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USING PEDAGOGICAL HERITAGE OF V. SUKHOMLYNSKYI TO DEVELOP PEDAGOGICAL COMPETENCY OF FUTURE PRIMARY SCHOOL TEACHERS

Стаття виявляє специфіку розвитку педагогічної компетентності майбутніх учителів початкової школи з використанням педагогічної спадщини видатного педагога та гуманіста ХХ століття В. Сухомлинського. У науковому контексті розглянуті теоретичні аспекти розвитку педагогічної компетентності майбутніх учителів початкової школи. Визначено поняття «професійна компетентність», «педагогічна компетентність», «професійна педагогічна компетентність». Виявлено, що процес розвитку педагогічної компетентності майбутніх вчителів початкових класів визначається як певний результат професійної освіти, який відбувається протягом певного періоду навчання, з тим щоб студенти могли набувати знань, здібностей та вмінь, необхідних для бути готовим до педагогічної діяльності, розвинути свої здібності, здібності та професійні якості, а також підвищити творчу самореалізацію у професійній педагогічній діяльності.

Ключові слова: *тренінг, майбутні вчителі початкової школи, педагогічна спадщина, гуманіст та педагог В. Сухомлинський, професійна компетентність, педагогічна компетентність, професійна педагогічна компетентність, розвиток педагогічної компетентності майбутніх учителів початкової школи, інтерактивні методи навчання та навчання.*

The article reveals specificity in developing pedagogical competency of future primary school teachers with the use of pedagogical heritage of the outstanding educator and humanist of the 20th century V. Sukhomlynskyi. In the scientific context, theoretical aspects of developing pedagogical competency of future primary school teachers were considered. The concepts of «professional competency», «pedagogical competency», «professional pedagogical competency» were clarified. It was found that the process of developing pedagogical competency of future primary school teachers is defined as a certain result of professional education, which takes place during a certain period of study, so that students may acquire knowledge, abilities and skills, which are required to be ready for pedagogical activity, develop their abilities, capabilities and professional qualities, as well as enhance creative self-realization in professional pedagogical activity. It was specified that the process of developing pedagogical competency of primary school teachers during master's studies is mostly influenced by psychological and pedagogical

subjects, in particular «Higher Education Pedagogy», through interactive methods of teaching and learning, which promote better acquisition of educational material and enhance students' professional skills, such as to teach, to explain, to ask questions, to listen to the interlocutor, to comprehend the essence of educational material, to develop their own views and other pedagogical phenomena.

Keywords: training, future teachers of primary school, pedagogical heritage, humanist and educator V. Sukhomlynskyi, professional competency, pedagogical competency, professional pedagogical competency, developing pedagogical competency of future primary school teachers, interactive methods of teaching and learning.

Problem statement. Ukraine's integration into the European educational space actualizes the need to discover a new approach to training a teacher who is aware of their social responsibility, is the subject of personal and professional development, is able to achieve new pedagogical goals, competitive in the labour market, competent and effective at the level of global standards.

Through the prism of reforming professional education in Ukraine under the conditions of adjusting the national education system to European reality, integration processes in the labour market, as well as increasing mobility of modern specialists, one can observe significant changes, which are taking place in higher education today. Considerable attention is paid to optimal and promising areas in developing democratic, humanistic education, as well as innovative processes, which can ensure education quality and improve existing models of training specialists. Given the global educational trends in changing the paradigm of education and creating pedagogical innovations, top priority is the problem of reconsidering traditional content of training future primary school teachers.

The prospects for modern education development and the teacher's role in its modernization were documented in state documents, namely, the National Strategy for Education Development in Ukraine up to 2021 (2013), the National Doctrine of Ukrainian Education Development in the 21st Century (2002), the State National Programme «Education» («Ukraine in 21st Century») (1993), the Laws of Ukraine «On Education» (2017), «On Higher Education» (2014) and modern researches. However, education effectiveness greatly depends on the level of professionalism, professional and pedagogical competency of primary school teachers as well.

New generation teachers should be highly qualified specialists, who are ready for innovations and are able to be involved in innovation processes and initiate them. An important problem of today's Ukrainian pedagogy remains the search for effective ways to improve professional training of teachers as competent specialists, who are striving for self-development. In this regard, the process of developing pedagogical competency of future primary school teachers is of great significance, since their activities may enhance effectiveness of the education process.

