

Pedeutology

Collection of scientific works

Volume 4 • No 1 • 2026

DOI [https://doi.org/10.31652/3041-1203-2026\(1\)-1-49](https://doi.org/10.31652/3041-1203-2026(1)-1-49)

The journal contains scientific articles on the current problems of pedeutology, which reveal the issues of current global developments in education, european integration processes and their influence on the development of education, problems of teacher training and general issues of school education and training.

Recommended for publication by the decision of the Academic Council of Vinnytsia Mykhailo Kotsiubynskyi State Pedagogical University 27 May 2026 (proceedings № 16)

EDITORIAL BOARD

EDITOR-IN-CHIEF

Mykyta Sapohov, PhD in Educational Sciences, Senior Lecturer, Department of Digital Technologies and Professional Education, Vinnytsia Mykhailo Kotsiubynskyi State Pedagogical University, Vinnytsia, Ukraine

Mykhailo Kotsiubynskyi State Pedagogical University, Vinnytsia, Ukraine

Dmytro Matiuk, Candidate of Pedagogical Sciences, Senior Lecturer, Department of Germanic Philology, Translation and Foreign Literature, Vinnytsia Mykhailo Kotsiubynskyi State Pedagogical University, Vinnytsia, Ukraine

DEPUTY EDITOR

Yana Hapchuk, PhD in Educational Sciences, Teaching Assistant, Department of Germanic Philology, Translation and Foreign Literature, Vinnytsia Mykhailo Kotsiubynskyi State Pedagogical University, Vinnytsia, Ukraine

Oksana Stoliarenko, Candidate of Pedagogical Sciences, Associate Professor, Department of Foreign Languages, Vinnytsia National Technical University, Vinnytsia, Ukraine

Oleh Slushnyi, PhD in Educational Sciences, Director, Municipal Institution "Vinnytsia Lyceum No. 20", Vinnytsia, Ukraine

EXECUTIVE EDITOR

Alla Melnyk, PhD in Educational Sciences, Senior Lecturer, Department of Pedagogy and Educational Management, Vinnytsia Mykhailo Kotsiubynskyi State Pedagogical University, Vinnytsia, Ukraine

Jarosław Michalski, Doctor habilitatus, Professor, Head of the Department of Pedeutology, Institute of Pedagogy, Maria Grzegorzewska Academy of Special Pedagogy, Warsaw, Poland

EDITORIAL BOARD MEMBERS

Inna Karuk, PhD in Educational Sciences, Associate Professor, Department of Preschool Education, Vinnytsia

Jolanta Shempruch, Doctor habilitatus, Professor, Head of the Department of Sociology of Education, University of Rzeszow, Full Member of the Polish Academy of Sciences, Head of the Section of Pedeutology of the Polish Academy of Sciences, Rzeszów, Poland

The journal is registered by the National Council on Television and Radio Broadcasting (Decision No. 1073 of 16.10.2023, Protocol No. 23, Media Identifier R30-01572)

Year of foundation: 2023, **Frequency of publication** - twice a year

Founder and publisher: Vinnytsia Mykhailo Kotsiubynskyi State Pedagogical University

Pedeutopogy. Vol. 4., No. 1. Collection of scientific researches / By the general editorship of M. Sapohov. – Vinnytsia: VSPU, 2026. – 49 p.

Editorial Address: 32, Ostrozkyi Str., Vinnytsia, Ukraine, 21100, M. Kotsiubynskyi State Pedagogical University;

e-mail: pedeutology@vspu.edu.ua / journalpedeutology@gmail.com <https://intranet.vspu.edu.ua/pedeutology>

Педевтологія

Збірник наукових праць

Том 4 • № 1 • 2026

УДК 378.6:37.011.3-051]+37.091.321(06)

П 24

DOI [https://doi.org/10.31652/3041-1203-2026\(1\)-1-49](https://doi.org/10.31652/3041-1203-2026(1)-1-49)

У журналі вміщені наукові статті з актуальних проблем педевтології, в яких розкриваються поточні глобальні події у галузі освіти, питання євроінтеграційних процесів та їх впливу на розвиток освіти, проблеми підготовки вчителя, загальні питання шкільної освіти та навчання.

Рекомендовано до друку рішенням вченої ради Вінницького державного педагогічного університету імені Михайла Коцюбинського від 27 травня 2026 р (протокол № 16).

РЕДАКЦІЙНА КОЛЕГІЯ

ГОЛОВНИЙ РЕДАКТОР

Микита Сапогов, доктор філософії (PhD), старший викладач кафедри цифрових технологій і професійної освіти, Вінницький державний педагогічний університет імені Михайла Коцюбинського, м. Вінниця, Україна

педагогічний університет імені Михайла Коцюбинського, м. Вінниця, Україна

Дмитро Матіюк, кандидат педагогічних наук, старший викладач кафедри германської філології, перекладу та зарубіжної літератури, Вінницький державний педагогічний університет імені Михайла Коцюбинського, м. Вінниця, Україна

ЗАСТУПНИК ГОЛОВНОГО РЕДАКТОРА

Яна Гапчук, докторка філософії (PhD), асистентка кафедри германської філології, перекладу та зарубіжної літератури, Вінницький державний педагогічний університет імені Михайла Коцюбинського, м. Вінниця, Україна

Оксана Столяренко, кандидатка педагогічних наук, доцентка кафедри іноземних мов, Вінницький національний технічний університет, м. Вінниця, Україна

Олег Слушний, доктор філософії (PhD), директор комунального закладу «Вінницький ліцей № 20», м. Вінниця, Україна

ВИКОНАВЧИЙ РЕДАКТОР

Алла Мельник, докторка філософії (PhD), старша викладачка кафедри педагогіки і освітнього менеджменту, Вінницький державний педагогічний університет імені Михайла Коцюбинського, м. Вінниця, Україна

Ярослав Міхальські, доктор габілітований, професор, завідувач кафедри педевтології Інституту педагогіки, Академія спеціальної педагогіки імені Марії Гжегожевської, м. Варшава, Республіка Польща

ЧЛЕНИ РЕДАКЦІЙНОЇ КОЛЕГІЇ

Інна Карук, докторка філософії (PhD), доцентка кафедри дошкільної освіти, Вінницький державний

Йоланта Шемпрух, доктор габілітований, професор, завідувач кафедри соціології освіти, Жешувський університет, дійсний член Польської академії наук, голова секції педевтології Польської академії наук, м. Жешув, Республіка Польща

Журнал зареєстровано Національною радою з питань телебачення і радіомовлення (Рішення № 1073 від 16.10.2023 року, Протокол № 23, Ідентифікатор медіа R30-01572)

Засновник та видавець: Вінницький державний педагогічний університет імені Михайла Коцюбинського

Рік заснування: 2023, **Періодичність видання** – двічі на рік

Педевтологія. Том 4. № 1. Збірник наукових праць / За заг. ред. М. В. Сапогова. – Вінниця: ВДПУ, 2026. – 49 с.

Адреса редакції: 21100, Україна, м. Вінниця, вул. Острозького, 32, ВДПУ ім. М. Коцюбинського

e-mail: journalpedeutology@gmail.com, <https://intranet.vspu.edu.ua/pedeutology>

Contents

Teacher Education

Hanna Riabchun, Valentyna Frytsiuk

Analysis of Scientific Approaches to the Formation of Future Foreign Language Teachers' Competences ...7-12

Roman Kryvenko

Formation of Positive Motivation of Future Physical Education Teachers for Health-Preserving Activities as a Pedagogical Condition.....13-21

Nazarii Naumenko, Natalia Mozgalova, Anton Hnatenko

Content and Structure of Future Music Teachers' Readiness to Work in a Blended Learning Environment .22-33

Training of Preschool Teachers

Inna Karuk

Children's Experimentation in the System of Professional Training of Future Preschool Teachers 34-41

Methodology of Pedagogical Research

Alla Melnyk

Master's Students' Capacity for Scholarly Inquiry as a Theoretical Construct.....42-48

Зміст

Підготовка вчителя

Ганна Рябчун, Валентина Фрицюк

Аналіз наукових підходів до формування компетентностей майбутніх учителів іноземних мов 7-12

Роман Кривенко

Формування позитивної мотивації майбутніх учителів фізичної культури до здоров'язберезливої діяльності як педагогічна умова 13-21

Назарій Науменко, Наталія Мозгальова, Антон Гнатенко

Зміст і структура готовності майбутніх учителів музичного мистецтва до роботи в умовах змішаного навчання 22-33

Підготовка вихователів дошкільних закладів освіти

Інна Карук

Дитяче експериментування в системі професійної підготовки майбутніх вихователів закладів дошкільної освіти 34-41

Методологія педагогічних досліджень

Алла Мельник

Дослідницька компетентність магістрантів як теоретичний конструкт 42-48

TEACHER EDUCATION

ПІДГОТОВКА ВЧИТЕЛЯ

UDC 378.011.3

[https://doi.org/10.31652/3041-1203-2024\(2\)-7-12](https://doi.org/10.31652/3041-1203-2024(2)-7-12)

Analysis of scientific approaches to the formation of future foreign language teachers' competences

Hanna Riabchun, Valentyna Frytsiuk

Vinnytsia Mykhailo Kotsiubynskyi State Pedagogical University, Vinnytsia, Ukraine

Abstract

The purpose of the article is to analyze scholarly approaches to the issue of developing the competencies of students, and, in particular, future foreign language teachers. The following research objectives were identified: to define the concept of “teacher competence”; to clarify the classical pedagogical approaches to implementing a system for developing competencies, as outlined in the scholarly works of foreign and domestic authors. A review of the literature made it possible to define the basic concept of teacher competence. The article describes five strategies for phased pedagogical reinforcement at the metacognitive, cognitive, and affective levels, as proposed by Van de Paul et al. In addition, it outlines the concept of student learning designed to increase student engagement, as proposed by Lee and Hannafin. The article provides a detailed description of D. Merrill’s didactic model, which is viewed as a tool for implementing systematic, student-centered approaches. It is emphasized that effective learning focuses primarily on solving real-world problems and consists of five sequential stages. Structural-logical diagrams developed by Ukrainian educators were examined as examples of models for the phased development of competencies among future teachers.

Keywords: competence, competence formation, future teachers, professional training, higher education institutions

Аналіз наукових підходів до формування компетентностей майбутніх учителів іноземних мов

Ганна Рябчун, Валентина Фрицюк

Вінницький державний педагогічний університет імені Михайла Коцюбинського

Анотація

Метою статті є аналіз наукових підходів до питання розвитку компетентностей студентів, зокрема майбутніх вчителів іноземних мов. Були визначені такі завдання дослідження: дати визначення поняттю «компетентність вчителя»; проаналізувати класичні педагогічні підходи до впровадження системи розвитку компетентностей, викладені в наукових працях зарубіжних та вітчизняних авторів. Огляд літератури дав змогу визначити базове поняття компетентності вчителя. У статті описано п'ять стратегій поетапного педагогічного підкріплення на метакогнітивному, когнітивному та афективному рівнях, запропонованих Ван де Поллом та ін. Крім того, у роботі викладено концепцію навчання студентів, спрямовану на підвищення їхньої залученості, запропоновану Лі та Ханнафіном. У статті наведено детальний опис дидактичної моделі Д. Меррілла, яка розглядається як інструмент для впровадження систематичних підходів, орієнтованих на студента. Підкреслюється, що ефективне навчання зосереджується насамперед на вирішенні реальних проблем і складається з п'яти послідовних етапів. Як приклади моделей поетапного розвитку компетентностей майбутніх вчителів було розглянуто структурно-логічні схеми, розроблені українськими педагогами.

Ключові слова: компетентність, формування компетентностей, майбутні учителі, професійна підготовка, заклади вищої освіти

Statement of the problem. It is important to remember that the process of acquiring competencies does not happen all at once. It is advisable to prioritize an approach focused on the gradual accumulation of knowledge and skills, the enrichment of creative experience, and the development of mechanisms for participants in the educational process to realize their potential. K. Borsuk's views align with our vision. Consequently, the author justifies the need for strict adherence to the principle of a phased approach and proposes his own set of criteria, which includes:

- presenting educational material in parts and in a logical sequence;
- monitoring the knowledge already acquired by learners;
- developing a subsequent learning plan based on the results of the monitoring (Borsuk, 2012).

Analysis of recent research and publications. The problem of formation of future teachers' competences has been examined by several prominent psychologists,

as well as notable scholars O. Bihych, H. Bondar, K. Borsuk, H. Dreyfus, S. Dreyfus, M. Grendler, O. Kmit, V. Kostenko, D. Merrill, V. Pavliuk, I. Solohor, S. Sorden, K. Wong.

The purpose of the article is to analyze scholarly approaches to the issue of developing the competencies of students, and, in particular, future foreign language teachers.

The following research objectives were identified:

- to define the concept of "teacher competence"
- to clarify the classical pedagogical approaches to implementing a system for developing competencies, as outlined in the scholarly works of foreign and domestic authors.

The following methods were employed to address the tasks:

- Theoretical (including analysis, synthesis, systematization, comparison),
- Structural,
- Systematic.

The Results of the Research. H. Bondar and V. Pavliuk define the concept of “competence” as “the ability to act based on acquired knowledge.” The authors view competence as “a set of competencies, that is, manifestations of successful and productive activity.” (Bondar, Pavliuk, 2022). O. Uminska asserts that a competent teacher is one who, thanks to their knowledge and acquired skills, can successfully solve any pedagogical challenges in practice (Uminska, 2026).

In the early stages, instructors should provide ongoing guidance and strive to transform students’ perceptions of the learning process (especially in foreign language instruction). The instructor is viewed as a facilitator who focuses on promoting a continuous learning process. The amount of individual support, however, gradually decreases as students’ confidence grows. For example, J. Gregory, when discussing the role of a teacher, describes the teacher as “not a driver or a supervisor, but rather an advisor and mentor” (Merrill, 2002).

Van de Paul et al. identified five strategies for phased pedagogical reinforcement at the metacognitive, cognitive, and affective levels, including directional support, cognitive structuring, reduction of degrees of freedom, engagement, and management of unpredictable situations/frustration control. The authors proposed three main characteristics of learning support in the interaction between the instructor and the learner: contingency (the instructor’s support is based on the participants’ current level of achievement), tapering off (as the level of understanding of the course material increases), and the transfer of responsibility (Van de Paul et al., 2010).

Lee and Hannafin propose the following framework for student learning to enhance their engagement: “own,” “learn,” and “share,” where the first stage involves students developing a sense of responsibility for the process and achieving personally meaningful learning goals; “learn” means that students engage in self-directed learning, drawing on metacognitive, procedural, conceptual, and strategic supports. And finally, “share” means that students disseminate the knowledge and skills they have acquired among those around them (Wong, 2020).

In this context, it makes sense to draw on classical pedagogical approaches to implementing a system for developing competencies, as presented in scholarly studies by foreign and domestic authors.

D. Merrill’s didactic model is viewed as a tool for implementing systematic and student-centered approaches, the advantages of which include promotion

of the independent development of a personal style of professional and behavioral activity, the universality of learning technologies, which are relevant for any age category, enhanced motivation and goal-orientation etc (Riabchun, 2025). The application of D. Merrill’s model ensures that learners take an active role, which is consistent with the principles of student-centered learning and creates conditions for subject-subject interaction. Each stage of D. Merrill’s model provides for the possibility of personalizing learning by varying the content, activity formats, pace, and level of difficulty of tasks in accordance with the individual educational needs of learners. According to D. Merrill, effective learning focuses primarily on solving real-world problems and consists of five sequential stages:

- identifying the problem,
- the activation phase,
- the demonstration phase,
- the implementation phase,
- the integration phase (Merrill, 2002).

The author emphasizes that instruction should begin at the learner’s current level. If students have the necessary prior knowledge, the first stage of instruction should focus on ensuring that this prior knowledge is activated and ready to be used as a foundation for new learning (the activation phase). The learning process is more effective when the content to be mastered is directly demonstrated during class, rather than merely verbalized (the demonstration phase). S. Sorden, drawing on cognitive theory of multimedia learning, reaches the same conclusion: it is considered appropriate to encourage learners to construct new knowledge based on the presentation of the material (Sorden, 2013). D. Merrill views the application phase as an opportunity to use acquired competencies to solve specific problems. The learning process is optimized when learners are encouraged to apply their acquired competencies in everyday situations – that is, to integrate them into real-life experiences.

