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WARUNKI PEDAGOGICZNE SKUTECZNEJ REALIZACJI METODYCZNEGO KSZTAŁCENIA PRZYSZŁYCH NAUCZYCIELI SZKOŁY PODSTAWOWEJ

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Adnotacja. W artykule omówiono warunki pedagogiczne kształcenia metodycznego przyszłych nauczycieli szkół podstawowych. Przeanalizowano różne podejścia do określenia istoty pojęcia „warunki pedagogiczne”. Ujawniono istotę definicji „refleksji metodycznej”, „umiejętności refleksyjnych”, sposobów i środków ich tworzenia. Przedstawiono wyniki wdrożenia systemu kształcenia metodycznego przyszłych nauczycieli szkół podstawowych. Wskazane są naukowe metody badawcze, które zostały wykorzystane do sprawdzenia warunków pedagogicznych eksperymentu. Zaproponowano organizację działań przyszłych nauczycieli szkół podstawowych w zakresie kształtowania w nich umiejętności prowadzenia działalności metodycznej podczas zajęć dydaktycznych, praktyki pedagogicznej, zajęć pozalekcyjnych kierunku metodycznego. Przeanalizowano cechy funkcjonowania profesjonalnego środowiska edukacyjnego. Scharakteryzowano organizacyjne formy realizacji działań metodycznych i refleksji: indywidualną, zbiorową, grupową, parową; rodzaje refleksji (sytuacyjnej, retrospektywnej, perspektywicznej) i jej poziomy (początkowy, przyczynowy, krytyczny). Ustalono, że działalność pedagogiczna ma charakter refleksyjny i merytoryczny. Przedstawiono wyniki badań nad poziomami kształtowania kompetencji metodycznych i refleksji, metodyką ich kształtowania. Stwierdzono zależność poziomu kształcenia metodycznego przyszłego nauczyciela od jego umiejętności refleksyjnych i warunków profesjonalnego środowiska edukacyjnego.

Słowa kluczowe: uwarunkowanie pedagogiczne, kształcenie metodyczne, zawodowe środowisko edukacyjne, refleksja metodyczna, umiejętności refleksyjne, wychowawca-facylitator.

PEDAGOGICAL CONDITIONS OF SUCCESSFUL IMPLEMENTING METHODOLOGICAL TRAINING OF FUTURE PRIMARY SCHOOL TEACHERS

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Abstract. The article deals with pedagogical conditions of methodological training of future primary school teachers. Different approaches to defining the concept of “pedagogical conditions” are analysed. The essence of the definitions “methodological reflection”, “reflexive skills”, ways and means of their formation are revealed. The results of introducing the system of methodological training of future primary school teachers are presented. The scientific methods of the research used to check the pedagogical conditions of the experiment are listed. The organization of the activity for future primary school teachers is discussed, with focus on building methodological skills at classes, practical trainings and extracurricular methodological events. Peculiarities of a professional educational environment functioning are analysed. Organizational forms of implementing methodological activity and reflection are described: individual, collective, group, pair work; types of reflection (situational, retrospective, perspective) and its levels (initial, causal, critical). It is established that pedagogical activity is reflexive in its essence and content. The research results on the levels of building methodological competence and reflection as well as the methodology are presented. In conclusion, dependence of methodological training level of future teachers on their reflexive skills and conditions of a professional educational environment is proven.

Key words: pedagogical conditions, methodological training, professional educational environment, methodological reflection, reflexive skills, teacher-facilitator.

