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Practices of psychological and pedagogical support of future teachers' personal and professional development in the conditions of distance learning

Практики психолого-педагогічного супроводу особистісного та професійного розвитку майбутніх педагогів в умовах дистанційного навчання

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
Abstract


The article highlights the intermediate results of the research "Psychological and pedagogical support of future teachers' personal and professional development in the conditions of new educational standards' implementation in Ukraine". Various theoretical aspects as well as adapted and original practices are characterized. The experience of the authors regarding the implementation of the components - value-worldview, process-activity, emotional-resource during the motivational-cognitive, constructive-active, reflective-prognostic, value-identification stages is highlighted. Effective author's practices are presented - adaptation trainings, portfolio of personal and professional growth in the context of performance of work functions; formation of end-to-end skills of future teachers by means of digital technologies and tools (GDocs, GMeet, Zoom, Canva, MindMeister, Mentimeter, digital boards); adaptation of active learning technologies in the


Анотація


У статті висвітлено проміжні результати дослідження колективної наукової теми "Психолого-педагогічний супровід особистісного та професійного розвитку майбутніх педагогів в умовах реалізації нових освітніх стандартів в Україні". Подано різні аспекти актуалізації українськими і зарубіжними вченими, заявленої міждисциплінарної науково-практичної проблеми. Охарактеризовано адаптовані та авторські практики психолого-педагогічного супроводу особистісного та професійного розвитку майбутніх педагогів в умовах дистанційного навчання. Висвітлено досвід авторів статті щодо реалізації виокремлених компонентів – ціннісно-світоглядного, процесуально-діяльнісного, емоційно-ресурсного впродовж мотиваційно-пізнавального, конструктивно-діяльнісного, рефлексивно-прогностичного, ціннісно-ідентифікаційного етапів. Подано дієві авторські розробки та освітні практики – адаптаційні тренінги, портфоліо особистісного та професійного зростання (майбутніх педагогів) на

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distance learning format (case-technologies, game, project technologies, SWOT analysis). A complex of technologies (role-playing games, training technologies, art-therapy) is presented, which contribute to the development of the emotional intelligence of future teachers in the context of the formation of professional competencies - psychological, emotional-ethical, reflective, psycho-emotional. The research was carried out in an interdisciplinary scientific field, which requires next stages of the scientific search for correction, generalization of the results of psychological and pedagogical support of future teachers' personal and professional development.

Keywords: psychological and pedagogical support, components, personal and professional development, digital tools, educational practices.

Introduction

Against the background of profound social, cultural, and economic transformations caused by the Russian-Ukrainian war, education in Ukraine is centered on democratic values and performs the function of reproducing losses and resource potential of the state. The task is to overcome those educational losses caused by depriving students of higher education of access to high-quality face-to-face classroom training. Taking into account the best experience of Ukrainian institutions of higher education and world heritage, the Borys Grinchenko Kyiv University operates a digital environment. The use of digital resources makes it possible to overcome educational losses. Distance learning of future teachers is carried out on the Moodle platform. The use of digital tools (Google Meet, Zoom, Canva, MindMeister, Mentimeter, digital boards, etc.) makes it possible to carry out comprehensive and systematic psychological and pedagogical support of future teachers' personal and professional development. The essence of the concept of "psychological-pedagogical support of future teachers' personal and professional development" is the expedient organization of ensuring the subjectivity of students of higher education, their personal and professional development in the context of the future teachers' performance of labor functions based on general (civic, cultural, leadership, social, communicative) and professional competencies for work (psychological,

різних етапах психолого-педагогічного супроводу особистісного та професійного розвитку майбутніх педагогів у контексті виконання трудових функцій; формування наскрізних умінь майбутніх педагогів засобами цифрових технологій та інструментів (Google-документи, Google Meet, Zoom, Canva, MindMeister, Mentimeter, цифрові дошки); адаптації активних технологій навчання в дистанційному форматі навчання (кейс-технології, ігрові, проєктні технології, SWOT-аналіз). Представлено комплекс технологій (рольові ігри, тренінгові технології, арт-терапевтичні психотехніки), що сприяють розвитку емоційного інтелекту майбутніх педагогів в контексті становлення професійних компетентностей – психологічної, емоційно-етичної, рефлексивної, психоемоційної. Дослідження проведено в міждисциплінарному науковому полі, що зумовлює проведення на наступних етапах наукового пошуку корекції, узагальнення результатів психолого-педагогічного супроводу особистісного та професійного розвитку майбутніх педагогів.

Ключові слова: психолого-педагогічний супровід, компоненти, особистісно-професійний розвиток, цифрові інструменти, освітні практики.

emotional-ethical, partnership, training throughout life, reflective, psycho-emotional).

The article highlights the materials that contain the intermediate results (theoretical-modeling stage) of a collective study on the topic "Psychological-pedagogical support of the future teachers' personal and professional development in the conditions of the implementation of new educational standards". The presented educational practices of psychological and pedagogical support of future teachers' personal and professional development have been tested for effectiveness in the conditions of the distance learning. Our efforts were aimed at identifying and implementing an interdisciplinary resource of psychological and pedagogical support of future teachers' personal and professional development under the educational and professional program "Preschool education", "Primary education" in the process of teaching integrated educational courses: "Humanities", "Psychology", "Pedagogy". In accordance with the objectives of the research, the components of psychological-pedagogical support of future teachers' personal and professional development were clarified and substantiated: value-worldview, procedural-activity, emotional-resource. The value-worldview component forms the basis of knowledge about a person and his values (ethnocultural, socio-civic, personal and professional) and the formation of a humanistic worldview of future teachers. In the context of the research topic, the humanistic

worldview serves as a factor in the personal and professional development of future teachers. Since the subjectivity of future teachers and their professional development can occur exclusively in activities, priority is given to the introduction of technologies of future teachers' active learning into the educational process and the development of their comprehensive skills in accordance with the requirements of new educational standards. Effective practices of the implementation of the procedural and activity component in the conditions of distance learning are disclosed in the "Results and Discussion" section of the article.

