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**OF EDUCATION DEVELOPMENT**  
**IN THE ERA OF GLOBAL**  
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The monograph defines the methodological, theoretical and practical foundations for the development of education in the modern era of global challenges. Pedagogical theory and practice as a tool for the transition of mankind to digital civilization are analyzed. The theoretical basis of training the future teacher to work in a modern school is characterized.

The monographic study is intended for scientists, teachers of higher and secondary schools, future teachers, as well as anyone who is interested in the problems of modern education.

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## PREFACE

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In the modern globalized world, the importance of higher education is constantly increasing as the most important factor in the formation of a new quality of the economy, culture, science, technology, and as a result, the life of society as a whole. In the era of global challenges, there is an urgent need to define an innovative vector of education development, which will allow to successfully solve the complex tasks set before it. In the presented monograph, leading Ukrainian scientists offer their vision of ways to further reformation of the education system in the country.

The first section of the monograph is devoted to the disclosure of the methodological and theoretical foundations of some of the current problems of higher education identified by the authors. Thus, in the context of the deployment of military operations in Ukraine, the issue of organizing the work of social workers with representatives of vulnerable categories of the population is of particular importance. In light of this, the scientific work reveals the theoretical and experimental foundations of the formation of individual and psychological readiness of future social workers to work with vulnerable categories of the population in institutions of higher education, substantiates the author's system of formation of this readiness, analyzes the results of its implementation and practice.

The article of the monograph, in which the problem of updating domestic higher education based on the implementation of the contextualization strategy, is of significant scientific value. In particular, the contextualization of higher education was analyzed in the format of three concepts: methodological, theoretical, and technological.

In the conditions of intensive development of modern society, when the key slogan is “lifelong education”, the problem of training future specialists to carry out research activities, which is an important means of improving the quality of professional training in higher education, is of particular importance. Therefore, an urgent question for the research is to find out the specifics of the research activity by the students of the first (bachelor's) and second (master's) levels, which was reflected in the presented monograph. The author's method of organizing students' research activities as the basis of their professional self-development is also characterized.

The second section of the monograph characterizes individual trends in higher education. Thus, the history, theory and practice of distance education in foreign universities are highlighted, based on the generalization of the given material, directions for the implementation of valuable work of foreign specialists in the national higher education institution are identified,

and recommendations are formulated for the further development of distance education in Ukrainian universities.

One of the promising ways to solve the problems of higher education in the era of informatization and digitalization is the introduction of blended learning, which is one of the effective ways to improve the professional training of future specialists. In light of this, the section presents an analysis of the theory and practice of organizing blended education of philology students at universities. In particular, the modern requirements for the training of specialists of the specified profile are revealed, the specifics of the implementation of blended education of students of philological specialties in higher education, which is aimed primarily at the formation of competencies defined in regulatory documents, are clarified.

According to the key provisions of the state policy of Ukraine in the field of higher education, an important task of higher education institutions is to attract foreigners to study, because the number of foreign students is a significant indicator of the recognition of the institution's competitiveness on the world stage. Therefore, the research paper aimed at solving the problem of improving the information competence of foreign students in the educational environment of a domestic university will be useful for educators. In particular, this paper defines the principles of building an educational environment that ensures the successful formation of information competence of foreign medical students.

The priority task of modern pedagogy is to provide professional training of motivated, competent, creative teachers who possess innovative educational technologies and carry out continuous professional self-improvement. In the third section of the presented monograph, certain problems of this kind of training are highlighted.

Thus, the research paper presents the results of the analysis of the problem of formation of foreign language competence of future teachers of foreign languages by means of informal education. In particular, the technological model of formation of foreign language competence of future teachers of foreign languages is substantiated, its structure and content are characterized in detail. The significance of the obtained results lies in the fact that they can be used to optimize the professional training of future foreign language teachers.

For specialists in the field of pedagogy, the material of the monograph is valuable, in which the scientific developments of scientists on the problem of the formation of self-regulatory competence of future teachers of foreign languages in the process of professional training are disclosed. In particular, the authors characterized the model developed by scientists for the implementation of pedagogical conditions for the formation of self-regulatory competence of future teachers of foreign languages in the learning

process, professional training consisting of methodical, substantive, procedural and diagnostic blocks. The conducted research proved that the creation of the specified pedagogical conditions contributes to the purposeful development of creativity of future primary school teachers in the process of professional training.

The study of the raised problem was reflected in the next article of the monograph devoted to the disclosure of the issue of the formation of self-regulation of future teachers of foreign languages in the process of their bilingual training. In particular, the essence of self-regulation of future foreign language teachers and the pedagogical conditions of its formation in the process of their bilingual training are revealed, as well as the main ways, means and effective methods of their implementation in the educational process are defined.

A prominent place in the monograph is occupied by an article that characterizes the problem of developing the creativity of a future primary school teacher, formulates theoretical provisions on the ways and conditions of successful implementation of this process. Close to the above-mentioned studies and no less urgent problem, which was reflected in the monograph, is the problem of teacher preparation for the creative development of students. In particular, the content of the work substantiates the didactic system aimed at preparing future teachers for the creative development of students. This system includes the following interrelated components: motivational, cognitive-creative, operational-active and reflective. When determining the content of this system, the educational and qualification characteristics of future teachers were taken into account, as well as the specifics of training future teachers for the specified type of activity.

The book is intended for scientists, teachers of higher and secondary schools, future teachers, as well as anyone who is interested in the problems of modern education.

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## 1.2. CONTEXTUALIZATION OF HIGHER EDUCATION IN UKRAINE AS ITS CURRENT STRATEGY AND TREND

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**Abstract.** *The article raises the issue of updating domestic higher education on the basis of the implementation of the contextualization strategy. The eternal and foreign work on the aspectual consideration of the contextualization of education is analyzed. The process of contextualization of higher education is analyzed in the format of three concepts: methodological, theoretical and technological. It is proved that the methodological space of the research is polyparadigmatic and polyapproach integrity of personally oriented, meaningful and reflective paradigms of education, as well as axiological, systemic, subject, contextual, reflexive-contest scientific approaches. The theoretical concept of contextualization of higher education is represented by a number of professional and professionally formative contexts. The technological concept of contextualization of higher education is related to the implementation of the technology of contextual learning.*

**Introduction.** In today's rapidly changing society, the signs of which have become transgressiveness, stress and trauma, higher education, as one of the basic social institutions, has lost its stable character. It must be transformed in accordance with the objective challenges of today. At the same time, its strategic guidelines, content, technological support, forms of organization of the educational process in higher education institutions, which are aimed at training a competent, competitive, mobile specialist capable of adapting to conditions of social instability, to the reconstruction of the country, are being changed and updated. This format of higher education is declared in the Strategy for the Development of Higher Education in Ukraine for 2022-2032, which is presented in a generalized schematic version in the Strategic Pyramid of Higher Education Development in Ukraine for 2022-2032 (The Strategical pyramid). This document, at the regulatory level, defines efficiency, trust, quality, internationalization, and attractiveness among the strategic goals of higher education. The main expected result of the strategy is the creation of a modern and effective system of higher education that meets the needs of citizens, the economy and society, has a decent reputation and is competitive on the domestic and global markets of educational services. Therefore, it is obvious that the document is aimed at reforming higher education in the direction of meeting the needs of society and the expectations of citizens based on the formation of powerful human capital. Another regulatory document – the draft Law of Ukraine “On Adult Education” (2022) (The Project of Ukraine`s, 2022) contains ideas of continuous professional development, compensatory professional education. At the same time, the educational trends of 2023 are considered to be interdisciplinary, distance education, partnership, interaction, gamification. Such renewal of higher education requires its innovative restructuring at the strategic and practical

levels in the direction of professionalization based on the implementation of the ideas of the contextual scientific approach in the format of contextualization of modern higher education.