As examples of models for the phased development of competencies among future teachers, it is worth considering the structural-logical frameworks proposed by K. Stepanyuk and L. Zhovtan. K. Stepanuk identifies three stages in preparing future teachers to master a system of knowledge, skills, and competencies: preparatory, project-based and exploratory, and educational and professional. As the researcher notes, at each stage of the educational process, the emphasis is on mastering specific types of skills; however, their mutual coherence and the possibility of a logical transition from

one level to the next ensure the holistic nature of their development (Stepanyuk, 2015).

Another illustrative example is L. Zhovtan's model, which encompasses the basic, interpretive, and implementation stages at the reproductive level, and the structural, integrative, and summary stages at the level of productive (creative) activity. The expert emphasizes that the proposed model for the phased development of future teachers' competencies can be implemented only if the educational process is organized in a holistic manner, based on a person-centered approach that enables students to realize their potential and takes their individual needs into account (Zhovtan, 2014).

We agree with L. Zhovtan's view that it is advisable to identify a final stage in the development of students' competencies, with the aim of conducting a reflective analysis of the learning outcomes achieved. A. Wayn views reflection as a learning process based on daily experience and an integral part of higher education programs (Wain, 2017), while R. Helyer calls it a "tool for development" (Helyer, 2015). However, for reflection to be meaningful for learning, we must view it as a purposeful activity with a specific goal, note J. Moon (Moon, 2004), D. Boud, et al. (Boud, 1985). Through reflection, participants in the educational process have the opportunity to experience emotional and social support (Chang, 2019), to organize and rethink the knowledge they have gained, to document their educational journey, and to provide references and recommendations for future students. According to R. Helyer, through reflection, students "come to realize that they are constantly learning and developing their skills." (Helyer, 2015). Researchers are convinced that reflection strengthens connections between different fields of knowledge (Gardner-Medwin et al., 2003), as well as within tasks (Chang, 2019). A. Costa and B. Kallik,

in their study of various aspects of reflection, distinguish in particular between reflection on work and reflection on experience, which reinforce the significance of the results obtained and promote deep understanding and comprehensive learning (Costa, Kallik, 2008). It is important to emphasize that reflecting on learning experiences does not necessarily have to be an individual activity. It can take place both in a group setting and through individual writing and thinking. The most familiar context in which reflection occurs in groups is during debriefings.

In addition, the issue of the phased development of competencies among future teachers has been the subject of dissertation research by scholars such as L. Melnichenko (who, like K. Stepanuk, presented the results of a study on the development of research skills among future elementary school teachers (Melnichenko, 2022)), K. Chornobai (whose dissertation was titled "The Development of Experimental Skills and Abilities of Future Physics Teachers in an Integrated Learning Environment" (Chornobai, 2011)), T. Babenko (who defended her dissertation on "The Development of Research Skills and Abilities of Medical College Students Through Project-Based Learning" (Babenko, 2015)).

Conclusions. We conclude that learning is a process of developing increasingly complex skills based on simpler ones; consequently, teachers should encourage participants in the educational process to actively apply material they have previously learned. An analysis of the scientific literature suggests that despite the existing body of research in domestic and international academic literature, the issue of the phased development of competencies among future foreign language teachers has not been the subject of a systematic analysis.

References

- Babenko T. (2015) Formuvannia doslidnytskykh umin i navychok studentiv medychnoho koledzhu u protsesi proiektnoi diialnosti. [Developing Research Skills and Abilities in Medical College Students Through Project-Based Learning]. : dys. ... kand. ped. nauk. [in Ukrainian]
- Bondar H., Pavliuk V. (2022) Osnovy profesiinoi kompetentnosti vchytelia inozemnoi movy. [Fundamentals of Professional Competence for Foreign Language Teachers]. Aktualni pytannia humanitarnykh nauk. 217-222. [in Ukrainian]
- Borsuk K. (2012) Osoblyvosti zastosuvannia teorii uchinnia pro poetapne formuvannia rozumovykh dii u protsesi navchannia inozemnoi movy. [Features of Applying the Learning Theory of the Staged Formation of Mental Actions in the Process of Foreign Language Instruction] Visnyk Natsionalnoi akademii Derzhavnoi prykordonnoi sluzhby Ukrainy. 8 p. [in Ukrainian]
- Zhovtan L. (2014) Poetapne formuvannia intelektualnykh umin maibutnikh pedahohiv u systemi pisliadyplomnoi osvity. [The Phased Development of Intellectual Skills in Future Teachers within the Postgraduate Education System] Pedahohichni nauky: teoriia, istoriia, innovatsiini tekhnolohii. 163-170. [in Ukrainian]
- Melnychenko L. (2022) Formuvannia doslidnytskykh umin maibutnikh uchyteliv pochatkovoi shkoly zasobamy STEM-tekhnologii [The Development of Research Skills in Future Elementary School Teachers Using STEM Technologies] : dys. ... d-ra filosofii. [in Ukrainian]
- Stepaniuk K. (2015) Poetapnist formuvannia doslidnytskykh umin maibutnikh uchyteliv pochatkovoi shkoly. [The Phased Development of Research Skills in Future Elementary School Teachers] Pedahohika formuvannia tvorchoi osobystosti u vyshchii i zahalnoosvitnii shkolakh. C. 387-393. [in Ukrainian]
- Uminska O. (2026) Profesiina kompetentnist vchytelia-slovesnyka v umovakh tsyfrovizatsii osvity. [Professional Competence of Language Arts Teachers in the Context of the Digitalization of Education] VI Mizhnarodna naukovo-praktychna onlain-konferentsiia «Sotsiokomunikatsiina nauka v paradyhmi smyslovykh transformatsii: suspilni vyklyky, trendy osvity i profesiinoi diialnosti». C. 242-245. [in Ukrainian]
- Chornobai K. (2011) Rozvytok eksperymentalnykh umin ta navychok maibutnikh uchyteliv fizyky v umovakh intehratsii [Developing the Experimental Skills and Abilities of Future Physics Teachers in an Integrated Learning Environment]: dys. ... kand. ped. nauk. [in Ukrainian]
- Boud D., Keogh R., Walker D. (1985) What is reflection in learning? Reflection: turning experience into learning. P. 7–17. [in English]
- Chang Bo. (2019) Reflection in Learning. Online Learning, 23(1). P. 95-110. doi:10.24059/olj.v23i1.1447 [in English]
- Costa A., Kallick B. (2008) Learning Through Reflection. Learning and Leading with Habits of Mind. 16 Essential Characteristics for Success. P. 221-235. [in English]
- Gardner-Medwin A, Gahan M. (2003) Formative and summative confidence-based assessment. Proceedings of the 7th Computer-Aided Assessment Conference. Loughborough. P. 147–155. [in English]
- Helyer R. (2015) Learning through reflection: the critical role of reflection in work-based learning (WBL). Journal of Work-Applied Management. P. 15-27. [in English]
- Merrill D. (2002) First Principles of Instruction. ETR&D, Vol. 50, No. 3, P. 43–59. [in English]
- Moon J. (2004) Reflection in Learning and Professional Development. 27 p. [in English]
- Riabchun H. (2025) The potential of the person-centered approach in contemporary education: A literature review. 9th International Student Research Conference "PRIORITY AREAS AND DIRECTIONS FOR THE DEVELOPMENT OF GLOBAL SCIENCE". P. 640-641. [in English]
- Sorden S. (2013) The Cognitive Theory of Multimedia Learning. The handbook of educational theories. 2013. P. 155–167. [in English]
- Van de Pol, J., Volman M., Beishuizen J. (2010) Scaffolding in teacher–student interaction: A decade of research. Educational Psychology Review, 22(3), P. 271–296. [in English]
- Wain A. (2017) Learning through reflection. British Journal of Midwifery. P. 662-666. [in English]
- Wong K. (2020) "A design framework for enhancing engagement in student centered learning: own it, learn it, and share it" by Lee and Hannafin (2016): an international perspective. Education Tech Research Dev. 4 p. [in English]

Список використаних джерел

- Бабенко Т. (2015) Формування дослідницьких умінь і навичок студентів медичного коледжу у процесі проєктної діяльності : дис. ... канд. пед. наук.
- Бондар Г., Павлюк В. (2022) Основи професійної компетентності вчителя іноземної мови. Актуальні питання гуманітарних наук. С. 217-222.
- Борсук К. (2012) Особливості застосування теорії учіння про поетапне формування розумових дій у процесі навчання іноземної мови. Вісник Національної академії Державної прикордонної служби України. 8 с.
- Жовтан Л. (2014) Поетапне формування інтелектуальних умінь майбутніх педагогів у системі післядипломної освіти. Педагогічні науки: теорія, історія, інноваційні технології. С. 163-170.
- Мельниченко Л. (2022) Формування дослідницьких умінь майбутніх учителів початкової школи засобами STEM-технологій : дис. ... д-ра філософії.
- Степанюк К. (2015) Поетапність формування дослідницьких умінь майбутніх учителів початкової школи. Педагогіка формування творчої особистості у вищій і загальноосвітній школах. С. 387-393.
- Умінська О. (2026) Професійна компетентність вчителя-словесника в умовах цифровізації освіти. VI Міжнародна науково-практична онлайн-конференція «Соціокомунікаційна наука в парадигмі смислових трансформацій: суспільні виклики, тренди освіти і професійної діяльності». С. 242-245.
- Чорнобай К. (2011) Розвиток експериментальних умінь та навичок майбутніх учителів фізики в умовах інтеграції : дис. ... канд. пед. наук.
- Boud D., Keogh R., Walker D. (1985) What is reflection in learning? Reflection: turning experience into learning. P. 7– 17.
- Chang Bo. (2019) Reflection in Learning. Online Learning, 23(1). P. 95-110. doi:10.24059/olj.v23i1.1447
- Costa A., Kallick B. (2008) Learning Through Reflection. Learning and Leading with Habits of Mind. 16 Essential Characteristics for Success. P. 221-235.
- Gardner-Medwin A, Gahan M. (2003) Formative and summative confidence-based assessment. Proceedings of the 7th Computer-Aided Assessment Conference. Loughborough. P. 147–155.
- Helyer R. (2015) Learning through reflection: the critical role of reflection in work-based learning (WBL). Journal of Work-Applied Management. P. 15-27.
- Merrill D. (2002) First Principles of Instruction. ETR&D, Vol. 50, No. 3, P. 43–59.
- Moon J. (2004) Reflection in Learning and Professional Development. 27 p.
- Riabchun H. (2025) The potential of the person-centered approach in contemporary education: A literature review. 9th International Student Research Conference "PRIORITY AREAS AND DIRECTIONS FOR THE DEVELOPMENT OF GLOBAL SCIENCE". P. 640-641.
- Sorden S. (2013) The Cognitive Theory of Multimedia Learning. The handbook of educational theories. 2013. P. 155–167.
- Van de Pol, J., Volman M., Beishuizen J. (2010) Scaffolding in teacher–student interaction: A decade of research. Educational Psychology Review, 22(3), P. 271–296.
- Wain A. (2017) Learning through reflection. British Journal of Midwifery. P. 662-666.
- Wong K. (2020) "A design framework for enhancing engagement in student centered learning: own it, learn it, and share it" by Lee and Hannafin (2016): an international perspective. Education Tech Research Dev. 4 p.

Про авторів

Ганна Рябчун, аспірант кафедри цифрових технологій і професійної освіти,
e-mail: AnnaBalakirjewa@ukr.net,
<https://orcid.org/0000-0002-0864-7883>

Валентина Фрицюк, доктор педагогічних наук, професор кафедри педагогіки та освітнього менеджменту,
e-mail: valentya.frytsiuk@vspu.edu.ua,
<https://orcid.org/0000-0001-6133-2656>

About the Authors

Hanna Riabchun, Postgraduate Student of the Department of Digital Technologies and Vocational Education,
e-mail: AnnaBalakirjewa@ukr.net,
<https://orcid.org/0000-0002-0864-7883>

Valentina Frytsiuk, Dr. of Pedagogical Sciences, Professor of Pedagogy, Vocational Education and Management of Educational Institutions,
e-mail: valentya.frytsiuk@vspu.edu.ua,
<https://orcid.org/0000-0001-6133-2656>

UDC 378.147:796.011.3

[https://doi.org/10.31652/3041-1203-2026\(1\)-13-21](https://doi.org/10.31652/3041-1203-2026(1)-13-21)

Formation of positive motivation of future physical education teachers for health-preserving activities as a pedagogical condition

Roman Kryvenko

Hryhorii Skovoroda University in Pereiaslav, Pereiaslav, Ukraine

Abstract

The article provides a theoretical substantiation of the formation of positive motivation of future physical education teachers for health-preserving activities as a pedagogical condition of their professional training and reveals the specific features of its practical implementation in the educational process of a higher education institution. The relevance of the study is determined by the need to prepare future physical education teachers who are able not only to acquire subject-specific knowledge and professional skills but also to consciously perform the health-preserving function of pedagogical activity, assume responsibility for pupils' health, and contribute to creating a safe educational environment. The purpose of the article is to theoretically substantiate the formation of positive motivation of future physical education teachers for health-preserving activities as a pedagogical condition and to reveal the content, forms, methods, and means of its practical implementation in professional training. The research employed analysis, synthesis, systematization, and generalization of scientific sources and regulatory and methodological materials. Professional motivation is considered an integrative personal construct encompassing motives, needs, interests, professional goals, value orientations, and beliefs that determine future teachers' commitment to mastering the profession and achieving professional self-realization. It has been established that motivation for health-preserving activities involves awareness of their social and professional significance, acceptance of health as a professional value, development of intrinsic motives and professional responsibility, and a need for continuous professional self-improvement. The pedagogical condition was implemented without introducing a separate educational component; instead, the potential of the existing educational programme was used by systematically incorporating the motivational and value-based dimension into students' academic, practical, research, and extracurricular activities. The motivational potential of general pedagogical, psychological and pedagogical, and professionally oriented educational components was utilised. The implementation involved professionally oriented tasks, modelling and analysis of pedagogical situations, the case method, problem-based inquiry, interactive, discussion-based and project methods, pedagogical training sessions, business and role-playing games, self-assessment, peer assessment, and reflective methods. Particular attention was paid to teaching practice, positive models of professional behaviour, and situations of professional success as mechanisms facilitating the transition from externally regulated learning activity to intrinsically motivated health-preserving professional activity. It is concluded that the comprehensive implementation of this pedagogical condition provides a motivational and value-based foundation for the conscious acquisition and application of health-preserving knowledge and technologies, strengthens professional responsibility, and encourages future physical education teachers to pursue continuous professional self-improvement and consciously fulfil the health-preserving function of their future pedagogical activity.

Keywords: future physical education teachers, positive motivation, health-preserving activities, pedagogical condition, professional training, health-preserving technologies

Формування позитивної мотивації майбутніх учителів фізичної культури до здоров'язбережувальної діяльності як педагогічна умова

Роман Кривенко

Університет Григорія Сковороди в Переяславі

Анотація

У статті теоретично обґрунтовано формування позитивної мотивації майбутніх учителів фізичної культури до здоров'язбережувальної діяльності як педагогічну умову їхньої професійної підготовки та розкрито особливості її практичної реалізації в освітньому процесі закладу вищої освіти. Актуальність дослідження зумовлена необхідністю підготовки майбутніх учителів фізичної культури, здатних не лише володіти предметними знаннями та професійними вміннями, а й усвідомлено реалізовувати здоров'язбережувальну функцію педагогічної діяльності, відповідально ставитися до здоров'я учнів і створювати безпечне освітнє середовище. Метою статті є теоретичне обґрунтування формування позитивної мотивації майбутніх учителів фізичної культури до здоров'язбережувальної діяльності як педагогічної умови та розкриття змісту, форм, методів і засобів її практичної реалізації у процесі професійної підготовки. Для досягнення поставленої мети використано аналіз, синтез, систематизацію та узагальнення наукових джерел і нормативно-методичних матеріалів. Професійну мотивацію розглянуто як інтегративне особистісне утворення, що охоплює мотиви, потреби, інтереси, професійні цілі, ціннісні орієнтації та переконання й визначає спрямованість майбутнього педагога на опанування професії та самореалізацію в ній. Встановлено, що мотивація до здоров'язбережувальної діяльності передбачає усвідомлення її суспільної та професійної значущості, прийняття здоров'я як професійної цінності, розвиток внутрішніх мотивів, відповідальності та потреби у професійному самовдосконаленні. Практична реалізація визначеної педагогічної умови здійснювалася без уведення окремого освітнього компонента шляхом використання потенціалу чинної освітньої програми та системного включення мотиваційно-ціннісного складника в навчальну, практичну, науково-дослідну й позааудиторну діяльність здобувачів вищої освіти. Розкрито можливості загальнопедагогічних, психолого-педагогічних і професійно орієнтованих освітніх компонентів у формуванні позитивної мотивації. Охарактеризовано комплекс форм і методів роботи, зокрема професійно орієнтовані завдання, моделювання та аналіз педагогічних ситуацій, кейс-метод, проблемно-пошукові, інтерактивні, дискусійні й проєктні методи, педагогічні тренінги, ділові та рольові ігри, самооцінювання, взаємооцінювання і рефлексивні методи. Акцентовано значення педагогічної практики, позитивних зразків професійної діяльності та ситуацій професійного успіху для переходу від зовнішньо зумовленої навчальної активності до внутрішньо мотивованої здоров'язбережувальної діяльності. Зроблено висновок, що комплексна реалізація визначеної педагогічної умови створює мотиваційно-ціннісне підґрунтя для свідомого опанування здоров'язбережувальних знань і технологій, розвитку професійної відповідальності та прагнення майбутніх учителів фізичної культури до професійного самовдосконалення.

