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Influence of the state reform of primary education on the professional training of future teachers

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Abstract

The purpose of the study was the analysis of the implementation of the reform of primary education as a structural model of the formation of the preparation of the future elementary school, for the design of the educational environment. The research methodology used included the analysis of legislative documentation to determine the requirements for the professional activity of an elementary school teacher. The procedure and features of actions for the development of a structural-functional model, of the formation of the readiness of future elementary school teachers to design an educational environment include: analysis of objects; choice of the form of the model; theoretical, methodical, spatio-temporal, material-technical, legal substantiation; the choice of a factor of formation of the system; establishment of connections and dependencies of the main components. The content of the developed main blocks of the model: meta - purpose and task; methodological - approaches and principles; content-procedure - updated content of the discipline content of the vocational and practical training cycle, forms of organization of the educational process, methods, means of training and diagnostics; organizational and pedagogical conditions; stages: adaptation,

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intensification and identification. It is concluded that the developed model reflects the actual educational process of achieving the expected results.

Keywords: state reform; educational model; primary education; future teachers; professional teachers.

Influencia de la reforma estatal de la educación primaria en la formación profesional de los futuros profesores

Resumen

El propósito del estudio fue el análisis de la implementación de la reforma de la educación primaria como modelo estructural de la formación de la preparación de la futura escuela primaria, para el diseño del entorno educativo. La metodología de investigación empleada incluye el análisis de la documentación legislativa para determinar los requisitos para la actividad profesional de un maestro de escuela primaria. El procedimiento y las características de las acciones para el desarrollo de un modelo estructural-funcional, de la formación de la disposición de los futuros maestros de escuela primaria para diseñar un entorno educativo incluyen: análisis de objetos; elección de la forma del modelo; sustento teórico, metódico, espacio-temporal, material-técnico, legal; la elección de un factor de formación del sistema; establecimiento de conexiones y dependencias de los componentes principales. El contenido de los principales bloques desarrollados del modelo: meta - propósito y tarea; metodológico – enfoques y principios; contenido-procedimiento– actualizado del contenido de la disciplina del ciclo de formación profesional y práctica, formas de organización del proceso educativo, métodos, medios de formación y diagnóstico; condiciones organizativas y pedagógicas; etapas: adaptación, intensificación e identificación. Se concluye que el modelo desarrollado refleja el proceso educativo real de consecución de los resultados esperados.

Palabras clave: reforma estatal; modelo educativo; educación primaria; futuros profesores; profesional docente.

Introduction

The key reform of the Ministry of Education and Science of Ukraine is the New Ukrainian School, the main goal of which is to teach an innovator and a citizen who knows how to make responsible decisions and respects human rights.

The main principles of the reform of school education and the approximate schedule of its implementation are outlined in the Concept of the New Ukrainian School (On the approval of the State Policy Implementation Concept in General Secondary Education Reform «New Ukrainian School» for the period until 2029, 2016). Reforming began with the adoption of a new law «On Education» (On Education, 2017) and approval of the State Standard of Primary Education (On Approval of the State Standard of Primary Education, 2018).

The new Standard for Primary Education suggests that teachers should work with other approaches, such as student-centeredness and partnership pedagogy. Instead of memorizing facts and concepts, students will acquire competences based on the European Parliament and the European Council recommendations on the development of key competences for lifelong learning (Key competences for lifelong learning, 2006).

Common to all competencies are the so-called cross-cutting skills, among which, in particular, the ability to make decisions and solve problems. Thus, thanks to the implementation of integrated and project-based learning, students study phenomena from the point of various scientific view and learn to solve real problems with the help of knowledge from various disciplines.

In addition, the primary education reform is about the educational environment. A change in the educational environment is a change, first of all, in the attitude towards the child: respect, attention to him and the desire to find the best way for his effective learning.

The creation of an educational environment primarily depends on the teacher. Therefore, one of the main principles of the New Ukrainian School is a motivated teacher. In order to teach in a new way, the teacher must get freedom of action - choose educational materials, improvise and experiment. This freedom is provided by the new law «On Education». The Ministry of Education and Science offers standard curricula, but any teacher or author group can supplement them or create their own. The teacher is now limited only by the State Standard.

