

PEDAGOGICAL CONDITIONS FOR IMPROVING THE PEDAGOGICAL SKILLS OF FUTURE TEACHERS OF VOCATIONAL TRAINING IN UNIVERSITY CONDITIONS

Marynchenko I. V.

INTRODUCTION

Ukraine's entry into the European Community opens up new opportunities for the implementation of social and socio-economic transformations in the state with the aim of taking it to a leading position in the world. Under these conditions, the role of higher education in training future teachers of vocational training with a high level of professional competence, capable of lifelong learning, critical thinking, and cooperation with the subjects of the educational process, is growing. In view of this, the search for innovative approaches to the training of pedagogical personnel, in particular future teachers of vocational training, to the implementation of professional activities in university conditions and giving this process a systemic and holistic character is being updated¹.

In the current conditions, the training of future teachers of professional education is subject to increased requirements regarding professional and personal qualities. Multifaceted individual development, radical increase in professionalism, reorientation to productivity, transformation of the content of the training of future teachers of professional education involves the formation of a quality pedagogical position. From the analysis of numerous scientific studies, it can be stated that the level of readiness of higher pedagogical educational institutions for the proper training of competent personnel is insufficient. The implementation of new trends in the development of education requires the use of innovative technologies, the creative search for new or improved concepts, principles, approaches to education, significant changes in the content, forms and methods of education, upbringing, management of the educational process, and also involves the determination of a number of pedagogical conditions for the effective process of preparing future vocational training teachers^{2,3}.

¹ Androshchuk I. V., Androshchuk I. P. Peculiarities of future technology teachers' training in Poland and Great Britain. *Comparative Professional Pedagogy* : Scientific Journal. 2017. Volume 7, Issue 1. P. 48–52.

² Androshchuk I. V., Androshchuk I. P. Peculiarities of future technology teachers' training in Poland and Great Britain. *Comparative Professional Pedagogy* : Scientific Journal. 2017. Volume 7, Issue 1. P. 48–52.

³ Fillmore C. J., Baker C. A Frames Approach to Semantic Analysis. *The Oxford Handbook of Linguistic Analysis*. Oxford: OxfordUn-ty Press. 2010. p. 313–340.

The most important stage in the preparation of future teachers of professional education, in particular teachers of vocational education, is the proper organization of the educational process, effective interaction of all its participants, taking into account the pedagogical conditions of the educational process. This will contribute to the activation of fundamental training of students, adaptation to the rapid pace of development of the information society, will create favorable conditions for mastering general education and the chosen profession, and will transform cognitive activity.

1. The problem's prerequisites emergence and the problem's formulation

The need to train teaching staff of higher education institutions with a high level of scientific, professional and general competence is emphasized in the Laws of Ukraine «On Education» (2017), «On Higher Education» (2014), the National Strategy for the Development of Education in Ukraine for 2012–2021 (2013), the Concept of the «New Ukrainian School» (2016), the Concept of the Development of Education of Ukraine for the period 2015-2025, the sectoral Concept of the Development of Continuous Pedagogical Education (2013); in the Decree of the President of Ukraine «On the Education Development Strategy in Ukraine for the period until 2021, as well as in the materials of the Bruges Communiqué on strengthening European cooperation in the field of professional education and training for the period 2012-2020 (The Bruges Communiqué on enhanced European Cooperation in Vocational Education and Training for the period 2011–2020) (2010), the document «Common European Principles for Teacher Competences and Qualifications» (2005), Recommendations of the European Council and Government representatives member countries «On improving the quality of teacher education» (2007).

However, the achievement of the desired quality of improving the pedagogical skill of future teachers of vocational training in university conditions is hampered by the low level of their motivation to activate the partnership of the subjects of the educational process, mastering innovative professional and pedagogical knowledge and skills, as well as insufficient provision in higher education institutions of the pedagogical conditions necessary for this and methodical system of improving the pedagogical skill of future teachers of vocational training in university conditions. This negatively affects their ability to perform professional actions related to the design of the educational process based on the philosophy of «people-centeredness», pedagogy of tolerance; personality education in the conditions

of functioning of various subcultures; ensuring the partnership of interaction subjects during their involvement in various types of activities, etc.^{4, 5}.

The results of the analysis of scientific sources proved that the concept of «pedagogical conditions» is widely characterized by many scientists (O. Bogdaniuk, N. Loginova, V. Matviychuk, O. Mykhailyshyn, O. Ponomarenko, S. Sinkevich, etc.). Scientists understand by this term the necessary circumstances, phenomena, factors (factors), ways, imaginary results, directions, incentives, etc.

The relevance and expediency of research in this direction is evidenced by a number of contradictions that need to be resolved, in particular, between:

- the need of Ukrainian society for teachers capable of interaction, partnership and cooperation with the subjects of the educational process and the insufficiency of research that reveals innovative methodological approaches and concepts that would contribute to this;

- a significant increase in the requirements of modern institutions of higher education for the preparedness of future future teachers of professional training in the conditions of the university to improve pedagogical skills and the insufficient level of providing appropriate pedagogical conditions for this;

- the need for purposeful training of future teachers of vocational training in university conditions to improve pedagogical skills and the inadequacy of existing methodological foundations in higher education institutions that would ensure this process.

2. The analysis of existing methods for solving the problem and formulating a task for the optimal technical development

Pedagogical conditions as a set of factors contribute to the regulation, interaction of objects and phenomena of the pedagogical process to achieve the goal, the establishment of interpersonal relationships of the participants of the pedagogical process, which facilitates the implementation of didactic tasks, activates the educational and cognitive activity of future specialists, improves their independence, initiative, and professional development. The result of the pedagogical process in higher education depends on the pedagogical conditions of the organization of the educational environment, the choice of special tools, methods, and forms of learning, which are the

⁴ Iashchuk S. M. Professional training of a teacher of general technical disciplines: theoretical aspect: education. manual Uman: Visavi. 2015. 132 p.