Ключові слова: майбутні учителі фізичної культури, позитивна мотивація, здоров'язбережувальна діяльність, педагогічна умова, професійна підготовка, здоров'язбережувальні технології

Statement of the problem. Modern professional training of future physical education teachers is focused not only on acquiring subject knowledge and methods of organizing physical activity but also on developing readiness to preserve and strengthen students' health. The implementation of this professional function largely

depends on future teachers' motivational and value orientation, their understanding of the importance of health preservation, and their personal acceptance of relevant professional values. Strong professional knowledge and practical skills alone do not guarantee their purposeful application if health-preserving activities do not

have personal and professional meaning for future teachers. In this regard, it is particularly important to create appropriate pedagogical conditions in the educational process of higher education institutions for developing intrinsic motivation, professional motives, a responsible attitude towards health, and a desire for professional self-improvement. In this context, the focus should be not on separate motivational influences but on the systematic integration of the motivational component into students' academic, practical, research, and extracurricular activities. Therefore, the formation of positive motivation for health-preserving activities should be considered one of the key pedagogical conditions in the professional training of future physical education teachers, which requires theoretical justification and specification of the ways of its practical implementation.

The Analysis of Sources and Recent Research. The issue of developing professional motivation among future physical education teachers is becoming particularly relevant in the context of the growing focus of modern education on health preservation. Research considers the professional training of future physical education teachers as a complex process whose effectiveness depends on the interaction of knowledge, practical readiness, professional values, and personal attitudes towards future professional activity. Azhippo and Korolova (2020) emphasize the importance of the motivational component in developing the professional competence of physical culture specialists, while Bykov (2023) associates the effective development of health-preserving competence of future teachers with their readiness to consciously perform the relevant function in their professional activity. Honcharenko and Shevchenko (2023) examine the development of professional mastery of future physical education teachers and emphasize the importance of future teachers' personal orientation and active professional position.

The health-preserving focus of professional training is directly addressed by Prima and Prima (2021), who study the development of future teachers' creative position in the context of health-preserving professional activity. Shevchenko (2026) examines the preparation of future physical education teachers for preserving schoolchildren's health and emphasizes the need to develop an appropriate professional orientation. Otravenko (2025) considers the psychophysical preparation of future physical education teachers in relation to their readiness for professional activity and further self-improvement. Pavlyshynets (2021) studies the pedagogical conditions for the professional adaptation of future physical education teachers, while Loi and Hordiienko (2023) highlight the importance of an

individual professional and educational trajectory in future teacher training.

At the same time, current research pays considerable attention to the development of health-preserving competence, readiness to use health-preserving technologies, and various aspects of the professional development of future physical education teachers (Bykov, 2023; Hulko, 2025; Mykhailovych, 2025; Polishchuk & Polishchuk, 2022; Rybalko et al., 2024; Selivanov, 2025). However, the purposeful development of positive motivation specifically for health-preserving activities as a pedagogical condition of professional training requires further clarification. In particular, more attention should be paid to integrating motivational and value-based influences into different types of educational activities, selecting appropriate forms, methods, and tools, and supporting the transition from externally stimulated learning activity to an internally accepted professional position. This creates the need for a systematic approach to developing positive motivation among future physical education teachers, in which health preservation gradually becomes a personally meaningful professional value and a stable guideline for their future teaching activity.

The Purpose of the article is to provide a theoretical justification for developing positive motivation of future physical education teachers for health-preserving activities as a pedagogical condition and to describe the content, forms, methods, and tools for its practical implementation in the process of professional training.

Materials and Methods. The study was based on scientific publications addressing the professional training of future physical education teachers, the development of their professional motivation and readiness for health-preserving activities, as well as educational and professional programmes and teaching and methodological materials used in professional training. The methods of analysis, synthesis, systematization, and generalization of scientific sources and regulatory and methodological materials were used to justify the content of the pedagogical condition and identify the forms, methods, and tools for its practical implementation.

The Results of the Research. The justification of the proposed pedagogical condition is based on the idea that the effectiveness of professional training of future physical education teachers depends not only on the subject knowledge they acquire and the practical skills they develop, but also on their attitude towards their future professional activity. This is particularly important in performing the health-preserving function, which requires an understanding of its value, personal acceptance of responsibility for students' health, and intrinsic readiness to

systematically apply relevant principles in teaching practice. Therefore, the motivational component provides an important foundation that gives professional knowledge and skills personal meaning and encourages future teachers to use them in solving health-preserving tasks (Bykov, 2023; Selivanov, 2025).

Professional motivation is viewed as an integrative personal construct that includes professional motives, needs, interests, goals, value orientations, and beliefs and determines future teachers' orientation towards mastering the profession and achieving self-realization in it. For future physical education teachers, such motivation has a specific health-preserving focus, as their professional activity combines educational, developmental, health-promoting, and preventive functions and is directly related to developing students' responsible attitudes towards health.

Motivation for health-preserving activities is defined as a set of internal motives that shape future physical education teachers' positive attitudes towards performing the health-preserving function and their conscious commitment to preserving and improving students' health. It includes an understanding of the professional and social importance of health preservation, an interest in creating safe conditions for physical activity, a desire to promote a healthy lifestyle, and a willingness to improve one's professional practice. Shevchenko (2026) also associates the preparation of future physical education teachers for preserving schoolchildren's health with the development of an appropriate professional orientation. Thus, positive motivation performs not only a stimulating but also a meaning-making function, helping to make health preservation a conscious guideline for professional activity.

An important basis for this process is the system of future teachers' professional values. The key values include human health, a safe educational environment, responsibility for students' physical development and well-being, humanistic teacher-student interaction, promotion of a healthy lifestyle, and the teacher's personal example. Acceptance of these values helps integrate health-preserving activities into the professional position of future teachers and contributes to the development of stable professional responsibility (Prima & Prima, 2021; Shevchenko, 2025).

The development of intrinsic motivation is particularly important. Unlike external incentives related to assessment, teachers' requirements, or the need to complete educational tasks, intrinsic motivation is based on personal acceptance of professional goals, understanding the social importance of the profession, interest in future professional activity, and the need for professional self-realization. Otravenko (2025) associates the motivational

orientation of future physical education teachers with their readiness for professional self-improvement and continued professional activity. Under these conditions, acquiring health-preserving knowledge and technologies gains both personal and professional meaning for students.

At the same time, developing positive motivation cannot be limited to convincing students of the importance of health preservation. They need to gain their own professional experience, which allows them to connect theoretical knowledge with real teaching situations, analyse their decisions, evaluate the results, and experience professional success. Teaching practice has particular potential in this context, as it supports the transition from a generally positive attitude towards the profession to personal acceptance of its health-preserving mission (Pavlyshynets, 2021).

Thus, the formation of positive motivation for health-preserving activities is considered a pedagogical condition aimed at helping future physical education teachers understand the health-preserving mission of their profession, accept health as a professional value, develop intrinsic motivation for such activities, and recognize the need for professional self-improvement. A developed motivational and value-based orientation provides an internal foundation for deepening professional knowledge, gaining practical experience, and consciously applying health-preserving technologies.

The practical implementation of the pedagogical condition was carried out by creating a professionally oriented educational environment in which health-preserving activities gained personal and professional meaning for future physical education teachers. No separate educational component was introduced. Instead, the potential of the existing educational programme was used by systematically integrating the motivational and value-based component into students' academic, practical, research, and extracurricular activities. The main focus was on understanding the social importance of the physical education teacher's profession, the teacher's responsibility for preserving students' health, developing interest in health-preserving technologies, and creating situations of professional success.

The content of this work was implemented through the motivational potential of different groups of educational components. General pedagogical training helped students understand the social mission of the teacher, the humanistic values of the teaching profession, professional responsibility, and the need for continuous self-development. Psychological and pedagogical training focused on students' psychological well-being, mechanisms of motivation, pedagogical interaction, and the creation of

a safe and psychologically comfortable educational environment. Professionally oriented educational components made it possible to directly demonstrate the relationship between physical activity, physical development, health, and the teacher's professional activity.

The implementation of the pedagogical condition combined lectures, practical classes and seminars, independent and individual educational and research work, small-group work, pedagogical training sessions, round-table discussions, and student research activities. Sports and health-promoting events, sports festivals, tourism and local history activities, and health-oriented volunteer projects also had considerable motivational potential. These activities helped transfer health preservation from the theoretical level to students' personal and professional experience.

During practical classes, professionally oriented tasks were used. They included the analysis of teaching situations, designing parts of physical education lessons, planning physical and health-promoting activities, identifying ways to organize physical activity safely, selecting health-preserving technologies, and explaining the reasons for their use. Students were expected not only to suggest a pedagogical solution but also to justify it, predict its possible impact on students' health and safety, and relate it to the teacher's professional responsibility.

An important role was given to modelling professional situations related to the organization of physical and health-promoting activities, the selection of physical education methods, safe physical activity, injury prevention, and the creation of a health-preserving educational environment. Students identified the problem, analysed alternative solutions, selected an appropriate pedagogical action, and justified their position. Such activities helped them understand the practical consequences of professional decisions and their personal responsibility for students' health and safety.

The methods used included problem-based inquiry, interactive, discussion-based, and project methods, the case method, analysis of teaching situations, heuristic discussions, brainstorming, business and role-playing games, and training activities. Portfolios, self-assessment, peer assessment, reflective methods, pedagogical support, and situations of success were also used. These methods were primarily aimed at strengthening professional motives and making the experience gained personally meaningful for students.

Another important way of developing motivation was introducing students to positive examples of professional practice through observing experienced teachers, analysing

teaching experience, and participating in physical, health-promoting, and educational activities. Teaching practice played a particularly important role. During teaching practice, students tested their own pedagogical decisions, conducted lessons and health-promoting activities, analysed the results of their work, and assessed their readiness to perform the health-preserving function. Positive experience in solving professional tasks and receiving feedback supported a gradual transition from extrinsic learning motivation to intrinsic interest in health-preserving activities.

Information and methodological support included regulatory documents in the fields of education and healthcare, educational and course programmes, teaching and methodological materials, cases based on professional situations, multimedia and video materials, digital platforms, and tools for monitoring physical activity. Their use provided a clear professional context, visual support, and a practical focus for the training process.

Thus, the practical implementation of the pedagogical condition was based on the interconnected use of the potential of educational components, professionally oriented forms and methods of teaching, teaching practice, positive professional examples, reflective support, and information and methodological resources. This organization of the training process was aimed at establishing health as a professional value, developing intrinsic motivation and professional responsibility, and encouraging future physical education teachers to pursue self-improvement and perform the health-preserving function in their future professional activity.

Conclusions. The formation of positive motivation of future physical education teachers for health-preserving activities is an important pedagogical condition that helps them understand the health-preserving mission of their profession and accept health as a key professional value. Its implementation involves the systematic combination of the motivational potential of educational components, professionally oriented forms and methods of teaching, teaching practice, reflective activities, and positive examples of professional behaviour. Particular importance is given to involving students in solving professional situations and practical tasks, which supports the transition from externally motivated learning activities to intrinsic motivation for health-preserving activities. The comprehensive implementation of this pedagogical condition provides a motivational and value-based foundation for the conscious acquisition of health-preserving knowledge and technologies, the development of professional responsibility, and future physical education teachers' commitment to professional self-improvement.

Prospects for Further Research. Further research should focus on experimentally examining changes in the motivational component of future physical education teachers' subject competence and evaluating the

effectiveness of the proposed forms, methods, and tools for developing positive motivation for health-preserving activities.

References

- Azhippo, O., & Korolova, M. (2020). Tekhnolohiia formuvannia upravlinskoi kompetentnosti maibutnikh menedzheriv fizychnoi kultury [Technology for developing managerial competence of future physical culture managers]. *Slobozhanskyi Naukovo-Sportyvnyi Visnyk*, (5(79)), 5–11. <https://doi.org/10.15391/sns.v.2020-5.001>
- Bykov, I. V. (2023). Formuvannia zdoroviazberezhualnoi kompetentnosti maibutnikh uchyteliv pochatkovoi shkoly [Formation of health-preserving competence of future primary school teachers]. *Visnyk Natsionalnoho Universytetu "Chernihivskyi Kolehium" Imeni T. H. Shevchenka*, (179(23)), 3–7. <https://doi.org/10.58407/visnik.232301>
- Honcharenko, I. S., & Shevchenko, O. V. (2023). Osoblyvosti pedahohichnoi maisternosti maibutnikh uchyteliv fizychnoi kultury [Specific features of pedagogical mastery of future physical education teachers]. *Health & Education*, (4), 240–245. <https://doi.org/10.32782/health-2023.4.34>
- Hulko, T. Yu. (2025). Pedahohichni umovy formuvannia zdoroviazberezhualnoi ta zdoroviarozvyvalnoi kompetentnostei u maibutnikh fakhivtsiv fizychnoi kultury ta sportu [Pedagogical conditions for the formation of health-preserving and health-developing competencies of future physical culture and sports specialists]. *Naukovi Zapysky. Seriya: Problemy Pryrodnycho-Matematychnoi, Tekhnolohichnoi ta Profesiinoi Osvity*, (2), 23–34. <https://doi.org/10.32782/cusu-pmtp-2025-2-3>
- Mykhailovych, I. L. (2025). Formuvannia zdoroviazberezhualnoi kompetentnosti maibutnikh uchyteliv fizychnoi kultury [Formation of health-preserving competence of future physical education teachers]. *Academic Notes. Series: Pedagogical Sciences*, 18, 142–146. https://doi.org/10.59694/ped_sciences.2026.18.142
- Otravenko, O. V. (2025). Psykhofizychna pidhotovka maibutnikh uchyteliv fizychnoi kultury do profesiinoi diialnosti [Psychophysical preparation of future physical education teachers for professional activity]. *Collection of Research Papers "Pedagogical Sciences"*, 109, 70–77. <https://doi.org/10.32999/ksu2413-1865/2025-109-9>
- Pavlyshynets, K. Yu. (2021). Pedahohichni umovy adaptatsii maibutnikh uchyteliv fizychnoi kultury do profesiinoi diialnosti u protsesi pedahohichnoi praktyky [Pedagogical conditions for the adaptation of future physical education teachers to professional activity during teaching practice]. *Pedahohichni Nauky: Teoriia ta Praktyka*, 2(1), 159–164. <https://doi.org/10.26661/2522-4360-2021-1-2-25>
- Polishchuk, V., & Polishchuk, M. (2022). Osoblyvosti profesiinoi pidhotovky maibutnikh vchyteliv fizychnoi kultury do zdoroviazberihanoi diialnosti [Specific features of professional training of future physical education teachers for health-preserving activities]. *Theory and Practice of Physical Culture and Sports*, 1(1), 61–67. [https://doi.org/10.31470/2786-6424-2022-1\(1\)-61-67](https://doi.org/10.31470/2786-6424-2022-1(1)-61-67)
- Prima, R., & Prima, D. (2021). Do pytannia formuvannia tvorchoi pozytsii maibutnikh uchyteliv u ploshchyni zdoroviazberezhualnoi profesiinoi diialnosti [On the formation of future teachers' creative position in the context of health-preserving professional activity]. *Acta Paedagogica Volyniensis*, (4), 117–123. <https://doi.org/10.32782/apv/2021.4.18>
- Rybalko, L., Hulko, T., Heta, A., Yopa, T., Vorobiov, O., Ostapov, A., Kravchenko, M., Kosiak, O., & Karavan, Ye. (2024). Formuvannia hotovnosti maibutnikh fakhivtsiv z fizychnoi kultury i sportu do provadzhennia zdoroviazberezhualnykh tekhnolohii [Formation of future physical culture and sports specialists' readiness to implement health-preserving technologies]. *Zeszyty Naukowe Wyższej Szkoły Technicznej w Katowicach*, (19), 213–224. <https://doi.org/10.54264/0111>
- Selivanov, Ye. V. (2025). Formuvannia hotovnosti maibutnikh vykladachiv fizychnoi kultury do vykorystannia zdoroviazberezhualnykh tekhnolohii u profesiinii diialnosti [Formation of future physical education teachers' readiness to use health-preserving technologies in professional activity]. *Teoriia ta Metodyka Navchannia ta Vykhovannia*, 59, 289. <https://doi.org/10.34142/23128046.2025.59.21>
- Shevchenko, O. (2026). Pidhotovka maibutnikh uchyteliv fizychnoi kultury do zdoroviazberezhennia shkolariv zasobamy rukhlyvykh ihor [Preparing future physical education teachers for preserving schoolchildren's health through active games]. *Visnyk Natsionalnoho Universytetu "Chernihivskyi Kolehium" Imeni T. H. Shevchenka*, (191(35)), 185–189. <https://doi.org/10.58407/visnik.253529>
- Shevchenko, O. (2025). Formuvannia profesiinoi maisternosti u maibutnikh uchyteliv fizychnoi kultury zasobamy sportyvnykh sviat i vydovyshch [Formation of professional mastery of future physical education teachers through sports festivals and performances]. *Visnyk Natsionalnoho Universytetu "Chernihivskyi Kolehium" Imeni T. H. Shevchenka*, (187(31)), 328–332. <https://doi.org/10.58407/visnik.253153>