This document outlines the outcomes: what students should know and be able to do when they have completed a particular stage of learning. Instead, how to reach these results, the teacher will determine himself (Official website of the Ministry of Education and Science of Ukraine, <https://mon.gov.ua/ua/tag/nova-ukrainska-shkola>).

Therefore, the preparation of primary school teachers for the educational environmental design has become relevant in the context of the state reform implementation of primary education.

1. Objectives

The purpose of the article is to highlight the creating a structuring-functional modeling formation process of the future primary school teachers' readiness to design an educational environment.

In accordance with the goal, the following research tasks are defined: to consider the essence of modeling as a means of scientific knowledge and to highlight the peculiarities of creating a pedagogical model; to characterize the starting points for the development of a structuring-functional formation model of future primary school teachers' readiness to design an educational environment; reveal the content of the main developed model blocks.

2. Materials and methods

The research methodology includes the analysis of legislative and regulatory documents to determine the requirements for the professional activity of primary school teachers; analysis of psychological and pedagogical literature to establish the essence of modeling as a means of scientific knowledge and to distinguish the creative features of a pedagogical model; modeling to characterize the developing formation process a structuring-functional model the of future primary school teachers' readiness to design an educational environment.

3. Results and discussion

In the scientific literature, the concept of «model» is defined as: a scheme, image or description of any phenomenon or processes in nature, society; analysis of a certain fragment or social reality (Honcharenko, 1997).

As a means of scientific knowledge, the model performs three main functions: the descriptive function of the model, which consists in the systematization of empirical data, the accuracy, adequacy and completeness of the description is a prerequisite for the performance of any functions; explanatory function - consists in revealing the connections between facts, dependencies established in the process of description and already known laws, theories, hypotheses; predictive function – aimed at predicting new, previously unknown properties and relationships in the modeled object (Kabak, 2013).

Therefore, the formation model of future primary school teachers' readiness to design an educational environment should reflect the real educational process of achieving the expected results - properties, characteristics and connections essential for the performance of professionally oriented actions.

Pedagogical modeling is the study of pedagogical objects and phenomena with the help of modeling conceptual, procedural, structural-content and conceptual characteristics and individual aspects of the educational process within the defined socio-cultural space at the general educational, vocationally oriented or other levels (Lodatko, 2010).

The starting points for the development of a structuring-functional model for the formation of future primary school teachers' readiness to design an educational environment are as follows:

1. The idea of forming future primary school teachers' readiness to design an educational environment is to create conditions for the activation of external and internal driving forces that encourage activity and provide it with direction aimed at achieving the expected results; ensuring understanding of defined projective tasks, acquiring knowledge of ways to solve them and means of achieving the goal; systematic implementation of pedagogical reflection of one's own actions.

The purpose of the structuring-functional model is to improve the professional training of future primary school teachers through the formation of readiness for designing an educational environment (a stable state of disposition towards the successful creation of real conditions for the intellectual, social, and moral development of students of primary education, which is based on the mobilization of potential opportunities (motivational, operational -activity, cognitive, emotional-volitional) and experience, with the aim of obtaining the expected result and further personal development in changing conditions).

2. The structuring-functional model is oriented to use in institutions of higher education implementing educational activities at the first level of higher education in specialty 013 Elementary education.
3. The structuring-functional model is based on the recognition of a person as the highest value of society and provides for the creation of the necessary conditions for the participants of the educational process to realize their abilities and talents; confirmation of participants in the educational process of the ability to think freely and self-organize in modern conditions.
4. Development object is professional training of future primary school teachers.
5. The process of forming future primary school teachers' readiness to design an educational environment is modeled.
6. The structuring-functional model is evaluated based on the results of the future primary school teachers' formation readiness to design an educational environment.

The procedure and characteristics of actions for the development of a structuring-functional model of the formation of future primary school teachers' readiness to design an educational environment.