Under the conditions of adjusting the national system of higher education to the requirements of the Bologna process and modern social transformations, new demands are put forward for lecturers, first of all, a primary school teacher, in the context of demonstrating a high level of pedagogical and professional

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competency, increasing their pedagogical mastery and readiness to ensure European quality of education, introducing new forms and methods of the education process organization. Therefore, it is rather relevant to reconsider achievements of history and pedagogy, Ukrainian scholars' pedagogical heritage, so that education quality may be enhanced. In this context, under the conditions of Ukrainian realities, pedagogical heritage of the outstanding educator and humanist of the 20th century V. Sukhomlynskyi (1918–1970) should be considered. Taking into account theoretical findings and pedagogically valuable experience of V. Sukhomlynskyi in the practice of teacher education institutions will contribute to improving professional training of a modern teacher capable of educating younger generations based on universal values of humanism.

Analysis of recent researches and publications. The analysis of scientific pedagogical literature shows that pedagogical competency as a set of qualities, which determine effectiveness of future specialists' professional training, is clarified in researches by educators and psychologists, namely, modernization of pedagogical education as a factor that optimizes professional training of new generation teachers (V. Andrushchenko, V. Hrynova, V. Kuz, A. Piekhota, I. Prokopenko, O. Savchenko, M. Yarmachenko, I. Ziaziun et al.); theoretical principles of training future teachers (O. Dubaseniuk, S. Honcharenko, V. Kremen, V. Lozova, O. Markova, N. Nychkalo, O. Padalka, O. Piekhota, S. Sysioeva, L. Vovk, M. Yevtukh, I. Ziaziun et al.); competency-based approach to teacher training (N. Bibik, A. Khutorskoi, V. Kraievskyi, O. Lokshyna, O. Ovcharuk, A. Pometun, S. Strilets et al.); theoretical and methodological principles of professional competency (V. Baidenko, A. Khutorskoi, A. Markova, E. Zeier, I. Zimnia et al.); the ways and means of developing pedagogical competency (M. Holovan, N. Kuzmina, A. Markova, O. Pometun, Y. Vardanian, E. Zeier et al.).

Pedagogical heritage of V. Sukhomlynskyi was studied by many prominent Ukrainian scholars (M. Antonets, I. Bekh, L. Bondar, N. Dichek, V. Fediaeva, V. Kuz, V. Kremen, V. Lozova, O. Savchenko, O. Sukhomlynska, M. Vashulenko, H. Volkov, I. Ziaziun et al.).

The aim of the study. The article aims to consider specificity in using pedagogical heritage of V. Sukhomlynskyi to develop pedagogical competency of future primary school teachers. As for the objective, it is important to study the process of developing pedagogical competency of future primary school teachers with the use of V. Sukhomlynskyi's pedagogical heritage.

Results. Today's Ukrainian education is undergoing a period of profound changes caused by many factors. In particular, globalization processes promote national cultures, free development, independence and competitiveness in the modern labour market; transformational processes and development of new educational goals oriented towards entering global educational space play an important role in the modern world; constantly increasing internationalization of education, as a result of its globalization, implies the expansion of bilateral and multilateral relations between educational institutions of different countries based

on equal and mutually beneficial cooperation (the development of «unified global standards» etc.) [Andrushchenko, 2010: p. 368].

It must be noted that the main content of teacher education used to encompass occupational and professionally important knowledge, abilities and skills necessary for effective pedagogical activity. Indeed, knowledge, abilities and skills, which future primary school teachers should acquire during professional training, are rather important, since they form a basis for their professionalism.

However, the concept of future specialists' competency, which is determined by many factors, becomes relevant nowadays, since the very competency and respective competences are those indicators, which determine their readiness for life, further personal and professional development and active participation in the life of society.

Modern primary school teachers should be willing to use not only their knowledge, but also to change and adapt to new professional needs, manage information, be active, make quick decisions and be engaged in lifelong learning.

V. Sukhomlynskyi believed that the teacher should actively seek ways to rationalize their activities through acquiring new knowledge, abilities and skills. Promoting comprehensive development of personality, V. Sukhomlynskyi put forward great demands on the educator, such as to be knowledgeable, study the latest achievements of science and technology, psychology, pedagogy, and methodology. He indicated, «the student must see in the teacher an intelligent person, who strives for new knowledge. The deeper the knowledge, the broader the outlook; the wider the comprehensive scientific erudition of the teacher, the greater their educational potential» [Sukhomlynskyi, 1976: p. 419].