Список використаних джерел

- Ажиппо, О., & Корольова, М. (2020). Технологія формування управлінської компетентності майбутніх менеджерів фізичної культури. *Слобожанський науково-спортивний вісник*, (5(79)), 5–11. <https://doi.org/10.15391/snsv.2020-5.001>
- Биков, І. В. (2023). Формування здоров'язбережувальної компетентності майбутніх учителів початкової школи. *Вісник Національного університету «Чернігівський колегіум» імені Т. Г. Шевченка*, (179(23)), 3–7. <https://doi.org/10.58407/visnik.232301>
- Гончаренко, І. С., & Шевченко, О. В. (2023). Особливості педагогічної майстерності майбутніх учителів фізичної культури. *Health & Education*, (4), 240–245. <https://doi.org/10.32782/health-2023.4.34>
- Гулько, Т. Ю. (2025). Педагогічні умови формування здоров'язбережувальної та здоров'язрозвивальної компетентностей у майбутніх фахівців фізичної культури та спорту. *Наукові записки. Серія: Проблеми природничо-математичної, технологічної та професійної освіти*, (2), 23–34. <https://doi.org/10.32782/cusu-pmtp-2025-2-3>
- Михайлович, І. Л. (2025). Формування здоров'язбережувальної компетентності майбутніх учителів фізичної культури. *Academic Notes. Series: Pedagogical Sciences*, 18, 142–146. https://doi.org/10.59694/ped_sciences.2026.18.142
- Отраченко, О. В. (2025). Психофізична підготовка майбутніх учителів фізичної культури до професійної діяльності. *Collection of Research Papers "Pedagogical Sciences"*, 109, 70–77. <https://doi.org/10.32999/ksu2413-1865/2025-109-9>
- Павлишинець, К. Ю. (2021). Педагогічні умови адаптації майбутніх учителів фізичної культури до професійної діяльності у процесі педагогічної практики. *Педагогічні науки: теорія та практика*, 2(1), 159–164. <https://doi.org/10.26661/2522-4360-2021-1-2-25>
- Поліщук, В., & Поліщук, М. (2022). Особливості професійної підготовки майбутніх вчителів фізичної культури до здоров'язберігальної діяльності. *Theory and Practice of Physical Culture and Sports*, 1(1), 61–67. [https://doi.org/10.31470/2786-6424-2022-1\(1\)-61-67](https://doi.org/10.31470/2786-6424-2022-1(1)-61-67)
- Пріма, Р., & Пріма, Д. (2021). До питання формування творчої позиції майбутніх учителів у площині здоров'язбережувальної професійної діяльності. *Acta Paedagogica Volyniensis*, (4), 117–123. <https://doi.org/10.32782/apv/2021.4.18>
- Рибалко, Л., Гулько, Т., Гета, А., Йоп, Т., Воробйов, О., Остапов, А., Кравченко, М., Косяк, О., & Караван, Є. (2024). Формування готовності майбутніх фахівців з фізичної культури і спорту до провадження здоров'язбережувальних технологій. *Zeszyty Naukowe Wyższej Szkoły Technicznej w Katowicach*, (19), 213–224. <https://doi.org/10.54264/0111>
- Селіванов, Є. В. (2025). Формування готовності майбутніх викладачів фізичної культури до використання здоров'язбережувальних технологій у професійній діяльності. *Теорія та методика навчання та виховання*, 59, 289. <https://doi.org/10.34142/23128046.2025.59.21>
- Шевченко, О. (2026). Підготовка майбутніх учителів фізичної культури до здоров'язбереження школярів засобами рухливих ігор. *Вісник Національного університету «Чернігівський колегіум» імені Т. Г. Шевченка*, (191(35)), 185–189. <https://doi.org/10.58407/visnik.253529>
- Шевченко, О. (2025). Формування професійної майстерності у майбутніх учителів фізичної культури засобами спортивних свят і видовищ. *Вісник Національного університету «Чернігівський колегіум» імені Т. Г. Шевченка*, (187(31)), 328–332. <https://doi.org/10.58407/visnik.253153>

Про автора

Роман Кривенко, старший викладач кафедри
спортивних ігор,
e-mail: romakrivenko15@gmail.com,
<https://orcid.org/0000-0003-3910-1979>

About the Author

Roman Kryvenko, Senior Lecturer at Sports Games
Department,
e-mail: romakrivenko15@gmail.com,
<https://orcid.org/0000-0003-3910-1979>

Content and structure of future music teachers' readiness to work in a blended learning environment

Nazarii Naumenko, Natalia Mozgalova, Anton Hnatenko

Vinnitsia Mykhailo Kotsiubynskyi State Pedagogical University, Vinnitsia, Ukraine

Abstract

The article deals with modern scientific approaches to the determination of the contents of readiness. It is stated that the essence of readiness reflects an integral creation which features the following manifestations describing its indicators from different points of view: professional readiness, pedagogical readiness, psychological readiness for pedagogical activity, readiness for professionally-pedagogical self-improvement, readiness for innovative activity. A lot of attention is drawn to the contents of psychological readiness for work, for pedagogical activity which is explained from three positions: functional, personal, active.

The interrelation between the term of readiness and "competence", "preparedness", "qualification", "proficiency", "professionalism" represented in the works of modern domestic researchers is analyzed. It is stated that the main purpose of higher education is connected with the incipience of personal-professional qualities of a university graduate, the formation of professional competence as a complex of competences which provide theoretical and practical readiness of a future specialist for implementing functions of pedagogical activity in educational environment which changes under the influence of many factors including society digitalization that has got a prominent characteristic feature.

The article proposes the determination of the term of readiness of future music teachers for the work in blended learning conditions as a complex of personal-professional characteristic feature which determines the value orientation at the usage of information educational technologies, the knowing of peculiarities, ways and methods of blended learning organization and the ability to create integral educational environment.

To solve the problem how to determine the structure of future music teachers' readiness for work in blended learning conditions different approaches proposed in pedagogical research are analyzed.

Four structural components of this readiness are singled out: motive, cognitive, active, personal.

Keywords: readiness, structure, future teachers, blended learning, components, motive, cognitive, active, personal

УДК 378.147

[https://doi.org/10.31652/3041-1203-2026\(1\)-22-33](https://doi.org/10.31652/3041-1203-2026(1)-22-33)

Зміст і структура готовності майбутніх учителів музичного мистецтва до роботи в умовах змішаного навчання

Назарій Науменко, Наталія Мозгальова, Антон Гнатенко

Вінницький державний педагогічний університет імені Михайла Коцюбинського

Анотація

У статті розглядаються сучасні наукові підходи до визначення змісту поняття готовності. Зазначено, що сутність поняття готовності відображає інтегральне утворення, що відрізняється низкою проявів, які описують його показники з різних позицій: професійна готовність, педагогічна готовність, психологічна готовність до педагогічної праці, готовність до професійно-педагогічного самовдосконалення, готовність до інноваційної діяльності. Приділено увагу змісту психологічної готовності до праці, до педагогічної діяльності, яку по трактовано з трьох позицій: функціональної, особистісної, діяльнісної.

Проаналізовано співвідношення поняття готовності з поняттями «компетентність», «підготовленість», «кваліфікація», «майстерність», «уміння», «професіоналізм», представленими в працях сучасних вітчизняних дослідників. Зазначається, що мета вищої освіти пов'язується зі становленням особистісно-професійних якостей випускника університету, формуванням професійної компетентності як сукупності компетенцій, що забезпечують теоретичну і практичну готовність майбутнього фахівця до виконання функцій педагогічної діяльності в освітньому середовищі, що змінюється під впливом багатьох факторів, зокрема, цифровізації суспільства, яка має визначальний характер.

У статті запропоновано визначення поняття готовності майбутніх учителів музичного мистецтва до роботи в умовах змішаного навчання як комплексної особистісно-професійної характеристики, що визначає ціннісну орієнтацію на використання інформаційних освітніх технологій, знання особливостей, способів і прийомів організації змішаного навчання та вміння створювати інтегративне освітнє середовище.

З метою виявлення структури готовності майбутніх учителів музичного мистецтва до роботи в умовах змішаного навчання проаналізовано різні підходи до вирішення цього питання, запропоновані в педагогічних дослідженнях. Виокремлено чотири структурні компоненти зазначеної готовності: мотиваційний, когнітивний, діяльнісний, особистісний.

Ключові слова: готовність, структура, майбутні вчителі, змішане навчання, компоненти, мотиваційний, когнітивний, діяльнісний, особистісний

Statement of the problem. The scholarly understanding of readiness has gradually developed into a multidimensional concept encompassing philosophical, psychological, social, pedagogical, and professionally specific perspectives. In the context of the rapid transformation of contemporary education, future teachers' readiness for pedagogical activity in a blended learning environment is considered one of the key prerequisites for their successful adaptation to changing professional requirements.

Readiness is viewed as an integrative construct manifested in different dimensions that reflect its specific aspects and characteristics. These include professional

readiness, pedagogical readiness, psychological readiness for teaching, readiness for professional and pedagogical self-improvement, and readiness for innovative activity.

The Analysis of Sources and Recent Research. Contemporary pedagogical theory includes a considerable body of research in which readiness is regarded as one of the essential prerequisites for the highly effective professional activity of a future specialist. In psychological and pedagogical literature, readiness is characterized as a manifestation of all aspects of personality that enable an individual to perform professional functions effectively (Bekirova, 2010); a state in which an individual is better able to adapt to associations between particular combinations

of stimuli and responses (Voitko, 1982); a holistic personal construct that integrates a set of internal subjective factors associated with a particular activity (Honcharenko, 2000); the development of psychological characteristics without which successful mastery of an activity is impossible (Lozhkin et al., 2011); an active state of the individual involving an orientation towards particular behaviour and the mobilization of efforts to perform a task (Shadskykh & Picha, 2006); and a high level of development of motivational, cognitive, emotional, and volitional processes of an individual or group that ensures success in future activity, as well as an appropriate orientation towards that activity (Yarmachenko, 2001).

A retrospective analysis of psychological research on the concept of readiness (Akimov, 2013; Ball & Perepelytsia, 1996; Molchanova, 2001) indicates certain transformations in the understanding of the essence of this quality. Ukrainian scholars (Akimov, 2013; Ball & Perepelytsia, 1996; Bekirova, 2010; Lozhkin et al., 2011; Molchanova, 2001; Shadskykh & Picha, 2006) interpret readiness as a psychological phenomenon from three perspectives. From the first, functional perspective, readiness is understood as a psychological state that enables an individual to perform professional tasks successfully and at a high level. From the second, personal perspective, readiness comprises professionally valuable personal qualities and skills that ensure performance appropriate to professional requirements. From the third, activity-based perspective, readiness is viewed as an integrative personal construct comprising a set of knowledge, skills, and important personal qualities that contribute to the successful performance of professional tasks.

In accordance with the idea of establishing criteria for the holistic manifestation and development of the personal functions of participants in the pedagogical process, the development of future teachers' readiness for professional activity becomes a major requirement of their professional training. A review of psychological and pedagogical literature represented by the works of Ball, Bohdanova, Honcharenko, Dubaseniuk, Maksymenko, Pelekh, and Yarmachenko has shown that specialists' readiness for pedagogical activity involves the potential activation of psychological functions required to perform professional tasks; the acquisition of knowledge and skills that enable them to establish a system of constructive and effective interaction; and a set of interrelated professional personal qualities, including value-based, cognitive, emotional-volitional, and operational-behavioural qualities, which ensure effective self-realization in professional activity (Ball & Perepelytsia, 1996; Bohdanova, 1998; Dubaseniuk, 2009;

Honcharenko, 2000; Maksymenko & Pelekh, 1994; Yarmachenko, 2001).

The purpose of higher education is increasingly associated with the development of university graduates' personal and professional qualities and the formation of professional competence as a set of competencies that ensure future specialists' theoretical and practical readiness to perform the functions of pedagogical activity in an educational environment that is changing under the influence of numerous factors, particularly the digitalization of society.

Contemporary researchers regard readiness for pedagogical activity as an integrative personal quality aimed at ensuring an appropriate response to complex and diverse professional tasks that can be addressed through a system of competencies acquired in a higher education institution (Dubaseniuk, 2009). Thus, optimizing the development of readiness for pedagogical activity involves the theoretical and practical training of future teachers, which enables them to master traditional and innovative teaching methods and technologies, develop professional motivation, and improve important personal qualities, including intellectual, psychological, and physical qualities, that allow them to perform professional tasks productively.

The quality of future teachers' professional training is determined by the extent to which they master new pedagogical technologies and develop theoretical and practical readiness to implement them in the educational process of contemporary schools. A higher education institution ensures the professional readiness of future teachers, one of the currently relevant aspects of which is teachers' innovative competence, understood as "a system of motives, knowledge, skills, abilities, and personal qualities of a teacher that ensures the effective use of new pedagogical technologies in working with children" (Levkivskyi, 2004, p. 52).

The educational process, reflecting the current needs of society, requires continuous renewal. Therefore, future specialists should be oriented towards the creative perception, mastery, and implementation of innovations in their own pedagogical activity, which reflects teachers' continuous professional self-improvement.

Dychkivska (2015) defines teachers' readiness for innovative activity as a specific personal state that involves a motivational and value-based attitude towards professional activity, mastery of effective methods and means of achieving pedagogical goals, and the capacity for creativity and reflection. The development of readiness for innovative pedagogical activity is determined by teachers' personal and professional-pedagogical positions, which are characterized, respectively, by personal qualities such as

creativity, purposefulness, and striving for high performance, and specific professional qualities such as knowledge of the latest teaching methods, tools, and technologies, design skills, and information and communication skills. These qualities ensure the ability to find non-traditional solutions to current problems related to students' personal development.

In the context of developing readiness for pedagogical activity in a blended learning environment, particular relevance is attached to the indicators of readiness for innovative activity as the ability to find non-traditional solutions to current educational problems identified by Bohdanova (1998): awareness of the need to introduce pedagogical innovations into one's own teaching practice; a broad range of knowledge about innovative methods and technologies of pedagogical work; readiness for experimental activity and for the difficulties associated with the innovative nature of such work; and the possession of universal skills that ensure the successful acceptance and implementation of innovations.

The Purpose of the article is to determine the content and structure of future music teachers' readiness to work in a blended learning environment based on the analysis of scientific literature.

The Results of the Research. An analysis of contemporary research (Ball & Perepelytsia, 1996; Bekirova, 2010; Bohdanova, 1998; Dubaseniuk, 2009; Maksymenko & Pelekh, 1994; Nosovets & Tereshchenko, 2019) indicates that readiness for professional activity in a blended learning environment results both from a conscious choice of profession in accordance with an individual's abilities and capabilities and from the process of professional training in a higher education institution, through which future specialists become aware of their ability and preparedness to act actively and purposefully in the contemporary educational environment. The requirements for professionals who are expected to work in a blended learning environment encourage future teachers to respond promptly to current educational trends, acquire the ability to apply the knowledge gained at a higher education institution creatively, and systematically expand their professionally relevant knowledge, thereby enabling effective changes in the content and forms of their own pedagogical activity.

