

ІННОВАЦІЙНІ ПІДХОДИ У ПІДГОТОВЦІ МАЙБУТНІХ ФАХІВЦІВ ПОЧАТКОВОЇ ОСВІТИ

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***Анотація.** Суспільство на сучасному етапі розвитку постає перед необхідністю підготовки фахівця початкової освіти, який швидко адаптується до вимог сьогодення та застосовує інноваційні підходи в своїй діяльності. У статті висвітлено важливість підготовки компетентного фахівця початкової освіти, який може організувати освітній процес в початковій школі згідно з сучасними освітніми вимогами. Розглянуто засоби та шляхи покращення підготовки майбутнього фахівця початкової освіти.*

***Ключові слова:** вчитель початкової школи, підготовка фахівців, інноваційні підходи, освітнє середовище.*

INNOVATIVE APPROACHES IN A TRAINING PROCESS OF A FUTURE PRIMARY SCHOOL TEACHER.

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***Abstract.** Modern society meets new challengers in different spheres of life. Education and school is not an exception. The urgency of training of professional and competent teacher should be taken under consideration. The professional training of future primary school teachers holds great potential for innovation. As education systems evolve to meet the needs of a rapidly changing world, the training of teachers must adapt accordingly. The article aims at examination the ways of improving the training of a qualified primary school teacher. In the article, it's pointed out the importance of training a professionally competent teacher who is capable to organise the educational process in primary school in accordance with modern requirements. Considers the ways of improvement of the training of a future professionally competent teacher of primary school. It is also mentioned about the necessity in pedagogical higher educational establishments to create such educational and scientific environment in which students can model, construct, research, create effective educational projects and know how to use innovations in their practical activity.*

***Keywords:** primary school teacher, professional training, professional competence, innovative approach, educational and scientific environment.*

School system goes through the process of the improvement of national educational system («Development conception of Ukraine dating the years 2015–2025» [1], Conception «New Ukrainian school» [2]). In this process a great deal of attention has been drawn to the to the professional training of teaching staff. Reformation of New Ukrainian school starts from primary education and it encourages the scientists to discuss and find the ways to improve the training of primary school teacher in the system of higher educational establishment. Teachers-to-be should be capable to make projects, to organize, to assess and to correct educational process in primary school according to present-day requirements.

A lot of scientists work on this problem. We can mention such scholars as: N. Bibik, L. Biriuk, M. Vashulenko, V. Davydova, L. Koval, L. Perminova, O. Savchenko, S. Skvortsova, L. Khomych, Y. Shapoval, V. Shpak and others. Their works describe the principles of professional training of future primary school teachers.

Educational process can be improved with «implementation of innovative methods of study, establishment of educational institutions of new type» [1, c. 3].

In the article some areas where innovative approaches can be applied to the professional training of future primary school teachers are described.

Technological Integration: L. Koval, considering the concepts of didactic and methodological system of training future teachers to implementation of general educational technologies of primary school, which is based on systemic, personal and activity, competence and technological approaches; defines technological competence as the basic criterion of readiness of future primary school teachers to implementation of general educational innovative technologies [6].

With the increasing availability and importance of technology in classrooms, future primary school teachers should be trained in effectively integrating technology into their teaching practices. This includes using educational apps, online resources, and interactive tools to enhance learning experiences for their students. The technological integration of future teachers holds significant potential for transforming the learning experience in primary schools. Here are some key aspects of technological integration for future teachers:

Digital literacy: future primary school teachers need to be proficient in digital literacy skills, including basic computer operations, internet research, and the use of productivity tools. They should understand how to navigate digital platforms and be aware of

online safety and ethical considerations. In the context of education, digital literacy is becoming increasingly important as technology plays a central role in teaching, learning, and everyday life. Future teachers should have a solid foundation in basic technology skills, including using computers, operating systems, and common software applications. This includes understanding file management, keyboarding skills, and navigating user interfaces. Digital literacy also involves developing information literacy skills. This includes teaching students how to find, evaluate, and critically analyze information from digital sources. Future teachers should manage to identify reliable sources, distinguish between fact and opinion.

Educational technology tools: future teachers should be trained in utilizing a range of educational technology tools to enhance teaching and learning. This includes interactive whiteboards, educational apps, multimedia resources, learning management systems, and collaboration platforms. By incorporating these tools, teachers can create interactive and engaging lessons that cater to different learning styles.

Personalized learning: technology allows for personalized learning experiences tailored to each student's individual needs and abilities. Future teachers can learn how to leverage adaptive learning platforms and data analytics to track student progress and provide targeted interventions. This approach helps students to learn at their own pace and promotes greater academic success.

Collaboration and communication: technology facilitates collaboration and communication among teachers, students, and parents. Future teachers can learn to utilize digital communication tools, such as email, video conferencing, and online discussion forums, to foster effective communication with students and parents. They can also encourage collaborative projects among students using cloud-based platforms and shared documents.

