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Valuable determination of the formation of professional competencies of future history teachers

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Abstract

The article investigates the critical importance of cultivating professional competences in future history teachers. It argues that fostering these competences is not just a technical exercise, but a fundamental element in preparing educators who can significantly impact student development and shape their worldview. The purpose of the article is to study the value determination of the formation of professional competences of future teachers of history. The value determination is a fundamental element in the training of professional competent history teachers who are able to effectively influence the development of students and shape their worldview orientations. The article emphasizes the importance of pedagogical skill, encompassing: teaching skill (the ability to design, implement, and assess effective learning experiences in history), innovation (the capacity to adapt and develop new teaching methods to address the evolving needs of students and the educational landscape), reflexivity (the ability to critically self-evaluate teaching practices, analyze student learning outcomes, and continuously improve instruction). By nurturing these interconnected competences, the article proposes that future history teachers will be better equipped to: effectively influence student development (this includes fostering critical thinking, historical awareness, and a well-rounded understanding of the past), shape worldview orientations (effective history teachers can guide students in developing a deeper understanding of the world, their place within it, and the values that shape human societies), adapt to modern educational challenges (the ability to innovate and reflect allows teachers to remain current with evolving pedagogical approaches and address the needs of a rapidly changing world). Overall, the article positions the development of professional competences as a cornerstone in preparing history educators who can significantly contribute to a well-informed and engaged citizenry.

Keywords: value determination, professional competences, pedagogical skill, innovativeness, reflexivity, future history teachers

Ціннісна детермінація формування професійних компетентностей майбутніх учителів історії

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Анотація

У статті досліджено важливість формування професійних компетентностей у майбутніх учителів історії. Розвиток професійних компетентностей є не просто технічною базою, а фундаментальним елементом у підготовці педагогів, які можуть суттєво вплинути на розвиток учнів і сформувати їхній світогляд. Метою статті є дослідження ціннісної детермінації формування професійних компетентностей майбутніх учителів історії. Ціннісна детермінація є основоположним елементом підготовки професійно компетентного вчителя історії, здатного ефективно впливати на розвиток учнів, формувати їх світоглядні орієнтації. У статті наголошується на важливості педагогічної майстерності, яка охоплює: саму педагогічну майстерність (здатність проектувати, впроваджувати та оцінювати ефективний досвід навчання історії), інноваційність (здатність адаптувати та розробляти нові методи навчання для задоволення мінливих потреб учнів та освітній ландшафт), рефлексивність (здатність критично самооцінювати практику викладання, аналізувати результати навчання учнів і постійно вдосконалювати процес навчання). Розвиваючи ці взаємопов'язані компетентності автор передбачає, що майбутні вчителі історії будуть краще підготовлені для ефективного впливу на розвиток учнів (виховання критичного мислення, історичної обізнаності та всебічного розуміння минулого), формування світоглядних орієнтацій (можливість направляти учнів у розвиток глибшого розуміння світу, свого місця в ньому та цінностей, які формують суспільство), адаптуватися до сучасних освітніх викликів (здатність до інновацій та рефлексії, що дозволяє залишатися в курсі педагогічних підходів, які розвиваються, і вирішувати потреби світу, що швидко змінюється).

Ключові слова: ціннісна детермінація, професійні компетентності, педагогічна майстерність, інноваційність, рефлексивність, майбутні вчителі історії

Statement of the problem. The transition from the assimilation of information by students to the formation of competencies necessary for professional activity and self-improvement at the beginning of the 20th century was marked by the transition from that stage. A competency-based approach in education facilitates the integration of higher education students into society and addresses significant challenges within education and industry. The democratic transformations occurring in the country have necessitated the exploration of innovative strategies for the development of various societal aspects and institutions, including the higher education system. Higher education institutions are increasingly prioritizing the comprehensive training of specialists

who are responsive to evolving labor market demands. One of the primary objectives of higher pedagogical institutions today is to cultivate competent, adaptable, and competitive professionals capable of independently and creatively tackling professional tasks in a rapidly changing educational environment.

The “New Ukrainian School” concept emphasizes the continuity of all educational stages and is distinguished by the extension of the duration of secondary education, the implementation of competency-based standards, and the provision for students to modify their educational and professional training courses based on individual preferences. This model of general secondary education integrates the attainment of general secondary education with

vocational training opportunities (Nova ukrainska shkola n.d.).

The professional activities of future educators within the New Ukrainian School framework are predicated on their training as highly skilled specialists well-versed in contemporary global educational standards. These educators are prepared to facilitate pedagogical interactions that foster the development of each student's personality and address the challenges of life formation (Protsenko, n.d.).