**Literature review.** Various aspects of the contextualization of higher education are studied in the domestic and foreign scientific space. One of the first domestic studies on the problem of contextual learning is the dissertation of I. Marchuk, in which organizational and pedagogical conditions and a conceptual model of the formation of professional qualities of a future sociologist in the process of contextual learning are developed and substantiated, which implies the need for a professional orientation of the content of the disciplines of the humanitarian cycle of education (Marchuk, 2009).

N. Demyanenko raises the problem of the contextuality of the educational space of higher education in the format of considering the essence of the theory of contextual learning as a conceptual basis for the implementation of the competence approach in professional pedagogical education, which involves the creation of psychological-pedagogical, didactic and methodical conditions for mastering professional activities by the subject of higher education (Demyanenko, 2013).

O. Shapran highlights the technological support of contextual learning in the professional training of future teachers, in particular, develops a technological map that enables the formation of a visualized idea of the stages, methods, methods, and means of implementing this educational system (Shapran, 2015).

O. Nalyvaiko explores the phenomenon of contextual training in his studios. The author developed a model for the formation of the professional culture of future family doctors in the process of contextual training at medical universities and the conditions for its implementation, namely: 1)

modeling the subject and social context of the future professional activity of students within the humanitarian educational environment of a medical university; 2) ensuring subject inclusion of the student in educational activities based on the situational-contextual approach; 3) development of the student's clinical thinking in the process of dialogic interaction and problem-based learning (Nalyvaiko, 2016).

Next, we will analyze the foreign work on the contextualization of higher education. American researcher Elaine Johnson in her studio “Contextual teaching and learning” considered the history of the formation of contextual learning in the USA and gave examples of the practical implementation of its ideas in educational institutions of various levels - from kindergarten to university. In the system of contextual learning, E. Johnson differentiated 8 priorities, namely: 1) establishment of semantic connections; 2) performance of meaningful work; 3) self-regulated learning; 4) cooperation in education; 5) critical and creative thinking; 6) personality education; 7) achieving high results; 8) adequate assessment.

In foreign scientific sources, there are studies based on the term contextual education (teaching). Thus, researchers S. Sise, K. Hudson and V. Wiesler define contextual education as a concept of learning, in the format of which the content of educational disciplines is correlated with real world situations, which stimulates students to establish a connection between the acquired knowledge and its practical significance in various contexts life activities: as a family member, citizen, professional (Sears, 2003; Hudson et al., 2007).

R. Burns and P. Erickson highlight contextual teaching and learning as an innovative learning process that helps learners transfer learning content to real life contexts (Berns et al., 2001).

K. Mazzeo provides a more detailed description of contextual education, highlighting it as “a variety of educational strategies designed to more fully connect the learning of fundamental skills of academic or professional content, focusing teaching and learning on specific application in specific contexts of interest to the student” (Baker et al., 2009).

D. Perin proves in his writings that the contextualization of supporting skills includes such features as: interdisciplinary education; use of students' informal knowledge; active, student-centered learning; cooperation of study subjects; authentic assessment and cooperation of teachers to identify examples of real professional situations (Perin, 2011).

Therefore, domestic and foreign scientific discourse is represented by aspect studies of the problem of contextual learning, the content of which is related to the coverage of the training of specialists in various professional fields or the consideration of certain components of contextual learning.

The purpose of the presented research is a holistic analysis of the innovative strategy of contextualization of modern higher education in Ukraine.

**Research result.** Let's define the initial scientific positions on the interpretation of the basic concepts of research, which are “context”, “contextualization”, “innovation strategy”, “trend”. We note that the concept of “strategy” (derived from the Greek word *strategia* (*stratos*) – army and *ago* – lead) is understood by us as a long-term program of actions, which involves setting goals for a certain strategic perspective, rational planning and methods of their implementation; the phenomenon of “educational innovations” is interpreted as the process and result of the creation and implementation of systemic innovations that meet the modern challenges of society and effectively influence the modernization of higher education and its prospective development (Zhelanova, 2022). Based on the outlined

positions, we consider the innovative strategy of higher education to be a long-term program of its renewal in accordance with the requirements of today's fast-moving society. Trend, which comes from the English “trend” (translated as “tendency”) – is interpreted by us as the main tendency, the direction of certain changes. In the presented study, the implementation of the strategy of innovative renewal of higher education is connected with its contextualization at the conceptual level and the implementation of contextual learning technology at the practical level.

Let's consider in more detail the phenomenon of “context”, which is a semantic component of the basic concepts of the article, namely: “contextualization” and “contextual learning”. Its etymology is related to the Latin *contextus*, which is formed with the help of the prefix “con”, denoting the commonality of action, connection, interconnection, and the noun “textus” – translated as “fabric, interweaving”. The adjective “contexta” means connected, continuous; the noun “contextus” means “coupling”, “connection”, “connection” (Zagnitko, 2020). That is, the fundamentality and interdisciplinary nature of the “context” phenomenon is already reflected in its origin.

The concept of “context” came to the thesaurus of modern science from linguistics and psycholinguistics. It is worth noting that the linguistic interpretation of the concept of “context” is related to its consideration as a fragment of the text, as a condition for the coherence of the text, as an intertextual phenomenon, as a source of semantic meaning. That is, linguistics examines the text and, accordingly, the context as a product of the author's activity, but abstracting from his personality.

In psycholinguistics, the concept of “context” was introduced by L. Vygotsky, but the psycholinguistic aspect of the concept of “context” was purposefully investigated by S. Rubinstein. In modern psycholinguistics, the

term “context” is defined as a semantically complete segment of written language (text), which makes it possible to accurately establish the meaning of those individual words and sentences included in it. ” (Zagnitko, 2020). Therefore, the context in psycholinguistics is a text that is created by the personality of the speaker, the situation, and also contains extralinguistic factors. So, in psycholinguistics, the concept of context expanded and shifted from the formal side of the text to such extralinguistic factors as: personality and situation.