ПЕДАГОГІЧНІ УМОВИ УСПІШНОЇ РЕАЛІЗАЦІЇ МЕТОДИЧНОЇ ПІДГОТОВКИ МАЙБУТНІХ УЧИТЕЛІВ ПОЧАТКОВОЇ ШКОЛИ

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Анотація. У статті розглянуто педагогічні умови методичної підготовки майбутніх учителів початкової школи. Проаналізовано різні підходи до визначення суті поняття «педагогічні умови». Розкрито суть дефініції «методична рефлексія», «рефлексивні вміння», шляхи й засоби їх формування. Подано результати впровадження системи методичної підготовки майбутніх учителів початкової школи. Зазначено наукові методи дослідження, які було використано для перевірки педагогічних умов експерименту. Запропоновано організацію діяльності майбутніх учителів початкової школи щодо формування в них умінь здійснювати методичну діяльність під час навчальних занять, педагогічної практики, позааудиторних заходів методичного спрямування. Проаналізовано особливості функціонування фахового освітнього середовища. Схарактеризовано організаційні форми реалізації методичної діяльності й рефлексії: індивідуальну, колективну, групову, парну; види рефлексії (ситуативну, ретроспективну, перспективну) та її рівні (початковий, каузальний, критичний). Встановлено, що педагогічна діяльність є рефлексивною за своєю суттю та змістом. Представлено результати дослідження щодо рівнів сформованості методичної компетентності й рефлексії, методику їх формування. Зроблено висновок щодо залежності рівня методичної підготовки майбутнього вчителя від його рефлексивних умінь та умов фахового освітнього середовища.

Ключові слова: педагогічні умови, методична підготовка, фахове освітнє середовище, методична рефлексія, рефлексивні вміння, педагог-фасилітатор.

Introduction. The leading direction of the state education policy for training pedagogical staff is about creating conditions for forming an educated, creative personality of a teacher, fulfilment and self-fulfilment of natural skills and opportunities in educational process.

Since the problem of quality and efficiency of scientific-methodological work of teachers in general educational establishments has become a cornerstone in the reform of education systems, it is quite clear that methodological training of future teachers becomes of particular relevance in the process of their training at a pedagogical establishment, the importance of work is stressed by a number of factors that determine a need to review priorities in the system of teacher training.

The effective implementation of professional training of future primary school teachers is influenced by the objective social and pedagogical conditions and conditions that are created in higher educational pedagogical establishments, aims, plans and individual motivation for implementing methodological activities as a part of teacher professional training.

Main part. The solution of the problem concerning methodological training of future primary school teachers depends on the level of the formed methodological component at the point of graduation from a higher educational establishment, acquisition of methodological activity experiences, which is an important factor in quality professional training, predetermined by purpose, structure, content, functions, forms, methods of teaching, implemented in classrooms and independent work, as well as at extracurricular professional (scientific-methodological) events, taking practical trainings in general educational establishments.

That is why the subject of the study is the system of methodological training of future primary school teachers, the most important component of which is creation of pedagogical conditions for its successful implementation in pedagogical universities in order to accelerate professional development in an educational environment of a general educational establishment and in the system of professional development.

It is logical that the efficiency of any system first of all depends on the conditions under which it operates.

In pedagogy, the term “condition” is a set of variables of natural, social, external and internal factors that influence physical, mental, moral human development, behaviour, education, training, personality formation. Pedagogical conditions are defined as the circumstances on which an integral productive pedagogical process of specialist professional training is based, mediated by individual activities (Polonskyi, 2004).

Pedagogical conditions always depend on external and internal factors. As for *external*, they can be the peculiarities of organizing educational process; the content of educational material; building interpersonal interaction of training participants, etc. The level of students’ professional motivation, a need for self-improvement, inclinations, preferences, interest in professional development and others belong to the group of internal factors (Spodin, 2001).

V. Zharnov notes that external pedagogical conditions are the product of political, socio-economic, educational and other systems’ functioning and are implemented through corresponding factors. The researcher determines inner pedagogical conditions to be derivative tasks of the corresponding pedagogical process as well as a set of pedagogical events providing an effective solution to these problems (Zharnov, 1999).

In higher education didactics, pedagogical conditions are considered a number of activities guaranteeing that students achieve a certain level.

Therefore, I. Prokopenko believes that pedagogical conditions are deliberately created in educational process and they should ensure the most effective formation and implementation of the required process. The better pedagogical conditions are made, the higher results are achieved (Prokopenko, 2011: 140–146).

V. Koval considers pedagogical conditions to be a result of selecting and applying elements of content, methods and organizational forms of learning to achieve specific goals. They are the key to the development and improvement of pedagogical process (Koval, 2013).