⁵ Marynchenko I. (2020) Implementation of digital technologies in the training of future teachers of professional education in the artistic profile. *Art education: content, technologies, management. Series: Pedagogical sciences: coll. scientific works*. 2020. 15. pp. 173–187. Retrived from: <https://zbornik.mixmd.edu.ua/artedu/issue/view/8/8>.

conditions organized by the teacher, in which the activities of the teacher and the student take place and the planned tasks are implemented ⁶.

The concept of «pedagogical conditions» is actively used in psychological and pedagogical studies devoted to the problems of professional training of specialists. After all, the effectiveness of their training depends on the pedagogical conditions in which the educational process takes place. Pedagogical conditions are certain factors, circumstances that contribute to or oppose the implementation of the content and technologies of specialist training. Therefore, there is a need to analyze the essence of the concept of «pedagogical condition» and justify the pedagogical conditions for training future teachers of labor education for pedagogical interaction in professional activity ^{7, 8}.

Note that, revealing the essence of the concept of «condition», scientists use the term «circumstance», «factor», «factor», «rule», «feature».

In the reference literature, various interpretations of the concept of «condition» have been proposed, which have a lot in common. In addition, the concept of «condition» is interpreted as necessary circumstances that contribute to something; circumstances, features of reality under which changes occur. In the explanatory dictionary of the modern Ukrainian language, the concept of «condition» is more specific: a necessary circumstance that enables the implementation, creation, formation of something or contributes to something; factor, driving force of any process, phenomenon; factor ⁹.

Most often, pedagogical conditions are characterized as an external prerequisite for the existence and development of phenomena, i.e., circumstances that depend on and under which a holistic productive pedagogical process of professional training of specialists, mediated by the activity of an individual, a group of people, depends on and takes place. This definition proves that

⁶ Melnychuk I. M. Theory and practice of professional training of future social workers by means of interactive technologies: monograph. Ternopil: Educational book – Bohdan. 2010. 326 pp.

⁷ Udov V. Justification of the structural and functional model of professional training of future teachers of preschool education institutions for interaction with families of combatants. Pedagogical sciences: theory, history, innovative technologies: scientific journal. Sumy: Publishing house of the Sumy DPU named after A. S. Makarenko. 2018. № 9(83). pp. 315–326.

⁸ Vasylyshyn O., Prylepa I., Oleksandra Chubrei, Inna Marynchenko, Vitalii Opanasenko, Yevhenii Marynchenko Development of Emotional Intelligence of Future Teachers of Professional Training. *International Journal of Early Childhood Special Education*. 2022. 14(1). pp. 39-51. Retrived from: <https://www.int-jecse.net/data-cms/articles/20220317114217am221006.pdf>.

⁹ Bosse D. Kompetenzorientiert ausgerichtete Praxisphasen in der Lehrerbildung. *Erziehungswissenschaft*. 2011. № 43. P. 92–98.

pedagogical conditions influence (accelerate or inhibit) the development of pedagogical phenomena, systems, personality qualities, etc.

In psychology, a condition is understood as a set of external and internal environmental phenomena that influence the development of a specific mental phenomenon.

In the dictionary of education and pedagogy, the concept of «condition» is presented as «a set of variable natural, social, external and internal influences acting on the physical, psychological, moral development of a person, his behavior, education, training, personality formation». The definition «pedagogical» proves that such circumstances are connected with the organization of the educational process, with the external environment where cognitive and educational activities of students take place, aimed at forming certain knowledge, skills, and abilities in them ¹⁰.

In particular, scientist S. Melnychuk qualifies pedagogical conditions as learning management factors that ensure student activity and stimulate conscious assimilation of educational material. Pedagogical conditions are a set of actions and interactions that ensure the achievement of the maximum possible useful result of activity ¹¹.

In particular, the dictionary of the Ukrainian language interprets the term «condition» as: a necessary circumstance that makes possible the implementation, creation, formation of something or contributes to something; circumstances, features of real reality, under which something happens or is carried out; rules that exist or are established in one or another area of life, activities that ensure the normal operation of something; a set of data, provisions underlying something ¹².

As a philosophical category, a condition reflects the universal relations of a thing to those factors due to which it arises and exists. Due to the presence of appropriate conditions, the properties of things change from possibility to

¹⁰ Dmytrenko T. O., Kopylova S. V. The place of pedagogical conditions in the system of scientific knowledge. Transformation of the social functions of education in the modern world: materials of the international. scientific and practical conference, (Kharkov, February 17-18, 2015). Kharkiv. 2015. pp. 160–164.

¹¹ Mykhniuk M. I. Theoretical and methodological foundations of the development of the professional culture of teachers of special disciplines of the construction profile: dissertation. ... Dr. Ped. Sciences: 13.00.04 / Institute of Prof.-Tech. of Education of the National Academy of Sciences of Ukraine. Kyiv. 2016. 652 p.

¹² Rohulska, O., Tarasova, O., Ikonnikova, M., Zhovnych, O. Organizational and pedagogical conditions for the training of future teachers of foreign languages in the conditions of the informational and educational environment of higher education institutions. Modern information technologies and innovative teaching methods in the training of specialists: methodology, theory, experience, problems, 2021. 6, pp. 196–205. <https://doi.org/10.31652/2412-1142-2020-55-196-205>

reality¹³. Considering this aspect, the concept of «pedagogical conditions» must be understood, first of all, as circumstances, factors related to the educational process and aimed at increasing its effectiveness.

The need to define pedagogical conditions for effective professional training of specialists is considered in the works of many researchers. Thus, O. Fedorova understands pedagogical conditions as a set of objective possibilities of the content of education, methods, and organizational forms that ensure the successful implementation of the educational goal¹⁴.

Yu. Babansky defines pedagogical conditions as circumstances or factors that determine the effectiveness of the functioning of the pedagogical system¹⁵.

V. Manko understands pedagogical conditions to be an interconnected set of internal parameters and external characteristics of the educational process, which ensure its high effectiveness and are optimal¹⁶.