Blended learning: blended learning combines traditional face-to-face instruction with online learning opportunities. Future primary school teachers can be trained to design and implement blended learning models that offer personalized and flexible learning experiences. This approach can enhance student engagement and promote self-directed learning. Blending traditional classroom instruction with online learning components can create more flexible and dynamic learning environments. Future teachers can be trained in designing and implementing blended learning models that combine face-to-face interactions with online resources, virtual simulations,

and collaborative activities. This approach promotes student engagement, self-directed learning, and 21st-century skills development.

Project-based learning: project-based learning allows students to explore real-world problems and develop critical thinking, problem-solving, and collaboration skills. Future primary school teachers can be trained to design and facilitate project-based learning experiences that foster creativity, curiosity, and a deeper understanding of subject matter. Project-Based Learning is an effective approach that future teachers can utilize to promote active, student-centered learning in primary schools. Project-Based Learning is an innovative approach to education that focuses on students actively engaging in real-world projects to develop knowledge, skills, and understanding. The future teacher can harness the potential of PBL in the following ways:

– *authentic learning:* project-Based Learning allows students to work on projects that reflect real-world problems or challenges. Future teachers can design projects that connect to students’ interests, experiences, and the community. This authenticity fosters student engagement and motivation as they see the relevance and application of their learning;

– *inquiry and research skills:* project-Based Learning encourages students to ask questions, investigate, and conduct research to find answers. Future teachers can guide students in developing effective inquiry and research skills, including information gathering, critical analysis, and evaluating sources. Students learn how to access and use information to solve problems and make informed decisions;

– *collaboration and communication:* project-Based Learning emphasizes collaborative work and effective communication. Future teachers can create opportunities for students to work in teams, promoting teamwork, cooperation, and the development of interpersonal skills. Teachers can facilitate communication through discussions, presentations, and project sharing, enabling students to express ideas, listen actively, and engage in meaningful dialogue;

– *problem-solving and critical thinking:* project-Based Learning nurtures students’ problem-solving and critical thinking abilities. Future teachers can design projects that require students to analyze complex issues, identify solutions, and make informed decisions. Teachers can guide students in applying critical thinking skills, such as reasoning, evaluation, and problem-solving strategies, throughout the project;

– *reflection and self-assessment*: project-Based Learning encourages students to reflect on their learning processes and outcomes. Future teachers can incorporate opportunities for students to reflect on their progress, challenges faced, and skills developed during the project. This self-assessment fosters cognitive skills and helps students become aware of their learning strategies and areas for growth;

– *integration of multiple subjects*: project-Based Learning allows for the integration of various subjects and disciplines. Future teachers can create interdisciplinary projects that connect different areas of knowledge and skills. This integration helps students see the interconnectedness of subjects and promotes a holistic understanding of concepts;

– *showcase and presentation*: project-Based Learning provides opportunities for students to showcase their work and present their findings to authentic audiences. Future teachers can organize exhibitions, presentations, or community events where students share their projects and interact with peers, parents, experts, or community members. This public display builds confidence, communication skills, and a sense of accomplishment;

– *continuous assessment and feedback*: future teachers can implement ongoing assessment and feedback mechanisms throughout the Project-Based Learning process. They can use rubrics, checklists, and formative assessments to monitor student progress, provide timely feedback, and guide students toward achieving project objectives.

By embracing Project-Based Learning, future teachers can create dynamic and student-centered learning environments that foster creativity, critical thinking, collaboration, and problem-solving skills. PBL nurtures a deeper understanding of content and encourages students to become active, independent, and lifelong learners.

Inclusive education: inclusive education aims to provide equal opportunities for all students, regardless of their abilities or backgrounds. Future primary school teachers can receive training on inclusive pedagogies and strategies to meet the diverse needs of their students. This may involve understanding and accommodating different learning styles, using assistive technologies, and promoting an inclusive classroom environment. Future teachers should know how to create a positive and inclusive classroom environment by promoting respect, empathy, and acceptance among students. They can foster a sense of belonging and celebrate diversity by incorporating inclusive literature, multicultural resources, and diverse

perspectives into the curriculum. Teachers can also address bullying and discriminatory behaviors, promoting a safe and inclusive space for all students.

Continuous professional development: professional training should not end with initial teacher education. Future primary school teachers can be encouraged to engage in ongoing Continuous Professional Development to be in touch with the latest research, pedagogical practices, and technological advancements. This can be facilitated through online courses, conferences, collaborative networks, and mentorship programs.

To sum up the information we should mention that the professional training of future primary school teachers has immense potential for innovation. It is worth indicating, that strategic tasks of higher pedagogical establishments include: training of competent professional, who is able to act effectively, to solve problem tasks in their own professional activities, to encourage students to exchange their thoughts and impressions fluently, to form critical thinking and creative abilities of schoolchildren. Therefore, it is necessary to create such educational and scientific environment where students would independently model, construct, explore, make up educational projects.

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