Summarizing the aforementioned, it can be argued that solving the issue of training future teachers for methodological work in a general education establishment, improving the quality of methodological training, which advances professional self-fulfilment, is possible if relevant pedagogical conditions are respected. It is clear that they must be interconnected, interdependent and therefore simultaneously and in the complex implemented in real educational process.

In the study, pedagogical conditions are firstly considered a surrounding environment where there is organized and implemented work towards training future teachers to be methodologically skilled in general education establishments, and secondly affecting factors – everything is under influence and guidance of teachers, with an impact on the mastery of students' methodological competence – relate to this category.

Thus, in the context of the study, pedagogical conditions are a combination of external and internal factors (events) of pedagogical process (classroom, extracurricular and self education, practical training in primary school), which on the one hand, ensure students' achievement of a necessary level of methodological competence, and on the other hand, stimulate an increase in efficiency of the process and the level of methodological training of future primary school teachers as a component of general professional training.

Based on the fact that the process of methodological training of future teachers is complex and dynamic, development of a scientific system of methodological training of future primary school teachers required that certain pedagogical conditions should be followed in order to be effective, namely:

1) acquiring methodological experiences in integrating psychological, pedagogical and methodological knowledge, skills, abilities (interpenetration, consistency, unity and cross-enrichment) when studying professional disciplines, taking practical trainings and participating in the system of extracurricular methodological activities;

2) creating a supportive professional educational environment where methodological activity of students will be realized during studies and directing methodological training of students to form a motivational-value component of methodological readiness, stimulating students' self-education as the basis for methodological improvement;

3) organizing activities – individual, pair, group, collective of future teachers to build skills of methodological reflection at classes, practical trainings, extracurricular methodological events.

The research purpose is to substantiate pedagogical conditions, to clarify their essence, pedagogical expediency to successfully implement methodical training of future primary school teachers.

Interpretation. The research objectives are to analyze psychological-pedagogical references on methodical training of future teachers; to theoretically substantiate and experimentally verify the system of methodical training of future primary school teachers taking into account the pedagogical conditions that affect implementation effectiveness.

The pedagogical conditions will be explained below.

The first condition for methodological training of primary school teachers contributed to active and conscious mastering of methodological knowledge, skills, abilities, productive methodological activities, overcoming pedagogical stereotypes about teaching work. It allowed to acknowledge the role, objectives, relationships and interdependence of the first condition:

- improving didactic and technical training component of future primary school teachers, forms and methods of teaching students (H. Abrosimova, N. Voskresenka, V. Horetsky, I. Kazhdan, M. Lvov, N. Maksimenko, O. Miroshnychenko, O. Ostryanska, O. Sosnovska, N. Chervyakova, I. Shaposhnikova and others), namely, training to use didactic technologies (L. Koval, O. Miroshnichenko O. Komar), integrated forms of education organization (N. Sinopalnikova), multimedia means of training and building informational competences (V. Baranovska, M. Haydur, V. Imber, L. Makarenko, L. Petukhova), develop cognitive interests of students (S. Burchak, S. Skvortsova, Ia. Haievets), to design lessons (I. Shaposhnikova); pedagogical interaction (O. Matviienko) and others;

- developing methodological thinking (M. Baranov, N. Bakhmat, N. Ippolitova, T. Ladyzhenska, M. Lvov, M. Smirnova, M. Soloveichik, etc.);

- forming pedagogical reflection (Van Manen, A. Byzyaeva, N. Hluzman, M. Demydko, A. Lozenko, V. Kraiewsky, Yu. Kulyutkin, N. Moyseyuk, H. Suhobska, L. Tkachenko, H. Shchedrovitsky, etc.);

- building methodological competence (N. Hluzman, S. Kara, K. Tkachenko, etc.);

- forming methodological culture (I. Artemyeva, T. Hushchina, V. Zagvyazinsky, I. Isaeva, S. Kulnevich, etc.);

- developing methodological creativity, training for innovative activity (S. Dubyaha, V. Molodychenko, L. Petrychenko, T. Pototskaya, L. Khomych, etc.) and others.