Scientists V. Slastyonin, I. Isaev, A. Mishchenko, E. Shiyarov consider pedagogical conditions as «stable circumstances that determine the state and development of functioning pedagogical systems».

M. Mykhniuk defines pedagogical conditions as a set of measures that provide the most favorable environment for the effective functioning of a certain methodical system¹⁷.

The results of the analysis of the main approaches of scientists to the definition of the concept of «pedagogical conditions» make it possible to determine their main characteristics: components of the educational process of training future teachers of vocational training; reflect a set of circumstances, factors that positively affect the effectiveness of their training;

¹³ Kovalchuk, V., Marynchenko, I., Yashchuk, S. Creation of a favorable educational environment in higher education institutions of Ukraine. *Society. Integration. Education: Proceedings of the International Scientific Conference*. 2020. 1. pp. 465-480. Retrieved from: <http://dx.doi.org/10.17770/sie2020vol1.4897>.

¹⁴ Huba N. Peculiarities of the value-motivational sphere of modern student youth. *Psychological perspectives*. 2009. Vol. 13. pp. 93–99.

¹⁵ Marynchenko I. (2020) Implementation of digital technologies in the training of future teachers of professional education in the artistic profile. *Art education: content, technologies, management. Series: Pedagogical sciences: coll. scientific works*. 2020. 15. pp. 173–187. Retrieved from: <https://zbornik.mixmd.edu.ua/artedu/issue/view/8/8>.

¹⁶ Manko V. M. Didactic conditions for the formation of students' professional and cognitive interest in special disciplines. *Socialization of personality: coll. of science Ave. Nats. ped. University named after M. P. Drahomanov*. 2000. Vol. pp. 153–161.

¹⁷ Ihnatenko Hanna, Marynchenko Inna, Ihnatenko Oleksandr, Marynchenko Eugene, Zinchenko Albina. ICT as a tool to form the readiness of future teachers to work with left-handed education applicants. *Veb-konferentsii SHS – SHS Web of Conferences*, 104, 03013 : ICHTML. 2021. pp. 1-6. Retrieved from: <https://doi.org/10.1051/shsconf/202110403013>.

contain internal and external factors that make it possible to improve the quality of professional training of specialists.

So, under the pedagogical conditions of training future teachers of vocational training to improve pedagogical skill in university conditions, we understand the circumstances, factors related to the educational activity of future teachers of vocational training, which are aimed at increasing the level of their readiness to improve pedagogical skill in professional activity.

We distinguish two levels of pedagogical conditions. Pedagogical conditions that reflect the personal characteristics of future teachers of professional education and ensure the success of their professional training are included in the first level. The second level reflects pedagogical conditions that, under certain circumstances, affect the effectiveness of the educational process. These are the so-called «classic pedagogical conditions», which include: the content and organization of students' educational activities; interpersonal relations in the group and institution of higher education in general, the nature of communication between subjects of the educational process; adaptation of future teachers of professional training to the new educational environment; interaction of the institution of higher education with various organizations.

In our opinion, it is incorrect to distinguish two levels of conditions in this way, since the conditions of the first level determine the theoretical foundations on which the conditions of the second level are based.

In the context of the research, let's pay attention to the approach of E. Khrykov, which considers pedagogical conditions as a product of the teacher's activity, and therefore, their objective origin in pedagogical practice is excluded. The researcher emphasizes that pedagogical conditions cannot in any case contradict the manifestation of pedagogical regularities, principles and rules, as they are their loyal manifestation. Based on this, it can be argued that the conditions are necessarily consistent with the laws and principles of the educational process¹⁸.

T. Dmytrenko and S. Kopylova identified the criteria for determining pedagogical conditions: compliance with the goal, the realization of which the conditions are aimed at; consistency with the laws and principles of the pedagogical process; focus on improving the educational process; be considered as one of the components of the studied phenomenon, without which it is impossible to achieve the goal¹⁹.

¹⁸ John Whitmore. Coaching for Performance: GROWing Human Potential and Purpose. The Principles and Practice of Coaching and Leadership, 4th Edition. Nicholas Brealey Publishing; Fourth Edition edition. 2009. 244 p.

¹⁹ Dmytrenko T. O., Kopylova S. V. The place of pedagogical conditions in the system of scientific knowledge. Transformation of the social functions of education in the modern

Based on the results of the research, the main pedagogical conditions that ensure the effective preparation of future teachers of vocational training to improve pedagogical skills in university conditions, we have determined: formation of positive motivation of students to improve pedagogical skills; improvement of the content of general and professional training disciplines; the use of innovative methods and technologies in the process of training and practice; development and implementation of a complex of educational and methodological support; the use of personally oriented technologies in the professional training of future teachers of vocational training, the creation and support of an educational and creative environment for improving pedagogical skills; development of professional reflection in future teachers of vocational training.

Let's consider in detail the content of each of the specified conditions.

The first pedagogical condition is the formation of positive motivation of students for pedagogical interaction.

Scientists and researchers focus on the close connection between motivation and professional competence of the teacher of vocational training. It is teachers with a high level of motivation who confidently take responsibility, make decisions in non-standard situations, persistently go to the goal, convinced of the effectiveness of their pedagogical activity and its results. Therefore, the need to form positive motivation to improve pedagogical skills is, in general, one of the important problems of today.

A. Derbenyova notes that the question of the motivation of activity arises when it is necessary to explain the reasons for human actions. Any human activity can be justified by both internal (psychological properties of the subject of behavior) and external reasons (conditions and circumstances of the individual's activity). In the first case, it means the presence of a goal, needs, intentions, interests, motives, desires, etc.; in the second, we are talking about stimuli that the researcher considers as derivatives of a specific situation. Therefore, there is a need to form motivation to improve pedagogical skills, taking into account the specifics of factors that influence the choice and effectiveness of the professional activity of a teacher of vocational training. The mentioned factors lead to the emergence of certain groups of contradictions, the solution of which will contribute to the formation of positive motivation among future teachers of vocational training to improve pedagogical skills in university conditions²⁰.