We consider the emotional resource component in the context of future teachers' personal and professional development in the conditions of social upheavals and challenges of wartime in Ukraine. Training practices for the development of emotional intelligence of future teachers are highlighted. A new vision of the content of the emotional resource component is presented in the academic disciplines: "Humanities", "Psychology". The essence is 1) in the development of content modules: techniques for overcoming the anxiety of teachers and students during air raids, techniques for the formation of stress resistance of the individual in difficult life conditions and during military operations; 2) ensuring the subjectivity of future teachers in the educational process.

The practices of psychological-pedagogical support of future teachers' personal and professional development are highlighted in accordance with the stages determined at the first (analytical-statistical) stage of research, namely: motivational-cognitive, constructive-active, reflective-prognostic, value-identifying.

The article presents the experience of solving a complex interdisciplinary scientific problem, which was responsibly developed by the authors of the study in the changing and often unpredictable conditions of wartime. The educational practices of psychological and pedagogical support of future teachers' personal and professional development highlighted in the article are effective in the conditions of distance learning.

Literature Review

The solution of the scientific problem was carried out taking into account the analyzed scientific achievements of Ukrainian and foreign scientists who research various aspects of distance learning and its varieties in the conditions of the Russian-

Ukrainian war, innovative practices and technologies of psychological and pedagogical support for the training of teachers and their personal and professional development.

In the context of the issues of the article, the ideas regarding the modernization of the education system in Ukraine based on democratic values and digitalization serve as the basis for its integration into the European educational space (Kuzmenko, Matvienko, Kanova, Burenko, & Bukliv, 2022).

We support the scientific position regarding the relevance of the functioning of the open digital educational environment in universities of Ukraine and foreign countries and the compliance of ICT content with modern requirements, which is highlighted by the authors – Melnyk, N., Pukhovska, L., Kovtun, O., Biletska, I., & Ladohubets, N. in the article "Current trends of teacher education in the Ukraine and EU countries under conditions of postpandemia and russian invasion" (2022) (Melnyk, Pukhovska, Kovtun, Biletska, & Ladohubets, 2022).

The severity of the study of the practices of psychological and pedagogical support of future teachers' personal and professional development is determined by the work of the authors' group in previous years. Separate results of the authors' work on the problem of using digital tools in the conditions of mixed and distance learning of students are highlighted by Ivaniuk, H., Kuzemko, L., Venhlovska, O., Vovchok, Y., & Antypin, Y. in the article "The use of digital tools in interdisciplinary projects of students' personal and professional self-development" (2022). The authors revealed the experience of using digital tools in interdisciplinary projects of personal and professional self-development of students of pedagogical specialties in the conditions of mixed and distance learning. However, the article lacks an analysis of the psychological and pedagogical support of the process of future teachers' personal and professional development, which led to further research and coverage of its results in the future (Ivaniuk, Kuzemko, Venhlovska, Vovchok, & Antypin, 2022).

In the article Mukoviz, O.P., Kolos, K. R., & Kolomiets, N. A. "Distance learning of future primary school teachers as a prerequisite of their professional development throughout life" (2018) the authors reveal the essential features of distance learning as a prerequisite for the professional development of future primary

school teachers throughout life. Practices of using digital devices, information and communication technologies with indirect interaction – synchronous with the participants of the educational process are presented. The essence of the concept “readiness of the future primary school teacher for distance learning” is revealed. Note that the content of the article reveals the professional component of teacher training in the conditions of distance learning. It would be worthwhile to reveal the personal component of teacher training in the context of the problem of the article (Mukoviz, Kolos, & Kolomiets, 2018).

The collective scientific product of the study on the problem of evaluating the readiness of future teachers for online education (Tkachenko, V., Chychuk, V., Zakharevich, M., & Nenko, Y.) is covered in the article “An evaluation of Ukrainian future teachers’ of humanities readiness for e-education” (2021). The authors cite the proven fact of updating the training of future teachers for distance learning during training, the introduction of adequate technologies that will contribute to the effectiveness of this process. Despite the interesting content of the article on the current topic, the extensive layer of psychological and pedagogical support of future teachers’ personal and professional development in the conditions of distance learning remained unnoticed by researchers (Tkachenko, Chychuk, Zakharevich, & Nenko, 2021).

The article by the group of authors (Meniailo, V., Shapran, Y., Shapran, O., Serhiichuk, O., Bahno, Y., & Kanibolotska, O.) “Innovative Training of Future Teachers of Higher Education Institutions in the Conditions of Distance Learning” (2021) presents the features of the implementation of distance learning in higher education institutions of Ukraine against the background of changes in the attitude of students and teachers to this problem after learning the “Modern Distance Education” course. The authors’ approach to using the electronic resources and the development of future teachers’ personal educational trajectory is presented. In our opinion, the content of the article presents interesting forms of independent work of students, techniques and trainings, which we consider hypothetically as means of personal development and self-development of students (Meniailo, Shapran, Shapran, Serhiichuk, Bahno, & Kanibolotska, 2021).