So, if the teacher has developed a complex of professional qualities and characteristics that shape the content of such notions as professionalism, professional culture, professional and pedagogical competency developed during professional training, they will be able to meet the specified requirements.

According to UNESCO experts, a new «society of global competency» emerged in the last quarter of the 20th century. Such transformations take place in the modern system of education characterized by updating education content and adjusting it to modern needs, integrating into European and global educational spaces, orientating curricula towards promoting a set of competencies, organizing professional training of future specialists in higher education institutions on the basis of competency-based approach.

According to such scholars as I. Zymnia [Zimnyaya, 2000], I. Ziaziun [Neperervna profesiina osvita, 2000], O. Ovcharuk [Ovcharuk, 2003], A. Khutorskyi [Khutorskoy, 2002] et al., such transformations have led to the transition from the «education for a lifetime» paradigm to the «lifelong learning» one, new requirements for quality of teacher training, changes in the priorities of higher education from prior development of future specialists' fundamental scientific knowledge to development of their self-study skills and readiness for independent search and acquisition of necessary information.

As evidenced by the analysis of scientific literature, the requirements for pedagogical competency of future primary school teachers are primarily related to determining the qualities and characteristics of a specialist who can be considered competent in scientific and pedagogical activities. According to the Ukrainian language dictionary, *competent* implies having sufficient knowledge in any field, as well as knowledgeable, intelligent, skilled, qualified, legally qualified, suitable for a purpose, etc [*Slovník ukraínskoi movy, 1973*].

So, European integration and Ukraine's participation in the Bologna process, changes in the paradigm of professional education cause the need to adjust the level of teacher training to professional standards of a globalized society. Today, the employers' demands relate not only to «knowledge» of graduates, but also performance modes («skill», «ability», «readiness»), which means that practice is not so much concerned with graduates' learning outcomes, as their practical readiness for activities under standard and non-standard conditions in professional life. Competency-based approach is the basis for updating the content of future primary school teachers' professional training, which allows considering pedagogical competency as a complex notion, key characteristic of personal and professional development of future specialists and ensures their functional readiness for pedagogical activities.

The analysis of scientific literature showed that scientific pedagogical literature presents different approaches to defining the concepts of «pedagogical competency», «professional competency», «professional pedagogical competency», which are used to determine professional development of various specialists, especially educators.

Specificity in interpreting the category of «pedagogical competency», in our opinion, is defined by the concept of «competency» and features of pedagogical activities, as a kind of primary school teachers' professional activities. Therefore, most scholars consider pedagogical competency as a component of future specialists' professional competency.

According to A. Markova, professionally competent can be «such teachers» activities, which involve high-level pedagogical activities, pedagogical communication, pedagogical self-realization aimed at achieving expected outcomes in students' educational level [*Markova, 1993: p. 190*].

We agree with V. Lozova, who states that pedagogical competency is «of integrative character, since it covers different spheres of culture (spiritual, civil, social, pedagogical, managerial, legal, ethical, ecological, etc.), promotes comprehensive intellectual development and includes analytical, communicative, predictive and other mental processes» [*Lozova, 2002: p. 5*].

The analysis of scientific literature proves that some scholars (O. Bodalov, A. Markova, M. Zaprudskiy, E. Zeier, I. Ziaziun et al.) associate pedagogical competency with the process of developing future teachers' professionalism. A. Markova states that under modern conditions pedagogical professionalism should be revealed in the content of professional competences, which reflect theoretical and practical readiness of teachers to perform pedagogical activities

and characterize their professionalism. The scholar identifies several competences, which indicate professional maturity: special competence implies managing professional activities at a sufficiently high level, the ability to plan their further professional development; social competence implies being able to perform joint professional activities based on cooperation, having knowledge of professional communication methods inherent in this profession, holding social responsibility for performance outcomes; personal competence implies managing means of self-expression, self-development and resistance to professional deformations; individual competence implies managing means of self-realization and individualization development within the profession and readiness for professional growth and self-organization [Markov, 1996: p. 35].

I. Ziazun believes that professionalism always consists of competency and systematic knowledge. Thus, professional pedagogical competency includes professional knowledge, well-developed professional self-consciousness, individual features and professionally important qualities [Neperervna profesiina osvita, 2000: p. 9].