The first group consists of contradictions between the level of social security of a labor teacher and the social functions he must perform in society. The second group is the contradictions associated with the existing

world: materials of the international. scientific and practical conference, (Kharkov, February 17-18, 2015). Kharkiv. 2015. pp. 160–164.

²⁰ Shabanova Yu. O. Systematic approach in higher education: tutorial. for students master's degree Donetsk: NSU. 2014. 120 p.

stereotypes, requirements, norms that have developed in society regarding the activity of a teacher of labor training, and trends that are implemented in education. The third group includes contradictions between the technology of training a teacher of labor education and the requirements for the strategy and style of his pedagogical activity.

Establishing contradictions makes it possible to clearly identify motives that have a positive effect on increasing the effectiveness of professional training of future teachers of labor education and technology. Considering this, we support the point of view of S. Kuchmieva that the professional training of specialists must be carried out based on motives based on interest in the profession, motives of personality development, and cognitive motives. Note that material and social motives, as emphasized by N. Guba, contain positive and negative characteristics, and the insufficient level of professional training of specialists is due to the low level of professional motivation of students.

Here we agree with the opinion of V. Bodrov that thanks to motivation, a teacher can compensate for many defects in the level of development of a number of professionally important qualities, for example, in the organization of the pedagogical process, but weak motivation is almost impossible to compensate for.

According to V. Semichenko, the main groups of motives for pedagogical activity are: job motives; motives of interest and passion for work; motives of delight in communicating with students. In particular, the researcher emphasizes that the nature and direction of pedagogical requirements, the style of pedagogical activity is influenced by the type of teacher's motivation.

Thus, the presence of positive motivation among future teachers of vocational training for pedagogical interaction is an important condition for the proper level of their professional training as a driving force that prompts them to choose a constructive way of interaction based on cooperation and mutual understanding in professional activity ²¹.

The implementation of this condition involves a detailed familiarization with the future professional activity, its social significance, modern requirements for knowledge, abilities, skills and personal qualities of a specialist during the study of the disciplines provided for in the educational program; creation of the student's ideas about the modern model of the personality of a successful specialist and encouraging him to realize the prospects of professional self-realization; development of a positive «self-concept»; forming a hierarchy of value orientations related to professional activity; development of students' needs and skills to independently work with

²¹ Karta nauczyciela po zmianach z 6 grudnia 2007 r. Poznan: Oficyna Ekonomiczna Wydawnictwa, 2008. 52 s.

various sources of information, master information technologies and creatively apply knowledge in practice; providing conditions for self-discovery, self-education, stimulating the desire for self-improvement; maintenance of curiosity and «cognitive» psychological climate in the student academic group; minimization of high anxiety of individual students, their uncertainty regarding future professional activity; creation of success situations for students at a high level of ability realization; subordinating the process of formation in students of a high level of motivation for professional achievement according to a number of criteria (successful learning at the optimal level of complexity associated with the requirements of the educational course; individualization of the learning process; inclusion of future specialists in professional and pedagogical activities; formation of students' attitude to their own activity and self-knowledge as the basis of professional self-determination; development of skills and abilities to master modern technologies, creative application of them in future professional activity; objectivity of pedagogical and moral evaluations as an indicator of personal achievements of the student, and not as a means of encouraging or punishing him). The use of interactive learning technologies creates motivation «with a bias towards the final result», which is especially important in professional training. We used:

1. Interactive technologies of cooperative learning (work in pairs; rotating (changeable) threes; two – four – all together; carousel; work in small groups; aquarium; circle of ideas). Working in pairs, students perform various exercises: discuss a task or a short text; conduct an interview, study the partner's attitude (opinion) regarding a question or statement; critically analyze each other's work, summarize the results of mastering the topic, etc²².

2. Interactive technologies of collective and group learning (situation analysis; problem solving; unfinished sentences; brainstorming; openwork saw; discussion of the problem in the general circle; microphone; teaching – learning; decision tree) involve the simultaneous joint work of the entire team.

3. Technologies of situational modeling (simplified court hearing; public hearings; simulations; role-playing the situation). The model of learning in a game is the construction of an educational process with the help of including a student in a game (primarily game modeling of the phenomena being studied). The task of a teacher who uses games in education is to subordinate the game to the formulated didactic goal. In the game model, the teacher acts as an instructor (familiarization with the rules of the game, advising its participants), a referee (correction and help with advice on the division of

²² Kobyłecka E. Nauczyciel wobec współczesnych zadań edukacyjnych. Krakow. 2005. 189 p.

roles), a coach (tips to students who conduct the game), a chairman, a leader (organization of the discussion of the game)²³.

Technologies for processing debatable issues («Press» method; choose a position; change position; continuous scale of opinions; discussion; evaluative discussion; debate; discussion in the style of a television talk show) contribute to the development of critical thinking, make it possible to choose one's own position, form skills to defend one's opinion, deepen knowledge of the discussed problem.

Learning technologies in the discussion serve as an important means of cognitive activity of students in the learning process and involve the implementation of a number of rules: the discussion begins with raising a controversial question that does not contain an unequivocal answer and predicts various solution options, in particular opposite ones; participants do not ask questions: «who is right and who is wrong in this or that issue»; attention is focused on the likely course of the discussion («What should be expected under a certain combination of circumstances?», «What could happen if...?», «Were there other possibilities?»); the statements of the participants of the discussion relate to the raised topic; the teacher corrects mistakes and inaccuracies made by students and encourages everyone to do the same; students' statements are accompanied by arguments, substantiation (the teacher asks students questions such as: «What facts prove the usefulness of this opinion?», «How did you reason to draw such a conclusion?»); the discussion can be resolved both by consensus (adopting an agreed decision) and by preserving the existing differences between its participants²⁴.