The author Kotkova V. in the article “Blended learning course for future primary school

teacher’s implementation” (2017) highlights the essential features of the organization of blended learning based on the results of researching the problem at the theoretical and practical levels. The achievement of the researcher is the described practice of designing a blended learning course according to the target, motivational, content, activity and diagnostic components (Kotkova, 2017).

In the context of the issues of our article, the work of the author team (Terenko, O., & Ogienko, O.) which is covered in the article “How to Teach Pedagogy Courses Online at University in COVID-19 Pandemic: Search for Answers”, is of practical interest. The authors provide sufficient proof of the effectiveness of the integrated use of digital online platforms Moodle and Prometheus, software for conducting Zoom webinars, web servers, which are considered in the context of didactic training tools for students of higher education (Terenko, & Ogienko, 2020).

In the direction of updated issues of psychological-pedagogical support of future teachers’ personal and professional development, the article by A. V. Trotsko, L. S. Rybalko, O. G. Kirilenko, & G. O. Trush “Teachers’ professional self-improvement in the conditions of distance learning implementation in higher education institutions” (2019) is of interest. The article focuses on clarifying the specifics of the implementation of effective distance learning for higher education students, the subjectivity of higher education students and teachers in this process, and the requirements for systematic self-improvement of teachers are proven. The presentation of the material at the theoretical level is confirmed by the work program from the interdisciplinary course “Introduction of educational distance technologies into the educational process of higher education”, which is recommended for teachers of various training specialties, pedagogical and non-pedagogical education and didactic materials on information and communication technologies (Trotsko, Rybalko, Kirilenko, & Trush, 2019).

The article of Tsuniak, O., Myhovych, I., Khomych, L., Noskova, M., & Kopchuk-Kashetska, M. “Using Distance Learning in the Process of Professional Training in the Context of the COVID-19 Pandemic” is consistent with the issue of distance learning organization and implementation. In the content of this work, the author’s interpretation of the category “distance learning” is presented and the importance of organizing distance learning for

students of higher education, in particular pedagogical specialties and providing conditions for the development of competencies of future specialists in general, is updated (Tsiuniak, Myhovich, Khomych, Noskova & Kopchuk-Kashetska, 2021).

To substantiate the essential features of psychological and pedagogical support for the personal and professional development of future teachers, the monograph of the modern Ukrainian researcher Kucheriavyi V. G. "Professional and personal development of a modern teacher" (2021) is of scientific interest. In the monograph, the author reveals the solution to the scientific problem of the integrity of the acmeological development of the teacher on the basis of a complex of positions – axio-acmeological, synergistic, axio-cultural, holistic-systemic, personal-activity and competence. What is valuable in the presented work is that the author holistically and systematically substantiated the personal, professional, and professional-cultural components of the development of teachers (especially future ones) as an important determinant of their career growth (Kucheriavyi, 2021).

According to the study of the scientific problem of psychological and pedagogical support of future teachers' personal and professional development in the conditions of distance learning and educational changes during the war in Ukraine, the scientific and practical value is the ideas substantiated by modern Ukrainian scientists – Chymak, M., Khomych, L., Nakonechna, L., Kopchuk-Kashetska, M., & Zadoya, S. in the article "Individual Educational Trajectory as a Way to Reveal the Potential of a Future Teacher" (2021). Among others, the most important achievements are: first of all, an emphasized opinion about the connections and interdependence of personal and professional components in the training of future teachers in the educational process of a higher education institution. The second is the idea of taking into account the needs of society for the education of a person of digital civilization and supporting the personal and professional trajectory of acquiring competences; functional modeling (IDEEO) of the studied process (Chymak, Khomych, Nakonechna, Kopchuk-Kashetska, & Zadoya, 2021).

Some aspects consistent with the topic stated by us in the article are highlighted by the authors – Halian, I., Popovych, I., Nesin, Y., Zavatskyi, Y., Vashchenko, I., Muliar, O., & Marchenko, A in the scientific work "Experimental Research of

the Sense-Value Regulation of Future Teachers in Academic and Professional Activity" (2021), in particular: support of the value-meaning sphere, sense-value regulation of educational and professional activities of future teachers. This reasoning is relevant and has the right to further development in the scientific and practical field (Halian, Popovych, Nesin, Zavatskyi, Vashchenko, Muliar, & Marchenko, 2021).

In the context of the purpose of the article, we focused on some aspects of the scientific report prepared by a group of authors, namely: Marize Lyra Silva Passos, Isaura Alcina Martins Nobre, & Jaqueline Maissiat – "Active learning in teacher professional development: experiential reports". In view of the research problem, the experience presented in the document on the implementation of student-centered education in the Republic of Finland, based on active learning and cooperation of teachers and students, is of interest (Passos, Nobre, & Maissiat, 2018).

In the direction of the scientific problem of psychological-pedagogical support of future teachers' personal and professional development, in particular, the implementation of the emotional-resource component of the formation of the emotional intelligence of future teachers, the article of the author's team (Carmona, SP, Duenas, CP, Fernandez, PC, & Salas, BL.) of scientific interest is "Competencias emocionales de las futuras personas docentes: un estudio sobre los niveles de inteligencia emocional y empatía" (2020). The article presents an idea regarding the development of social-emotional competencies in future teachers as a factor in the growth of their professional career and endurance in stressful conditions. Based on the results of the study, the authors offer a number of recommendations for improving the content of educational and professional programs (Carmona, Duenas, Fernandez, & Salas, 2020).