Philosophical interpretation of the context is broader and related to its consideration as ”a set of certain circumstances on which the meaning or meaning of any sign, text, statement, action depends ”. (Shynkaruk, 2002). The essential importance of the context in philosophy led to the emergence of whole directions, for example, contextualism, which, according to K. Popper, is one of the main scientific worldviews, based on the idea of determining the meaning of the existence of certain phenomena in the world by the context (Popper, 2005). It is obvious that in philosophy the concept of “context” is separated from text and language and becomes a more general concept that reflects the environment of the object, the situation in which it functions.

Reference to context is less common in psychology than in linguistics, psycholinguistics, and philosophy. However, context in psychology is a much broader concept than in these sciences. In psychological sciences, the concept of “context” is interpreted in accordance with the subject of research. Thus, S. Muddy believes that organizing experience in accordance with one's life goals means increasing the understanding of one's experience in a personal context (Maddi, 1970). The role of context in social psychology was defined by L. Nisdet, according to whom any situation is structured and gains meaning for a person only depending on its context (Nystedt, 1981).

The same is emphasized by R. Harre and considers that the social context is a source of social meaning for human actions (Harre, 1982).

The specified scientific directions of interpretation of the “context” phenomenon accumulate in pedagogy. The pedagogical understanding of the concept of “context” reflects modern conceptual approaches to education. Thus, the cultural approach to education (N. Gontorovska, O. Oliynyk) requires its “immersion” in the context of universal culture. Education in this case is understood as a cultural process, the driving forces of which are personal meanings, dialogue and cooperation of its participants. Within the framework of the sociocultural approach to education (S. Hessen, P. Sorokin, K. Jaspers), the sociocultural context is investigated based on its subject-environmental vision. The implementation of a personal approach to education (I. Beh, I. Zyazyun) involves the study of educational (and more broadly, cognitive) activities in the general context of life activities – the direction of interests, life plans, value orientation, understanding the meaning of education for the development of the creative potential of an individual.

Therefore, the interdisciplinary understanding of the context category is synthesized in its pedagogical interpretation. However, the concept of “context” came to pedagogy relatively recently and has not acquired a certain status and is not defined in pedagogical dictionaries. In previous works, we addressed the pedagogical aspect of the “context” phenomenon and defined it as a meaning-making category, as a system of internal and external conditions of human life and activity, which in a specific situation determines the meaning and significance of this situation both in general and its components are included (Zhelanova, 2013).

So, in the process of analyzing the concept of “context” in various scientific fields, we found out the tendency towards a more extended

definition of this phenomenon in psychology and pedagogy. Thus, in linguistics, the context is only a fragment of the text, a condition for the coherence of the text, while in pedagogy, it is already a system of internal and external conditions and factors of human behavior and activity. However, certain provisions from each of these sciences are significant and important for our research. Therefore, based on the linguistic interpretation of the context, it is significant to consider it as a source of meaning, as well as to distinguish the function of selection and actualization of the necessary meaning. According to these provisions, the source of the meaning of education is the context of professional activity, and the specified functions of the context are implemented in the selection of information that reflects the content of the future profession. Regarding psycholinguistics, we focus on the idea that the context can be created both by the subject and the situation. That is, extralingual factors gain weight, namely personality and situation. That is, already within the academic activity of the academic type, the teacher creates the context of the future profession by means of certain educational information. Further, in the quasi-professional activity in classroom conditions, situations of future professional activity, which are already created jointly by the teacher and the student, are modeled. That is, extralingual factors are obvious. Important for us are the provisions of philosophy regarding the localization of the context in space and time as a dynamic phenomenon, as well as its consideration as a “background environment”.

The results of the interdisciplinary analysis make it possible to state the variation of the types of context in the indicated branches of scientific knowledge. We will provide their taxonomy according to the aspect of context research in certain sciences, namely: linguistics and psycholinguistics – linguistic, extra-linguistic, psycholinguistic, cognitive-

pragmatic types of context; philosophy – historical, individual semantic context; psychology – social, cultural, socio-cultural, vital, individual-personal; existential, situational, action, psychological; actual and potential, meaning-making context of communication; pedagogy – external (social); internal (subject-professional); context of universal culture, socio-cultural context; external cross-cultural context, internal cross-cultural context; cultural context, situational, personal; the context of the content of education (social, scientific knowledge, educational subject; didactic; personal significance); controlling and informative, professional types of context.

Let's pay attention to the fact that the context category received its pedagogical embodiment in the theory and technology of contextual learning, where the creation of the context of professional activity, that is, the professional context, is of great importance.

So, based on the results of the analysis of the basic concepts of the study, we will define the process of contextualization as a modern innovative strategy and trend of higher education, which foresees its human-centered, innovative, practically oriented character and interdisciplinary format on the basis of modeling the system of professional contexts in the educational process of the institution of higher education. Note that we will analyze the process of contextualization of higher education in the format of three concepts: methodological, theoretical, and technological.

Analysis of the methodological concept of contextualization of higher education involves consideration of its paradigmatic foundations. Since the dominant paradigm in a specific historical period provides a certain sample, a model of perception and understanding of the world, as well as grounds for choosing methods of its research and transformation. That is why the concept of “paradigm” began to be actively used as a methodological tool for the analysis of various aspects of modern education, and paradigmaticity – as

one of the basic characteristics of a person's interaction with the world, with other people, with himself, and also as a property of social systems to create and reproduce itself on the basis of certain samples and models. In his research, L. Khomych proves that the implementation of the paradigmatic approach is the conceptual basis of modern higher education (Khomych, 2009).

In the presented study, we are based on the concept of “paradigm of education”, which we understand as a set of theoretical and methodological provisions, ideas and approaches, conceptual models and strategies of education, which are used as a model for solving problems in higher education.

In today's difficult period in the life of our country, the formation of a new educational paradigm is taking place. The idea of a person and his development through education is reflected in the following conceptual provisions: a person is a complex system that needs individual support in the process of higher education; the main mission of education is to provide conditions for self-determination and self-realization of the individual on the basis of reflective and subjective pedagogy; ensuring safety and psychological comfort in conditions of instability of modern society; implementation of lifelong education, integration of formal and informal education; organization of the educational process on a partnership basis; innovative dimension and digitalization of higher education; professional-contextual orientation to the training of a competent, competitive specialist.

Therefore, taking into account the complexity, multi-vector and multi-dimensionality of the modern educational paradigm, we believe that the methodological basis of the phenomenon under study will be a paradigm that synthesizes the ideas of several educational paradigms. This scientific approach was violated in the studios of O. Vozniuk and O. Dubaseniuk. The

scientists proved that the new educational paradigm should be integrative and provide for the unification of theoretical foundations and practical results of scientific and pedagogical paradigms and directions (Voznyuk, 2009).