Traditionally, professionalism is interpreted as a quality, which indicates a high level of mastering knowledge and skills necessary for any professional activity.

Taking into account that any other specialists are only qualified to perform professional activities inherent in their field, teachers must not only transfer knowledge (be professionally competent), but also organize students' educational activities, as well as the education process in higher education institutions (possess pedagogical competency). Accordingly, in order to achieve a professional level in this area, teachers must possess a complex knowledge of pedagogical activity, its patterns, norms, professional behaviour.

Pedagogical activity is usually viewed as a special type of socially useful activity performed by adults, which deliberately aims to prepare younger generations for life in accordance with economic, political, moral and aesthetic goals. It involves targeted activities of adults aimed at educating children [Fitsula, 2003: p. 5].

Of great importance are O. Dubaseniuk's views on the matter. The scholar considers professional pedagogical competency as «those skills teachers use to structure scientific and practical knowledge with the purpose to effectively solve professional problems» [Dubaseniuk, 1994: p. 71] and distinguishes the following components in its structure: competency in theory and methodology of the education process; its goals, objectives, principles, patterns, content, techniques, forms, methods; competency in professional subjects and knowledge of how to enhance efficiency of the education process and student progress; sociopsychological competency in communication; differential psychological competency in motives, capabilities, inclinations; autopsychological competency in advantages and disadvantages of professional activity and personality. We believe that readiness for pedagogical activity is an integral part of pedagogical competency, future teachers' professional motivation, striving for sustainable professional and personal self-development, self-study and self-improvement.

So, the analysis of many researches by Ukrainian and foreign scholars on the concepts of «professional competency», «pedagogical competency», «professional pedagogical competency» shows that pedagogical competency of future primary school teachers is the main qualitative indicator of their professional training.

Thus, pedagogical competency of future primary school teachers should be considered as an integral quality of the individual, which determines the ability to solve professional problems, enhance organization of the education process and promote teamwork among students under real conditions of professional pedagogical activities. The process of developing pedagogical competency of future primary school teachers is defined as a certain result of professional education, which takes place during a certain period of study, so that students may acquire knowledge, abilities and skills, which are required to be ready for pedagogical activity, develop their abilities, capabilities and professional qualities, as well as enhance creative self-realization in professional pedagogical activity.

As evidenced by the analysis of current legislative framework for higher education, professional pedagogical training of future primary school teachers is provided during master's studies, which is crucial for developing pedagogical competency.

In the broadest sense, Masters must possess high-level knowledge in specialized fields. In practice, this implies being familiarized with the latest theories, methods and technologies, able to comprehend and apply phenomena in theory and practice, demonstrating originality and creativity in relation to mastering the subject, possessing well-developed professional competency.

The process of developing pedagogical competency of primary school teachers during master's studies is mostly influenced by psychological and pedagogical subjects, in particular «Higher Education Pedagogy». Practical training of future primary school teachers includes the following aspects: deepening, expanding, integrating knowledge of higher education pedagogy, pedagogical mastery, modern teaching technologies; mastering various forms of the education process organization in educational institutions; nurturing personal qualities inherent in educators, teachers, tutors; striving for self-study, self-education, self-development and self-improvement.

Following the ideas of well-known educators such as J. Comenius, F. Diesterweg, A. Makarenko, H. Skovoroda, K. Ushynskiy, V. Sukhomlynskyi recommended teachers to direct self-education towards developing spiritual, cultural and professional qualities of personality. The educator indicated, «teaching implies human studies, constant exploration of child's complex and eternal spiritual world,» [Sukhomlynskyi, 1976: p. 421].

V. Sukhomlynskyi considered professional self-development of the teacher as a conscious, purposeful process of enhancing their professional competency and developing professionally important qualities in accordance with social requirements, conditions of professional activity and their own development programme. The transition from comprehending the need for personal changes

to self-improvement involves setting goals and objectives, identifying the ways, means and methods of this activity.

The scholar believes that the principle of orienting towards professional self-improvement should involve expanding teachers' cognitive interests, using additional theoretical and practical material, which, in turn, depend on their actual scientific and professional interests, prior training, the ability to work independently, etc. V. Sukhomlynskyi stated that using this principle in self-study would help teachers to become true professionals.