Future music teachers' readiness to work in a blended learning environment is integrative in nature, reflecting the coherence of the theoretical, methodological, and technological components of future teachers' professional training that contribute to their productive activity. Particular emphasis is placed on the importance of developing socially significant motives, moral and volitional

qualities, practical skills and abilities, emotional and volitional stability, self-control, and pedagogical tact, which constitute elements of future teachers' readiness to work in a blended learning environment as a complex and holistic personal construct. The development of the ability to find ways of solving professional tasks, as well as the development of a broad pedagogical outlook and flexibility of professional and pedagogical thinking, occurs through the analysis of pedagogical actions that acquire specific characteristics in a blended learning environment. Observation and evaluation of pedagogical phenomena in a blended learning environment, analysis of the facts of pedagogical activity and their transformations in relation to other elements constitute the initial components in developing students' ability to adapt to different conditions of professional activity under constantly changing circumstances. The ability to analyse one's own activity, anticipate its outcomes, demonstrate pedagogical observation, identify with others, and work both independently and as part of a team, together with such dynamic personal qualities as energy and initiative, is necessary for future specialists to develop readiness to modernize and optimize their own professional activity, demonstrate activity and independence in creatively developing and implementing new methods and techniques of innovative pedagogical work, and effectively solve pedagogical tasks.

Researchers (Ball & Perepelytsia, 1996; Bekirova, 2010; Bohdanova, 1998; Dubaseniuk, 2009; Maksymenko & Pelekh, 1994; Nosovets & Tereshchenko, 2019) note that alongside the concept of readiness, other concepts are also used, including "competence," "preparedness," "qualification," "mastery," "skillfulness," and "professionalism." The concept of "preparedness" is inherent in any outcome of the training process and characterizes particular manifestations of activity. The concept of "competence" reflects the level of professional knowledge and the degree to which it is actualized in a particular activity and represents an aspect-specific characteristic of readiness. The concept of "mastery" denotes the level of effectiveness of an activity. The concept of "skillfulness" emphasizes the operational aspect of activity, namely knowledge of and adherence to standards for performing professional actions in a particular sequence and interrelationship. The concept of "professionalism" defines the ideal status of the subject of activity in accordance with optimal social requirements for professional expertise.

Thus, the concept of "readiness" is used as a universal term encompassing all the above-mentioned

characteristics of the development of a specialist's professionalism.

The representation of readiness as a generic concept is characterized by "object-relatedness," that is, readiness for something; "aspectuality," determined by the composition of its components and their properties; "integrity," which reflects readiness as a system; and "representativeness," which refers to the representation of functions corresponding to professional activity (Ball & Perepelytsia, 1996; Bekirova, 2010; Bohdanova, 1998; Dubaseniuk, 2009; Maksymenko & Pelekh, 1994; Nosovets & Tereshchenko, 2019).

Nosovets and Tereshchenko (2019), examining the essence of future technology teachers' readiness for innovative pedagogical activity, found that the characteristic features of this type of readiness include personal qualities, such as readiness for creativity, high working capacity, and a high emotional status, as well as specific professional qualities, including knowledge of new technologies, mastery of new teaching methods and tools, the ability to develop projects, and the ability to analyse and identify the causes of shortcomings in professional activity. The researchers understand technology teachers' innovative competence as "an integral characteristic of a teacher's gnostic, operational, personal, and professional qualities, which is manifested in the willingness and ability to carry out successful professional innovative activity" (Nosovets & Tereshchenko, 2019).

Based on an analysis of scientific literature and her own experience, Buinytska (2021) clarifies the concept of "information and digital competence of social educators," which "involves the confident, critical, and responsible use of digital technologies in a digital society, facilitates interaction and adaptation within socio-technical systems and networked environments, and supports practical professional activity in a digital society" (p. 18).

In her dissertation research, Buinytska (2021) emphasizes the importance of creating an information and educational environment in a higher education institution that "will provide a personalized approach and continuous access to educational resources, thereby contributing to the professional and personal growth [of future specialists]. The essential conditions for creating an open information and educational environment are the availability of electronic content and technologies for electronic communication and collaboration" (p. 12). The author emphasizes the continuous exploration of ways to develop digital technologies and the importance of familiarizing students with new contemporary tools that will assist them in their future professional activity (Buinytska, 2021).

Summarizing the theory and practice of the professional training of future teachers for the use of cloud technologies, Khmil (2021) interprets the essence of the corresponding professional readiness as "a personal state of the subject that encourages the productive use of cloud technologies in the educational process and is manifested in a positive attitude, interest, and willingness; possession of a set of theoretical knowledge, practical skills and abilities; a developed capacity for self-assessment of one's professional level; and awareness of the need for further professional growth in this activity" (p. 15).

In her dissertation research on the development of future primary school teachers' professional readiness to use distance learning tools, Sokolova (2020) interprets this type of readiness as "a combination of a teacher's motives with practical knowledge, skills, and abilities to use distance learning tools in teaching primary school subjects" (p. 3). Taking into account the specific characteristics of the educational process in primary school, the researcher identifies three components in the structure of future teachers' readiness to use distance learning tools: motivational, cognitive, and operational. Each of these components can be implemented at the general pedagogical and subject-specific levels, as well as at the level of ICT proficiency (Sokolova, 2020).

Considering the above, in our study, future music teachers' readiness to work in a blended learning environment is defined as a comprehensive personal and professional characteristic that determines their value orientation towards the use of information and educational technologies, knowledge of the specific features, methods, and techniques of organizing blended learning, and the ability to create an integrative educational environment.

To identify the structure of future music teachers' readiness to work in a blended learning environment, various approaches to this issue proposed in contemporary pedagogical research were analysed.

Based on a content analysis of the relevant literature, Nosovets and Tereshchenko (2019) propose distinguishing the following components in the structure of future technology teachers' readiness for innovative pedagogical activity: the motivational and value-based component, which reflects a system of teachers' value orientations, interests, motives, and beliefs; the cognitive component, which represents a system of professionally relevant knowledge and perceptions of the specific features, conditions, and means of innovative professional activity; the operational component, which is manifested through developed skills and abilities to use innovative technologies effectively in professional activity; the personal component, which is represented by a set of personal and professional

qualities and characteristics of a future teacher; the communicative component, which is characterized by professional communication skills; the creative component, which is manifested in creative educational activity; and the reflective component, which is determined by the ability to analyse the ways of one's self-realization in innovative professional activity.

In the structure of future teachers' professional readiness to use cloud technologies, Khmil (2021) identifies four interrelated components: (1) motivational and value-based; (2) cognitive; (3) operational; and (4) reflective and prognostic.

Khmil (2021) considers "a value-based attitude towards the potential of cloud technologies" and "students' aspiration to independently master the capabilities of cloud services for their subsequent successful use in order to enhance the effectiveness of the learning process" (p. 16) to be important characteristics of the motivational and value-based component of future teachers' readiness to use cloud technologies. In describing the cognitive component, the researcher emphasizes the importance of general theoretical, psychological and pedagogical, methodological, and information-technological knowledge related to the use of cloud services in the educational process. The operational component in Khmil's (2021) dissertation research comprises "a set of skills necessary for the successful use of cloud technologies in the educational process" (p. 16), including organizational, design, methodological, creative, communicative, and instrumental-technological skills that ensure the creation of a teacher's cloud-oriented personal learning environment. The reflective and prognostic component "characterizes a future teacher's ability to self-assess their own preparedness to use cloud technologies in the educational process" (Khmil, 2021, p. 17).

The conditions under which distance learning is implemented significantly influence the structure of teachers' activity by changing the means of its implementation and transforming the content and organizational factors of teacher-student interaction, which necessitates special training of teachers to coordinate the distance learning process. Having analysed various approaches to understanding the essence of teachers' competence in organizing distance learning in higher technical educational institutions, Kirilenko (2011) defines this integrative personal construct as "a unity of theoretical and practical readiness, significant qualities, and experience necessary for the effective organization of pedagogical activity in a distance learning environment" (p. 7).

Based on the above, we distinguish the following components of future music teachers' readiness to work in a blended learning environment: motivational, cognitive, activity-based, and personal. Let us consider the content of each component.

The development of the value-based and motivational sphere of a future teacher contributes to accurate goal-setting and the planning of their activity and enables them to determine priorities in pedagogical activity; therefore, the motivational component occupies an important place in the structure of readiness. The development of readiness is determined specifically by the motivational component, which fosters students' aspiration to meet the requirements of their future professional activity.

The motivational sphere of the personality comprises a set of stable motives, understood as subjective reasons for particular behaviour, which have a certain hierarchy and reflect the orientation of the personality (Lozhkin et al., 2011). According to Antonova (2012), positive motivation creates the prerequisites for compensating for the insufficient development of other components of readiness and bringing them to the required level. Motivation itself contributes to the realization of psychological readiness for practical activity by determining both the manner and direction in which personal potential is used.

The presence of motivational readiness does not yet indicate the existence of psychological readiness for professional activity. At the same time, a positive attitude towards the profession and professional interest constitute important factors in the development of a system of goals, needs, and motives that encourage future specialists to improve their professional knowledge and mastery, adopt a conscious attitude towards their professional duties, work, and its outcomes, and demonstrate activity in their professional work (Antonova, 2012).

Analysing the development of readiness for professional work in the context of the humanization of education, Ball and Perepelytsia (1996) note that, in the course of professional activity, future specialists should be able to set goals and subgoals and achieve them, as well as build an individual educational trajectory that stimulates the need for continuous self-education.

Thus, based on theoretical research (Bohdanova, 1998; Buinytska, 2021; Khmil, 2021; Kirilenko, 2011; Nosovets & Tereshchenko, 2019; Sokolova, 2020), we define the motivational component of future music teachers' readiness to work in a blended learning environment as a set of stable motives for future professional activity, characterized by a future teacher's positive attitude towards the use of distance learning tools, a desire for self-improvement in the implementation of

modern information and communication technologies, an aspiration to master contemporary methods and techniques used in a blended learning environment, an orientation towards the effective implementation of the learning process, and an intrinsic aspiration to achieve success in solving non-standard tasks arising from the specific conditions of the educational process.

The next component in the structure of future music teachers' readiness to work in a blended learning environment is the cognitive component.

According to Radul and Kravtsov (2007), this component comprises a system of perceptions, views, and knowledge that reflects the individually distinctive and active ways in which future specialists cognitively engage with professionally oriented information. Cognitive activity carried out within the educational process of a higher education institution involves the acquisition by students of professionally valuable knowledge from the academic disciplines studied, the development of experience in analysing and generalizing professionally valuable information, the mastery of self-education skills, and, consequently, the establishment of a theoretical foundation for further professional activity (Dubaseniuk, 2009).

Future music teachers' readiness to work in a blended learning environment constitutes part of the development of teachers' professional competence as a holistic construct. Information and communication competence, understood as the ability of a highly qualified specialist to implement contemporary innovative technologies in their own practical activity in order to solve professional problems, is of particular importance for the development of the cognitive component of future music teachers' readiness to work in a blended learning environment (Buinytska, 2021; Khmil, 2021; Sokolova, 2020).

It should be taken into account that blended learning enables future professionals to acquire the skills, knowledge, and mastery necessary for cognitive activity; that is, it ensures readiness for self-directed learning as a purposeful and continuous process of self-improvement aimed at developing the ability to obtain, process, organize, and use new information in their own pedagogical activity. From this perspective, the cognitive component of future music teachers' readiness to work in a blended learning environment is a system of mutually conditioned and interacting elements: future teachers' knowledge, skills, and abilities related to working in a blended learning environment; basic psychological, pedagogical, and specialized knowledge necessary for the productive use of various Internet services and electronic educational resources (EERs) and for the effective organization of the

pedagogical process in blended learning; as well as a continuous aspiration for self-improvement and the accumulation of pedagogical experience in the field of innovation.

Let us consider the activity-based component of future music teachers' readiness to work in a blended learning environment. The activity-based aspect of the knowledge acquired during the professional training of future specialists is reflected in the appropriate application of blended learning methods, techniques, tools, and methodologies in their own activity. In this context, future teachers' readiness to work in a blended learning environment comprises two hierarchical levels. The first level is a system of concepts, perceptions, and cognitive functions that determines the mastery of design and analytical skills required for the rational development of a model and technology of professional activity in a blended learning environment. The second level reflects the ability to perform professional activity effectively in a blended learning environment, namely, "the ability to properly use and implement the resources of the information and communication environment; the ability to optimally transform a set of knowledge, skills, abilities, and experience into specific activity while applying operational (technological) techniques determined by the specific characteristics of the environment (type of activity) and taking into account the particular target orientation of the outcomes of this activity" (Petrenko, 2018).

An analysis of contemporary research (Maksymenko & Pelekh, 1994; Nosovets & Tereshchenko, 2019; Shcherbakov, 2009; Tytova, 2015) indicates that the activity-based component involves the practical implementation of future teachers' professional and pedagogical knowledge when working in a blended learning environment. It is based on working with educational and methodological literature, Internet services, personal computers, and specialized software and encourages future specialists to transform their interests, value orientations, motives, and knowledge into actual pedagogical actions within an integrated educational environment in order to solve professional tasks.

Based on an analysis of different approaches to determining the content of this component of readiness (Ball & Perepelytsia, 1996; Bekirova, 2010; Yaroshenko, 2019), we consider the activity-based component of readiness to work in a blended learning environment to be characterized by future teachers' mastery of contemporary methods, techniques, and tools that enable the technological organization of blended learning, which involves the ability to use contemporary information and communication technologies in the educational process.

Future teachers are able to consciously manage the process of their own professional training through self-analysis of their experience in applying innovative technologies and the effective use of reflective skills, based on confidence in their ability to achieve a high level of professional mastery, which today involves the organization of an integrated educational environment. In this context, we distinguish another component of future music teachers' readiness to work in a blended learning environment: the personal component.

Interactive learning, which is one of the important features of blended learning, ensures the active involvement of both students and teachers as participants in the educational process, contributing to the development of personal reflection and strengthening their active role in learning activities. The multidimensional nature of mastering learning material and the development of motivational readiness for interpersonal interaction contribute to readiness to flexibly change educational roles depending on the situation and to accept the rules of collaborative activity within blended learning.

The interactive nature of educational interaction in a blended learning environment determines the specific content of the personal component of future teachers' readiness to work in such an environment. Through continuous active interactive engagement in both face-to-face and distance learning, students develop communication skills and abilities, readiness for cooperation and the establishment of emotional contact, creative personal qualities, and cognitive independence (Radul & Kravtsov, 2007).

Thus, the personal component of future music teachers' readiness to work in a blended learning environment is characterized by an awareness of the need for the continuous self-development of the entire range of pedagogical abilities, particularly communicative and reflective abilities, as a prerequisite for successful pedagogical activity and the prevention of possible errors and difficulties; cognitive self-activity aimed at becoming familiar with innovative technologies, particularly information and communication technologies; and self-control and self-organization skills that ensure an optimal individualized pace of learning and cognitive activity.

Conclusions. Future music teachers' readiness to work in a blended learning environment comprises a set of professional qualities necessary for effective work in such an environment: conceptual knowledge of the essence, conditions, and methods of implementing blended learning; motivational readiness to introduce innovative technologies into the educational environment; developed skills in organizing self-improvement and self-realization in the field of information and communication technologies; and personal qualities that ensure a responsible and creative approach to performing a range of roles within the integrated environment of an educational institution.

Future music teachers' readiness to work in a blended learning environment, as an integrative personal quality, comprises motivational, cognitive, activity-based, and personal components, which together constitute a holistic system whose components are interrelated and mutually conditioned.