In pedagogical systemology and methodology, the concept of polyparadigmality is used to define the phenomenon of the coexistence of several paradigms based on a multidimensional vision of education, its openness to new interpretations of personality problems in education on the basis of human-centeredness. According to V. Ognevyuk, it is the situation of polyparadigmality in the educational space that is the most favorable for the development of education, since the hypertrophy of one of the paradigms can negatively affect the subjects of the educational process. Based on the analysis of different paradigms, the scientist defines education in Ukraine as cross-paradigmatic (Ognivyuk, 2005).

So, polyparadigm is a research methodology that is a conceptual synthesis of several existing educational paradigms. Essential features of polyparadigmality are such as: the possibility of coexistence of several paradigms, as well as the choice of any of them; subject interaction of the participants of the educational process within a certain semantic field by means of dialogue and polylogue based on the priority of the chosen paradigm.

We will present the results of the paradigmatic analysis of educational paradigms, the polyparadigmatic synthesis of which forms the conceptual and methodological basis of the process of contextualization of modern higher education. At the same time, certain elements of paradigms are chosen as the units of analysis, namely: mission, goals, tasks, leading values, content of education, main didactic tools, teacher-student relations, criteria, functions.

Let's consider the essential features of the personally oriented paradigm of education. It is based on such well-known provisions of the humanitarian approach as: the ability of a person to take a certain position in relation to the world; semantic determination of phenomena and objects of education; the opportunity to choose and be responsible for one's life path and actions. That is, the person-oriented paradigm is connected with the reorientation of education on the person.

Its mission is to create conditions for personality development; the goal is the formation of an individual as a subject of life activity.

The main tasks are to promote the student's personal growth, namely: the formation of his value-meaning sphere, reflection, multidimensional consciousness, ability to self-determination; organization of psychological and pedagogical support for the mentioned processes; creating a situation of free choice.

The leading values of the specified education system are the personal dignity of everyone; freedom, creativity and individuality in knowledge and the value of self-development, self-education and self-realization. According to these features of personally oriented education, its content is aimed at individual personality development. It is maximally aware and individually weighty and is built according to the logic of the formation of a personality, its worldview, the development of its semantic structures, consciousness and self-awareness. It is also worth noting the priority of thinking. That is, personally oriented education is a “school of thinking” in which the functions of one's own thinking are operated. Let's emphasize that dialogic forms of education, as well as polylogues, which are built on the basis of equality and equivalence of teacher and student in the educational process, are predominant in personally oriented education. At the same time, the activity and initiative of students is decisive.

The relationship between the teacher and the student is built on a humane attitude towards the student, trust, support of his individuality, consistent attitude towards the student as a subject of his own development. That is, the relationship between a teacher and a student has an "intersubjective" character and is built on the basis of partnership.

The main criteria for the effectiveness of education are the personal growth of the student, the satisfaction of his educational, spiritual, cultural and life needs. The leading functions of personally oriented education are as follows: 1) creation of conditions for self-development of creative individuality and disclosure of the spiritual potential of the individual; 2) cultivation of various forms of teacher and student creative activity; 3) implementation of the strategy of help, support and respect for the student; 4) creation of conditions for free choice of spheres of involvement in social and cultural values.

Within the framework of the semantic paradigm, education is based on the principle of "meaning-centrism", that is, it is meaning-oriented. Its main mission is to provide conditions for the implementation of mechanisms of professional and personal meaning-making; the goal is the formation of professionally significant personal meanings of the future specialist.

Tasks of the semantic paradigm of education: implementation of the value-semantic context of education; the formation of a meaningful attitude towards the future profession, a meaningful attitude; actualization of the student's personal meaningful experience; formation of the ability to express one's value-meaning position; development of semantic potential.

The leading values of the mentioned paradigm are the individual, his free choice of life and professional path based on certain semantic guidelines. It is obvious that the priorities of the semantic paradigm of education are

related to the professional and personal meaning-making of the future specialist.

The core of the content of education in the semantic paradigm is the implementation of integrated courses based on a transdisciplinary approach aimed at the implementation of the educational meaning-making context, i.e. the semantic "saturation" of the educational process takes place. At the same time, the content of education begins to be perceived as a personal value that has a personal meaning.

In the meaning paradigm of education, the leading ones are meaning-oriented methods and forms of teaching with a dialogic orientation, which initiate the meaning-making of future specialists in the educational process. These are meaning-actualizing dialogue, interpersonal dialogue, and polylogue. So, it is dialogic meaningful communications that contribute to the enrichment of personal meanings through their interaction with the cultural content and personal meanings of the dialogue participants.

Teacher-student relationships are built on the basis of "meaningful interaction" between teacher and student, "synchronization" of their meaning fields, "value-meaning equality" of all subjects of the educational process, which allows everyone to make their choice according to their own meaningful life orientations. In the semantic paradigm, the teacher performs the role of "facilitator" of meaning actualization. The main criteria for the effectiveness of education are the value-meaningful attitude to the future profession, the content of personal meanings, meaningful life design. The functions of meaning-oriented education are as follows: 1) implementation of the meaning context of education, that is, the creation of conditions for the formation of the value-meaning sphere of the future specialist's personality; 2) semantic "saturation" of the learning content; 3) clarification of the meaning-making potential of educational disciplines; 4) cultivation of

meaning-oriented forms of education related to meaningful communication, as well as techniques of meaning-making of the personality of the future specialist.

So, it is indisputable that the personally oriented and meaningful paradigms of education have a lot in common. They are interconnected and mutually determined and are aimed at the development of the value-meaning sphere of the individual as a “subject” of his own life. A review of these paradigms allows us to come to the conclusion that it is within the framework of leading activities of students in contextual learning that the transition to the personal-meaning paradigm of education takes place.

The reflexive paradigm of education was proposed in the 90s of the XX century. Harvard University professor M. Lipman. He considered the focus of education on scientific research to be its leading thesis. He saw the goal of reflexive education as “teaching young people to be smart so that in the future they become smart citizens, smart partners, smart parents” (Lipman, 1991). That is, the scientist emphasized the development of the skills of intelligent thinking and behavior, and not the accumulation of knowledge.

Our scientific understanding of the reflexive paradigm is related to its consideration as a synthesis of positive concepts of the personally oriented and meaningful paradigms of education. That is, the scientist emphasized the development of the skills of intelligent thinking and behavior, and not the accumulation of knowledge. Our scientific understanding of the reflexive paradigm is related to its consideration as a synthesis of positive concepts of the personally oriented and meaningful paradigms of education. The tasks of the reflexive paradigm of education are the orientation of professional self-awareness in the direction of analysis, evaluation and correction of pedagogical concepts, one's own activity, its perception by others, value-

meaning awareness of the future profession (methodological reflection); formation of well-founded, reasoned, logically correct thinking skills (intellectual reflection); knowledge about the role structure, positional organization of collective interaction with students (cooperative reflection); ideas about the inner world of another person and the reasons for his actions (communicative reflection); formation of the image of one's own "I", as well as the ability to analyze one's actions (personal reflection).