According to the issues of the article, ideas about the primacy of the influence of socio-cultural dominants on the value intentions of future teachers are useful. The authors summarize the results of the research on the development of value intentions in future teachers, confirmed by statistical data of the positive dynamics of the studied phenomenon and the correlation between the motivation of future teachers for value-based activities and the perceived constant value, extrapolated to future pedagogical activities (Ivaniuk, Oleksiuk & Vyshnevetska, 2021).

The analyzed theoretical sources based on the issues of the article proved the interest of Ukrainian and foreign scientists in various aspects that are the subject of interdisciplinary research. A wide range of studies highlight various issues of the organization and practices of future teachers' distance education, which are current in Ukrainian and global realities. Despite the numerous studies of Ukrainian and foreign scientists on the problem-directed implementation of psychological-pedagogical support of future teachers' personal and professional development, the mentioned topic has not been comprehensively covered. The relevance of the topic is determined by the social needs for solving a set of tasks regarding the modernization of the practices of psychological-pedagogical support of future teachers personal and professional development in the conditions of overcoming and preventing educational losses in the conditions of distance learning of higher education applicant's education.

The purpose of the article: to highlight effective practices of psychological and pedagogical support of future teachers' personal and professional development in the conditions of distance learning.

Methodology

The specificity of the presented interdisciplinary research includes the demand for a wide range of methodological approaches, in accordance with the scientific field of research into psychological and pedagogical support of future teachers' personal and professional development. We have chosen a complex of methodological approaches that make it possible to investigate the outlined scientific problem holistically and systematically. Among others, we single out the synergistic approach, the name comes from the word "synergos" (one that acts together). In the context of the research issues, we singled out the following feature: systems of different levels are balanced by connections; common to all systems is manifested in spontaneous formations at the macro level and the emergence of new qualities at the stage of self-organization (Kremen, 2014). Competency approach (Rogers & Freiberg, 1994) makes it possible to consider and evaluate the components of psychological-pedagogical support of future teachers' personal and professional development in the context of their preparation for the performance of work functions, formation of general and professional competencies by work action. The axiological approach made it possible to investigate and group values that express the subjectivity of

future teachers in the search for ways for personal and professional development, development and selection of adequate educational goals (Ivaniuk, 2023). The anthropological approach is based on the recognition of the value of a person as a representative of a biological species and the right to its development and self-development in the system of life-creating values (Anosov, 2005).

To solve the goal and tasks of the scientific problem, a set of interrelated research methods was used: theoretical analysis, synthesis, systematization – with the aim of clarifying the state of research of the problem in modern scientific discourse and clarifying the concepts; constructive-genetic – to clarify the methodological concepts of the research of a scientific problem; generalization, comparison, classification – for substantiation of components, grouping of educational practices and technologies of psychological and pedagogical support of future teachers' personal and professional development; empirical – pedagogical observations, online surveys (using the Google digital tools), questionnaires, interviews in order to identify the state of the problem in the practice of higher education in Ukraine; methods of mathematical statistics – for identifying and interpreting quantitative and qualitative research indicators. An online survey of higher education applicants of educational and professional programs Preschool Education and Primary Education from three universities and two postgraduate pedagogical institutes was conducted. The statistical sample consisted of 674 persons, of whom 76.7% were future teachers; 23.3% are students of professional development courses, which made it possible to establish proportionality regarding the impact of psychological and pedagogical support on the personal and professional development of teachers in the context of their professional functions. An online survey, pedagogical observation, comparative analysis made it possible to find out the quantitative indicators that formed the basis for the interpretation and selection of educational practices of psychological and pedagogical support of future teachers' personal and professional development in the conditions of distance learning.

Results and Discussion

The new vision of psychological-pedagogical support of future teachers' personal and professional development is determined by social needs for solving a number of tasks: 1) changing

educational determinants in the course of implementing Professional Standards for the professions “Teacher of primary classes of a general secondary education institution”, “Teacher of a general secondary education institution”, “Primary education teacher (with a junior specialist diploma)” (Order No. 2736-20 dated 12/23/2020, 2020), “Teacher of a preschool education institution” (Order No. 755-21 dated October 19, 2021, 2021); 2) development of a flexible model of the organization of the educational process using digital technologies, in order to overcome the educational losses that occur during military operations in Ukraine; 3) provision of conditions for equal access of applicants to quality education.

It is time to create and operate a digital educational environment in a higher education institution to provide technical, communication, information and didactic conditions for distance and combined learning of higher education students. In particular, at Borys Grinchenko Kyiv University, the conditions listed above for distance learning of higher education applicants have been created on the Moodle platform. Modern technical support that ensures the functioning of the university's digital hub and the digital environment are decisive for distance learning of higher education applicants in accordance with the best global models. The provision of didactic conditions consists in the development by teachers of training e-courses (certified in accordance with the current Regulation on the procedure for creating training e-courses, their certification and use in the e-learning system of Borys Grinchenko Kyiv University (<https://kubg.edu.ua>). Training e-courses, posted on the Moodle platform, contain working curricula of courses in accordance with educational and professional programs, in particular those presented above in the text; goals

and tasks, learning outcomes (general, professional competences), content of lectures and reflective tasks for them, tasks and methodological recommendations for seminar, practical and laboratory classes, current and final assessment criteria. Such a structure of training e-courses enables the educational process to be carried out holistically and systematically using e-services – Google Meet, Webex Meet, Zoom (according to the schedule of the educational process and the schedule, which are publicly available in the digital environment).