The implementation of the first pedagogical condition provided for:

- integration of theoretical and practical components in the process of studying psychological and pedagogical disciplines and teaching methods of subjects taught in primary school;

- direction of the contents of methodological training of future teachers to methodological activity in a general educational establishment; actualization and systematization of existing knowledge about methodological

work of primary school teachers by revealing links between subjects of the psychological and pedagogical cycle and methods of teaching subjects and thus students' acquisition of new methodological knowledge;

- interconnections in the process of training students for educational, methodological, scientific and organizational work in school to provide a thorough didactic-methodological, scientific-methodological training and purposeful formation of methodological thinking and a creative-methodological component of pedagogical activity;
- students' perception of methodological training as a model of real methodological activity in primary school;
- taking into account individual didactic-methodological, scientific-methodological abilities of each student; scientific-methodological interests, creativity, positive attitude to scientific-methodological activities of educators;
- development of methodological creativity and initiatives of future primary school teachers;
- involving students in generalization and exchange of potential creative methodological activities;

To practically fulfil this condition, it was necessary:

- to determine the content of integrating theoretical and practical methodological training with an applied professional purpose;
- to introduce special courses “Methodological work of teachers”, “Dealing with parents” into the educational process of the primary education faculty;
- to ensure availability of appropriate educational and methodological materials for students' methodological activities, namely development of educational and methodological complexes for future primary school teachers, methodological recommendations for the first practical training of extracurricular educational work at school to facilitate an elementary level of methodological training of future teachers;
- to organize independent work of students with introducing methodological tasks;
- to ensure practical orientation of methodological training of future primary school teachers and direct methodological activities by introducing a lesson technology map.
- to implement active and interactive methods and forms of organizing methodological training (individual, pair, group, frontal), which stimulates organization of active and creative interaction of future teachers, implementation of productive scientific and methodological activities in professional disciplines teaching.

The second pedagogical condition of methodological training of future primary school teachers contributed to immersing future primary school teachers in a professional educational environment where there was an increase in the level of methodological competence, to directing their activities toward creative searches, pedagogical issues solving, self-education and self-development, to create own models of pedagogical process and improve methodological skills.

The abilities of pedagogical potential in an educational environment were studied by A. Artiukhina, O. Kernytsky, V. Kozzyrev, O. Mitina, O. Proskurniak, O. Yaroshynska, V. Yasvin and others.

The implementation of the pedagogical condition provided for:

- introducing a system of extracurricular scientific-methodological events in order to form needs and positive motivation of future teachers for methodological activities in a general educational establishment in the future;
- establishing a democratic style of communication between participants of the pedagogical process by implementing facilitative interaction;
- creating conditions to implement pedagogical communication: the lecturer – the student – the teacher, which provides for the organization of a joint didactic and methodological interaction between the teacher and the student, students of the group at various study years, pedagogical universities, interaction with educators of general educational establishments, educational departments, etc. The abovementioned allows to establish professional partnership and stimulate methodological cross-enrichment, which is ensured by readiness for professional dialogues, activity during interaction with other participants of educational process, aspiration for common didactic-methodological and scientific-methodological cooperation, creative methodological activity of students;
- computer-oriented methodological materials (making thematic presentations in the PowerPoint program, creating an electronic pedagogical library with videos about outstanding teachers, films (or their fragments) about teachers, pupils and parents, video tutorials on various pedagogical technologies and pedagogical programs “Intellect of Ukraine”, “Rostok”) and others.

To practically fulfil this condition, it was necessary:

- to develop a system of extracurricular methodological events;
- to ensure forms variability of extracurricular methodological events, methods, means, information-technical materials;
- to provide methodological training of students through activities in a professional educational environment;
- to create an atmosphere of tolerance and cooperation at classes, practical trainings and extracurricular events.

Thus, a professional educational environment can be considered a system to form professional values which influence development of pedagogical thinking of a future teacher, value orientations in the process of methodological activity get actualized, creative and methodological potential is fulfilled in professional area.