The values and priorities of the reflective paradigm are related to self-knowledge and self-awareness of the individual. Its strong postulate is that knowledge can be full-fledged only on the condition that its assimilation includes semantic structures, consciousness and self-awareness.

We emphasize that the content of reflective education is aimed at creating a reflective environment, within which reflective competence is formed as an important professional quality of the future specialist, namely: a valuable attitude to reflection, knowledge about personal and interpersonal cognition, as well as the skills of reflective analysis, design, modeling, individual personality development.

In the reflective paradigm of education, the leading methods and forms of education are mainly based on one's own reflective experience, on joint reflective experience with the obligatory division of responsibility, as well as on the "dialogue of reflections" between the teacher and the student. These are such methods and forms of learning as: analysis of one's activity, as well as the actions of other people in accordance with certain programs; recording the events of one's professional life; reflective listening; reflexively oriented video materials; simulation games; analysis of pedagogical situations and solving professional and pedagogical problems.

The relationship between the teacher and the student is built on the basis of the equality of the positions of the subjects of the educational

process, namely their intersubjective interaction, cooperation and co-creation, which provide for the availability of the teacher's experience for students and the openness of the students' experience for others. At the same time, the teacher's position is open to admitting a mistake.

The criteria of reflectively oriented education are: problematic and critical thinking, openness to dialogue, respect for other opinions, empathy, flexibility in solving problems, tolerance and variability in communication, personal involvement in reflective activity.

The functions of the reflective paradigm are as follows: 1) reflective orientation of education, that is, the creation of a certain educational environment regarding the formation of the reflective sphere of the future specialist's personality; 2) clarification of the reflective potential of educational disciplines; "reflexive saturation" of the learning content; 3) the introduction into the educational process of reflexive technologies related to the formation of pedagogical reflection, as well as reflexively determined personality constructs of the future specialist.

So, the reflective paradigm of education is essentially close to the personally oriented and meaningful paradigms of education. These paradigms of education combine the presence of two parity subjects and their conscious interaction. We believe that the unification and rethinking of these paradigms with the dominance of the reflective paradigm of education is possible precisely within the framework of the implementation of the contextualization strategy, since the leading source of the content of contextual learning is the future professional activity, and its leading unit is a problem situation that stimulates the student's thinking process, which regulated by reflexive and anticipatory mechanisms.

A well-known postulate of pedagogical methodology is the position that certain paradigms interpret education depending on the approaches on

which they are based. Within the framework of the contextualization of higher education, the ideas of such approaches as:

- a systemic approach, the attributive features of which are integrity, structure, the relationship between the system and the environment, and hierarchy, is the key to understanding higher education, as well as contextual learning in general, and certain of its components as a system with features of systemicity;

- axiological approach, which is a methodological strategy aimed at forming the value-meaning sphere of future specialists, which contains universal and educational (professional) values, as well as related constructs that determine their attitude to the world, to their activities, to himself as a person and a professional;

- subject approach, which is related to consideration of the personality of the future specialist as a subject of professional activity, as well as positioning him as an active subject of the educational process in a modern university;

- the competence approach, which involves the orientation of education to the development of the personality as a result of the formation of such personal qualities in it as competence by means of solving professional and social tasks in education;

- a contextual approach aimed at subordinating the content and logic of studying educational material to the interests of future professional activity, as a result of which learning acquires a contextual character, contributing to the strengthening of cognitive interest and cognitive activity of students.

Investigating the specifics of the implementation of the contextual approach in modern higher education, we substantiated and developed a reflexive-contextual approach, which is a synthesis of the reflexive paradigm

of education and the ideas of contextual learning and is related to the orientation of the professional training of students of higher education on the formation of professional competence, as well as the constructs determined by it in the process of consistent modeling of the subject and social content of professional activity.

The specified approach is based on the principles of contextuality, meaningful and reflective orientation of learning, consistent modeling in the educational activities of students of holistic content, forms and conditions of future professional activity, and also provides for the stimulation of internal efforts of the individual, namely: his self-development, desire for personal and professional growth.

The leading concept of the mentioned approach is the concept of “contextual reflection” as a synthesis of reflective thinking, reflective activity and reflective consciousness aimed at self-analysis, self-awareness, rethinking of oneself, one's own and joint activities, as well as looking at oneself “through the eyes of others” in accordance with the subject and social the context of future professional activity in all its multifaceted aspects (Zhelanova, 2013).

Thus, the methodological space of the research consists of polyparadigmatic and polyapproach integrity of personally oriented, meaningful and reflective paradigms of education, as well as axiological, systemic, subject, contextual, reflexive-contested scientific approaches. Since these educational paradigms and scientific approaches are consonant with modern innovative higher education.

The determined methodological positions are the starting point for the analysis of the theoretical concept and are specified by a number of theoretical propositions that form the theoretical concept of the study.

Contextual training of the future specialist in the system of higher education is a pedagogical system in which the subject and social context of the future professional activity is modeled on the basis of the ideas of polyparadigmality, polyapplicability.

The professional context is the integration of the internal professional and personal context, which is a set of motivational, meaningful, reflective, subject contexts and the external social context, which contains praxeological, actual and potential contexts, as well as the communicative context, which are adequate for professional activity. Let's consider them in more detail.

The motivational context is a set of motives for choosing a profession, satisfaction with it, persistent interest in professional activity, attitude to productive pedagogical communication, high emotional and volitional tone, which determine the professional motivation of a specialist.

Semantic context – the semantic significance of professional activity for an individual, a selective focus on its values, a tendency to engage in this type of activity, which determine a stable meaningful attitude to the profession.

Reflective context – self-awareness as an individual and as a professional, a critical attitude towards oneself, in particular towards one's professional difficulties, an adequate perception of the student's personality and feedback to him, which are related to the reflexive activity of the primary school teacher.

The subject context is a set of proactive and active attitudes towards professional activity, the desire for optimal implementation by the teacher of his mental and personal resources for solving professional and life tasks, which are manifested in the desire for self-determination, self-determination, self-regulation, self-actualization and self-improvement in professional

activity, as well as the attitude towards the younger schoolboy as a “subject” of the pedagogical process, which determine the professional subjectivity of the primary school teacher.

The praxeological context is a set of gnostic, design-constructive, organizational, and communicative components of pedagogical activity, which are related to the solution of pedagogical tasks of different complexity and subject content. At the same time, the actual context reflects the process of solving tactical and operational pedagogical tasks in a real situation, the potential context - the process of solving strategic tasks in possible and predicted situations.

Communicative context – a system of relations and certain models of teacher communication in subsystems “teacher – student”; “teacher – students”; “teacher – student – student”.