According to the results of a survey of Preschool education and Primary education students of the Faculty of Pedagogical Education Borys Grinchenko Kyiv University (443 students of the first (bachelor) level, 1 year of the second (master) level of higher education) it was found that 91.2% of respondents prefer distance learning, and 8.8% expressed regarding the advantages of classroom and mixed forms of education (this group of respondents includes mostly first (bachelor) level higher education graduates) who do not have a sufficient level of digital competence. In order to clarify and select the practices of psychological and pedagogical support of future teachers' personal and professional development in the conditions of distance learning and overcoming educational losses caused by the war in Ukraine, an online survey of higher education applicants was conducted regarding the use of online platforms and services during education. The results of the survey prove that future teachers: 1) exercise the right of their own choice regarding online platforms for obtaining information and performing independent research work; 2) mostly use online platforms and applications for communication; 3) use the latest digital tools and programs for information search – Chat GPT (the results are presented in Table 1).

Table 1.

Online platforms and services used by future teachers during distance learning (according to survey results, presented in %)

Platforms for distance learning	Online services for video communication	Applications for communication	Online platforms	Applications
Moodle – 93,3%	Google Meet – 53,4%	E-Mail – 86,7%	YouTube – 45,4%	ChatGPT – 22%
	Zoom – 30,9%	Telegram – 81,9%	Canva – 0,9%	
	Cisco Webex – 1,4%	Viber – 1,9%	Miro – 0,2%	
		Facebook Messenger – 6,5%	Internet-sources – 0,2%	

Source: Ivaniuk H., Kuzemko L, 2022.

According to the stated problems, the article reveals effective practices of psychological and

pedagogical support of future teachers' personal and professional development. The presented



practices are the result of a theoretical and practical search by a team of researchers. The selection of practices was carried out according to competence, dynamic, intrapersonal criteria. These educational practices serve as a means of developing the subjectivity of students of higher education in the process: formation of personal and professional qualities, ability and readiness for development and self-development in order to produce new ideas and methods of activity based on acquired knowledge, development of one's own trajectory of professional growth (Ivaniuk, 2023). In the materials of the article, the intermediate results of the collective research "Psychological and pedagogical support of future teachers' personal and professional development in the conditions of the implementation of new educational standards" at the theoretical-modeling stage are used, namely: components of psychological-pedagogical support – value-worldview, procedural-activity, emotional-resource. The specified components are interrelated with the goal of appropriately organized psychological and pedagogical provision of the subjectivity of future teachers, personal and professional growth in accordance with standardized work functions, which are based on general and professional competencies in accordance with those work actions that will be performed by primary school teachers and preschool teachers.

We consider the value-view component of psychological and pedagogical support of future teachers' personal and professional development to be human-creating. Humanitarian knowledge acquired by future primary school teachers and preschool teachers in the process of studying pedagogy, pedagogical and psychological anthropology is a living resource for personal and professional development. Educational practices based on universal human values contribute to the formation of a humanistic (human-centered) worldview. Therefore, the basis of learning and education of a person should be knowledge about a person and his values – freedom of choice and activity, human life in a safe natural environment, safety, own trajectory of development and self-development, goodness and benevolence. The current civilization is often called digital due to the rapid pace of implementation of digital technologies and AI in all spheres of social life, in particular in education at all levels. In order to solve the ripe global problems of humanity, we have to make up for the lack of value-worldview concepts for the training of future teachers. The task consists establishing relationships and complementing value-enriched content from educational fields

(pedagogy, humanities, psychology) with modern digital technologies and tools in the distance learning process. Overcoming these challenges is facilitated by the study of the integrated course "Humanities" by future teachers, the purpose of which is the formation of students' holistic knowledge about human development in biological, mental and social contexts. Understanding the unity of human nature, the value of its existence and the formation of a humanistic worldview of future teachers. In the context of future professional activity, the content module "Pedagogical Anthropology" becomes of practical importance, which acts as an integrator of knowledge about anatomical and physiological development, the basics of pediatrics and psychological anthropology and aims to study a person who educates and is brought up. In the process of studying the "Humanities" course, future teachers consider the universality of human nature and the peculiarities of its development in the context of the educational environment. Getting acquainted with the issue of the development of culture as a space of human existence, they consider the place and role of education in the world of culture and learn about the peculiarities of the formation of the national education system, which in turn becomes the basis for understanding the multicultural approach to child education. Knowledge of the patterns of cultural development provides a basis for understanding the modern digital environment, in particular the educational one. Future teachers investigate issues of innovation and perform search and creative tasks in the process of preparing and defending the theses of oral presentations on the following problems: "Is educational work possible in an educational institution in the conditions of distance education?", "Distance (digital) education needs a person, or vice versa?", "What should a teacher be like to meet modern educational challenges?" etc. In this way, not only an understanding of general ideas about human development in all its manifestations is achieved, but also the ability to build a knowledge system, to use ideas for self-expression and personal and professional development is formed. The use of such practices in the process of distance learning contributes to the formation of a value system in which a person (the value of his being) occupies a leading place, which contributes to the personal and professional development of the future teacher.

