduling of tasks that are not tied to a specific time, such as classroom lessons or five minutes. The technique “Result of the Oriented Planning”: writing any task it is necessary to take as a rule that any task should answer the question: “What to do?”; all tasks should have the formula: verb + clear result = Result – indicative formulation of the task. For example, for future elementary school teachers, this is to get a credit, take A mark for the exam, etc. And for the teachers who already has been working in the context of implementing the educational standard of the New Ukrainian School, it is: to make a lesson plan, to hold a conversation; quiz; learn lesson plans from the site, complete a classbook, and other.

The technique Time budgeting. According to time management basics, only 60% of working time (hard and priority tasks) should be planned, 40% should be left for flexible tasks and for unplanned situations (force majeure). Students always should leave green zones between tasks – free time that helps to level the action plan if a hard plan fails. In the context of the implementation of the educational standard of the New Ukrainian School, it can be: planning 60% of the class, and 40% of the time to leave for fixing study material, or answering questions from students.

The essence of the positive motivation formation for intensification of the education of future elementary school teachers in the context of the educational standard implementation of the New Ukrainian School lies in the conscious motivation of students to acquire knowledge, profession, qualitative preparation for classes, independent work in terms of credit-modular system, desire for self-improvement. Forming a positive motivation to learning while studying at the university will allow future primary school teachers to work according the educational standard of the New Ukrainian School, to be motivated into the

profession. It will help to master the following professional functions of the future elementary teacher: to provide and support teaching; educate and develop students in the educational environment and family; creating an educational environment in which students will be thirsty for acquiring and seeking knowledge; reflection and professional self-development will allow to analyze their own professional activity and to search for ways to improve it, since according to the educational standard of the New Ukrainian School the teacher does not have to follow the methodical recommendations strictly, and has the right to choose educational materials on his own.

According to the educational standard of the New Ukrainian School, without a teacher no changes are possible in primary education, so a motivated teacher is the main principle of implementation of the educational standard. We think that this will greatly contribute to the realization of the acquisition of techniques of positive motivation formation to intensify learning. The methods of forming positive motivation for learning are: mentoring, open mic, world cafe, virtual office, success situations, portfolio creation, use of didactic games (role-playing, business), formation of positive emotions for learning, application of problem learning, encouragement to learning, “alive library, e-office, world cafe, open mic, and more”. Let’s describe the contents of some of the techniques in more details.

Mentoring is similar to the concept of “coaching”, but there are some differences. The main difference is that the coach is assigned to train one person in the workplace, and the mentor works with a small number of people in the learning process. While studying at a university for students a mentor may be a senior student who teaches first-year students to adapt to the conditions of study at university, life, work. The coach works on the professional and personal development of the person as a person. The coach aims only to fulfill professional skills. A mentor is the same coach, but he is a more qualified professional because he does not simply tell his student about his future profession but teach it. One of the main tasks of the mentor is to determine the formation of positive motivation to gain a profession, self-improvement and development. It should also be noted that the mentor pays a lot of attention to the feedback he or she teaches. The coach, in turn, aims only to teach the skills and skills that are necessary for the job. For future elementary school teachers, this technique is useful because it has an impact on the development of the professional function of the future elementary teacher – providing methodological assistance to colleagues in the field of education, development, education and socialization of elementary students of elementary secondary education. It influences the development of professional and pedagogical competence of the future primary school teacher in the context of the implementation of the educational standard of the New Ukrainian School. Also, mentoring will be useful in professional activities for young primary school teachers when their senior colleagues will pass on their practical experience.

The use of information and communication technology in the educational process is necessary as it allows to intensify the learning process [3]. We mean by informational and communicational technologies a set of technologies that ensure the

fixation of information, its processing and exchange of information (transmission, distribution, disclosure). Integration of information and communication technologies is possible due to the comprehensive use of Internet resources, applications, programs, etc.