The Analysis of Sources and Recent Research.

The theoretical basis of this research is numerous scientific studies on the formation of professional competence in future students of higher pedagogical education directly at the stage of their training in an educational institution (Akimova, Hapchuk, Hrytsenko, Luis, Lunevich, Makisheva, Miguel-Revilla, Rapanta, Sapogov, and many others).

Improvement of the system of training specialists in institutions of higher education through the introduction of the competence approach was considered in the pedagogical studies of: Akimova, Bartolo, Gomez-Trigueros, Gromov, Haluziak, Loboda, Ortega-Sanchez, Parra-Monserrat, Protsenko, Smyth. The researchers substantiated the tasks, content, methods and forms of education of higher education seekers. In particular, Protsenko draws attention to the fact that the formation of competences will be more effective if teachers, to fill the gaps in the relevance of academic knowledge for the graduate, will introduce into practice author's courses that reflect the current level of scientific achievements as much as possible. It is encouraging that the work of the idea generator is an example of such an approach.

The Purpose of the article is to study the value determination of the formation of professional competences of future teachers of history.

The Results of the Research. In the training of prospective educators for the New Ukrainian School, the objectives of educational reform hold significant prominence. The New Ukrainian School initiative represents a fundamentally novel strategic framework for advancing comprehensive secondary education. It encompasses substantial overhauls in curricular content, educational methodologies, didactic practices, and assessment strategies, all geared towards enhancing the learner-centric nature of education, fostering developmental progression, cultivating competencies, and promoting democratic principles (Nova ukrainska shkola n.d.).

The imperative to enhance the level of professional competence among prospective educators, characterized by their capacity for autonomous and innovative thinking, adeptness in educational modeling, and proficiency in generating and implementing novel pedagogical methodologies, is underscored by several key considerations:

- Primarily, a pedagogue endowed with professional competence exerts a constructive influence on nurturing creativity among students within the educational milieu.

- Secondly, heightened professional competence correlates positively with enhanced performance outcomes in the educator's professional endeavors.

- Tertiary, such competence facilitates the realization of professional potential, as evidenced by the operational dynamics of emerging educational institutions such as lyceums, gymnasiums, and academically specialized schools (Haluziak et al., 2019).

The ongoing cultivation and refinement of a teacher's professional competence are imperative, particularly amidst the transitional phase coinciding with the execution of the "New Ukrainian School" Concept and the preparatory measures for educators to navigate novel educational landscapes. The emergence of a novel breed of pedagogue characterized by proactive engagement, critical thinking, and self-reflective practices necessitates a closer alignment between higher education curricula and authentic professional contexts. The developmental trajectory of educators, akin to any specialized professional, hinges not only on the acquisition of profound theoretical insights but also on the perpetual honing and augmentation of practical competencies and aptitudes (Parra-Monserrat et al., 2021).

For an educator within the framework of the New Ukrainian School, attaining a robust professional preparation is contingent upon specific personal attributes. Such attributes are indispensable for executing primary functions with excellence, thereby substantiating societal confidence in the education of future generations. As underscored by Akimova et al. (2023), educators must be equipped with comprehensive expertise in their subject matter, supplemented by adept comprehension of psychological and pedagogical principles. Additionally, foundational pedagogical proficiency is deemed essential for effective instructional practice (Akimova et al., 2023).

Every vocation necessitates the cultivation of specific intrinsic attributes as foundational elements for the development of professional acumen within the respective domain of practice. Notably, the Framework of the New Ukrainian School delineates essential qualities incumbent upon educators, including an affection for children and the capacity to discern in them burgeoning citizens endowed with boundless potential. These fundamental attributes are indispensable for educators, given their daily interactions with youngsters who are still in the process of accruing social acumen, exhibiting variegated behavioral tendencies, and occasionally deviating from established norms and conventions (Miguel-Revilla et al., 2020).

A teacher must always be able to restrain himself, not to rush to make rash decisions, especially in an excited state. Education is a long process. Therefore, a future teacher must possess the following qualities:

- organizational skills, ability to work with a children's team. The teacher must be able to organize himself and his pupils for various types of activities. In the educational process, not only paired relationships are established: teacher-student, but also relationships between the teacher and the children's team. The ability to organize a team and work with it is, on the one hand, a key to the success of educational work, and on the other hand, it is the preparation of students for active activities in the conditions of coexistence in social groups of adults;

- comprehensive development. Students are inclined to actively learn about the surrounding reality, they want to get answers to many questions.