The procedural and activity component of the psychological-pedagogical support of personal and professional development is aimed at solving the tasks of forming in future teachers the ability



and readiness for self-knowledge and self-development, the development of cross-cutting skills that are important in the performance of work functions determined by professional standards, and the design of one's own progress in the profession. Note that the procedural and operational component of the specified process is implemented at various stages (defined in the study) throughout the entire period of student education. It is important that the procedural and activity component of the psychological and pedagogical support of personal and professional development is carried out systematically – during the study of academic disciplines, passing educational practices and in extracurricular work. And also during adaptation trainings, pedagogical workshops, trainings, webinars held in the center of self-discovery and self-development, which is a kind of platform where future educators of preschool children and primary school teachers acquire general and professional competencies.

During the period of distance learning, the author's team developed productive practices aimed at solving the defined tasks of this component. Digital technologies and tools, as well as technologies of active learning, which are aimed at including students in the process of personal and professional growth during training, help in the implementation of psychological and pedagogical support. We will give examples of effective practices of implementation of the procedural and activity component of psychological and pedagogical support of personal and professional development of future teachers.

The goal of the motivational-cognitive stage is to find out the leading motives for choosing a teaching profession and the personal and professional characteristics of a humanist teacher, the expectations of students regarding their own personal and professional development, self-knowledge, the study of personal qualities that are important for the profession of an educator/teacher, etc. The defined goal is realized in the process of studying the integrated educational discipline “Pedagogy” (content modules: “General Pedagogy”, “Pedagogical Partnership”), which students study in the first and second years. In the course of studying, future teachers acquire knowledge about the requirements for a teacher as a subject of the educational process, determine the level of formation of personal qualities and professional competences, analyze the factors that are decisive in professional formation. So, for example, the task of a practical lesson on the

topic “Personal and professional growth of a future teacher” is to create a self-presentation “I am a future teacher”. It should be noted that the completion of the task is preceded by a discussion with the students of the specified issue during the lecture, which takes place in the form of a discussion or a round table. The priority topics for discussion are: “Portrait of a teacher of the New Ukrainian School”, “Modern vectors of activity of a primary school teacher”, “Factors affecting the success of a teacher” and others. In the process of discussing current issues, future teachers acquire the ability to express their own point of view and accept the arguments of opponents regarding the proposed topic, exchange ideas regarding its solution. After discussing the problem, students start preparing for a practical lesson on the topic that was mentioned above.

Creating a self-presentation takes place during several stages. At the first stage, students determine the dominant motives that influenced the choice of profession. They record the results of their thoughts in special forms, answering the question: why did they choose Borys Grinchenko Kyiv to study? What guided them in choosing a profession? What attracts them to the teaching profession? Which teacher is a role model? At the second stage, students use a SWOT analysis to determine personal qualities that will help them realize themselves in the profession, qualities that should be developed during training, establish the availability of appropriate resources aimed at personal growth, and also identify possible insecurities in their own choice and fears that can create obstacles in professional formation. At the third stage, the results are summarized and the self-presentation is prepared, which is presented either in the form of an actual presentation (created using PowerPoint, Canva) or as a video presentation. At the fourth stage, students present their own achievements during a practical session, upload them to a training e-course or post them on their own social network pages. It should be noted that in the process of creating a self-presentation, the overall skills of future teachers are also being developed, in particular, the ability to self-assess. This is important, because the work on which the student worked is evaluated not only by the teacher, but also directly by the student himself, who participates in the evaluation of his own result, determining at the same time what was managed to be embodied in self-presentations, aspects of the development of which are still worth working on, compares his own results with those that were at the beginning of the work,

singles out the factors that contributed / did not contribute to the work.

It should be noted that the work on the implementation of the motivational-cognitive stage of the psychological-pedagogical support of personal and professional development continues during the preparation of students for educational practice, which is carried out on the basis of the Center for Self-Knowledge and Self-Development. In the conditions of distance learning at this stage, psychological and pedagogical support of students is carried out in the format of online meetings using the Google Meet online service. Online communication is carried out in the process of interaction using active learning technologies (game and project technologies), digital tools (digital board Jamboard, MentiMeter for creating a cloud of words and organizing feedback), technologies aimed at forming self-analysis abilities.

In the course of pedagogical workshops “First steps in the profession”, students exchange their own expectations regarding the completion of educational practice, study personal qualities that will contribute to the performance of tasks, create a portrait of a modern teacher and compare it with whether the students themselves sufficiently correspond to the image they created. With the help of game technologies, future teachers determine positive and negative qualities that can help or hinder them from completing practical tasks (“I know myself”, “Associations”, “I want and can”, etc.). In turn, technology projects form the readiness of students to create informational educational products for participants in the educational process. These educational products include: information booklets for parents on coping with war-related anxiety in children; tips on how to calm a child while in a shelter; selections of games for children of preschool and primary school age, etc.

In the work of pedagogical workshops, reflection is important, aimed at receiving feedback from students regarding their motivation and readiness to perform the proposed tasks, as well as clarifying individual needs for psychological and pedagogical support of personal and professional development.