The professional educational environment created for the research opened up a possible area for a free, conscious choice of perspectives in the aspect of pedagogical and methodological values of future teachers, forms and means of self-fulfilment and self-development, provided an opportunity to rebuild a unique personal method of professional-methodological activities, to test and to transfer it from an educational situation to the sphere of real pedagogical activity.

Practical experience shows that individual and group forms of students' interaction in the professional educational environment provided, respectively, for implementing methodological reflection.

We argue the choice of the third condition as formed reflexive skills allow a young specialist to navigate a professional educational environment at a more meaningful and creative level in future professional activity.

Reflection in pedagogical activity was studied by scholars A. Bizyayeva, M. Demydko, Yu. Kulyutkin, S. Konratieva, A. Lozenko, S. Maksimenko, H. Sukhobska, E. Chorny, L. Yakovleva and others who proved that pedagogical activity is reflexive in its content.

Consequently, the analysis of a number of scientific works proves that reflection fulfils a variety of functions. First, it allows teachers to consciously plan and model activities of participants in pedagogical process and ways of their interaction, correct and control their methodological thinking. Secondly, it allows evaluation of logical consistency of thoughts. Thirdly, it improves results of solving methodological problems.

Thus, fulfilling the pedagogical condition to implement methodological reflection at classes, practical trainings and extracurricular methodological events included:

- forming abilities to observe, evaluate, control, analyse, make generalizations and conclusions about methodological activity;
- changing the lecturer's position from the knowledge translator to the facilitating position of the lecturer contributing to formation of a future teacher-facilitator;
- applying reflection in educational process and extracurricular activities.

The fulfilment of the pedagogical condition in order to form students' abilities to implement methodological and practical reflection required:

- to direct methods and forms of organizing students' teaching and methodological activities to develop the ability to apply pedagogical reflection;
- to introduce interactive technologies that contribute to forming methodological reflection.

As a result, following the aforementioned pedagogical conditions will ensure an effective system of methodological training of future primary school teachers, their advanced methodological training and accelerated methodological formation in further pedagogical activities.

Methods. To verify the pedagogical conditions of the research, a set of complementary scientific research methods were used reflecting the dialectical unity of the theoretical and empirical level of cognition:

- *theoretical methods*: synthesis of philosophical, psychological-pedagogical, educational-methodical literature, generalization, systematization, comparison of different views to consider and compare different approaches to the problem of research, to reveal methodological and theoretical foundations, to define criteria, indicators and pedagogical conditions for effectiveness of students' training to methodological activity; content analysis for determining a conceptual-categorical apparatus of the research, the features of the essence of methodological training, the peculiarities of its implementation (principles, forms, methods, means) and for identifying theoretical-practical principles for future teacher training, theoretical explanation of the pedagogical conditions of implementing the scientific system of methodical training of future primary school teachers on this basis;

- *empirical methods*: *diagnostic* (questionnaires, testing, interviews, conversations, discussions, dialogues, surveys, rankings, result analysis of students' teaching and methodical activities); *prognostic* (expert estimations, modelling, scaling); *observational* (supervision of students' activities, self-observation of students, self-assessment, methods of independent characteristics) to determine dynamics of changes in the attitude of students to the processes of professional self-improvement, methodological activity and search for incentive mechanisms of methodological training in higher educational establishments; to identify levels of methodological competence formation; *pedagogical experiment* to reveal the effectiveness of implementing the scientific system of methodological training of future primary school teachers;

- methods of mathematical statistics (statistical data processing, graphic representation of results, etc.) – for quantitative and qualitative analysis of the pedagogical experiment's results.

Results and discussion. The experiment was conducted on the basis of the Kharkiv Humanitarian-Pedagogical Academy, the Krasnohrad College and the Balaklia branch of the Municipal Establishment "Kharkiv Humanitarian-Pedagogical Academy" of Kharkiv Regional Council.