Therefore, the use of interactive technologies contributes to the intellectual development of students, increasing the motivation for professional activity and the formation of professional value orientations, the development of cognitive activity, cognitive interests, an interested attitude to the non-standard organization of the educational process, the activation of creative activity, the formation of the ability to notice a problem, find ways of its development knitting, mastering the skills of self-development of the personality, provides an opportunity to think, create.

The complexity and scale of the tasks that vocational training teachers solve in the process of pedagogical interaction require improvement of their training in higher education institutions. The modern content of education should correspond to the current orientations of its development and, at the

²³ Kovalchuk, V., Marynchenko, I. Implementation of digital technologies in training the vocational education pedagogues as a modern strategy for modernization of professional education. *Annales Universitatis Paedagogicae Cracoviensis. Studia ad Didacticam Biologiae Pertinentia*, 2019. 9. pp. 122–138. Retrived from: <https://cutt.ly/oUB4SHM>.

²⁴ Składanowski H. *Awans zawodowy nauczyciela*. Torun: Wyd. BEA. 2002. 145 p.

same time, ensure the comprehensive development of the personality of teachers of professional training, and therefore, their preparation for improving pedagogical skills. However, at the current stage of the development of pedagogical education, insufficient attention is paid to the training of future teachers of professional education for interpersonal communication, in particular, for pedagogical skills.

There is a need to improve the content of the training of future teachers of professional education to increase pedagogical skills, which ensures the development of students' interaction skills in extracurricular time; the ability to direct one's influence on the formation of one's own outlook in students on the basis of perceived and assimilated ideas, views, beliefs, moral and aesthetic ideals, socially significant assets of national and world culture.

The need to improve the content of the training of future teachers of professional education is based on the principles of strengthening the role of partnership between the teacher and students in the educational process, in particular, subject-subject interaction in future professional activities. Since the main characteristic of a specialist is the level of his professional competence, which implies the ability to design the pedagogical process in institutions of higher education, the systematicity of which also depends on the ability to carry out pedagogical interaction with all subjects of the educational process (students, parents, colleagues, the administration of the educational institution, public organizations, etc.).

The content of the professional training of teachers of vocational training, like any specialists, is most fully reflected and implemented in educational documentation, the development of which must be carried out in accordance with methodological approaches and didactic principles that determine the selection of educational information, its structure, content, relationships between elements during the creation of educational plans, programs, textbooks, teaching aids²⁵.

As V. Radkevich notes, the selection and structuring of the content of education should be based, on the one hand, on taking into account the results of the analysis of professions, professional operations, and on the other hand, didactic approaches, principles, criteria, as well as value, cultural, and competence aspects of the professional activity of specialists. Taking into account the fact that the teacher of vocational training forms not only a system of artistic and technical knowledge and skills, but also involves students in the design and manufacture of products, it is practical work that occupies the dominant part of the training time during industrial training lessons.

²⁵ Tverezovska N., Filippova L. The essence and content of the concept of «pedagogical conditions». A new pedagogical thought.2009. № 3. pp. 90–92.

Taking into account the peculiarities of pedagogical mastery, the content of students' educational activities should be based on dialectical and synergistic principles that make it possible to distinguish such states of being as: harmony and disharmony, beauty and ugliness, good and evil. It is on the basis of actually formed moral and ethical norms that the teacher of vocational training builds his relations with the subjects of the educational process. In addition, the content of the educational material should be aimed at the formation of pedagogical ethics, tactfulness of the future teacher, whose task will be the harmonious development of his pupils during pedagogical interaction ²⁶.

The content should be improved in such a way as to contribute to the expansion of students' knowledge of pedagogical interaction, methods, techniques and mechanisms of its provision on a subject-subject basis, as well as to help the formation of abilities and skills in the implementation of pedagogical mastery, taking into account the peculiarities of the subjects of pedagogical process and conditions. The content should contain knowledge about the essence and features of pedagogical mastery, the principles of its organization, types of pedagogical mastery and their characteristics; pedagogical mastery strategies; methods of pedagogical influence during the manifestation of pedagogical skills; barriers during the implementation of pedagogical skills and methods of their elimination; types of conflicts in pedagogical interaction and their resolution mechanisms.

Since pedagogical interaction involves cooperation, collaboration, joint solution of educational tasks by the teacher of vocational training with students, making constructive decisions in various pedagogical situations, the professional training of the future teacher of vocational training should ensure the formation of creative thinking in students, the ability to establish interaction, quickly navigate the situation and make rational decision. The solution of these tasks is facilitated by the use of innovative methods (the method of forming motivation for pedagogical interaction; the method of forming professional and pedagogical knowledge and skills; the method of forming the culture of pedagogical interaction and professionally important qualities) aimed at the formation of all structural components of pedagogical interaction ²⁷.

²⁶ Vasyly Kovalchuk, Inna Marynchenko, Andii Sherudylo, Bohdan Vovk, Tatiana Samus, Valerii Soroka. Implementation of the learning model based on the results of future vocational teachers' professional training. *AD ALTA-Journal of Interdisciplinary Research*. 2021. 11(2). pp. 214-219. Retrived from: <http://surf.li/eqxmh> [Czech Republic].

²⁷ Rohulska, O., Tarasova, O., Ikonnikova, M., Zhovnych, O. Organizational and pedagogical conditions for the training of future teachers of foreign languages in the conditions of the informational and educational environment of higher education institutions. *Modern information technologies and innovative teaching methods in the training of specialists: methodology, theory, experience, problems*, 2021. 6, pp. 196–205. <https://doi.org/10.31652/2412-1142-2020-55-196-205>

Pedagogical technologies for training future teachers of vocational training to improve pedagogical skills (project, training technologies, coaching technologies, case technologies, information and communication technologies) should contribute to changing the role of the subjects of the educational process, involving them in cooperation and cognitive activities, enabling simulate pedagogical situations related to future professional activities, thereby forming behavioral skills in standard and non-standard situations.

The importance of using innovative methods and technologies in the professional training of specialists has been emphasized in a number of studies. In particular, M. Dzeitova noted the focus of modern methods and technologies on the assimilation of knowledge, the development of skills and abilities in cooperation with the subjects of the educational process and the formation of attitudes, increasing competence in a certain sphere of life ²⁸.