Profound analysis and thorough exploration of V. Sukhomlynskyi's pedagogical heritage show that the scholar considered professional self-improvement of teachers in two interrelated forms, namely, self-study and self-education. The main content of self-study implies improving teachers' knowledge, developing skills and abilities required to achieve the right level of professional competency. Self-education aims to reach agreement with oneself, find the meaning of life, enhance self-actualization and self-realization of potential opportunities, natural capabilities and active self-assertion in public life. «The true teacher always strives for self-improvement» [Sukhomlynskyi, 1977: p. 578].

Having studied pedagogical heritage of V. Sukhomlynskyi, we concluded that the educator believed self-study aimed to increase teachers' ideological and theoretical level; deepen their knowledge of specialized subjects; familiarize them with achievements of pedagogy and pedagogical practice, psychology and specific methodology; raise general culture of teachers, that is, provide them with comprehensive knowledge in order to enhance their creative professional activities.

It must be noted that the process of developing pedagogical competency of future primary school teachers while mastering «Higher Education Pedagogy» should involve all important types of educational activities, namely, lectures, seminars and practical classes.

The following types of lectures most contributed to solving the outlined objectives: informational and problem-based lecture, lecture-discussion, lecture-conversation, lecture-press conference, lecture with elements of solving specific educational situations, lecture-dialogue, lecture-consultation, etc.

For instance, when future primary school teachers were studying the topic «Using Modern Teaching Technologies in Higher Education», they mastered some pedagogical technologies, in particular those that are used in primary school, namely, problem-based learning, gaming technologies, personality-oriented learning, integrated learning, developmental learning, programmed learning, interactive learning, project-based learning, author technologies, etc [Entsyklopediia ..., 2011: p. 312].

Holding lecture-press conferences on the topic «The Glorious Ukrainian Educator and Humanist V. Sukhomlynskyi» is effective when familiarizing students with author technologies, since it is based on certain methodology: first we announced the topic of the lecture, after that students formulated questions in written form. The most common questions were the following: What are

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V. Sukhomlynskyi's requirements for teachers?, What does it mean to be a good teacher according to V. Sukhomlynskyi?, How did V. Sukhomlynskyi contribute to developing a modern national school?, How do O. Sukhomlynskyi's ideas coincide with the ideas of personality-oriented learning?, What are the main methods of developmental education in the book «Pavlivska Serednia Shkola» (Pavlysh Secondary School)?, What is the concept of education according to V. Sukhomlynskyi? etc. The lecture covered all these questions. However, educational material was not taught only in question-based mode. It rather encompassed all the questions in the context of this topic's concept.

To ensure quality of developing pedagogical competency of future primary school teachers, methods and technologies for activating educational and cognitive activities of students were used. They include those interactive teaching methods, which correspond to the essence of competency-based approach. This can be explained by the fact that interactive learning is characterized by using and developing models of various situations and phenomena, introducing business and role-playing games that contribute to developing value system, knowledge, abilities and skills and creating favourable conditions for cooperation. In particular, the «Alternative» interactive technology. Future primary school teachers received cards with certain problems on them and a range of alternative author technologies, which might be used to solve them. Each student independently chose one of the suggested alternatives and explained their choice. After students expressed their views, we organized a frontal conversation to reveal the main point of the lesson. Thus, future primary school teachers analyzed the peculiarities of the education process in Pavlysh secondary school. To consolidate educational material, students solved some creative tasks and prepared written reports on such topics as «Pedagogical Heritage of V. Sukhomlynskyi and the Present», «Teacher Personality in V. Sukhomlynskyi's Pedagogical System», «The Problem of Teachers' Pedagogical Creativity in Pedagogical Heritage of V. Sukhomlynskyi», etc.

The «Associations Board Game» interactive technology. This technology allowed future primary school teachers, who were interested in the problems of author technologies, to present their own pedagogical experience. Students discussed interesting reports, answered specific questions and presented their own reports on introducing V. Sukhomlynskyi's humanistic pedagogical system into modern alternative educational institutions of Ukraine. For instance, a report on the topic «Specificity in Activities of the Experimental Educational Institution «V. Sukhomlynskyi Ukrainian College».

Applying interactive technologies will not only facilitate student acquisition of educational material, but also allow them to develop their pedagogical competency and professional skills: to teach, to explain, to ask questions, to listen to the interlocutor, to comprehend the essence of educational material, to develop their own views and other pedagogical phenomena.