We highlight among the modern Internet resources, programs, applications, the use of electronic messengers, electronic storage, electronic online boards, etc. For example, it saves a lot of time for students and teacher to create groups in the following messengers - viber, telegram, what`s up, etc. These online communication tools are available for teachers and students 24/7, so they are in constant contact with each other. That is, when students have any questions while preparing for classes, they can ask the teacher questions and come already well prepared for the classes, while keeping their class time. It is possible to create student surveys, to send text documents in these messengers. It also creates comfortable conditions for both the student and the teacher. Because, even if the student was not present at the class, the teacher can send him or her an assignment online (current test or test, theoretical self-study material, etc.). The teacher will no longer need to repeat the material, because if something was not clear for students they can ask teacher, to prepare material in advance. Test and module tests can also be sent by the teacher to all students, at the same time, saving teachers' money and time for printing material. All students in the group receive assignments at one time, and the teacher can see how many students have read his message. In order to avoid sending students information about control or module work, it is recommended to use the so-called "secret chat", where the information is stored for a certain time, in this chat is not possible to make a screenshot (photo), and if someone wants to distribute information in it doesn't work in this way.

Another modern technology tool is the use of electronic libraries and cloud storage. We include cloud storage services: google drive, iCloud, and more. Thanks to this storage, only the internet is needed, and the teacher can use it either on a computer or with a phone or a special application. So, any text document can be handled at any time or when inspiration comes, no need to carry a USB stick, as it can be lost or caught by a virus and data may be destroyed. You just need to set a strong password and remember it in all circumstances.

Using Skype for video chat together with online message board services generally gives the teacher the ability to do from anywhere in the world (only high-speed internet is needed), under any circumstances. We include the service of electronic boards: WebWhiteboard, Whiteboard Fox, Twiddla and etc.

Conclusions. Thus, we conclude that the New Ukrainian School has certain advantages and disadvantages compared to the past standards of primary and general education. There is a need for implementation of changes in the higher education system, one of such changes we see the intensification of learning. We understand that intensification of learning is the principle of learning in higher education. Intensification of learning is possible through the study of didactic conditions of intensification of education of future primary school teachers. The didactic conditions of intensification of learning in the context of the implementation of the educational

standard of the New Ukrainian School we understand the specially created circumstances of the organization and implementation of the learning process, taking into account and introduction of new learning factors, new substantiated requirements and rules for the organization and content of the educational process, which ensure the quality of learning resulted in the preparation of a competent teacher according to the educational standard of the New Ukrainian School. We believe that the principle of intensification of learning of future primary school teachers in the context of implementation of the standard of the New Ukrainian School, can be ensured by using didactic conditions of intensification of learning 1) mastering the techniques of time management by incorporating additional information in the content of the disciplines (rigid/flexible planning, flexible planning, flexible planning), use of diary, introduction of memoirs, use of strategic card, etc.); 2) using of innovative techniques of positive motivation formation in order to intensify learning of future primary school teachers of (mentoring, open mic, creating success situations, creating portfolios, using didactic and role-playing games, etc.); 3) didactic training of teachers to intensify the learning of students with specific profession; 4) by comprehensive implementation of modern information technologies, which save time and resources of the teacher and the future teacher (use of electronic messengers, electronic storages, on-line boards, etc.). The prospects of using the results of the study are further research into the didactic conditions that can ensure the intensification of the learning of students of higher education institutions, which will help in the future to provide teachers who are motivated and competent in the context of implementation of the New Ukrainian School.

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**2.13. RATIONALE OF PREPARATION OF CONTENT
FOR FUTURE PROFESSIONALS TO THE FORMATION
OF CHILDREN'S COMMUNICATIVE ACTIVITIES
WITH SPECIAL EDUCATIONAL NEEDS AS A WAY TO IMPLEMENT
THE CONCEPT OF A NEW UKRAINIAN SCHOOL**

***Abstract.** Most children with special educational needs have problems with interaction and communication. This is because for successful communication, the children must respond to other people when approached, and initiate communication on their own, and the quality of this process is impaired. One of the conditions for the implementation of the New Ukrainian School concept, which states that for students with special needs the optimal conditions for learning together with their peers will be created, is the development of communication skills. In view of the above, there is an urgent need to properly train future professionals to undertake this activity.*

During the research we used a set of the following methods: theoretical (analysis and synthesis of scientific-pedagogical literature, interpretation, modeling, concretization, etc.) and empirical (conversations, interviews, pedagogical