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## **Preparation of future teachers for civic education of junior schoolchildren: multifaceted views**

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**Abstract:** the specifics of training a future teacher to civic education of primary school pupils from the standpoint of personal, practicing and competence approaches is analyzed in the article. The personal approach is considered as dominant in the process of professional training of a specialist, which contributes to the disclosure of potential opportunities, implementation of personally significant and socially accepted self-determination, self-realization and self-affirmation of the personality of future teachers. The important role of the practicing approach is noted, which involves such a form of activity of the student, in the process of which he consciously achieves set goals, which are formed as a result of the emergence of certain needs of the individual. Emphasis is placed on the uniqueness of the competence approach, which is determined by the requirements of reforming the national education system. The main definitions around the determination of a teacher's professional and pedagogical training and readiness of students to educational activities are presented in different ways, conceptual approaches to determining the professional training of a future teacher are analyzed. The views of scientists on features of formation of civic consciousness of students of higher education are highlighted. The relevancy of establishing personally oriented relations between the teacher and pupils in the educational process of the comprehensive school of the first degree is observed. It is emphasized that the educational essence of such interaction contributes to the cognitive-emotional exchange of the subjects of the educational process, increases the significance of the student's personality for the teacher, helps to value perception the personality of the other and creates conditions for the mutual growth of teachers and pupils of primary school. One of the leading ones is the thesis about readiness as a result of higher activity of the pedagogical school of Ukraine, as a kind of professional innovation that characterizes a new type of a teacher's personality in the conditions of a legal state with priorities of humanism and democracy. The result of preparing students for extracurricular educational work is the formation of professional and educational competence, in the structure of which the following components are distinguished: cognitive educational competence, constructive-educational competence, regulatory-evaluative competence. The main components of readiness for pedagogical activities considered by scientists are motivational (axiological or value-motivational), which includes needs and motives; content-procedural (content, cognitive-orientational or motivational-cognitive), which implies the presence of theoretical knowledge and understanding of the essence of one or another activities; projective and constructive (procedural,

praxeological, operational, active-operational or reflective), which records the necessary practical skills. Based on the research analysis of the problem of future teachers training, the preparation of future teachers for civic education of primary school students is defined as a conscious, personally meaningful and internally perceived process of forming students' readiness to carry out civic education of primary school students. The readiness of the future teacher for civic education is the state of formation of professional competence to carry out civic education of junior schoolchildren, which is characterized by the presence of motivational-value, intellectual-cognitive and creative-activity components.

**Keywords:** civic education of junior schoolchildren, personal, practicing and competence approaches, preparation of the future teacher for civics education of pupils.

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## 1. Introduction

One of the important tasks of modern pedagogy is theoretical and methodical justification of systems of education in different types of educational institutions, because they should form harmoniously developed, highly educated, socially active and nationally conscious person who is endowed with civic responsibility, high spiritual qualities, family and patriotic feelings and is the bearer of the best assets of national and world culture, capable of self-development and self-improvement. Reforming of the education system of Ukraine, which occurs as a result of social transformations, causes the need for its improvement, approaching the levels of world educational standards. The transition to a person-oriented model of education involves a significant change in the requirements for the organization of the process of professional training of future teachers for educational activities. Therefore, it is advisable to consider the problem of preparing a future teacher for civic education of primary school students from the perspective of personal, practicing and competence approaches.

## 2. Object and subject of research

The components of the process of professional and pedagogical training of the future teacher in Ukraine were chosen as the object of the research. The subject of the study is the definition of the concept of "preparation of the future teacher for civic education of junior schoolchildren". The subject of the study is the definition of the concept of "preparation of the future teacher for civic education of junior schoolchildren".

## 3. The purpose and objectives of the research

The purpose of the article is the scientific and methodological substantiation of modern approaches to solving the problem of professional training of the future teacher.

The main tasks of the research are aimed at highlighting the dominant aspects of the concept "preparation of the future teacher for civic education of junior schoolchildren", clarification of the essence of the outlined definition, taking into account modern pedagogical and methodical approaches.