At the constructive-activity stage of the procedural-activity component of the psychological-pedagogical support of personal and professional development, students master the skills of setting goals, designing a road map of personal and professional development and determining the ways of its implementation,

work is carried out on the development of end-to-end skills of future teachers. Selected tasks are solved with the help of active learning technologies (game, project, case technologies), execution of interdisciplinary projects, use of digital technologies (work in joint documents, on interactive boards, use of online services). At this stage, psychological-pedagogical support is carried out based on the skills and experience that were formed and obtained by students at the previous stage. However, the focus of the support is focused on the fact that students, based on the knowledge gained about themselves, design a road map of personal and professional development, create a portfolio of personal and professional growth, and try on the roles performed by modern teachers. So, for example, during laboratory work on the topic “Changing the role of the teacher for the implementation of partnership pedagogy” (taught in the course “Pedagogy”, content module “Pedagogy of partnership”), future teachers practice self-analysis and self-improvement skills, acquire the necessary skills to perform new roles (teacher-facilitator, teacher-tutor, teacher-coach, teacher-moderator, teacher-researcher). At the beginning of the lesson, with the help of diagnostic methods (Lüscher's test, psychogeometric test of S. Dellinger, etc.), students determine their own inclinations towards a certain professional role of a teacher. The obtained results are entered into specially developed forms. The next step is to move to the analysis of pedagogical situations that reflect the different roles performed by the primary school teacher and determine how this or that role is acceptable for each individual and the academic group as a whole. Future teachers discuss the results of the analysis of situations in the forum posted in the electronic training course, or fix them on common boards, enter them in a common Google table. Based on the results of the work, the winners develop their own “Map of the teacher's professional role.....” (can be created in the format of MindMaps, presentations, booklets). In such a map, students indicate specific steps aimed at self-improvement of personal qualities, all-round skills, abilities in accordance with the chosen role.

Note that case technologies are effective at the stage of psychological and pedagogical support. Such technologies provide an opportunity for future teachers to learn practice while analyzing specific situations. Descriptions of practical cases are presented in the training e-course of the integrated educational discipline “Pedagogy”. Work with cases takes place in different ways: they are worked out by students independently

with subsequent discussion during seminar, practical, laboratory classes; during a group discussion in the course of teaching a problematic lecture held in the format of a video conference; during preparation for practice at the center of competences – the Center for Self-Knowledge and Self-Development.

The main tasks that are solved at the reflection-prognostic stage of the implementation of the procedural-activity component of the psychological-pedagogical support of personal and professional development consist in the formation of the ability and readiness of future teachers to determine the priority goals of personal and professional development, plan the ways to achieve the goals, select the necessary resources for their implementation, and determine the level of formation of their own end-to-end skills. The portfolio of the student's personal and professional growth (developed by a group of authors) is effective at this stage. First-year students create such a portfolio on Google Drive while preparing for their internship. It is important that the accumulation of practical materials, resources and tools, which are decisive for the future teachers' personal and professional development, takes place from the 1st to the 4th grade. The materials are collected in a portfolio, students use not only during practice, but also during reflective meetings held on the basis of the competence Center of Self-Knowledge and Self-Development. In the course of reflective meetings, future teachers reflect on how the practice went, whether the goals were achieved, and determine the indicators of their own success. It is important that during reflective online meetings, future educators of preschool children and primary school teachers join group discussions during which they discuss current problems of preschool and primary education, develop communication skills, group interaction, and suggest ways to improve practice tasks. The practical significance of such meetings lies in the fact that students have the opportunity to demonstrate the blogs they have created, which highlight the specifics of the practice, video essays, and share their experience. It should be noted that during such meetings, students identify their own victories, share plans for personal and professional development, indicate which skills are still worth working on and what they would like to change in their own progress. Future teachers not only talk about plans for the future, but also visualize them in the form of mental maps (MindMeister, Mindomo, MindMup).

At the value-identification stage, students work out the knowledge they have acquired, the comprehensive skills they have developed during practical activities. Psychological-pedagogical support of personal and professional development of future teachers is aimed at the fact that in the course of educational activities, students simulate professional situations, learn to identify the extent to which the formed cross-cutting skills correspond to the work functions defined in professional standards. During internships, they perform search and research tasks, such as: designing the developmental (educational) environment of a preschool or primary school, developing game-performance scenarios for children, planning educational interaction with children. At this stage, students learn to use game and project technologies, problem situations in working with children of preschool and primary school age, applying the experience gained by them at the previous stages of education.

The emotional-resource component of the psychological-pedagogical support of future teachers' personal and professional development is implemented in the process of studying the integrated educational disciplines "Psychology", "Humanities" (content module "Psychological Anthropology"). It is important to select effective practices for the formation of cognitive, emotional and behavioral spheres of personality, which are the basis for the development of emotional intelligence of future teachers and touch such levels as: intrapersonal, interpersonal, social. The implementation of the tasks defined above in the text takes place during online lectures, seminars, practical and laboratory classes, which are held in a remote format using Google Meet, using elements of training, conversations, discussions, role-playing games, psycho-gymnastics; body-oriented practices, meditative techniques, associative exercises, relaxation exercises, visualization. The purpose of such classes is to study emotional states, the abilities of future specialists to understand the emotions of others and to manage their own emotional state. In addition, it is important that during joint work, the participants of training classes master the ability to understand and constructively influence the emotional experiences of communicators, establish and maintain effective interaction, avoid emotional barriers in interpersonal communication, and become familiar with the techniques of self-regulation of emotional states in the practical activities of a teacher.