References

- Akimov, O. O. (2013). Formuvannia psykholohichnoi hotovnosti derzhavnykh sluzhbovtiv do profesiinoi diialnosti v umovakh yevrointehratsii Ukrainy [Formation of psychological readiness of civil servants for professional activity in the context of Ukraine's European integration] [Extended abstract of candidate's thesis]. Dnipropetrovsk. [in Ukrainian]
- Antonova, N. O. (2011). Tsinnisni orientatsii studentiv z riznym typtom hotovnosti do profesiinoi diialnosti psykholoha [Value orientations of students with different types of readiness for the professional activity of a psychologist]. *Praktychna psykholohiia ta sotsialna robota*, 2–3, 16–18. [in Ukrainian]
- Ball, H. O., & Perepelytsia, I. S. (1996). Formuvannia hotovnosti do profesiinoi pratsi u konteksti humanizatsii osvity [Formation of readiness for professional work in the context of humanization of education]. In H. O. Ball (Ed.), *Psykholohichni aspekty humanizatsii osvity: Knyha dlia vchytelia* [Psychological aspects of humanization of education: A book for teachers]. [in Ukrainian]
- Bartkiv, O. (2010). Hotovnist pedahoha do innovatsiinoi diialnosti [Teacher readiness for innovative activity]. *Problemy pidhotovky suchasnoho vchytelia*, 1, 52–58. [in Ukrainian]
- Bekirova, L. E. (2010). Formuvannia hotovnosti maibutnikh uchyteliv pochatkovykh klasiv do zastosuvannia interaktyvnykh tekhnolohii navchannia [Formation of future primary school teachers' readiness to use interactive learning technologies] [Extended abstract of candidate's thesis]. Kyiv. [in Ukrainian]
- Bohdanova, I. M. (1998). Profesiino-pedahohichna pidhotovka maibutnikh uchyteliv na osnovi zastosuvannia innovatsiinykh tekhnolohii [Professional and pedagogical training of future teachers based on the use of innovative technologies] [Extended abstract of doctoral dissertation]. Institute of Pedagogy and Psychology of Vocational Education of the Academy of Pedagogical Sciences of Ukraine. [in Ukrainian]
- Buinytska, O. P. (2021). Systema pedahohichnoho proiektuvannia informatsiino-osvitnoho seredovyscha dlia zdiisnennia pidhotovky maibutnikh sotsialnykh pedahohiv [System of pedagogical design of an information and educational environment for the training of future social educators]. Institute of Information Technologies and Learning Tools of the National Academy of Educational Sciences of Ukraine. [in Ukrainian]
- Demydenko, T. M. (2004). Pidhotovka maibutnikh uchyteliv trudovoho navchannia do innovatsiinoi pedahohichnoi diialnosti [Training future teachers of labor education for innovative pedagogical activity] [Candidate's thesis, Cherkasy National University]. [in Ukrainian]
- Dubasienuk, O. A. (2009). Profesiina pedahohichna osvita: Innovatsiini tekhnolohii ta metodyky [Professional pedagogical education: Innovative technologies and methods]. Zhytomyr Ivan Franko State University. [in Ukrainian]
- Dychkivska, I. (2015). Innovatsiini pedahohichni tekhnolohii [Innovative pedagogical technologies] (3rd ed.). Akademydav. [in Ukrainian]
- Honcharenko, S. U. (2000). Profesiina osvita: Slovnyk [Vocational education: A dictionary]. Vyscha shkola. [in Ukrainian]
- Izbash, S. S., & Noshchenko, K. V. (2012). Formuvannia hotovnosti maibutnikh uchyteliv do innovatsiinoi pedahohichnoi diialnosti pid chas praktychnoi pidhotovky [Formation of future teachers' readiness for innovative pedagogical activity during practical training]. *Pedahohika formuvannia tvorchoi osobystosti u vyshchii i zahalnoosvitnii shkolakh*, 22(75), 133–139. [in Ukrainian]
- Khmil, N. A. (2021). Teoriia i praktyka formuvannia profesiinoi hotovnosti maibutnikh uchyteliv do vykorystannia khmarnykh tekhnolohii u navchalno-vykhovnomu protsesi [Theory and practice of developing future teachers' professional readiness to use cloud technologies in the educational process] [Extended abstract of doctoral dissertation]. Kharkiv Humanitarian-Pedagogical Academy. [in Ukrainian]
- Kirilenko, O. H. (2008). Pedahohichni umovy pidhotovky vykladachiv vyshchykh tekhnichnykh navchalnykh zakladiv do orhanizatsii dystantsiinoho navchannia [Pedagogical conditions for preparing teachers of higher technical educational institutions to organize distance learning] [Extended abstract of candidate's thesis]. H. S. Skovoroda Kharkiv National Pedagogical University. [in Ukrainian]
- Kravets, S. (2016). Sut i komponenty hotovnosti pedahohiv do vprovadzhennia dystantsiinoho navchannia kvalifikovanykh robotnykiv [The essence and components of teachers' readiness to implement distance learning for skilled workers]. *Naukovyi visnyk Instytutu profesiino-tekhnichnoi osvity NAPN Ukrainy. Profesiina pedahohika*, 12, 78–89. [in Ukrainian]
- Levkivskiy, M. V. (2004). Innovatsiini tekhnolohii formuvannia kompetentnosti maibutnikh uchyteliv [Innovative technologies for developing future teachers' competence]. In *Osvitni innovatsiini tekhnolohii u protsesi vykladannia navchalnykh dystsyplin* [Educational innovative technologies in the process of teaching academic disciplines] (pp. 49–55). Zhytomyr Ivan Franko State University. [in Ukrainian]
- Lozhkin, H., Kotsan, I., Barannik, V., & Podliashanyk, V. (2011). Psykholohiia: Terminy, poniattia, vyznachennia: Slovnyk-dovidnyk [Psychology: Terms, concepts, definitions: A reference dictionary]. Lesya Ukrainka Volyn National University. [in Ukrainian]
- Maksymenko, S. D., & Pelekh, O. M. (1994). Fakhivtsia potribno modeliuvaty (naukovi osnovy hotovnosti vypusknika pedvuzu do pedahohichnoi diialnosti) [A specialist should be modelled: Scientific foundations of pedagogical university graduates' readiness for pedagogical activity]. *Ridna shkola*, 3–4, 6–10. [in Ukrainian]

- Molchanova, Yu. O. (2001). Psykholohichna hotovnist kerivnyka do upravlinnia yak peredumova zdiisnennia upravlinskoi diialnosti [Psychological readiness of a manager for management as a prerequisite for managerial activity]. In *Suspilni reformy ta stanovlennia hromadianskoho suspilstva v Ukraini* [Social reforms and the development of civil society in Ukraine] (Vol. 2, pp. 343–346). UADU. [in Ukrainian]
- Mykhailyshyn, R. (2016). Profesiina hotovnist pedahoha do innovatsiinoi diialnosti: Yakisnyi aspekt [Professional readiness of a teacher for innovative activity: A qualitative aspect]. *Visnyk Lvivskoho universytetu. Seriiia pedahohichna*, 31, 11–18. [in Ukrainian]
- Nosovets, N. M., & Tereshchenko, O. V. (2019). Hotovnist maibutnoho vchytelia tekhnolohii do innovatsiinoi pedahohichnoi diialnosti yak skladova profesiinoi kompetentnosti [Future technology teachers' readiness for innovative pedagogical activity as a component of professional competence]. *Visnyk Natsionalnoho universytetu "Chernihivskiy kolehium" imeni T. H. Shevchenka*, 2(158), 241–247. [in Ukrainian]
- Ohienko, O. I. (2013). Formuvannia hotovnosti do innovatsiinoi diialnosti yak vazhlyva skladova profesiinoi pidhotovky maibutnoho vchytelia [Development of readiness for innovative activity as an important component of future teachers' professional training]. *Pedahohichni nauky: Teoriia, istoriia, innovatsiini tekhnolohii*, 7(33), 154–162. [in Ukrainian]
- Radul, V. V., Kravtsov, V. O., & Mykhailichenko, M. V. (2007). *Osnovy profesiinoho stanovlennia osobystosti suchasnoho vchytelia* [Fundamentals of the professional development of the personality of a contemporary teacher] (2nd ed.). Imeks-LTD. [in Ukrainian]
- Shadskykh, Yu., & Picha, V. (2006). *Psykhologiiia: Korotkyi navchalnyi slovnyk (terminy i poniattia)* [Psychology: A concise educational dictionary of terms and concepts]. Mahnoliia. [in Ukrainian]
- Sokolova, Yu. I. (2020). Formuvannia profesiinoi hotovnosti maibutnikh uchyteliv pochatkovoi shkoly do zastosuvannia zasobiv dystantsiinoho navchannia [Development of future primary school teachers' professional readiness to use distance learning tools] [Extended abstract of candidate's thesis]. Donbas State Pedagogical University. [in Ukrainian]
- Voitko, V. (1982). *Psykhohichnyi slovnyk* [Psychological dictionary]. Vyscha shkola. [in Ukrainian]
- Yarmachenko, M. D. (2001). *Pedahohichni slovnyk* [Pedagogical dictionary]. Pedahohichna dumka. [in Ukrainian]

Список використаних джерел

- Акімов, О. О. (2013). Формування психологічної готовності державних службовців до професійної діяльності в умовах євроінтеграції України [Автореферат кандидатської дисертації].
- Антонова, Н. О. (2011). Ціннісні орієнтації студентів з різним типом готовності до професійної діяльності психолога. Практична психологія та соціальна робота, 2–3, 16–18.
- Балл, Г. О., & Перепелиця, І. С. (1996). Формування готовності до професійної праці у контексті гуманізації освіти. У Г. О. Балл (Ред.), Психологічні аспекти гуманізації освіти: Книга для вчителя.
- Бартків, О. (2010). Готовність педагога до інноваційної діяльності. Проблеми підготовки сучасного вчителя, 1, 52–58.
- Бекірова, Л. Е. (2010). Формування готовності майбутніх учителів початкових класів до застосування інтерактивних технологій навчання [Автореферат кандидатської дисертації].
- Богданова, І. М. (1998). Професійно-педагогічна підготовка майбутніх учителів на основі застосування інноваційних технологій [Автореферат докторської дисертації]. Інститут педагогіки і психології професійної освіти АПН України.
- Буйницька, О. П. (2021). Система педагогічного проектування інформаційно-освітнього середовища для здійснення підготовки майбутніх соціальних педагогів. Інститут інформаційних технологій і засобів навчання НАПН України.
- Войтко, В. (1982). Психологічний словник. Вища школа.
- Гончаренко, С. У. (2000). Професійна освіта: Словник. Вища школа.
- Демиденко, Т. М. (2004). Підготовка майбутніх учителів трудового навчання до інноваційної педагогічної діяльності [Кандидатська дисертація, Черкаський національний університет].
- Дичківська, І. (2015). Інноваційні педагогічні технології (3-тє вид., випр.). Академвидав.
- Дубасенюк, О. А. (2009). Професійна педагогічна освіта: Інноваційні технології та методики. ЖДУ ім. І. Франка.
- Ізбаш, С. С., & Нощенко, К. В. (2012). Формування готовності майбутніх учителів до інноваційної педагогічної діяльності під час практичної підготовки. Педагогіка формування творчої особистості у вищій і загальноосвітній школах, 22(75), 133–139.
- Кіріленко, О. Г. (2008). Педагогічні умови підготовки викладачів вищих технічних навчальних закладів до організації дистанційного навчання [Автореферат кандидатської дисертації]. Харківський національний педагогічний університет імені Г. С. Сковороди.
- Кравець, С. (2016). Суть і компоненти готовності педагогів до впровадження дистанційного навчання кваліфікованих робітників. Науковий вісник Інституту професійно-технічної освіти НАПН України. Професійна педагогіка, 12, 78–89.
- Левківський, М. В. (2004). Інноваційні технології формування компетентності майбутніх учителів. У Освітні інноваційні технології у процесі викладання навчальних дисциплін (с. 49–55). ЖДУ ім. І. Франка.
- Ложкін, Г., Коцан, І., Бараннік, В., & Подляшаник, В. (2011). Психологія: Терміни, поняття, визначення: Словник-довідник. ВНУ ім. Лесі Українки.
- Максименко, С. Д., & Пелех, О. М. (1994). Фахівця потрібно моделювати (наукові основи готовності випускника педвузу до педагогічної діяльності). Рідна школа, 3–4, 6–10.
- Михайлишин, Р. (2016). Професійна готовність педагога до інноваційної діяльності: Якісний аспект. Вісник Львівського університету. Серія педагогічна, 31, 11–18.
- Молчанова, Ю. О. (2001). Психологічна готовність керівника до управління як передумова здійснення управлінської діяльності. У Суспільні реформи та становлення громадянського суспільства в Україні (Т. 2, с. 343–346). Вид-во УАДУ.
- Носовець, Н. М., & Терещенко, О. В. (2019). Готовність майбутнього вчителя технологій до інноваційної педагогічної діяльності як складова професійної компетентності. Вісник Національного університету «Чернігівський колегіум» імені Т. Г. Шевченка, 2(158), 241–247.
- Огієнко, О. І. (2013). Формування готовності до інноваційної діяльності як важлива складова професійної підготовки майбутнього вчителя. Педагогічні науки: Теорія, історія, інноваційні технології, 7(33), 154–162.
- Радул, В. В., Кравцов, В. О., & Михайліченко, М. В. (2007). Основи професійного становлення особистості сучасного вчителя (2-ге вид., допов.). Імекс-ЛТД.
- Соколова, Ю. І. (2020). Формування професійної готовності майбутніх учителів початкової школи до застосування засобів дистанційного навчання [Автореферат кандидатської дисертації]. ДВНЗ «Донбаський державний педагогічний університет».
- Хміль, Н. А. (2021). Теорія і практика формування професійної готовності майбутніх учителів до використання хмарних технологій у навчально-виховному процесі [Автореферат докторської дисертації]. КЗ «Харківська гуманітарно-педагогічна академія».
- Шадських, Ю., & Піча, В. (2006). Психологія: Короткий навчальний словник (терміни і поняття). Магнолія.
- Ярмаченко, М. Д. (2001). Педагогічний словник. Педагогічна думка.

Про автора

Назарій Науменко, доктор філософії,
e-mail: vasilevskyi94@gmail.com,
<https://orcid.org/0000-0003-0857-8811>

Наталія Мозгальова, доктор педагогічних наук,
професор
e-mail: nataliia.mozgaliova@vspu.edu.ua,
<https://orcid.org/0000-0001-7857-7019>

Антон Гнатенко, здобувач ступеня PhD,
e-mail: tony2wr@ukr.net
<https://orcid.org/0000-0001-7857-7019>

About the Author

Nazarii Naumenko, PhD
e-mail: vasilevskyi94@gmail.com,
<https://orcid.org/0000-0003-0857-8811>

Natalia Mozgalova, Doctor of Pedagogical Sciences,
Professor
e-mail: nataliia.mozgaliova@vspu.edu.ua,
<https://orcid.org/0000-0001-7857-7019>

Anton Hnatenko, PhD candidate,
e-mail: tony2wr@ukr.net
<https://orcid.org/0000-0001-7857-7019>

TRAINING OF PRESCHOOL TEACHERS

ПІДГОТОВКА ВИХОВАТЕЛІВ ДОШКІЛЬНИХ ЗАКЛАДІВ ОСВІТИ

UDC 378.6.016: [373.2.016:37.041-047.2-053.4]

[https://doi.org/10.31652/3041-1203-2026\(1\)-34-41](https://doi.org/10.31652/3041-1203-2026(1)-34-41)

Children's experimentation in the system of professional training of future preschool teachers

Inna Karuk

Vinnytsia Mykhailo Kotsiubynskyi State Pedagogical University, Vinnytsia, Ukraine

Abstract

The article examines the theoretical and practical aspects of professional training of future preschool teachers for organizing children's experimentation in preschool education institutions. The relevance of the issue is substantiated in the context of implementing the competency-based approach, the requirements of the Basic Component of Preschool Education, and current trends in the development of preschool education. The essence of the concept of "children's experimentation" is analyzed, and its role in ensuring the cognitive, speech, intellectual, creative, and socio-emotional development of preschool children is identified. Particular attention is paid to experimental and research activities as an effective means of developing natural science competence, research skills, critical thinking, independence, initiative, and positive motivation to explore the surrounding world.

The specific features of professional training of higher education students majoring in 012 Preschool Education for organizing children's experimentation are revealed. The content of the academic discipline "Children's Experimentation in Educational Institutions," aimed at developing future preschool teachers' professional readiness to plan, organize, and provide methodological support for children's experimental and research activities, is characterized. Practice-oriented forms of training are presented, including designing a developmental subject-spatial environment, creating children's experimentation centers, developing original didactic materials and thematic research kits, modeling pedagogical situations, organizing workshops, promoting children's experimentation among parents, and conducting experiments integrated with various educational areas of the Basic Component of Preschool Education.

It is substantiated that a system of competency-oriented practical tasks ensures the integration of theoretical knowledge and practical skills, contributes to the development of professional competencies, creative potential, methodological expertise, and professional readiness of future preschool teachers to implement children's experimentation in the educational process of preschool education institutions. It is emphasized that high-quality teacher training is an important prerequisite for creating a developmental subject-spatial environment and ensuring the effective organization of research activities for preschool children.