1. An analysis of the development objects - professional training of future primary school teachers.

The professional training of future primary school teachers was analyzed in terms of its essence and current state. For this, it was found:

- trends in primary education development;
 - the professional field of activity of primary school teachers and the difficulties that arise in its implementation;
 - resource capabilities of the professional and practical cycle disciplines, training, the implementation of which can contribute to the formation of future primary school teachers components' readiness to design an educational environment (motivational, cognitive, operational-activity, emotional-volitional);
 - methodological approaches, principles, methods that will allow to form a fundamentally new content of future primary school teachers' readiness to design an educational environment;
 - organizational and pedagogical conditions for improving future primary school teachers' readiness to design an educational environment;
 - methodical provision of formation of readiness of future primary school teachers to design the educational environment.
2. The modeling development choice form for the formation of future primary school teachers' readiness to design an educational environment.

The development form was chosen to be a structuring-functional formation model of the future primary school teachers' readiness to design an educational environment, which includes general theoretical ideas about this process, its goals, approaches, principles, content, methods, forms, means, conditions for achieving goals, and expected results.

3. Theoretical support for the development of structure-functional formation model for future primary school teachers' readiness to design educational environment.

Searched for information:

- about the professional training experience of primary school teachers in higher education institutions of Ukraine and abroad;

- about the experience of developing similar models by other scientists;
 - about theoretical and empirical studies of the influence of pedagogical systems and processes on a person (the peculiarities of the psychological and pedagogical influence on potential opportunities are analyzed, such as: motivational, intellectual, operational-active, emotional-volitional).
4. Methodological support of the forming future primary school teachers' process readiness to design an educational environment.

This stage includes the creation of formation tools: preparation of schemes, sample documents, etc.:

- a system of project activity tasks was developed;
 - methodical recommendations were developed for the use of the system tasks for project activity with the professional and practical training cycle discipline resources;
 - the structure of future primary school teachers' readiness to design an educational environment was developed;
 - the building blocks of structuring-functional formation model in the future primary school teachers' readiness for the educational environment design is developed;
 - a tool for monitoring and diagnosing academic and personal achievements of future primary school teachers was developed.
5. Spatio-temporal formation provision readiness of future primary school teachers for designing the educational environment.

An experimental base and temporary support have been prepared:

- institutions of higher education in Ukraine;
 - the schedule of the selected institutions for educational process of higher education is taken into account;
 - the laboriousness of the selected forming future primary school teachers' forms and methods of readiness for the educational environment design, the need for a certain amount of time for the transmission and content assimilation are taken into account.
6. Material and technical support for the formation of future primary school teachers' readiness to design an educational environment:
- selected technical means of education (within distance learning);
 - selected information sources (scientific psychological and pedagogical literature, Internet resources, etc.);

- handout material was prepared for conducting classes in the disciplines of the professional and practical training cycle;
 - a mock-up of the portfolio of future primary school teachers was prepared for noting academic and personal achievements in mastering the readiness to design an educational environment.
7. Legal support for the development of a structural and functional model for the formation of future primary school teachers' readiness to design an educational environment.

Regulatory and legal principles are taken into account when organizing the activities of students and teachers in the educational process (laws «On education», «On higher education» and others).

8. The choice of a system-forming factor for the development of a structuring-functional formation model of future primary school teachers' readiness to design an educational environment.

A dynamic strategy was chosen, which takes into account the potential capabilities of future primary school teachers as system-forming components. The logic of thinking in this strategy is that it is necessary to proceed from the objectively determined capabilities of participants, systems, processes and move further to the definition of goals, principles, content, methods, means and forms.

9. Establishing the connections and dependencies of process components forming future primary school teachers' readiness to design an educational environment.
10. Compilation of a document on the formation of future primary school teachers' readiness to design an educational environment.

A calendar plan for the development of a model for the formation of future primary school teachers' readiness for designing an educational environment has been drawn up; a pedagogical experiment program has been drawn up.

11. Preliminary examination of the students' and teachers' behavior in proposed educational process, forecasting results in the expected manifestation form of an individual qualities.
12. Expert formation evaluation the of future primary school teachers' readiness to design an educational environment. At this stage, the created form was checked by competent specialists, as well as potential consumers: higher education institutions in Ukraine.
13. Adjusting the formation of future primary school teachers' readiness to design an educational environment. At this stage, the model was adjusted taking into account the experimentation and expert evaluation results.