L. Bondarev defines the use of innovative methods and technology adapted to future professional activity under the guidance of a teacher as a necessary condition for active educational activity of students. The researcher emphasizes that the correct construction of the educational process using innovative methods and technologies makes it possible to reflect the logic of the future practical activity of the specialist, which mostly depends on the teacher. Therefore, there is a need to form the appropriate skills of teachers of higher education institutions regarding the development of technological and scientific-methodical projects together with students; conducting training classes, coaching, using cases, electronic manuals, scribing, etc.

The use of innovative methods and technologies for the training of future teachers of professional education to improve their pedagogical skills makes it possible to solve the following tasks: helps students solve interpersonal problems; not to withdraw into oneself, not to remain alone with one's difficulties; provides feedback between students and students and the teacher, thereby contributing to a better understanding of oneself and others; involves students in the system of social relations, forms the ability to respect others; forms a holistic view of the future pedagogical activity; develops practical skills and skills of interaction on the basis of cooperation ²⁹.

²⁸ Udot V. Justification of the structural and functional model of professional training of future teachers of preschool education institutions for interaction with families of combatants. Pedagogical sciences: theory, history, innovative technologies: scientific journal. Sumy: Publishing house of the Sumy DPU named after A. S. Makarenko. 2018. № 9(83). pp. 315–326.

²⁹ Mykhniuk M. I. Theoretical and methodological foundations of the development of the professional culture of teachers of special disciplines of the construction profile: dissertation. ... Dr. Ped. Sciences: 13.00.04 / Institute of Prof.-Tech. of Education of the National Academy of Sciences of Ukraine. Kyiv. 2016. 652 p.

The professional training of future teachers of vocational training becomes more effective if during the educational process students actively interact with each other and the teacher, jointly solve educational and educational tasks, learn and practice skills and abilities in practice, undergo intensive training for everyday professional life. Thus, the use of innovative methods and technologies in the educational process contributes to the involvement of students in active interaction with each other, the formation of skills to work in groups and subgroups, thereby contributing to the formation of a culture of interaction.

In order to strengthen the content and increase the effectiveness of the use of innovative methods and technologies, it is necessary to develop a complex of educational and methodical support that will contribute to the improvement of the quality of training of future teachers of professional education to improve pedagogical skills; will ensure the integrity of their professional training in the unity of goals, content, methods, forms, innovative methods and technologies. Therefore, the fourth pedagogical condition is the development and implementation of a complex of educational and methodological support.

The complex of educational and methodological support must be developed in accordance with the methodological approaches and didactic principles substantiated in the Concept, which contributes to the selection of educational material and its logical construction, the use of innovative methods and technologies aimed at training future teachers of professional education to improve pedagogical skills.

A set of documents, scientific, educational, methodical materials that determine the content of their training, its structure and result, and establish the peculiarities of the course of the educational process, taking into account the trends of educational development, are included in the complex of educational and methodological support for the training of future teachers of vocational training to improve their pedagogical skills.

Educational and professional training programs for students of specialty 015 «Professional education (Technology of light industry products)» at the first (bachelor's) and second (master's) levels of higher education are included in the regulatory documentation. Normative documentation is the basis for the development of other components of the complex of educational and methodological support, in particular educational and methodological complexes from the specified disciplines.

The educational and methodological documentation of the training of future teachers of vocational training to improve pedagogical skill, developed by us during the research, contains: training programs of the disciplines «Professional Training Methodology», «Pedagogical Mastery», «Basics of Pedagogical Creativity»; from the specified disciplines – lecture notes and

methodical recommendations for practical (laboratory, training, seminar) classes, independent work of students, coursework; program and methodical recommendations for conducting pedagogical practices.

In the course of the research, we developed educational and methodological complexes from the following educational disciplines: «Methodology of professional training», «Pedagogical mastery» – for the first (bachelor's) level of higher education, «Basics of pedagogical creativity» – for the second (master's) level of higher education. Each of them contains normative and teaching-methodical documentation, teaching tools and diagnostic tools, which ensure the preparation of future teachers of vocational training to improve their pedagogical skills.

We include the following teaching aids, which contribute to the preparation of future teachers of vocational training to increase their pedagogical skills: «Methodology of educational work», «Theory and methodology of teaching technologies» and «Pedagogical skill»; electronic manuals for the educational disciplines «Methodology of professional training» with a web quest and «Pedagogical skill», sets of multimedia presentations from the disciplines «Methodology of professional training» and «Pedagogical skill», a set of presentations from the discipline «Pedagogical professional training»; sets of reference schemes from the disciplines «Methodology of professional training»; a set of visualization tools (summary diagrams, reference diagrams, frames and memory cards) and cases from the discipline «Pedagogical Mastery».

Diagnostic tools include: complex control papers, examination tickets for final control, test tasks, a list of questions for oral survey and self-control in the disciplines: «Methodology of professional training», «Pedagogical mastery», «Fundamentals of pedagogical creativity», etc.

The fifth pedagogical condition for the use of personally-oriented technologies in the professional training of future teachers of vocational training – involves changing the emphasis in teaching methods from illustrative and explanatory to search and research through the connection of the received information with the knowledge already obtained and with the possibility of using it in the future; application of the dialogic method; variability in forms of work organization, selection of visual aids, didactic aids, methods and techniques of teaching and assessment of knowledge; integration of different fields of knowledge through the use of computer technology, information support through electronic texts, Internet resources, through contacts with the culture and experience of other people; application in the educational process of the acquisitions of other sciences; conducting laboratory-practical and seminar works to ensure better perception and understanding of educational material by students, development of analytical

thinking, abstraction and formation of connections between theoretical and practical knowledge; stimulation of maximum independence, emotional self-expression and manifestation of creative abilities through differentiated types of independent work, creative contests, project defenses, exhibitions, etc ³⁰.