## 4. Literature analysis

The problem of professional training of the future teacher is relevant in the theory and higher school practice. Theoretical concepts of training of pedagogical personnel on ethnographic basis are laid in the works of I. Blazhkevich, H. Volkova, O. Kovalchuk, S. Rusova, V. Skurativskyi, M. Stelmakhovich, V. Strumanskyi, V. Sukhomlynskyi, V. Khrushch and others. The question of the professional formation of a teacher was considered by classics of foreign (Y. Komenskyi, J.

Pestalozzi, A. Disterweg, J. Herbart, etc.) and domestic (H. Skovoroda, K. Ushynskiy, A. Makarenko, V. Sukhomlynskyi, etc.) pedagogy.

Modern research on the professional training of future teachers takes place in the following aspects: methodological and methodical principles of training (A. Aleksiuk, S. Honcharenko, V. Zasluzheniuk, V. Lugovyi, O. Moroz, O. Pehota, I. Prokopenko, T. Taranov, M. Shkil, M. Yarmachenko and others); self-education activity (N. Kovalevska, V. Krasnov, etc.); foundation of professional position (E. Antipova, O. Bodakov, M. Gay, E. Ivanova, Z. Kurliand, N. Polovnikova, V. Semychenko, L. Krasovska, etc.); professional and methodical competence (H. Tatur, D. Kuznietsova, M. Aliasov, etc.); preparation for innovative activity (T. Aleksieienko, O. Bereziuk, M. Bogdanova, O. Gorska, O. Yevdokimov, I. Ziaziun, M. Leshchenko, S. Maksymenko, O. Pehota, L. Petrychenko, M. Sergieiev, etc.); study of the components of educational activity and skills included in it (V. Yelmanova, G. Zasobina, S. Kyselhof, G. Memelskyi, L. Sokolova etc.); the educational potential of the teacher (V. Vorobei, F. Gonobolin, I. Ziazyun, A. Kimova, P. Krasovskyi, S. Krysiuk, L. Makarova, G. Nagorna, T. Pozdnieieva, A. Shcherbakov, etc.).

## 5. Methods of research

In the course of scientific research, the following research methods were used to achieve the goal: general scientific (analysis, synthesis, induction, deduction, generalization, systematization), which made it possible to analyze scientific sources and summarize facts; search and bibliographic (for the systematization of printed sources and periodicals).

## 6. Results of research

The personal approach as the basic value orientation of the educational process is dominant in the process of professional training of the future teacher. It requires construction of educational process taking into account personal dispositions and motivational constructs of study subjects. Only under such conditions is it possible to reveal potential opportunities, realize personally significant and socially acceptable self-determination, self-realization and self-affirmation of the personality of future teachers.

From the standpoint of the activity approach, the preparation of the future teacher for civic education of primary school students involves such form of student activity, in the process of which he achieves consciously set goals that are formed as a result of the emergence of certain needs of the individual.

Emphasis on the competence approach is determined by the requirements of national reform education system, therefore the final integrated result of educational activity in the process of professional training is the competence of subjects of education.

In the studies of E. Bondarevska, N. Demianenko, V. Kushnir, S. Nikitchyna, L. Pelekh, O. Piehota, O. Piskunova, V. Sagarda, A. Starieva, L. Sushchenko, H. Trotsko, and others we find different approaches to understanding the concept of "professional teacher training".

We agree with the definition of teacher's professional and pedagogical training given by O. Piehota and A. Starieva. According to the authors, the professional and pedagogical training of teachers is the learning process (teaching and learning), assimilation of professional general pedagogical and methodical knowledge by the future teacher, development of relevant skills and abilities of the student during pedagogical practice; formation of his needs for self-education, self-improvement and self-realization; achieving for this purpose the unity of pedagogical theory and practice, fundamentality and mobility, scientificity and cultural relevance of professional knowledge [1, 17].