The professional context of the future specialist is a set of significant contexts of professional orientation, which is represented by motivational-stimulating, reflective-formative, meaning-making, subject-formative, and communicative-formative contexts. We present their definitions.

The motivational and stimulating context is a system of conditions and factors of contextual learning that contributes to the formation of professional motivation of future specialists in the process of transforming cognitive motives into professional ones.

The reflexive-formative context is a system of multi-directional educational tasks that affects the formation of reflective competence of future specialists as an independent personal construct, and also contributes to the realization of the deterministic functions of reflection as a professionally significant quality.

The meaning-making context is a system of directed translation of meaning, which initiates the meaning-making of future specialists, and also directs its dynamics along a certain vector in the educational process.

The subject-formative context consists in the organization of conditions for the student's subject participation in the educational process with the aim of forming his professional subjectivity.

The communicative and formative context involves the creation of conditions for the formation of professional communication skills, which are related to the adequate perception and understanding of the subjects of the educational process of each other, the basis of which is communicative and cooperative reflection.

Therefore, the theoretical concept of contextualization of higher education is represented by a number of professional and professionally formative contexts.

The technological concept of contextualization of higher education is related to the implementation of the technology of contextual learning. We will give an example of its implementation in the process of professional training of a future primary school teacher.

We will build the logic of the representation of the author's technology according to its structure, which contains a conceptual basis, content and procedural parts.

Implementation of the technological approach is a priority direction of modern higher education, as it is related to “learning through activity”, provides instrumental support of the educational process and guaranteed achievement of educational goals. The concept of technology comes from gr. *techne* – art, skill, skill and *logos* – a word, the concept of learning, that is, learning about the ability, skill to do something. For the first time, the concept of “pedagogical technology” appeared in the second half of the 20th

century. in connection with the attempt to technologize the pedagogical process with the help of technical means, with the implementation of programmed learning, with the search for an answer to the question – “how not to just teach”, but “how to teach effectively”.

In our research, we base ourselves on the concept of “pedagogical technology” and understand the pedagogical technology of contextual learning as a system of functioning of all its components, as well as an algorithmized sequence of certain actions aimed at reproducing in the process of professional training the subject and social contexts of professional activity with the aim of forming reflective constructs future primary school teachers.

We believe that contextual learning meets all the criteria of technological feasibility. As you know, these are conceptual, systematic, controllable, algorithmic, reproducible, effective, and diagnostic.

The conceptual basis of the mentioned technology was considered by us above. Its systematicity consists in the adaptability, interconnection, interdependence and integrity of its components, namely conceptual, substantive and procedural, each of which is a subsystem of a holistic technology of contextual learning. The controllability of technology involves the possibility of goal setting, planning, design, step-by-step diagnostics, variation of methods and forms in order to increase the effectiveness of contextual learning results and their correction. The reproducibility of contextual learning technology lies in the possibility of its use in the form of repetition or reproduction in other educational institutions, by other teachers with other students. Algorithmization is associated with the possibility of step-by-step, logically consistent implementation of both the technology itself and the joint activity of the teacher and students. The effectiveness of the technology is associated with the guaranteed achievement of the goal. Its

diagnosticity presupposes the use of diagnostic methods in the process of technology implementation.

In our opinion, the technology of contextual education of future primary school teachers is universal. That is, it is a meta-technology, as it is related to the trend of implementing practice-oriented education systems in the context of the modern process of modernization of higher education in Ukraine; it is a macro-technology covering the process of professional training of future primary school teachers in higher education institutions and is based on modeling the subject and social context of professional activity; it is a mesotechnology aimed at forming a set of reflective structures of the future specialist; it is a microtechnology, the unit of which is the analysis of certain pedagogical situations and the solution of professional and pedagogical problems.

So, we proved that the essence of the technological approach is the organization of the process of professional training of a future specialist based on the implementation of a certain pedagogical (educational) technology, in our case – the technology of contextual learning.

The performed analytical work on the mentioned approaches made it possible to substantiate the leading principles of the technology of contextual education of future primary school teachers. At the same time, we distinguish two blocks of principles, namely: strategic ones, which are characteristic of the conceptual and result-target dominants of contextual learning technology, and tactical ones, which reflect their practical implementation. Let's formulate these principles.

1. Strategic principles of contextual learning technology for future primary school teachers:

- the principle of polyparadigmality and polyapplicability, which is the methodological guideline of the technology presented by us;

- the principle of contextualization of professional training - provides for the unity of knowledge, abilities and skills and their application taking into account the social and subject features of the professional context;

- the principle of reflexive determination – related to the determinative function of reflection as a meta-quality regarding the parameters of activity, personal qualities, as well as their formation (in our case, these are the motivational, meaningful, subjective sphere of the personality);

- the principle of semantic orientation - consists in the cultivation of meaning-oriented forms of education aimed at "semantic saturation" of the content of education with the aim of forming the value-semantic sphere of the future specialist;

- principle of subject orientation – related to the positioning of the student as an active subject of the educational process, as well as the formation of his professional subjectivity;

- the principle of environmental orientation – involves the professional training of a future specialist through a specially created environment;

- the principle of interdisciplinarity – consists in the wide use of scientific information regardless of its disciplinary affiliation;

- the principle of taking into account the transformational possibilities of personal constructs – involves the transformation of certain personality qualities from one state to another.

2. Tactical principles of contextual learning technology for future primary school teachers:

- the principle of modeling the content, forms and methods of the professional activity of a primary school teacher – consists in correlating certain educational information with professional situations and using them

as a means of implementing practical actions and actions of students;

- the principle of prioritization of forms of organization of context-type training – provides for the cultivation of the specified forms of training, the basis of which is the modeling of the subject and social context, which reproduce the content of future professional activity and contribute to the general and professional development of the personality of the future specialist;

- the principle of task-situational saturation – consists in building educational knowledge as a system of pedagogical situations and tasks;

- the principle of psychological-pedagogical provision of personal inclusion of the student in the educational activity – consists in prioritizing learning as an activity of students in the educational process, which involves their activity and initiative in the facilitating role of the teacher;

- the principle of dialogization and polylogization of education – involves the construction of a contextual learning process based on the equality and equivalence of the teacher and students, which are implemented in dialogic and polylogical forms of education.

The content-procedural component of contextual learning technology is based on the understanding of the content of higher education as a system of knowledge, abilities and skills synthesized in a certain experience, the internalization of which leads to the formation of professional and personal qualities adequate for future professional activity. At the same time, the question of clarifying the determinants of the content of education is important for us.

An important determinant of determining the content of the technology of contextual learning of future primary school teachers is its purpose. The resulting goal of the technology of contextual learning is the formation of reflective constructs of future teachers of primary classes,

which is based on contextual reflection and is represented by an independent reflective construct, such in our case is reflective competence and reflexive-determined constructs, which are the motivational, meaningful sphere of the individual and his professional subjectivity. The procedural goal of contextual learning technology is related to the modeling of various types of professional context of future primary school teachers. Essential dynamic determinants of the content of contextual learning technology are such processes as: transformation of cognitive motives into professional ones; reflexiogenesis meaning; subjectogenesis.