To activate classical lectures, the following were used: mini-lecture, lecture-conversation (dialogue with the audience), lecture-analysis of a specific situation, lecture-consultation, lecture with pre-planned mistakes. To consolidate and deepen the knowledge obtained during conversations, lectures, stories, seminars, practical classes, to improve practical skills and abilities, to use them in solving professional problems, and to actively share experiences, training practices, business and role-playing games were used.

Project technologies were used to acquire teamwork skills, improve the ability to present and argue one's positions regarding assigned tasks, develop communication skills, and improve the ability to apply theoretical knowledge in practice. Thus, the use of pedagogical technologies, in particular the technology of person-oriented learning during the training of teachers of professional education, makes it possible to activate the process of knowledge acquisition, to give it a creative character, to build the work of students on cooperation, mutual learning, to stimulate them to independently choose and apply the most significant for them ways of processing educational material, to self-determination and self-realization ³¹.

The sixth pedagogical condition – the creation and support of an educational and creative environment for the formation of the readiness of future teachers of vocational training to improve their pedagogical skills – ensures the maximum level of individualization thanks to the wide use of information technologies and contributes to: increasing the informativeness and representative value of educational material; stimulation of cognitive processes (perception and awareness of information), and therefore deeper understanding of educational material and systematization of acquired knowledge; development of mental and creative abilities of students; formation of sustainable motivation of students' cognitive activity in classes; diversification of information presentation forms and types of educational tasks; creation of an educational environment that ensures «immersion» of the student in the imaginary world, in certain social and industrial situations; systematic application of game techniques; providing instant feedback, reflection; increasing the level of information culture of students and the level of training of students in the field of modern information technologies;

³⁰ Shabanova Yu. O. Systematic approach in higher education: tutorial. for students master's degree Donetsk: NSU. 2014. 120 p.

³¹ Tverezovska N., Filippova L. The essence and content of the concept of «pedagogical conditions». A new pedagogical thought.2009. № 3. pp. 90–92.

development of students' skills of joint work and collective cognition; creation of a favorable psychological climate at work; possibilities of individualization of training; increasing the aesthetic and emotional levels of the lesson thanks to the use of music, animation, etc.; increasing the volume of work performed during the lesson.

In classes on the disciplines «Methodology of professional training» and «Pedagogical mastery», the learning management system «Moodle» based on computer and Internet technologies was used (educational and methodical electronic complexes of disciplines containing the following elements: electronic textbooks, where theoretical material is presented, glossary, as well as topics of seminar and practical works; plans of lectures and practical classes; virtual laboratory complexes; notes-presentations of lectures; tasks for practical works; educational tasks for independent work and requirements for them; questions and tasks for final attestation; description of information means and technologies necessary for the performance of educational tasks; methodological instructions for the use of this complex; electronic test banks; calls for additional informational resources on disciplines on the Internet; additional educational materials (textbooks, manuals, magazines, etc.)); multimedia technologies (presentations created in «PowerPoint»), the Internet and its tools (e-mail, browsers, websites, search engines, forums, audio and video chats); new generation Internet technologies – podcasts, which enable users of the World Wide Web to listen, view, create and distribute audio and video programs; Skype technologies; mobile applications, etc.

Therefore, the main goal of a creative informational and educational environment is to «awaken» the creator in the student and maximally develop the creative potential inherent in him. A creative informational and educational environment should not only contribute to the development of original creative potential, but also stimulate the need for further self-discovery, creative self-development, and form an objective self-assessment in the student. The creation of a professional and creative educational and educational environment in institutions of higher education contributes to the motivation of students' learning, involves them in various types of independent work, increases the level of knowledge, skills, and abilities of future teachers of vocational training, forms a valuable attitude and readiness for professional activity.

The seventh pedagogical condition highlights the development of professional reflection among future teachers of professional education – a developed ability to reflect implies the ability of a student to think critically, produce and implement new ideas in practice, learn throughout life, constructively perform pedagogical tasks, create strategies for self-development and self-improvement, analyze one's own thoughts and experiences related to professional and pedagogical activity.

The authors of reflective pedagogy prove that reflection is not information, it cannot be «taken and passed on», it can only be stimulated, developed, and improved. Therefore, in order to form and develop the reflection of future teachers of foreign languages, we used a set of exercises, namely: «Without a mask» – to relieve emotional tension, develop the skills of sincere expressions and analyze the essence of one's own «I»; «Commission shop» – for the formation of self-analysis, self-understanding and self-criticism skills; deepening knowledge about each other through the disclosure of personal qualities of each student; «Who am I?», «My self», «Role gymnastics» – implied awareness of the importance of accepting one's «I»; «Australian rain» – helped psychological relief of students; «Magic chair» – helped to increase the self-esteem of the individual; «To forgive one's neighbor» – provided for the development of reflection, self-regulation of the emotional state, the ability to forgive others; «How I love myself» – developed positive self-perception, the ability to love oneself; «Five kind words» – helped to get feedback from the group, increase self-esteem, self-knowledge; «Farewell» contributed to the development of group cohesion and the creation of a good mood. In our opinion, one of the innovative means of development and formation of reflection skills of the future teacher of professional education is a portfolio – a modern technology of activity evaluation that reflects all stages of a student's education in institutions of higher education, demonstrates the course of education as a whole, that is, how a student integrates special tasks and skills, achieves an educational result by mastering certain skills, forms general professional and special competences, develops certain personal qualities.