L. Pelekh defines conditions for the effectiveness of the system of mass educational activities in the content of professional training of the personality of the future teacher. According to the scientist, these are the following conditions: the connection between the active participation of students in mass

educational activities and their level of professional readiness to organize educational work at school; between social activity in institutions of higher education and their readiness for self-realization and self-actualization; between self-confidence and their intellectual sphere and general erudition [2, 16]. The mentioned aspects of professional training of future teachers are important in formation of readiness to carry out educational activity and confirm relevance of problems.

On the basis of the analysis of dissertation studies and scientific publications of recent years (L. Kutorzhevskaya, N. Savchak, G. Shah, N. Yaremchuk, etc.), we can ascertain the emergence of new approaches for preparation of students for educational activities.

Thus, N. Yaremchuk understands the concept of readiness of students for educational activities as unity of theoretical, practical and moral and ethical preparation of the future teacher for implementation all types of educational activities. The scientist notes the importance of integral formation of personality in the presence of certain qualities of the future educator, the availability of knowledge, abilities and skills that will contribute to the success of educational activities. Readiness for educational activity, according to the researcher, consists of target, motivational, cognitive, practicing and evaluation-resultative components [3].

G. Shah focuses on the relevancy of using the means of ethnology in the preparation of future teachers for educational work. According to the scientist, this will contribute to the formation of students' national feelings, national consciousness and self-awareness, universal human values, which are very important and necessary in future practical educational work [4].

In the study of the process of preparing a future teacher to work as an educator in general educational institutions for orphans L. Kutorzhevskaya focuses on theoretical and practical training of students. Information criterion, which assumes the presence of knowledge and awareness of importance educational work, corresponds to the theoretical aspect. The operational criterion and criterion of personal involvement [5] correspond to the practical aspect.

Various areas of professional training of future primary school teachers are presented in studies by K. Avramenko, D. Ivanov, M. Parfionov, L. Petrychenko, M. Sevastiuk, E. Uliatovskaya, L. Filatova, L. Khomych and others. Scientists come to the conclusion that the essence of the professional training of future teachers consists in the formation of students' readiness to implement professional activity.

L. Khomych defines the system of psychological and pedagogical training of primary school teachers as a complex integral and multifaceted structural formation, the functioning of which is aimed at training of future specialist who is able to creatively approach for solving problems of the educational process with junior schoolchildren. The scientist emphasizes the importance of the unity of educational and cognitive, scientific and practical work of students, aimed at the implementation of the practicing approach [6].

M. Parfionov interprets the concept of "professional readiness of the future teacher" as basis for any pedagogical activity [7].

M. Sevastiuk notes that the purpose of professional training of future primary school teachers is the personality of a specialist, professional development of students, their pedagogical and prognostic orientation, competence, professionally significant qualities [8].

In the study of L. Petrychenko, the opinion about the correlation of innovative pedagogical activities of primary school teachers and professional readiness is consistently developed. This connection is manifested in the following: firstly, readiness as an active state of personality is generated by activity; secondly, readiness is the result of activity; thirdly, readiness as a personality quality determines attitudes towards professional activity [9, 6].

Analyzed conceptual approaches to the definition of professional training of future teacher make up the theoretical and methodological basis for solving the tasks of training of future teachers for civic education of primary school students.

The studies of I. Buzhyna, L. Volyk, L. Zimakova, I. Kazanzhi, S. Lavrynenko, L. Matsuk, S. Parshuk, D. Pashchenko, V. Petruk, A. Khomenko and others are dedicated to the preparation of future primary school teachers for educational work.

In our opinion, the result of the teacher's professional training for civics education of primary school students is the formation of readiness to implement the outlined activity from the standpoint of humanizing pedagogical activity.

In view of this, the conclusions of D. Pashchenko's research on formation readiness of future primary school teachers for humanistic education of students are important. The scientist interprets the concept of "readiness for humanistic education" as a complex of personal, psychological and professional characteristics of the teacher, covering motivational, content-procedural and effective-operational sphere of pedagogical activity, which enables him to successfully implement the goals of humanistic education [10, 169].