Conclusions. So, pedagogical competency is one of the basic categories in indentifying professional development of future primary school teachers. It should

be considered as an integral quality of the individual, which determines the ability to solve professional problems, enhance organization of the education process and promote teamwork among students under real conditions of professional pedagogical activities. The process of developing pedagogical competency of future primary school teachers is defined as a certain result of professional education, which takes place during a certain period of study, so that students may acquire knowledge, abilities and skills, which are required to be ready for pedagogical activity, develop their abilities, capabilities and professional qualities, as well as enhance creative self-realization in professional pedagogical activity.

Under the conditions of Ukrainian society transformation, one can observe active searches for new promising approaches to improving the national education system. Of great importance is the introduction of psychological and pedagogical achievements and perspective pedagogical experience into pedagogical practice. V. Sukhomlynskyi's pedagogical heritage is a reliable foundation for developing the national education, since it reveals the most important problems in educating younger generations.

Prospects for further studies consist in exploring those problems, which may arise in self-study activities of primary school teachers, as well as professional competency of novice teachers in the context of V. Sukhomlynskyi's pedagogical heritage.

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ПІДГОТОВКА МАЙБУТНІХ УЧИТЕЛІВ ДО НАЦІОНАЛЬНО-ПАТРІОТИЧНОГО ВИХОВАННЯ МОЛОДІ У КОНТЕКСТІ ПЕДАГОГІЧНИХ ІДЕЙ ВАСИЛЯ СУХОМЛІНСЬКОГО

У статті розкрито особливості підготовки майбутніх учителів до національно-патріотичного виховання молоді у контексті педагогічних поглядів Василя Сухомлинського. Схарактеризовано основні напрями освітньої політики щодо національно-патріотичного виховання молоді. Доведено, що національно-патріотичне виховання дітей та молоді – це комплексна системна і цілеспрямована діяльність органів державної влади, громадських організацій, сім'ї, освітніх закладів, інших соціальних інститутів щодо формування у молодого покоління високої патріотичної свідомості, почуття вірності, любові до Батьківщини, готовності до виконання громадянського і конституційного обов'язку із захисту національних інтересів, цілісності, незалежності України, сприяння становленню її як правової, демократичної, соціальної держави. Уточнено, що найважливішим пріоритетом національно-патріотичного виховання є формування ціннісного ставлення особистості до українського народу, Батьківщини, держави, нації. Проаналізовано сутність поняття «національно-патріотичне виховання молоді» з урахуванням педагогічних ідей Василя Сухомлинського.

Ключові слова: *підготовка, майбутні вчителі, національно-патріотичне виховання, патріотизм, патріотична свідомість, молодь, педагогічні ідеї, Василь Сухомлинський.*

The article reveals the peculiarities of future teachers' training for the national-patriotic education of youth in the context of the Vasyl Sukhomlynskyi's pedagogical views. The main directions of educational policy concerning the national-patriotic education of youth are characterized. It is proved that the national patriotic education of children and youth is a complex systemic and purposeful activity of state authorities, public organizations, family, educational institutions, other social institutions on the formation of a younger generation's high patriotic consciousness, a sense of loyalty, love for the Motherland, readiness to fulfil a civil and constitutional duty to protect the national interests, integrity, independence of Ukraine, the promotion of its formation as a legal, democratic, social state. It is specified that the most important priority of national-patriotic education is the formation of the value attitude of the individual towards the Ukrainian people, the Motherland, the state, the nation.

The essence of the concept of «national-patriotic education of youth» is analysed, taking into account the pedagogical ideas of Vasyl Sukhomlynskyi. It was emphasized that the national-patriotic education by means of V. Sukhomlynskyi's conception traditions also reflected a whole range of educational aspects: patriotic (education of love for native land, the Motherland, sense of citizenship); social (introduction of samples of humane relations and nation's ideals into practice); labour (involvement in traditional kinds of nation labour activity); artistic and aesthetic (involvement in folk art in the types of arts and crafts, development of artistic abilities); ecological (increasing riches and protection of native nature, awareness of unity («man – nature – society»)). It is generalized that, taking into account the pedagogical experience of the prominent Ukrainian educator-innovator Vasil Oleksandrovich Sukhomlynskyi, a true citizen of our state, we can effectively carry out the national and patriotic education of youth, formulate the younger generation's developed patriotic consciousness and responsibility, a sense of loyalty, love for the Motherland, care for the common good, the memory preservation and worship.