Keywords: professional training, future preschool teachers, preschool education institution, children's experimentation, experimental and research activities, professional readiness, competency-based approach, natural science competence, developmental subject-spatial environment, practice-oriented learning

УДК 378.6.016: [373.2.016:37.041-047.2-053.4]

[https://doi.org/10.31652/3041-1203-2026\(1\)-34-41](https://doi.org/10.31652/3041-1203-2026(1)-34-41)

Дитяче експериментування в системі професійної підготовки майбутніх вихователів закладів дошкільної освіти

Інна Карук

Вінницький державний педагогічний університет імені Михайла Коцюбинського

Анотація

У статті висвітлено теоретичні та практичні аспекти професійної підготовки майбутніх вихователів до організації дитячого експериментування в закладах дошкільної освіти. Обґрунтовано актуальність проблеми в контексті реалізації компетентнісного підходу, вимог Базового компонента дошкільної освіти та сучасних тенденцій розвитку дошкільної освіти. Проаналізовано сутність поняття «дитяче експериментування», визначено його роль у забезпеченні пізнавального, мовленнєвого, інтелектуального, творчого та соціально-емоційного розвитку дітей дошкільного віку. Акцентовано увагу на значенні експериментально-дослідницької діяльності як ефективного засобу формування природничої компетентності, розвитку дослідницьких умінь, критичного мислення, самостійності, ініціативності та позитивної мотивації до пізнання навколишнього світу.

Розкрито особливості професійної підготовки здобувачів вищої освіти спеціальності 012 Дошкільна освіта до організації дитячого експериментування. Охарактеризовано зміст навчальної дисципліни «Дитяче експериментування в закладах освіти», спрямованої на формування професійної готовності майбутніх вихователів до планування, організації та методичного супроводу експериментально-дослідницької діяльності дітей. Представлено практико орієнтовані форми підготовки, що передбачають проектування розвивального предметно-просторового середовища, створення осередків дитячого експериментування, розроблення авторських дидактичних матеріалів і тематичних дослідницьких наборів, моделювання педагогічних ситуацій, організацію майстер-класів, популяризацію дитячого експериментування серед батьків, а також проведення дослідів, інтегрованих із різними освітніми напрямками Базового компонента дошкільної освіти.

Обґрунтовано, що система компетентнісно орієнтованих практичних завдань забезпечує інтеграцію теоретичних знань і практичних умінь, сприяє розвитку професійних компетентностей, творчого потенціалу, методичної майстерності та професійної готовності майбутніх вихователів до впровадження дитячого експериментування в освітній процес закладів дошкільної освіти. Наголошено, що якісна підготовка педагогів є важливою умовою створення розвивального предметно-просторового середовища та забезпечення ефективної організації дослідницької діяльності дітей дошкільного віку.

Ключові слова: професійна підготовка, майбутні вихователі, заклад дошкільної освіти, дитяче експериментування, експериментально-дослідницька діяльність, професійна готовність, компетентнісний підхід, природнича компетентність, розвивальне предметно-просторове середовище, практико орієнтоване навчання

Problem Statement. At the present stage of educational development, an important issue is improving the quality of education, namely, the formation of an active, independent, and creative personality who demonstrates an interest in learning about the surrounding reality and is capable of thinking and finding solutions to any situation. Therefore, during preschool childhood, the problem of introducing experimentation as one of the leading types of children's activity is significant, since such personal qualities

as independence, interest in learning, purposefulness, activity, and creativity emerge precisely during this period.

Analysis of Recent Research and Publications. The problem of organizing children's experimentation in preschool education institutions is the subject of research by many Ukrainian and foreign scholars. The theoretical foundations of the development of children's cognitive activity, the importance of personal experience in the learning process, the role of the subject-spatial environment, and the child's active engagement have been

reflected in the works of classical educators, including J. Comenius, J. Pestalozzi, F. Fröbel, M. Montessori, K. Ushynsky, V. Sukhomlynsky, and others. Their ideas concerning learning through direct exploration of the world, observation, practical activity, and independent discovery of knowledge became the basis for the development of modern approaches to organizing children's experimentation.

The essence, content, and methodological aspects of experimental activities of preschool children have been examined in the scientific works of H. Bielenka, N. Baiurko, N. Havrysh, O. Hryhorovych, I. Karuk, K. Krutii, N. Lysenko, O. Pometun, Z. Plokhii, L. Prysiashniuk, I. Stakhova, H. Tarasenko, and other researchers. Scholars substantiate the importance of experimentation as an effective means of developing cognitive activity, research skills, critical thinking, independence, creativity, and natural science competence in preschool children. At the same time, their works pay considerable attention to creating a developmental educational environment, using ecological content in experimental activities, and introducing modern pedagogical technologies into the practice of preschool education institutions.

Purpose of the Article. The purpose of the article is to theoretically substantiate and reveal the specific features of the professional training of future preschool teachers for organizing children's experimentation, and to identify effective forms and means of developing their readiness for experimental and research activities of preschool children.

Presentation of the Main Material. An experiment is one of the most effective methods of scientific cognition, which ensures children's active involvement in the process of discovering new knowledge. Its distinctive feature is that a child does not receive ready-made explanations from the teacher but independently explores objects and phenomena of the surrounding world, observes their changes, analyzes the results, and draws their own conclusions. This approach promotes conscious acquisition of knowledge, the development of research skills, and the formation of cognitive independence.

During experiments, children have the opportunity to:

- analyze complex natural phenomena by examining their individual stages, properties, and components;
- establish cause-and-effect relationships between objects and processes occurring in the natural environment;
- test their own assumptions through practical activity and confirm or refute them;
- use various equipment, instruments, and materials to study the properties of objects in detail;

- change individual conditions of an experiment while observing how this affects the course of the process and its outcome;

- formulate conclusions based on the results obtained, substantiate their own opinions, and apply acquired knowledge in new situations (Romanchuk, 2008).

Such organization of research activity transforms a child from a passive observer into an active researcher, develops curiosity, critical thinking, the ability to analyze information, and the ability to find answers to their own questions. This creates a solid foundation for developing natural science competence and a positive attitude toward learning about the surrounding world.

In modern preschool education, children's experimentation is regarded not only as a method of familiarizing children with objects and phenomena of the surrounding world, but also as an important means of developing cognitive independence, research culture, communication skills, and positive motivation for learning. Therefore, particular importance is attached to creating an educational environment that stimulates children to engage in active search, discovery, and practical exploration.

Within preschool education institutions, scholars K. Krutii and I. Karuk understand children's experimentation as a specially organized form of children's cognitive and research activity carried out under pedagogical guidance or on the initiative of preschoolers themselves and involving active exploration of objects and phenomena of the surrounding world through practical testing, observation, modeling, comparison, formulation and testing of hypotheses. Such activity ensures the development of research competence, curiosity, independence, the ability to analyze the results of one's own activity, establish cause-and-effect relationships, and apply acquired knowledge in new life situations, which corresponds to the modern requirements of continuous and lifelong learning (Karuk, 2023).

Scholar N. Yarysheva considers children's experimentation an important means of forming children's scientifically objective understanding of nature as an integrated system. The scholar emphasizes that its main tasks are to develop research and experimental skills, form the ability to independently formulate hypotheses and draw conclusions based on the results of elementary research activities, as well as stimulate curiosity, perseverance, and the need for independent exploration of the surrounding world (Yarysheva, 2016).

One of the main tasks of preschool education teachers is to create conditions for the development of a creative, life-competent personality capable of realizing their

potential in modern society. An essential component of fulfilling this task is the formation of positive thinking in children, which not only contributes to their comprehensive development but also helps them acquire the skills necessary to navigate a changing environment, interact with it productively and harmoniously, and easily adapt to new living conditions.

Effective organization of children's experimentation involves clearly defining its educational purpose, which consists in stimulating the cognitive activity of children of early and preschool age, developing logical thinking, curiosity, independence, and the ability to plan their own research activities based on personal experience and positive emotions.

Achieving this goal requires the implementation of a set of pedagogical tasks that take into account children's age-related and individual characteristics. First of all, it is important to develop a sustained interest in research activities, teach children to formulate assumptions, test them practically, and draw well-founded conclusions. Equally important is the development of the ability to independently determine the purpose of research, select the necessary materials and equipment, as well as the formation of such personal qualities as initiative, perseverance, responsibility, communication skills, and the ability to cooperate with peers. In the process of experimentation, children also deepen their knowledge of objects and phenomena of the surrounding world, acquiring practical experience in exploring them.

Research activity most often begins with natural curiosity, which manifests itself through surprise, interest in a particular object or phenomenon, or a desire to find an answer to a question. Therefore, the teacher should create conditions that support and develop children's desire for learning and discovery.

In the practice of preschool education institutions, it is advisable to use various forms of experimental activity. Depending on the organization of the educational process, experiments may be:

- spontaneous, arising in the course of everyday observation and not requiring special preparation;
- planned, conducted in accordance with a specific topic or educational task;
- situational, organized in response to a child's question or cognitive interest.

Combining different types of experimentation ensures a gradual increase in preschoolers' independence, promotes the development of their research competence and interaction skills, and develops their ability to work as a team.

An important condition for the successful organization of research activity is the creation of a specially equipped experimentation center or mini-laboratory in a preschool education institution. Such an environment should be safe, accessible, and enriched with a variety of materials that stimulate children's cognitive activity (Karuk, et. al., 2024).

The experimentation center should be equipped with the following materials (Lazarenko, et. al., 2022):

- laboratory equipment: magnifying glasses, magnets, microscopes, scales, test tubes, pipettes, measuring cups, rulers, measuring tapes, wooden sticks, etc.;
- natural materials: pine cones, acorns, chestnuts, branches, leaves, plant seeds, sand, soil, water, dried fruits, and other natural objects;
- materials for creative activities: plasticine, salt dough, paints, colored pencils, paper, cardboard, fabrics of various textures, glue, scissors, brushes;
- household substances suitable for conducting safe experiments: salt, sugar, flour, starch, cereals, and food coloring;
- educational and methodological materials: children's encyclopedias, anthologies, and didactic manuals;
- means for orderly storage of equipment: containers, boxes, and organizers.

The organization of a developmental subject-spatial environment for children's experimentation is one of the key conditions for implementing the competency-based approach in preschool education. Such an environment provides opportunities for children's active cognitive interaction with objects and phenomena of the surrounding world, promotes the development of research activity, independence, critical and creative thinking, the formation of natural science competence, as well as experience in elementary exploratory and research activities. At the same time, the effectiveness of implementing children's experimentation largely depends on the level of the teacher's professional readiness, their ability to design a developmental educational environment, select appropriate methods, forms, and means for organizing children's research activities, and provide pedagogical support for these activities.

Therefore, an important component of the professional training of future preschool teachers is the formation of their readiness to introduce and organize children's experimentation in preschool education institutions. In the process of studying the academic discipline "Children's Experimentation in Educational Institutions," students of higher education majoring in 012 Preschool Education, enrolled in the educational and

professional programs Preschool Education. Primary Education and Preschool Education. Speech Therapy, master the theoretical, methodological, and practical foundations of experimental and research activities of preschool children, acquire modern approaches to creating a developmental subject-spatial environment, and develop professional competencies in designing children's experimentation centers, developing didactic support, modeling research situations, and organizing the educational process on the principles of activity-based and competency-based approaches.

The practical training of future preschool teachers involves developing author-designed models of children's experimentation centers, selecting equipment, materials, and tools for conducting experiments, modeling pedagogical situations aimed at developing children's research skills, as well as mastering methods of pedagogical support for experimental activities. This approach ensures the formation of future teachers' professional readiness to effectively organize children's experimentation, create an innovative educational environment, and implement the objectives of modern preschool education aimed at developing cognitive activity, research competence, and the creative potential of preschool children.

Particular attention is paid to practical classes during which students independently design and present author-developed models of children's experimentation centers and mini-laboratories for children of early and preschool age. In the process of completing such tasks, they develop a concept of the educational space, select safe equipment and didactic materials, determine areas of research activity according to children's age characteristics and the requirements of the Basic Component of Preschool Education.

The centers created by students are characterized by functionality, mobility, and variability of use. Their content includes laboratory equipment, natural materials, measuring instruments, means for conducting experiments, collections of natural objects, didactic games, thematic cards, algorithms for conducting experiments, as well as materials for recording observation results. Considerable attention is paid to ensuring the safety, accessibility, and aesthetic quality of the educational environment.

The presentation of their own projects contributes to the development of future preschool teachers' professional competence, creativity, research thinking, ability to substantiate pedagogical decisions, and ability to apply innovative approaches to organizing children's experimentation. This format of work enables students to model real conditions of activity in a preschool education

institution and understand the role of the subject-spatial environment in developing children's cognitive activity.

Therefore, one of the key tasks of a preschool education teacher is to create an educational environment in which children's experimentation becomes a natural, engaging, and emotionally rich process of learning. The organization of research activity should encourage children not only to observe phenomena of the surrounding world but also to ask questions, formulate assumptions, test them practically, analyze the results obtained, and draw their own conclusions. It is precisely emotional involvement, an atmosphere of discovery, and the opportunity to independently search for answers that support preschoolers' natural curiosity and motivate them toward active learning.

Creative professionally oriented tasks occupy an important place in developing the professional readiness of future preschool teachers, as their completion ensures the development of design, methodological, communication, and research competencies. In particular, students develop advertising and presentation materials devoted to various forms of organizing children's experimentation in preschool education institutions; design thematic collections of experiments according to children's age characteristics (for example, "Little Chefs – Great Researchers") with subsequent demonstration of the experiments during practical classes; and model information and educational interaction with parents by preparing video recommendations on organizing safe children's experimentation at home.

Practical training also involves the creation of author-designed didactic tools and materials for organizing children's research activities, including thematic research kits, plant-growing kits, as well as collections of experiments integrated with various educational areas of the Basic Component of Preschool Education. An important component of the training is the development and implementation of experiments for older preschool children, which contributes to the formation of future teachers' skills in planning, organizing, and methodically supporting cognitive and research activities.

Particular attention is paid to developing professional interaction skills and promoting modern approaches to organizing children's experimentation. For this purpose, students, working in small groups, develop and conduct author-designed master classes for teachers and future preschool teachers, including "Culinary Chemistry" and "Fashion Laboratory." These master classes involve creating a scenario, selecting the necessary materials, practically demonstrating experiments, and providing a methodological rationale for their use in the educational

process. Such a system of practical tasks ensures the integration of theoretical knowledge and practical skills, contributes to the formation of future preschool teachers' professional readiness to organize children's experimentation and create a developmental subject-spatial environment that meets the requirements of modern preschool education.

At the same time, experimentation contributes to the development of critical and creative thinking, research initiative, independence, and confidence in one's own abilities. The practical experience acquired through research activities helps children better understand cause-and-effect relationships, apply knowledge in new situations, and develop a positive attitude toward learning. Therefore, children's experimentation should be regarded as one of the most effective means of the comprehensive development of a preschool child's personality, combining cognitive, speech, social, emotional, and creative areas of development.

Conclusions. Thus, children's experimentation is an important means of implementing the competency-based approach in preschool education, as it ensures active exploration of the surrounding world and contributes to the development of critical and creative thinking, research initiative, independence, cognitive activity, and positive motivation for learning. In the process of experimental and research activities, children acquire practical experience in establishing cause-and-effect relationships, formulating and testing assumptions, analyzing the results obtained, and applying acquired knowledge in various life situations,

which ensures their holistic intellectual, speech, emotional-value, and creative development.

The effectiveness of organizing children's experimentation largely depends on the teacher's professional readiness to create a developmental subject-spatial environment, select modern methods, forms, and means of organizing research activities, as well as provide pedagogical support for children's cognitive activity. Therefore, the professional training of future preschool teachers should be aimed at developing integrated readiness to introduce experimental and research activities into the educational process of preschool education institutions. This involves combining theoretical knowledge with practical experience in designing, organizing, and methodically supporting children's experimentation.

The introduction of practice-oriented tasks into the educational process of higher education institutions aimed at modeling the professional activities of a preschool teacher contributes to the formation of future teachers' professional competencies, the development of their creative initiative and methodological skills, and their readiness to use children's experimentation as an effective means of developing the personality of a preschool child in accordance with modern requirements of preschool education.

The prospects for further research lie in studying the effectiveness of modern digital, STEAM, and integrated technologies in preparing future teachers to organize experimental and research activities of preschool children.