According to the results of the experiment, effective forms of organizing methodological interaction were identified: individual, pair, group, collective, frontal; organizational class *forms* (lectures, seminars and laboratory-practical classes) and extracurricular (practical training, pedagogical excursions, extracurricular scientific and methodological activities); *methods* of organizing methodological training of students (reproductive, problem-searching, interactive, practical, reflexive); *means* of methodological training: traditional text-graphic (basic schemes, educational complexes, didactic and methodological materials), information resources (the Internet, multimedia, presentations); a lesson technological map; periodicals, methodological materials for primary school teachers; educational-methodological complexes, audio-visual means of teaching-pedagogical cinema fragments, a video collection of Sciences lessons in school, aimed at forming methodological competence of future primary school teachers.

In order to identify the dynamics of the levels of formed methodological competence of future primary school teachers, it was planned to carry out pedagogical diagnostics (observing students' activity in classes, self-education, interviews, questionnaires, creating situations of methodological choice, self-assessment and mutual evaluation, ranking, scaling, questioning, brainstorming, analysis of pedagogical essays, answers and materials of didactic-methodological activities: practical and laboratory papers, results of practical trainings, results of scientific-methodological activities: reports, course papers and theses, scientific competition works, abstracts).

According to the results of introducing the system of methodological training for future primary school teachers, it was proven that after the pedagogical experiment there were different levels of formed methodological competence: stereotypical-reproductive – a low level for 14.7% of the experimental group students and 25.8% of the control group students; system-action (constructive) – an average level – 60.4% of the experimental group students and 58.4% of the control group students; reflective-creative – high – 24.9% of the experimental group students and 16.2% of the control group students, which is explained by the effectiveness of implementing the developed system of methodological training for future primary school teachers.

As the results show, introducing the experimental system contributed to the students' awareness of the importance of acquiring methodological competence for further professional activities in a general educational establishment and allowed to ensure thorough grasping of a set of methodological knowledge, skills, abilities, methodological work experience, motivation for professional self-improvement aimed at accelerating professional formation, development of professional and personal qualities.

Consequently, the result of acquiring methodological experience when integrating psycho-pedagogical and methodological knowledge, skills, abilities (their interpenetration, consistency, unity and cross-enrichment) at professional educational classes, practical trainings and in the system of extracurricular methodological activities is the following:

- using integrated methodological achievements through taking various types of practical trainings and participating in extracurricular methodological activities;
- forming student's motivation to acquire theoretical knowledge and skills of methodical work in a general educational establishment;
- increasing future teachers' awareness of immediate and perspective goals of methodological training and methodological work in professional activity, formation of methodological thinking;
- mastering the content and forms of methodological work of teachers and general educational establishments;
- developing the educational program "Methodological work of a primary school teacher";
- introducing the special course "Dealing with parents";
- developing methodological recommendations for taking the first practical training "Extracurricular educational work" in primary school to facilitate the formation of an initial level of future teachers' methodological training;
- ensuring readiness of future primary school teachers to methodological activity in a general educational establishment.

It should be emphasized that the above results regarding the first condition can be obtained if during methodological training of future teachers a professional educational environment is created where there is purposeful formation of methodological component of pedagogical activity.

The result of future teachers' methodological training in the professional educational environment was:

- forming positive motivation of a teaching profession;
- raising the level of future teachers' methodological awareness regarding modern forms, technologies, forms of methodological work in primary school;
- forming didactic-methodological, scientific-methodological, creative-methodological skills and abilities;
- students' immersing in the professional educational environment to significantly increase mobility and criticality of methodological thinking, to contribute to forming skills important to identify methodological findings of educators and on the basis their own methodological experience can be formed;
- ensuring readiness for scientific-methodological work in a general educational establishment.

Summarizing the above mentioned, it is worth stressing that methodological activity in the professional educational environment contributed to encouragement and support of students' initiative, introduction of their methodological finds, adaptation to the pedagogical environment, and therefore influenced personality formation of primary school teachers as specialists with creative methodological thinking.

The prospect of creating a professional educational environment will provide future educators with increased professional motivation and development in a lifelong scope.