- Therefore, in addition to in-depth knowledge within his academic discipline, a teacher must possess a certain level of knowledge in various fields. And this requires work capacity and self-demand;

- optimism, love of life, sensitivity, humane attitude towards people. The teacher's work is aimed at creating the greatest values on earth - the treasures of the mind and soul;

- creative thinking. A teacher must constantly be in a creative search (Akimova, Sapohov et al., 2023, Bartolo & Smyth, n.d.).

Furthermore, the educational reform in Ukraine is integral to the broader paradigm shifts within educational systems, underscored by the acknowledgment of knowledge as a catalyst for societal welfare and advancement. These transformations encompass the formulation of novel educational benchmarks, the ongoing refinement and

reassessment of pedagogical curricula, the augmentation of educational and didactic resources, textbooks, and instructional modalities. The cultivation of these attributes is imperative for prospective educators within the New Ukrainian School, contingent upon a robust foundation of professional competence and the cultivation of sophisticated professional aptitudes and competencies (Pro vyshchu osvitu: Zakon Ukrainy vid 01.07.2014 № 1556-VII. n.d., Nova ukrainska shkola, n.d.).

Competence – knowledge in a certain field, some issue, authority, power of attorney in solving some case, scope of powers (rights, duties) of a certain body or official according to the statute of the institution, organization. The following aspects of a teacher's professional competence are distinguished:

- special (in the field of the taught subject);
- methodical (in the field of means of forming students' subject competences);
- psychological and pedagogical (in the field of educational activity);
- autopsychological (reflection in the field of pedagogical activity).

Formerly, the educational system prioritized the meticulous and protracted dissemination of knowledge from educator to student. Presently, however, the dissemination of knowledge has evolved into a multifaceted, multidirectional endeavor, drawing from diverse sources and avenues. In this evolving landscape, educators are tasked with assuming the role of collaborative partners with students in fostering the development of essential competencies. This paradigm shift aligns precisely with the role delineated for educators within the framework of the New Ukrainian School (Pro vyshchu osvitu: Zakon Ukrainy vid 01.07.2014 № 1556-VII. n.d., Nova ukrainska shkola, n.d.).

The "New Ukrainian School" Concept delineates several critical reform areas:

- The incorporation of new curricula designed to cultivate key life competencies;
- The adoption of a partnership-based pedagogical approach founded on mutual respect among all educational stakeholders;
- The cultivation of a motivated teaching force equipped with the requisite qualifications and incentives to act as catalysts for change;
- A strong focus on individual student uniqueness, with personalized strategies to meet each learner's needs;

- The integration of value-based education as a core element of the educational framework;
- Structural modifications to enhance access to high-quality education for all school-aged children;
- The advancement of school autonomy;
- The establishment of a contemporary educational environment that fosters the creative potential of both students and educators (Nova ukrainska shkola, n.d., Loboda et al., 2023).

A contemporary educator must engage in continuous self-improvement, rapidly acquire new knowledge, master emerging technologies, and adapt swiftly to the evolving demands of society. The role of the teacher is shifting from being a primary source of information to facilitating the younger generation's ability to manage their own learning processes. Consequently, the Ministry of Education and Science now mandates, rather than merely encourages, teachers to embrace change. Additionally, official documents outlining the professional and personal qualifications for future educators emphasize the importance of motivation, competence, creativity, flexible thinking, accountability for one's outcomes, and self-development abilities. The New Ukrainian School Concept delineates the primary directions for national education reform, which include creating a modern educational environment, updating content and structure, emphasizing value-based education, and focusing on student-centered approaches. This Concept is currently being implemented in primary school standards and practices, and is subject to extensive public discourse regarding general secondary education standards and other issues related to the comprehensive renewal of the Ukrainian education system (Makisheva et al., 2024).

The cultivation of professional competencies in future history teachers is a crucial element in preparing highly qualified educators. This process involves instilling a comprehensive set of values, beliefs, and attitudes that shape a teacher's professional activities and effectiveness. The primary components of this value formation include:

- Professional values and ideals: Respect for historical truth, patriotism, and moral responsibility.
- Personal qualities and traits: Critical thinking, communication skills, empathy, and tolerance.
- Professional competencies: Methodological competence, information technology competence, and research competence.
- Pedagogical skills: Teaching proficiency, innovation, and reflectiveness.

- Societal value orientations: Humanism and social justice.

It is advisable to examine these components in greater detail to fully understand their impact on the training of future history teachers (Lunevich, 2021).