References

- Karuk, I. V. (2023). Eksperimentuvannia yak vyd diialnosti ditei u doshkilnii pedahohitsi Ukrainy (seredyna XX – pochatok XXI stolittia). Dys. na zdobuttia naukovooho stupenia doktora filosofii (PhD) za spetsialnistiu 011 Osvitni, pedahohichni nauky. Vinnytsia: Vinnytskyi derzhavnyi pedahohichniy universytet im. M. Kotsiubynskoho. 286 p. URI: <https://dspace.vspu.edu.ua/items/bd370408-3c7a-42ea-a6cf-ff5eee4cf8d4>
- Romanchuk, R. O. (Ed.). (2008). Formuvannia pervynnykh ekolohichnykh uiavlen u doshkilnykiv. Metodychnyi zbirnyk perspektyvnoho pedahohichnoho dosvidu z problemy ekolohichnoi osvity ditei doshkilnoho viku. Zaporizhzhia. 56 p.
- Yarysheva, N. (2016). Ekolohichne vykhovannia doshkilnykiv. Posibnyk dlia vykhovateliv. Kyiv: Vykhovannia doshkilnykiv. 226 p.
- Karuk, I., Kolesnik, K., Kryvosheya, T., Pakhalchuk, N., & Pokhyla, S. (2024). Trends of implementation of research-experimental activities in preschool educational institutions of Ukraine in today's conditions. *Society. Integration. Education: Proceedings of the International Scientific Conference*, 2, 16–26.
- Lazarenko, N., Kolomiets, A., & Kolesnik, K. (2022). Peculiarities of organization of group interaction of preschool children in the process of game-experimentation. *Preschool Education: Global Trends*, 2, 123–138. <https://doi.org/10.31470/2786-703X-2022-2-123-138>
- Shykyrynska, O., Kanarova, O., & Medun, L. (2022). Features of soft skills development children of senior preschool age in play activity: Theoretical and methodological aspect. *Science and Education for Sustainable Development*. Katowice: Publishing House of University of Technology. P. 708–719. <https://cutt.ly/k1LSFrz>

Про автора

Інна Карук, доктор філософії, доцент,
e-mail: inna.karuk@vspu.edu.ua ,
<https://orcid.org/0000-0001-9626-9589>

About the Author

Inna Karuk, PhD, Associate Professor,
e-mail: inna.karuk@vspu.edu.ua ,
<https://orcid.org/0000-0001-9626-9589>

METHODOLOGY OF PEDAGOGICAL RESEARCH

МЕТОДОЛОГІЯ ПЕДАГОГІЧНИХ ДОСЛІДЖЕНЬ

UDC 378.22:001.89

[https://doi.org/10.31652/3041-1203-2026\(1\)-42-48](https://doi.org/10.31652/3041-1203-2026(1)-42-48)

Master's Students' Capacity for Scholarly Inquiry as a Theoretical Construct

Alla Melnyk

Vinnytsia Mykhailo Kotsiubynskyi State Pedagogical University, Vinnytsia, Ukraine

Abstract

Drawing on an analysis of scholarly literature, this article examines master's students' capacity for scholarly inquiry as a theoretical construct. The discussion compares three interpretations of research competence: a set of personal attributes, a combination of knowledge and skills required to conduct research, and readiness to undertake scientific investigation, disseminate findings, and apply them in educational practice. These perspectives are explored in relation to independent knowledge acquisition, intellectual engagement, and creative activity.

Capacity for scholarly inquiry is conceptualised as an integrated personal characteristic that combines individual dispositions with research capabilities developed through education. Its components are considered transferable across professional and pedagogical contexts, while their specific content reflects the discipline, degree programme, and research focus. Particular attention is paid to the role of the master's thesis in developing specialised research skills.

The article outlines six approaches to organising research training at the master's level. The competence-based approach emphasises the development of key competencies through problem-based learning and relevant academic tasks. The adaptive approach focuses on engagement with unfamiliar learning formats and the creative use of distance learning environments. The critical and creative approach prioritises the reflective examination and creative application of educational content. The environmental approach highlights the provision of conditions conducive to scholarly inquiry within the broader development of higher education. The andragogical approach addresses professional thinking, while the person-centred approach emphasises personal development through inquiry and reflection. Literature-based papers, coursework projects, and thesis preparation are discussed as forms of academic work that support the development of master's students' capacity for scholarly inquiry.

Keywords: research competence; competence-based approach in education; theoretical construct; professional development of master's students; development of research competence

УДК 378.22:001.89

[https://doi.org/10.31652/3041-1203-2026\(1\)-42-48](https://doi.org/10.31652/3041-1203-2026(1)-42-48)

Дослідницька компетентність магістрантів як теоретичний конструкт

Алла Мельник

Вінницький державний педагогічний університет імені Михайла Коцюбинського

Анотація

У статті на основі аналізу наукової літератури розглянуто дослідницьку компетентність магістрантів як теоретичний конструкт. Зіставлено три підходи до її трактування: як сукупності особистісних якостей; як поєднання знань і вмінь, необхідних для здійснення дослідницької діяльності; як готовності до проведення наукових досліджень, поширення їхніх результатів і впровадження в освітню практику. Зазначені трактування проаналізовано у взаємозв'язку із самостійним здобуттям знань, пізнавальною активністю та творчою діяльністю.

Дослідницьку компетентність визначено як інтегративну характеристику особистості, що поєднує індивідуальні схильності та дослідницькі здатності, сформовані в процесі навчання. Розкрито можливість застосування її складників у різних видах професійної та педагогічної діяльності. Встановлено, що їхнє змістове наповнення залежить від галузі знань, освітньої програми та спрямованості дослідження. Особливу увагу приділено ролі підготовки магістерської роботи у формуванні спеціалізованих дослідницьких умінь.

Охарактеризовано шість підходів до організації дослідницької підготовки магістрантів. Компетентнісний підхід передбачає формування ключових компетентностей засобами проблемного навчання та виконання відповідних навчальних завдань. Адаптивний підхід спрямований на опанування нових форм навчання і творче використання можливостей дистанційного освітнього середовища. Критично-креативний підхід акцентує увагу на рефлексивному осмисленні та творчому застосуванні змісту освіти. Середовищний підхід передбачає створення умов, сприятливих для наукового пошуку, у контексті розвитку вищої освіти. Андрагогічний підхід орієнтований на розвиток професійного мислення, а особистісно орієнтований — на особистісний розвиток через пошукову діяльність і рефлексію. Розглянуто підготовку рефератів, виконання курсових і магістерських робіт як форми навчально-наукової діяльності, що сприяють формуванню дослідницької компетентності магістрантів.

Ключові слова: дослідницька компетентність; компетентнісний підхід в освіті; теоретичний конструкт; професійний розвиток магістрантів; формування дослідницької компетентності.

Statement of the problem. The development of research competence is an important component of master's-level education. Clarifying its meaning and constituent elements provides a theoretical basis for organising research training and supporting independent scholarly inquiry.

Analysis of recent research and publications. Ukrainian scholars who have addressed this subject include O. Bida (the meaning of research competence in Ukrainian and international literature); O. Shtonda, S. Biletska, and O. Proskurnia (the development of research competence among master's students at pedagogical universities during research placements); O. Luchaninova (contemporary approaches to developing research competence among master's students in

vocational education through thesis preparation); V. Barabash (research activities in the development of professional competence among students in information-related disciplines); V. Onopa (a model for developing research competence among master's students in technical disciplines); S. Arkhypova (the development of research competence among prospective social work master's graduates during professional training); and M. Holovan (the nature and content of the concept of research competence).

The purpose of the article is to provide a theoretical analysis of the development of research competence among master's students as a conceptual category.

Summary of the main material. Drawing on an analysis of scholarly literature, O. Shtonda, S. Biletska,

and O. Proskurnia identify several interpretations of research competence: a system of personal qualities; the possession of knowledge and skills required to conduct research; and readiness to undertake research, subject its findings to scholarly scrutiny, and implement them in educational practice. The authors consider the following definition to be the most appropriate: research competence is an integrative personal characteristic encompassing methodological literacy, proficiency in research procedures and techniques, recognition of the value of research, and the ability to apply research skills in professional practice. They identify the components of research competence developed specifically through master's-level education as readiness to conduct independent research, the ability to analyse research findings, and readiness to apply these findings in educational practice (Shtonda, et. al., 2022).

Based on a review of scholarly literature, O. Bida identifies differences in emphasis across definitions of competence. For example, UNESCO publications interpret competence as a synthesis of knowledge, skills, attitudes, and values with clear practical relevance. In the Sectoral Standards for Higher Education, the competence-based approach encompasses the unity of knowledge and understanding, knowledge as action, and knowledge as being. It also covers the subject area in which an individual is knowledgeable and able to demonstrate readiness to undertake a particular activity. The author further notes that I. Bekh does not equate cognitive abilities, knowledge, and skills with competencies. Instead, he understands competence in terms of an individual's experience, emphasising practical experience rather than merely being informed about various areas of life. O. Bida's interpretation of research competence depends on the underlying understanding of competence itself. Most authors classify research competence as a key competence and associate it with innate personal qualities, or regard it as an integral personal quality manifested in readiness to acquire knowledge independently and the capacity for autonomous cognitive activity and creative transformation (Bida, 2017).

O. Shtonda, S. Biletska, and O. Proskurnia examine the development of research competence among master's students at pedagogical universities during research placements. They understand research competence among master's students in educational sciences as an interrelationship between competencies at different levels of content: key, basic, and specialised. The authors identify the applicability of key competencies across different forms of professional and

pedagogical activity as their distinctive feature. Basic competencies are characterised by their alignment with the field of study and preparation for a specific profession, including its research dimension. Specialised competencies among master's students in educational sciences are developed through the preparation of a master's thesis, with their particular characteristics determined by the research field and the educational and research orientation of the programme. Their literature review leads the authors to identify several perspectives on the position of research competence within the broader system of competencies: most scholars classify it as a key competence; some equate it with methodological competence; and a substantial number consider it a basic competence alongside competence in teaching methods (Shtonda, et. al., 2022).

O. Luchaninova investigates contemporary approaches to developing research competence among master's students in vocational education through thesis preparation. According to the author, higher education develops within several educational paradigms. The cognitive paradigm regards thinking as the foundation of cognition. The developmental paradigm emphasises an individual's active and independent engagement. The functionalist paradigm addresses societal demands on education, the individual's functions in society, and preparation for professional practice. The cultural paradigm recognises education as a value and the individual as an agent of culture.

The author considers the following paradigmatic approaches central to organising the development of research competence among master's students. The competence-based approach promotes the development of key, professional, and general competencies through problem- and activity-based learning and competence-based education. The adaptive approach involves active adjustment to new forms of learning through the creative use of distance learning environments. The critical and creative approach conceptualises the educational environment of an institution as educational content. The environmental approach is viewed as a strategy for developing higher education. The andragogical approach addresses the development of professional thinking and the reintegration of the cognitive domain. The person-centred approach seeks to foster the personal development of prospective master's graduates through problem situations, paradoxes that challenge their worldviews, crisis case studies, original instructional tasks, cognitive games, hypothesis formulation, and

reflection on the logic of presentation, among other methods (Luchaninova, 2022).

In their investigation of student research activities as a means of developing professional competence, V. Barabash, L. Hliebova, and A. Mekheda emphasise the importance of students possessing an appropriate body of knowledge for the development of research competence. Equal importance is attached to the ability to use available information effectively by acquiring specific skills, including searching for information, transforming and storing it, using relevant information, and producing new information. Student research is regarded as the principal means of developing research competence, as it fosters specific skills and a distinctive mode of thinking. The authors identify the following forms of student research that contribute to this development: writing literature-based papers; preparing coursework papers; delivering presentations in seminars; completing individual problem-based assignments; presenting at student research conferences and conferences reporting research outcomes; and participating in student research groups, among other activities (Barabash, et. al., 2020).

The scholarly literature presents a model developed by V. Onopa for fostering research competence among master's students. The model is grounded in a combination of methodological approaches: competence-based, systems, interdisciplinary, and learner-centred. It conceptualises the development of research competence as a purposeful and guided process whose effectiveness depends on collaborative activity between the lecturer and students. External factors shaping the model's objective include the objective need to prepare competitive professionals with well-developed research competence and professional standards reflecting employers' requirements (Opora, 2022).

S. Arkhypova examines the development of research competence among master's students. The author establishes that this process holds a central position within master's-level professional training and that research competence is manifested in a value-based attitude towards professional activity. Personal qualities are particularly important in its development, including the capacity for inquiry, strategic planning in professional practice, and the analysis of future prospects.

The literature review leads the author to conclude that research competence is defined in multiple ways. It is understood as knowledge acquired as a cognitive

learning outcome, combined with proficiency in research methods and appropriate motivation; as an integral personal quality that includes readiness to acquire professional knowledge independently; and as a holistic, integrative personal quality encompassing a value-based attitude towards professional training, relevant personal attributes, and the ability to resolve problematic situations in practice. In the author's definition, research competence among master's students in social work is an important integrative personal quality that determines their ability to conduct scientific research and apply methodological knowledge and research principles in the social sphere (Arkhypova, 2018).

M. Holovan and V. Yatsenko examine the nature and content of research competence and identify its constituent elements. These include a systematic understanding of current research directions in contemporary science; proficiency in a foreign language for professional and interpersonal communication; familiarity with philosophical schools of thought and concepts within a particular scientific field; a command of scientific methodology, knowledge of underlying regularities, and readiness to apply fundamental professional knowledge in practice; the ability to define a research problem, formulate its aim, objectives, and hypothesis, and develop an experimental programme; proficiency in scientific research methods; and the ability to analyse and present research findings and draw conclusions.

According to the authors, research competence is "a holistic, integrative personal quality that combines knowledge, abilities, skills, research experience, value-based attitudes, and personal attributes, and is manifested in readiness and the ability to undertake research to generate new knowledge by applying methods of scientific inquiry and adopting a creative approach to goal setting, planning, decision-making, and the analysis and evaluation of research outcomes" (Holovan, & Yatsenko, 2012).

Conclusions. The development of research competence among master's students is currently regarded as an important pedagogical issue within the professional preparation of future specialists. This development is grounded in an integrated approach to designing the content of professional education. Further research may address the organisation of project-based research activities for prospective master's graduates and the incorporation of research components into course curricula.

References

- Shtonda, O. H., Biletska, S. A., & Proskurnia, O. I. (2022). Development of research competence among master's students at pedagogical universities during research placements. *Scientific Notes of the Pedagogical Department*, (51), 105–112. [In Ukrainian]. <https://doi.org/10.26565/2074-8167-2022-51-12>
- Bida, O. A. (2017). The meaning of the concept of research competence in Ukrainian and international literature. *Bulletin of Bohdan Khmelnytsky National University of Cherkasy. Series: Pedagogical Sciences*, (15), 3–6. [In Ukrainian]. <https://ped-ejournal.cdu.edu.ua/article/view/1915>
- Luchaninova, O. P. (2022). Contemporary approaches to developing research competence among master's students in vocational education through the preparation of a qualification thesis. *Image of the Modern Pedagogue*, (5 [206]), 10–15. [In Ukrainian]. [https://doi.org/10.33272/2522-9729-2022-5\(206\)-10-15/](https://doi.org/10.33272/2522-9729-2022-5(206)-10-15/)
- Barabash, V. A., Hliebova, L. V., & Mekheda, A. M. (2020). Research activities in the development of professional competence among students in information-related disciplines. *Society. Document. Communication*, (10), 216–239. [In Ukrainian]. <https://doi.org/10.31470/2518-7600-2020-10-216-239>
- Onopa, V. A. (2022). A model for developing research competence among master's students in technical disciplines. In *Traditional education and contemporary technological challenges in teaching pedagogical and psychological disciplines in EU countries: Proceedings of a scientific and pedagogical internship (May 16–June 26, 2022, Włocławek, Poland)* (pp. 56–61). [In Ukrainian]. <https://doi.org/10.30525/978-9934-26-273-9-11>
- Arkhypova, S. P. (2018). Development of research competence among prospective master's graduates in social work during professional training. *Bulletin of Bohdan Khmelnytsky National University of Cherkasy. Series: Pedagogical Sciences*, (15), 3–12. [In Ukrainian]. <https://ped-ejournal.cdu.edu.ua/article/view/3043>
- Holovan, M. S., & Yatsenko, V. V. (2012). The essence and content of the concept of research competence. *Theory and Methods of Teaching Fundamental Disciplines in Higher Education*, (7), 55–62. [In Ukrainian]. Full text

Про авторів

Алла Мельник, доктор філософії,
e-mail: melnik.a@vspu.edu.ua ,
<https://orcid.org/0000-0003-0598-9084>

About the Authors

Alla Melnyk, PhD
e-mail: melnik.a@vspu.edu.ua ,
<https://orcid.org/0000-0003-0598-9084>