The result of reflection is the arrangement and systematization of acquired knowledge by students, therefore the assessment of knowledge, skills and abilities was carried out at each lesson. The verification of the level of knowledge acquisition, the formation of skills and abilities was ensured by the methods of teaching, written, text, program control, practical test, self-control, as well as self-evaluation methods. Exercise «Sentence Completion» – provided feedback on the main points of the studied material; «Assessment» – helped release the creative energy of the group and contributed to the effective assimilation of the educational material; «Network of knowledge» – helped students in analyzing the main aspects of the lesson, demonstrating their interconnection; «The art of self-testing» – aimed to teach the participants to independently check their knowledge of the studied material and provided an opportunity to independently consolidate the acquired knowledge; «Lottery fever» – taught how to use the effect of randomness and excitement in the process of checking acquired knowledge; «Finding out the sequence» – contributed to creative problem solving, making important decisions. Therefore, the development of professional reflection in future teachers of professional training is an important component of the holistic process of

professional training, which contributes to self-knowledge and professional self-improvement, since reflection makes it possible to plan one's own activity and manage it, to creatively understand and solve problem situations, to acquire new values, to leave from internal conflict situations.

CONCLUSIONS

The conducted review allows us to conclude that the identified and theoretically grounded pedagogical conditions (formation of positive motivation of students to improve pedagogical skills; improvement of the content of the disciplines of general and professional training; use of innovative methods and technologies in the process of learning and practice; development and implementation of a complex of educational and methodological support; the use of personally oriented technologies in the professional training of future vocational training teachers, the creation and support of an educational and creative environment for improving pedagogical skills; the development of professional reflection in future vocational training teachers) training of future vocational training teachers to improve pedagogical skills in the conditions of the educational environment of a higher education institution . The implementation of pedagogical conditions for the training of future teachers of vocational training to increase pedagogical skills in the conditions of the educational environment of the institution of higher education provided for the improvement of the educational and cognitive activity of students. We see the prospects for further research in the identification of general didactic and specific principles of training future teachers of professional education.

Thus, each of the identified pedagogical conditions is aimed at preparing future teachers of professional education to improve their pedagogical skills. At the same time, each condition taken separately cannot fully ensure the effectiveness of the educational process, and only their systemic unity makes it possible to successfully carry out professional training of future teachers of vocational training to improve pedagogical skills in the conditions of a higher education institution.

Methodological approaches to the training of future teachers of vocational training to improve pedagogical skills in the conditions of the educational environment of a higher education institution include: systemic, which allows to reveal professional training as a complete system; humanistic – enables the establishment of universal human values in the professional formation of future teachers of vocational training; cultural – contributes to the creation of conditions for the formation of general, national and pedagogical culture among future teachers of labor education and technology, awareness and implementation of cultural needs in pedagogical interaction; axiological,

which makes it possible to realize the conditions for the formation of professionally significant values; subject-subject – enables professional training of students as subjects of pedagogical interaction; competence-based – allows to substantiate the goals of training, to reflect the requirements for teachers of professional training as subjects of pedagogical interaction; acmeological – contributes to the determination of the strategy of training certain specialists for pedagogical interaction and orienting them to self-realization in professional activity; activity-developmental – enables the active involvement of students in leading activities and the formation of skills for pedagogical interaction.

The preparation of future teachers of professional education to increase pedagogical skills in university conditions is based on the following principles: general (scientific, continuity, humanization, integration, continuity, connection between theory and practice, clarity) and specific (modeling, subject-subject interaction, cooperation, self-organization, dialogization, interdisciplinarity, creation of a developmental educational environment).

The methodical system of training future teachers of professional education to improve pedagogical skills in university conditions is a complex dynamic entity containing interconnected components, the connection between which occurs on two levels – content and activity. The structure of the methodical system of training future teachers of vocational training to improve pedagogical skill consists of the following components: training goals, determined taking into account the peculiarities of the professional activity of future teachers of vocational training; the content of training, designed using the methodology of selection and structuring of competency-oriented educational material; forms, methods, innovative methods and technologies; a complex of educational and methodological support; reflection and self-educational activity (individual educational trajectory as a personal way of realizing students' creative potential; pedagogical practice; independent work; information and communication technologies, interactive consultation with the teacher).

The complex of educational and methodological support for the training of future teachers of professional education to improve pedagogical skills in university conditions determines the content of the training, its structure and result, establishes the peculiarities of the course of the educational process, taking into account the trends in the development of education.

The complex of educational and methodical support includes: educational and methodical documents (educational programs, study plans, programs of the comprehensive qualification exam in professional disciplines and attestation exam in professional disciplines); educational and methodical

complexes for disciplines (curriculums, manuals, workshops, lecture notes, visualization and control tools); the program and methodical recommendations for educational and pedagogical practice. The use of a complex of educational and methodological support enables the integrity and systematic training of future teachers of professional education to increase pedagogical skills and continuity of professional self-improvement.

SUMMARY

The monograph analyzes the approaches of scientists to the definition of the concept of «pedagogical conditions». The use of the term «pedagogical conditions» is substantiated. It has been established that a number of organizational measures must be implemented in order to ensure the continuity and comprehensive training of future teachers of professional education to increase pedagogical skills in university conditions. The author's definition of pedagogical conditions of the researched process is presented.

Pedagogical conditions for the training of future teachers of professional education to improve pedagogical skills in university conditions are singled out. Among which are the following: formation of positive motivation of students to improve pedagogical skills; improvement of the content of general and professional training disciplines; the use of innovative methods and technologies in the process of training and practice; development and implementation of a complex of educational and methodological support; the use of personally oriented technologies in the professional training of future teachers of vocational training, the creation and support of an educational and creative environment for improving pedagogical skills; development of professional reflection in future teachers of vocational training.

Targeted formation of pedagogical skills of future teachers of vocational training in university conditions is effective if the content of their professional training acquires a systemic nature, aimed at comprehensively solving the current tasks of professional development of the student's personality, development and integration of his pedagogical potential, professional improvement, professional and pedagogical knowledge, skills, skills and practical experience.

In accordance with the components of pedagogical mastery and justified pedagogical conditions, a method of forming pedagogical mastery of students in university conditions has been developed.

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Information about the authors:

Marynchenko Inna Vitaliivna,

PhD in Pedagogies,

Associate Professor at the Department of Vocational Education and

Computer Technologie

Oleksandr Dovzhenko Hlukhiv National Pedagogical University

24, Kyievo-Moskovska str., Gluhiv, 41400, Ukraine