It is worth emphasizing that as a result of methodological interaction, they formed critical methodological thinking, had free exchange of thoughts, which has an intensive influence on forming reflexive skills and abilities, that is, experience of reflexive-methodological activity. The result of the methodological training of future teachers included:

- forming a developed ability to pedagogical reflection – a prerequisite for methodological self-improvement of future teachers, creative search, development of an individual methodological style;
- mastering methods of interactive teaching junior pupils;
- forming a future teacher-facilitator, able to support identity of a junior pupil, to provide pedagogical interaction, since it is the kind of a teacher modern educational establishments expect to get.

Here are the results of the study on the levels of formed skills to apply reflexion of future primary school teachers. Thus, according to A. Karpov's method (Karpov, 2003), at the beginning of the experiment, two levels of reflection were revealed in the respondents of the experimental group (average – 40.5% and low – 59.5%), unfortunately, high and prospective levels were not established, that's why experimental work was aimed at forming students' ability to implement methodological reflection. In the control group, the rates were almost the same (average – 41.2% and low – 58.8%). At the end of the study, the following results were obtained: four levels of reflection were recorded in the experimental group (low – 30.9%, average – 48%, high – 12%, prospective – 9%), indicating feasibility and effectiveness of the implemented methodology. In the control group, minor changes were recorded (low – 49.9%, average – 43.5%, high – 6.6%).

When studying educational disciplines and taking practical training, methodological reflection of future teachers meant not only getting a final result, but also building a sensible chain, comprehending their own teaching and methodological activities.

Here are examples of methods and techniques for reflecting a mood and emotional state. This type of reflection can be implemented through emotional and artistic design, which involves students' choice of an artist's painting reproduction, depending on high or low spirits; choosing a music fragment, corresponding mood (major, minor); expressing an emotional state in the form of a non-complex figure (the sun, a cloud); cards with a face image (smileys), a colour image of a "card-mood", a "tree of feelings" (winter, autumn, spring, summer), etc.

The reflection of the training material content was designed to find out how students understood the content of the studied material. To this end, techniques based on a combination of existing knowledge with the new, on the analysis of subjective experience were used. They are listed below.

Reflection techniques of achieving a goal involves an increase in students' knowledge, for this purpose "a tree of goals", assessment of knowledge "increment" and achievement of goals (the statement I did not know ... / but now I know ...) were used.

The cinquain technique helps to find out an attitude to the studied problem, combine old knowledge and comprehension of the new.

The technique of an unfinished sentence means that students use one sentence, choosing the beginning of the phrase: At class I found out that ...; It was interesting ...; It was difficult ...; I completed the task ...; I realized that ...; Now I can ...; I learned ...; I was surprised ...; I wanted ...

In order to apply the activity approach, it was expedient to introduce reflection of educational activities, which is necessary to understand the techniques and methods of work with educational material, search for the most rational.

Since students had not only to understand the content of educational material, but also to understand the methods and techniques of work, be able to choose the most rational, they were offered such questions as: "What did I do? What for? Why do I do it this way? What result did I get? What is the best option?"

Pedagogical reflection allowed the lecturer to analyse changes in the activities of future teachers, cognitive interest, search activity, etc. Identifying the level of a certain practical action formation of students gave an opportunity to evaluate not only the quality of the learned, but most importantly, to point out the difficulties experienced when mastering one or another action, to understand the causes of their occurrence, not only from students, but also on the methodological activities of lecturers.

Thus, during the research, development of reflexive abilities of future teachers was implemented using the method of the Bloom's Wheel based on:

- simple questions (actual, reproductive questions) demanded knowledge of actual material and were focused on memory activity;
- detailing questions (prompts) were directed at revealing a degree of understanding the methodological problem that was investigated. For example: "How I understood ...", "Did I correctly understand that ...";
- interpretive questions (explanatory) encouraged students to interpret, master skills of understanding the causes of certain actions or thoughts (the answer to the question "why?");
- evaluating questions (comparisons) were used when some students expressed dissatisfaction or satisfaction with the classes or their own methodological work;
- predicted questions (creative) – "What do you think will happen if ...?";
- practical questions – "How can we ...?", "How would you do ...?"

Methodological training of future teachers to implement pedagogical reflection was organized in individual, collective, group and paired forms.