Thus, the content of the technology of contextual learning contains structural components and dynamic processes and constitutes a holistic experience of the professional activity of a primary school teacher, the internalization of which occurs in the process of transformation of motives, as well as reflexiogenesis, smyslogenesi, subjectogenesis, which leads to the formation of a set of reflective constructs of future teachers elementary grades.

Transformation of cognitive motives into professional ones. Within the framework of contextual learning, mutual transformations of cognitive and professional motives occur as a result of the fact that it is in this educational system that opportunities for the appearance of “by-products” of actual educational, quasi-professional and educational-professional activities are created. That is, there is a transfer of the subject of knowledge as the main goal and motive of the student's educational activity to the subject of professional activity, which is presented in a model form. This item is a “by-product”.

It is worth paying attention that the process of transformation of motives is connected with the general logic of building a motivational process, which is a staged phenomenon and is represented by the processes

of awareness of the motive, acceptance of the motive, implementation of the motive, fixation of the motive, actualization of the motive.

As for the following dynamic processes, let's pay attention to the fact that the morphology of the concepts of reflexiogenesis; meaning generation; subjectogenesis has a common root "genesis" (from the Greek "genesis", which in translation means origin, birth, emergence).

We will find out the essence of the process of reflexiogenesis of future primary school teachers. As we have already noted, the phenomenon of reflection is fundamental in the technology of contextual learning and is related to its target orientations. In the format of implementing the ideas of the reflexive-contextual scientific approach, we justify the concept of contextual reflection, which synthesizes leading types of pedagogical reflection and is the basis of reflective competence, and introduces the concept of "reflexiogenesis" into the theory and technology of contextual learning.

We consider it appropriate to single out certain directions of reflexiogenesis that correspond to the leading components of reflective competence. Thus, the motivational aspects of the mentioned phenomenon will be transformed as follows: motives, needs for reflective activity, reflective attitude, value attitude to contextual reflection. The development of the cognitive and operational components of reflection, respectively, is associated with a change in knowledge and skills from those that reflect a personal, intellectual type of reflection to knowledge and skills related to cooperative and communicative reflection. That is, the reflection directed "at oneself" is expanded by the reflection directed "at others". However, if we use the types of reflection according to its orientation, the intrapsychic is spread by the interpsychic. Finally, based on time, reflection develops from retrospective and situational to prospective, which is associated with

anticipatory processes. At the same time, we note that reflexive-anticipatory processes are essential in the system of contextual learning. In general, absorption “into oneself” changes to absorption “into the profession”.

Therefore, reflexiogenesis of future primary school teachers is a process of gradual development of the components of reflective competence in the direction of their complication and expansion of the range of implementation of various types of pedagogical reflection, which are synthesized in contextual reflection.

We will find out the essence of the meaning genesis of future primary school teachers in the technology of contextual learning, which imagines primary classes as a series of successive transformations of the components of the meaning sphere, associated with the constant generation and renewal of the meaning sphere.

Meaning genesis of future primary school teachers is carried out in several directions, namely: transformation of situational meaning structures (personal meaning, meaning attitude, meaning-making motives) into stable ones (meaning constructs, meaning dispositions, personal values); “meaning saturation” from the minimum to the maximum state on the basis; hierarchy of meanings; change of dynamic meaning processes in sequence: meaning creation, meaning awareness, meaning construction.

Subjectogenesis of future primary school teachers, which we understand as the process of successive transformation of the components of the professional subjectivity of the future specialist, which are the subject's professional position, pedagogical activity, subject experience, ability to reflect, anticipation.

Subject professional position is transformed in the direction of orientation “on the process”; coordination of personal values with professional values and priority of professional values; assimilation of social

norms and standards; proactive and responsible attitude of the student to education.

Pedagogical activity changes from unconscious to conscious, from situational to supra-situational, non-adapted integrative activity.

Subjective experience develops along the lines of: value experience, operational experience, reflection experience, habitual activation experience, cooperation experience.

Anticipation is transformed from the ability to predict and predict the results of one's activity to the ability to predict and predict the actions of others, as well as to the ability to predict the consequences of interaction with students.

In addition, we note that subjectogenesis is related to the leading forms of professional self-realization, namely: the process of self-discovery, self-realization, and self-actualization.

The deployment of the dynamic processes considered above is correlated with certain stages of the technology developed by us, which, according to the theory of contextual learning, coincide with educational activities of the academic type, quasi-professional activities, as well as educational and professional activities of students.

So, taking into account this position, we will consider in more detail the essence of the stages of the technology of contextual education of future primary school teachers.

➤ The I stage – adaptive-technological (academic-type educational activity, semiotic educational model, first course of study at a higher education institution).

Motivational sphere. The first stage of the motivational process is related to the emergence and awareness of motivation. which is based on reflexive processes and takes place in educational activities of the academic

type, the basis of which is the transmission and assimilation of information. Professional motives are a “by-product” at this stage of motivation formation and contain motives for understanding the purpose of a profession in society, professional interests, and professional expectations.

Reflective competence. It should be noted that the initial stage of the formation of pedagogical reflection is rather related to the formation of reflection not as a professional quality, but as a basic personal education, which is realized in the student's appeal to himself, with the formation of motivation for reflective activity, as well as knowledge about the essence of the phenomenon of reflection itself and skills corresponding to personal and intellectual reflection. At the same time, situational and retrospective reflection prevails; by orientation – intrapsychic. That is, the specified absorption “into oneself” is only a basis for the formation of reflective competence.

Semantic sphere. At this stage, situational meaning structures prevail (meaning-making motives, personal meanings, meaning attitudes), that is, professional meanings are still situational and manifest within the limits of a specific situation. Semantic dynamics is related to the process of meaning making.

Professional subjectivity. Results orientation prevails, social norms and benchmarks are assimilated regardless of professional activity, i.e. unconsciously. The dominant behavior is prevention and adaptation. Activity is situational and unconscious. Minimal subjective experience is represented by valuable experience. The sensorimotor type of anticipation is also leading. Therefore, the initial stage of the formation of the professional subjectivity of future primary school teachers will rather be related to the formation of subjectivity not as a professional quality, but as a basic personal construct.

➤ The II stage – simulation-technological (quasi-professional activity, simulation educational model, second and third year of study at higher education institutions).

Motivational sphere. According to the general scheme of the motivational process, quasi-professional activity coincides with the stages of acceptance and implementation of the motive. The incentive function of motivation is complemented by meaning-making, regulatory, and dosage functions. Within the limits of quasi-professional activity, the student's subject of knowledge is shifted to the subject of his professional activity, which is presented in a model form in quasi-professional activity. At the same time, professional motives become more widespread and flexible.