The formation of professional competencies in future history teachers is a critical component in the preparation of highly qualified educators, significantly influencing their professional success. A primary element of this process involves instilling professional values and ideals during their training.

Foremost among these values is respect for historical truth. Future history teachers must maintain objectivity and accuracy in presenting historical facts, ensuring they rely on credible sources and avoid distorting historical events. This respect for historical truth necessitates the development of critical thinking skills, enabling teachers to analyze various sources and prevent a biased approach to history education. Such an approach equips students with the ability to independently assess historical events and draw their own conclusions (Akimova et al., 2023).

Patriotism is another crucial aspect, encompassing a love and respect for one's country and its history. This value not only fosters national consciousness but also helps students understand their identity and place in the world. Future teachers must balance this with an appreciation of global history, recognizing that national history is part of the broader global historical narrative. This perspective encourages students to develop tolerance and respect for other cultures and peoples, a necessity in today's interconnected world.

Moral responsibility is the third significant value, involving an awareness of the ethical implications of a teacher's influence on students and society. Future history teachers must recognize that their role extends beyond mere knowledge transmission; they shape students' worldviews, value systems, and civic attitudes. Hence, it is essential that history teaching adheres to high ethical standards, respecting human dignity and rights. Moral responsibility also entails teachers serving as role models, exemplifying high moral standards through their behavior and attitudes toward events and phenomena (Akimova & Sapohov, 2011).

The value-based formation of professional competencies in future history teachers encompasses not only professional values and ideals but also the development of personal qualities and traits essential

for effective pedagogical practice. Foremost among these personal qualities is critical thinking. The ability to analyze and evaluate historical sources and events allows future educators to avoid bias and maintain objectivity in teaching history. Critical thinking also facilitates the development of students' skills in independently analyzing information, forming their own conclusions, and understanding the complexity of historical processes. Teachers who exercise critical thinking can more effectively address students' questions, stimulate discussion, and encourage a deeper exploration of history.

Communication skills constitute another vital personal trait. The ability to effectively convey knowledge and ideas is fundamental to a successful learning process. Future history teachers must be capable of explaining complex historical concepts in a clear and accessible manner, engaging in constructive dialogues with students, and fostering their interest and active participation. Strong communication skills also enable teachers to create a positive classroom environment where each student feels comfortable and confident in expressing their thoughts and views (Akimova & Sapohov, 2011).

Empathy and tolerance are also crucial qualities. Future history teachers need to understand and appreciate diverse perspectives and cultures, particularly when teaching controversial and sensitive historical issues. Empathy allows teachers to better comprehend their students' needs and experiences, fostering a more harmonious and inclusive learning environment. Tolerance helps teachers instill respect for diversity in students, emphasizing the importance of dialogue and cooperation in a multicultural world (Ortega-Sanchez & Gomez-Trigueros, 2020).

The evaluation of the formation of professional competencies among prospective history teachers encompasses the cultivation of these competencies, which are essential to the training of highly qualified educators. These competencies equip teachers with the skills necessary to perform their professional duties effectively, enhance the educational process, and influence the comprehensive development of students. A critical professional competency is methodological competence, which involves the mastery of contemporary methods of teaching history. Future educators must be well-versed in various pedagogical approaches and capable of adapting them to specific conditions and student needs. This includes the use of interactive learning methods, project-based activities, didactic materials, and visualization tools.

Methodological competence enhances the effectiveness of the educational process, making it more engaging and accessible to students (Luís & Rapanta, 2020).

Another vital professional competency is information technology competence. In the modern educational landscape, information and communication technologies (ICT) are integral. Aspiring history teachers must be proficient in utilizing ICT to improve the learning experience, which involves employing electronic resources, online learning platforms, multimedia, and interactive tools. This makes learning more dynamic, interactive, and personalized, catering to the individual needs of each student.

Research competence is also a crucial element of the professional training for history teachers. It encompasses the ability to conduct scientific research, analyze historical sources, critically evaluate information, and integrate research findings into the educational process. This competency enables teachers to foster scientific research skills in students, promotes a deeper understanding of historical processes and phenomena, and cultivates critical thinking (Luís & Rapanta, 2020).

Therefore, the evaluation of the formation of professional competencies among future history teachers encompasses not only professional values and personal qualities but also the development of essential professional competencies. Methodological competence, information technology competence, and research competence are pivotal components that ensure high-quality teaching, foster an innovative approach to learning, and equip students with the necessary skills for independent analysis and critical evaluation of information. These competencies are cultivated through systematic efforts at all stages of professional training, including educational programs, pedagogical practice, and continuous professional development (Akimova et al., 2023).