14. Adopting a decision to use a structuring-functional model of forming future primary school teachers' readiness to design an educational environment. It is the final modeling development process action, after which its implementation in practice began.

The structuring-functional formation model the of future primary school teachers' readiness to design an educational environment consists of target, methodological, content-procedural and diagnostic blocks.

The content of the structuring-functional model target block contains the goal of forming future primary school teachers' readiness to design an educational environment. According to the goal, the tasks are defined, which include: 1) stimulation of the cognitive need to master projective activity; interest in the process of creating an educational environment; the desire to update and enrich knowledge on the developmental problems of primary education based on the ideas of the New Ukrainian School Concept; 2) development of integrative thinking properties that meet the projective activity requirements; understanding the peculiarities of the educational primary education students environment and the process of its design; 3) formation of skills to create an educational environment taking into account the variability of primary education and resource provision of the educational process; 4) awareness of one's own emotional and volitional capabilities; force mobilization during design activities; responsibility for making professional decisions regarding the creation of an educational environment for students of primary education (Oleksenko *et al.*, 2021).

The methodological block reflects the approaches and principles of forming future primary school teachers' readiness to design an educational environment: conceptual (systemic, synergistic, competence) and specific (task and creative).

The content-procedural block contains three stages of the forming process of future primary school teachers' readiness to design an educational environment (initial - adaptation, main - intensification, final - identification), which are implemented by updating the content of the disciplines of the cycle of professional and practical training («Introduction to the specialty» - 1st year, «Didactics» - 2nd year, «Pedagogical technologies in primary education» - 3rd year, «Distance learning technologies» - 3rd year, Production practice in primary school - 4th year), as well as the application of a number of organization forms of the educational process (theoretical training: problem lecture; practically oriented training: practical, seminar classes, industrial practice; independent training: independent and individual work), methods (training and project training) and means (visual: handouts; technical: computer, multimedia presentation diagnostics and control: different level tasks of project activity, tests, report and from practice).

In addition, the fullness of the practically-oriented content of the professional and practical training cycle disciplines due to the developed system of project activity tasks is indicated.

The formation quality of future primary school teachers' readiness to design an educational environment depends on the implementation of organizational and pedagogical conditions, which we associate with: ensuring positive motivation in mastering projective activities; updating the practically-oriented component of the disciplines of the cycle of professional and practical training; the orientation of forms of organization of the educational process and teaching methods to understanding defined projective tasks, acquiring knowledge of ways to solve them and means of achieving the goal; involvement in pedagogical reflection.

The diagnostic block of the model determines the future primary school teachers' level of readiness to design an educational environment according to personal, content-processual and evaluation-regulatory criteria, which applies to each component (motivational, cognitive, operational-activity, emotional-volitional) of this readiness.

The implementation of the structuring-functional formation model of future primary school teachers' readiness to design the educational environment was carried out in three stages: initial (adaptation), main (intensification) and final (identification).

The adaptation (1st course) stage is aimed at adapting future primary school teachers to the conditions and content of the professional and educational process, to a new social role, establishing relationships with each other and with teachers.

The intensification stage (II-III course) is aimed at strengthening, strengthening, bringing to a stable state the formation of the components of readiness for designing an educational environment.

The stage of identification (IV course) is focused on the systematization of acquired abilities for projective activity.

Conclusions

Therefore, the State Reform of Primary Education in the context of the New Ukrainian School has an impact on the professional training of future teachers, which requires the modeling of the latest conceptual, procedural, structural-content and conceptual characteristics and individual aspects of the educational process.

The procedure for developing a structuring-functional model of forming future primary school teachers' readiness to design an educational environment is based on the analysis of the object; choosing the modeling

shape; theoretical, methodical, space-time, material and technical, legal support; selection of the system-forming factor; establishing connections and dependencies of the main components. As a result, the developed model reflects the real educational process of achieving the expected results - a teacher who is able to act according to new approaches to the design of the educational environment. Further research in this direction is connected with the implementation of the developed model.

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