Reflective competence. In the format of this stage, the formation of pedagogical reflection takes place already as a professional and personal quality of the teacher, that is, absorption “into the profession” takes place. The motivation for reflective activity becomes more conscious and stable, that is, the motives acquire the status of a fixed attitude. Cognitive and operational aspects of reflective competence are related to formation systems of knowledge and skills necessary in the field of interpersonal cognition, since communicative reflection is predominant. Interpsychic and prognostic reflection begin to form. That is, reflexive orientation to oneself in the past changes the vector of orientation to others and oneself in the future. Personal and intellectual reflection also continues to develop and spread.

Semantic sphere. Within this stage, there is a transition from direct-emotional semantic perception to verbalization of meanings, raising them to the reflexive-analytical and cognitive-evaluative level. The dynamic process of meaning creation is spread by the process of meaning awareness, namely, the meaningfulness of knowledge, the understanding of one's place in the profession, the ability to make one's meaningful choice appears, but so far in

certain situations. At this stage, disclosure, understanding of the meaning takes place.

Professional subjectivity. We describe this stage of formation of the specified quality as the stage of primary professional subjectivity. Gradually, the orientation “on the result” is replaced by the orientation “on the process”, social norms and standards are assimilated as one's own, but only pseudo-awareness occurs. Activity becomes conscious, supra-situational activity develops that goes beyond the limits of a certain situation.

Subjective experience is already associated with the implementation of operational experience as well as collaborative experience. Anticipation spreads through the perceptual level and the level of representations (secondary images). During this period, the process of professional self-realization as a form of subject self-realization begins.

➤ III stage – professional and technological (educational and professional activity, social educational model, fourth course of study at the higher education institution).

Motivational sphere. Within this stage, the motive is fixed, as well as the incentive is actualized in the general system of the motivational process. Professional motives are spread by motives of professional communication, the prestige of the profession in society, social cooperation and interpersonal communication in the profession; motives of personality manifestation in the profession (development, individualization and self-realization). Motives are already meaningful, conscious and independent.

Therefore, the dynamics of the process of emergence and deployment of motives in the system of contextual learning has a rather wide range and goes from “direct motivation” to stable motivational trends.

Reflective competence. In the process of educational and professional activity, reflective competence is formed as a holistic, integrated

professional and personal quality of the future primary school teacher. The motivational component of the mentioned construct is characterized by a stable value attitude towards reflective activity. Cognitive and operational aspects of reflective competence of this stage are related to the formation of knowledge and skills that reflect higher types of pedagogical reflection, namely: cooperative, communicative, as well as interpsychic, perspective, which are synthesized in contextual reflection. At this stage, the determinative functions of reflective competence are already fully realized, which determine the development of the motivational, meaningful, subject sphere of future primary school teachers.

Semantic sphere. Within this stage, previous unstable situational (semantic attitude) are replaced by stable (semantic disposition, semantic construct) semantic structures associated with stable semantic the attitude of the individual to the future professional activity, the ability to make a meaningful choice, but not in a certain situation, but within the limits of professional activity in all its diversity. That is, the process of meaning construction takes place, which is a priority dynamic meaning process at this stage and which reflects the student's new understanding of the future profession and himself in it.

Therefore, the dynamics of the meaning sphere of future primary school teachers goes from meaning creation, meaning saturation, actualization of meanings in certain situations to actualization of meanings in the format of professional activity.

Professional subjectivity. Finally, we define this stage as subject-professional. It is preferable to focus on the means of educational and professional activities. Social norms and standards are actively analyzed and either accepted or not accepted, that is, the subject determines his position in relation to them, their true awareness occurs. All components of subject

experience are realized: valuable experience, experience of reflection, operational experience, experience of cooperation. Activity has a super-situational, super-adaptive, integrated character. At this stage, higher types of reflection prevail (as a component of professional subjectivity), namely: subject-functional, methodological, cognitive, affective, behavioral, interpsychic, perspective. There is a complication of both cognitive and regulatory aspects of anticipation. The language-thinking level, that is, the level of mainly intellectual operations, is associated with the complication of the integration of mental processes and the emergence of new forms of prediction. The student is already aimed at self-realization and self-actualization in the future profession, but situational self-actualization is still real.

Therefore, the formation of a student's subjectivity is a continuous and dynamic process that determines the level of his selective-active, initiative-responsible, situational and constructive-transformative attitude towards himself and professional activity.

It is worth paying attention to the fact that the separation of the specified stages of the contextual learning technology is quite conditional, since they logically go one into the other, supposedly overlapping and supplementing the previous stage with the next one.

Summarizing the consideration of the content-processual component of the technology developed by us, we insist that the determinants of the content of the mentioned phenomenon are the purpose of contextual learning, as well as certain dynamic processes. According to this position, the content of contextual learning technology constitutes a holistic experience of the professional activity of a primary school teacher, the internalization of which occurs in the process of transformation of motives, as well as reflexiogenesis, meaning genesis, subjectogenesis, which leads to

the formation of a set of reflective constructs of future primary school teachers.

The procedural part of the technology of contextual learning is represented by the processes of transformation of cognitive motives into professional ones, as well as reflexogenesis; meaning generation; subjectogenesis, unfolding within the academic activity of the academic type, quasi-professional activity, as well as the educational and professional activity of students in accordance with certain stages of the technology of contextual education of future primary school teachers.

**Conclusions directions for further research.** Thus, the presented study highlighted the essence of contextualization of higher education as its innovative strategy and trend, which is a certain program of its renewal in accordance with the requirements of modern fast-moving society. An interdisciplinary analysis of the “context” phenomenon showed that it originated in linguistics and psycholinguistics, but received a more detailed and broad interpretation in psychology and pedagogy. A comprehensive analysis of the process of contextualization of higher education was carried out in the format of three concepts: methodological, theoretical and technological. It has been proven that the methodological space of the research consists of polyparadigmatic and polyapproach integrity of personally oriented, meaningful and reflective paradigms of education, as well as axiological, systemic, subject, and contextual scientific approaches. The research substantiates and develops a reflexive-contextual scientific approach, which is a promising direction of professional training of future primary school teachers, which reflects the main trends of the modern process of modernization of professional training in higher education, which are related to the contextual, reflective, competence orientation of education, as well as the intensive spread of practice-oriented learning systems in the

modern educational space. The theoretical concept of contextualization of higher education is represented by a number of professional and professionally formative contexts. The technological concept of contextualization of higher education is related to the implementation of contextual learning technology, which contains a conceptual and content-processual component. The leading stages of contextual learning technology are adaptive-technological, simulation-technological, and professional-technological. It is logical that the considered conceptual and substantive and procedural aspects of the outlined technology require certain tools for their implementation. Therefore, the problem of developing the instrumental component of contextual learning technology will be the subject of long-term scientific research.

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