Thus, individual pedagogical reflection contributed to forming real self-assessment of methodological activity; group (pair) pedagogical reflection – meant formulation of a conclusion on the importance of activities by each member group to achieve the result in solving the given methodological task (what is the contribution to the work of each member group).

Pedagogical reflection on group work of students was implemented at the end of the activity in order to deeply understand educational interaction, the level of communication and analysis of not only the result but also the whole process of methodological work.

To conduct pair and group forms of pedagogical reflection, students were offered the following basic questions:

- How did students' communication influence methodological work during the activity?
- What made methodological work in a group (pair) more effective?
- What hindered the process of solving a task?

In addition to the basic questions, the most common technique of group reflection was "graphic organizer" in the form of a scheme, the method of clustering.

At the final stage of a class or methodological event, group members re-think, analyse what they have learned, establish connections between the previously learnt and what was learnt, introduce new ideas, suggestions and hypotheses. To this end, students were offered a reflection algorithm to implement methodological reflection. For example, "We learned", "Work in a Group", "Distribute Tasks between Group Members", "Find Answers to Questions in the Handbook", "Help Each Other", "Teach Others", "Evaluate Knowledge", etc.

In order to increase effectiveness of implementing methodological reflection, identifying developed methodological skills, future primary school teachers were offered to make a lesson technological map that was used in the study not only as a fixation method, but also as a means for implementing methodological reflection, which allowed to analyse the level of formation of one or another methodical skill; obtained results, skills to do self-analysis of lessons, which ensured the inclusion of methodological knowledge of future teachers in their practical activities.

During the study, methodological reflection was also implemented through methodological portfolio.

The technology of creating a “professional portfolio” contributes not only to students motivation, activity and autonomy, but also to expansion of learning and self-learning opportunities, development of skills in evaluative activities and pedagogical reflection; formation of the ability to learn – to set a goal, to plan and organize own teaching and methodological activities.

In the study, “methodological portfolio” was used as a learning tool, reflecting the process of developing methodological knowledge, skills and awareness as components of methodological competence of future primary school teachers.

“Methodological portfolio” was applied when studying a discipline, used for self-development and implementation of pedagogical reflection, assessment of methodological activities and performed the following functions: content, motivational, developmental, of information search, of information systematization, of materials preparation for students to create methodological recommendations.

The contents of “methodological portfolio” included: documents regulating work of a teacher, pedagogical essays and projects, results of information-methodological search. The electronic version of the “methodological portfolio” contained video materials for physical activity breaks, science lessons, work with parents of junior pupils, thematic presentations, results of pedagogical researches, theses, materials of practice, etc.

It should be emphasized that along with a need to organize students’ training in traditional organizational forms (lectures, seminars, practical classes), active and interactive methods of educational activity became acute in importance, with the main purpose of organizing interaction of all participants in teaching and methodical activities and implementation of the aforementioned pedagogical reflection.

The pedagogical process of studying the mentioned educational disciplines, built on the basis of interactive pedagogical activity, was aimed not only at transferring knowledge to future primary school teachers, but also at developing and self-developing of creative personality. This was clear in the students ability to take an active pedagogical position, to take responsibility for adopting independent methodological decisions, professional freedom, self-regulation, creativity and reflection implementation. In the heart of interactive educational process, methodological reflection, there was a creative interaction between a lecturer and students, which provided for using interactive methods of teaching and methodological activity on actual issues of pedagogy such as: didactic games, reflection of practical training, “brainstorming”, “associative bush”, “PRES”, “SANKAN”, “CUBING”, “aquarium”, “choose a position”, “reading with stops”, methodological debates and tournaments; group (pair) modelling and presentation of different types of lessons, their analysis, writing a “pedagogical essay”, etc.

Conclusions. Consequently, following the aforementioned pedagogical conditions for methodological training classes and practical training and extracurricular methodological events will promote development of personal motives for methodological training and its level; readiness for scientific-methodological work in a general educational establishment; provide advanced methodological training and accelerated professional development in further pedagogical activities.

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