A. Khomenko notes the relevance of establishing personally oriented intercourse between teacher and students in the educational process of a comprehensive school of the first degree. The scientist identified the educational essence of such interaction, which contributes to the cognitive-emotional mutual exchange of subjects of the educational process, increases the significance of the pupil's personality for teacher, helps to perceive valuably the personality of another and creates conditions for interdependent growth of a teacher and a primary school student [11].

In I. Buzhyna's doctoral dissertation, readiness of future teachers for formation of humanistic relations of junior schoolchildren is interpreted as a holistic, sustainable multi-component derivation, which is provided by positive motivation, mastery of modern technology for the formation of humanistic qualities in future teachers, their need for pedagogical reflection [12, 16]. The scientist identifies the following as the components of future teachers' readiness for the formation of humanistic relations of younger schoolchildren: motivational and cognitive, communicative, projective-constructive, evaluative-regulatory.

Thus, S. Lavrynenko provides a definition of the concept of readiness of future teachers to national education of students by means of art, which is interpreted by the scientist as a professional competence, which is characterized by a set of interconnected, essential orientations, knowledge, abilities, skills and experience in identifying and implementing potential educational opportunities of means of art in the national education of primary school pupils [13, 8]. Scientist determines the following components of the defined readiness: target, motivational and stimulating, operational and practicing, control and regulatory components.

Readiness is considered as a result of the activity of the higher pedagogical school of Ukraine, as a kind of professional development that characterizes a new type of teacher's personality under the conditions of a legal state with priorities of humanism and democracy, L. Matsuk notes [14, 10-11]. According to the scientist, readiness for pedagogical activity is a synthesis of various types of competencies of the future teacher. The researcher singles out the following groups of competencies, which form the basis of the content of the future teacher's readiness for legal education of junior schoolchildren: normative-institutional, ideological-value, prognostic, procedural and functional. I. Kazanzhy defines the concept of readiness of a primary school teacher for extracurricular educational work as a complex integrated concept, which provides for the unity of theoretical, practical and moral and ethical training of the future primary school teacher to carry out all types of educational activities with pupils outside of school hours, establishing creative connections with various extracurricular institutions in the field of education of junior schoolchildren [15, 181]. According to the scientist, the result of preparing students for extracurricular educational work is the formation of professional-educational competence, in the structure of which the following components are distinguished: cognitive-educational competence, constructive-educational competence, regulatory-evaluative competence.

L. Volyk in the process of diagnosing the readiness of future primary school teachers to multicultural education uses the following criteria: theoretical (knowledge of theoretical positions of multicultural education and upbringing), personal (self-respect, responsibility, empathy, benevolence, tolerance, self-awareness, openness, non-conflict, multicultural outlook) and activity (ability to cooperate, adequate pedagogical communication, communicative-speech and socio-cultural competence) [16].

In a number of studies (I. Buzhyna, T. Ivanova, M. Kozak, O. Makarova, I. Parasiuk, O. Yaroshenko etc.) the following main components of readiness for pedagogical activity are distinguished: motivational (axiological or value-motivational), which includes needs and motives; content-procedural (meaningful, cognitive-orientational or motivational-cognitive), which provides the presence of theoretical knowledge and understanding of the essence of one or another activity; projective and constructive (procedural, praxeological, operational, active-operational or reflective), which records the necessary practical skills.

## 7. Prospects for further research development

The problem of training of future teachers for civic education of junior schoolchildren needs further solution both in the theoretical and methodological and in the applied area. This leads to the need to develop and apply both new methods and forms of education work in educational institutions, as well as new methods of training future teachers to civic education of primary school pupils in order to minimize the formal approach.

## 8. Conclusions

Based on the research analysis of the problem of training future teachers, we define the preparation of future teachers for civic education of primary school students as realized personally significant and internally perceived process of formation of students' readiness to carry out civic education of primary school pupils.

The readiness of the future teacher for civic education of primary school students is understood as the state of formation of professional competence to carry out civic education of junior schoolchildren, which is characterized by the presence of motivational-value, intellectual-cognitive and creative-practicing components.

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