The value assessment of the formation of professional competencies for prospective history teachers also includes the development of pedagogical expertise, which is a fundamental aspect of effective teaching practice. This encompasses teaching skills, innovation, and reflexivity, all of which ensure the high quality of the educational process.

Teaching mastery involves the utilization of effective pedagogical technologies and techniques. Future history teachers must be adept in a variety of methods that enable them to convey knowledge

effectively, stimulate student interest, and encourage active learning. This includes interactive methods, project-based learning, discussions, and the use of visual and multimedia tools. Proficiency in teaching significantly enhances students' understanding of the material and the development of their analytical skills (Hrytsenko, 2020).

Innovation constitutes a crucial aspect of pedagogical expertise. It entails a readiness to implement new methods and approaches in education. Future history teachers must be receptive to contemporary pedagogical concepts, adept in utilizing modern technologies, and capable of integrating the latest scientific research into their teaching practices. An innovative approach enriches the learning experience, making it more dynamic, relevant, and engaging for students, thereby fostering their creative thinking and independence (Akimova et al., 2023).

Reflexivity, or the ability to self-reflect, is another essential component of pedagogical expertise. It involves the continual enhancement of one's professional skills through the analysis of personal teaching practices, identifying strengths and weaknesses, and seeking ways to improve the educational process. A reflective approach allows teachers to adapt their methods and strategies to meet the needs of students, ensuring more effective teaching.

The value orientations of society significantly influence the development of professional competencies in future history teachers, with humanism and social justice being particularly prominent. Humanism entails the recognition of human values as paramount in the educational process. Future teachers should cultivate in students a respect for human dignity, tolerance, and empathy. A humanistic approach fosters the development of moral and ethical qualities and creates an atmosphere of mutual understanding and cooperation in the classroom (Haluziak et al., 2019).

Social justice involves ensuring equal opportunities for all students, regardless of their social, economic, or cultural backgrounds. Future history teachers must advocate for the inclusion of all students in the learning process, support those facing challenges, and ensure access to quality education for everyone. This contributes to the formation of a just and inclusive society.

The formation of these values and competencies necessitates systematic efforts at all stages of

professional training for history teachers. This includes:

- educational programs: developing curricula that integrate value orientations into the content of education. These programs should incorporate modern methods, innovative approaches, and ethical aspects of teaching history;
- pedagogical practice: providing future teachers with opportunities to apply their acquired knowledge and skills in practical settings. Pedagogical practice enables students to consolidate theoretical knowledge, gain practical experience, and develop professional competencies;
- professional development: facilitating continuous professional growth through courses, seminars, and conferences. Ongoing professional development allows teachers to update their knowledge, engage with the latest research, and exchange experiences with colleagues (Ortega-Sanchez & Gomez-Trigueros, 2020).

Thus, the evaluation of the formation of professional competencies is a fundamental element in training history teachers who are not only adept at transferring knowledge but also in shaping the value orientations of the younger generation. This comprehensive development, encompassing professional values, personal qualities, competencies, and pedagogical skills, ensures high-quality teaching and positively impacts students' growth.

Conclusions. Valuable determination of the formation of professional competences of future history teachers is an extremely important aspect of the training of highly qualified teachers who are able to effectively influence the development of students and shape their worldview orientations. It includes a number of components, including professional values and ideals, personal qualities, professional competences and pedagogical skills. Basic professional values and ideals, such as respect for historical truth, patriotism and moral responsibility, lay the foundation for ethical and objective teaching of history. Personal qualities such as critical thinking, communication skills, empathy and tolerance contribute to an effective learning environment where every student can feel heard and understood.

The development of professional competences, in particular methodological, information technology and research, ensures high quality of teaching, integration of the latest technologies and scientific research into the educational process. Pedagogical skill, which includes teaching skill, innovation and reflexivity,

contributes to the continuous improvement of the professional activity of teachers, ensuring adaptation to the modern challenges of education. Value orientations of society, such as humanism and social justice, form in future history teachers an understanding of the priority of human values and the need to ensure equal opportunities for all students. The integration of these orientations into educational programs, pedagogical practice and professional development contributes to the training of teachers who are able not only to transfer knowledge, but also

to shape the value orientations of the younger generation.

Thus, value determination is a fundamental element in the training of professional competent history teachers who are able to effectively influence students and promote their comprehensive development. Systematic work at all stages of professional training, including educational programs, pedagogical practice and continuous professional development, ensures the formation of values and competencies necessary for successful pedagogical activity.

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