At the motivational-cognitive stage, the understanding of future teachers of the concept' essence "emotional intelligence", its essential characteristics, structural components and peculiarities of manifestation in the participants of the educational process is studied. For this purpose, during the study of the topics "Properties of a person as an individual", "Psychology of subjectivity", students are offered tasks to learn about their own emotional states; on the ability to freely share one's feelings: to express emotions using non-verbal means; to be aware of the peculiarities of one's own emotions (mini-lectures: "Emotional intelligence as a personal component", "Awareness of emotions through bodily sensations", "Verbal and non-verbal expression of emotions"; exercises "My emotion", "Mimics and the human condition", "The path of my life: past, present, future", "Mobilizing breathing"; creating collages: "My mood", "War of emotions"). According to the results of tasks, students master the ability to understand expression; understanding emotional contributions to one's own life; awareness of inconsistencies between verbal and non-verbal expression of emotions.

At the constructive-activity stage, future preschool educators / primary school teachers acquire the ability to recognize, explore, understand, and express their own emotions; understand, accept, influence the emotions of others; relieve emotional tension; restore psycho-emotional balance; provide empathic support to others; mastering verbal and non-verbal means of interaction (Palamar, Savchenko, & Antypin, 2022). The specified tasks are implemented during online practical classes held in the form of role-playing games "Colors of Emotions", "Transmission of Feelings", "Compass of Emotions". In the process of acting out role-playing situations, participants have the opportunity to see group members, their performance of social roles, and receive feedback during work. In the conditions of choice, the participant structures the role-playing situation (its plot, behavior, etc.). The participants of the online training realize how their actions "build up", how difficult it is to "lose" them in a format unknown to them. Thus, they learn to look for the most optimal options for actions, solutions to problems that arise in the process of exchanging information, emotions, etc. Future teachers learn constructive interaction and search for optimal actions to solve situations given by the role-play, and a more adequate view of the behavior of others and their emotional reactions is formed (Palamar, Gruzheva, Nezhyva, Yelenskiy, Rudenko, Khomik & Savchenko, 2022).

At the reflexive-prognostic stage, the activity is aimed at self-knowledge and introspection of one's own emotional sphere, the development of the ability to identify and understand one's own emotions, the intentions and motives of the emotional states of others, learning the means of emotion correction. Art therapy psychotechniques can be helpful in solving this task. So, for example, during the study of the discipline "Psychology" from the topic "Man in Society", students are asked to create a drawing on a given topic. At the first stage, students "internally construct" a pictorial image (corresponds to the task set by the teacher). On the second – direct projection of an imaginary image to the outside (a sheet of paper). On the third stage, the drawing is presented to others (another, in particular, the teacher) and its verbal interpretation followed by joint analysis.

It is important that students follow the steps when creating a picture. At the first stage, the "internal construction" of the graphic image (corresponds to the task) takes place. On the second – direct projection of an imaginary image to the outside (sheet of paper). On the third – showing the drawing to others and its verbal interpretation followed by joint analysis. The color used in drawing techniques has its own psychological characteristics and is associated with certain experiences among students. It is this that helps greater personal and professional self-disclosure, and thus greater understanding of oneself. The mental drawing promotes catharsis in students, a personal search for an answer to solving the problems of solving conflict situations, a vision of the future.

At the value-identification stage, the acquisition of practical content and the implementation of acquired knowledge about emotional intelligence takes place through the creation of scientific projects of psychological and pedagogical support of future teachers' personal and professional development based on the competence centers of the Faculty of Pedagogical Education: the Center of Self-Knowledge and Self-Development <https://fpo.kubg.edu.ua/struktura/inshidirozdily/centr-samopiznanna-ta-samorozvitky/pro-tsentr.html> and the Center of Innovative Educational Technologies (ICR-class) <https://fpo.kubg.edu.ua/struktura/inshidirozdily/tsentr-innovatsiinykh-osvitnikh-tekhnologii-icr-klas.html> within the studied disciplines under educational programs. For example, trainings on the development of emotional stability in future teachers have become traditional on the basis of the Self-

Knowledge and Self-Development Center. In the course of such trainings, students self-assess their own emotional stability, using the Mentimeter online service to create a psychological portrait of an emotionally stable person. It is important that during the training, which is conducted online using the Google Meet service, students master techniques and exercises that enable them to stay in the resource, view and analyze thematic videos, and engage in activities that correspond to their values. It is important that future teachers transfer the acquired experience regarding the formation of emotional stability to work with preschool children and elementary school students during practice.

When preparing projects, students have the opportunity to familiarize themselves with and try out various technologies, to choose the ones that will suit each one individually due to an individual and personal approach. Students also create and implement individual and group projects for the development of emotional intelligence. As a result of the students' work, the interdisciplinary project "Psychological hygiene of future teachers" was created, the goal of which was to form students of the first (bachelor's) level of higher education in specialties Preschool education and Primary education knowledge about psychological hygiene, its levels and methods; future teachers' awareness of the role of psychological hygiene in personal regulation of emotional states in the process of professional development.

Work in competence centers enables students to apply in the process of personal and professional development: innovative teaching methods: IBL, PBL, PrBL; integrated training and competency-based approach when implementing STEAM education; digital tools to support various types of student activities; forms of work in small groups, pair work; 5E model of research study; educational research projects with the main stages of research; formative assessment technologies; the basics of questioning technology; flipped classroom and blended learning technologies; virtual and augmented reality software; methods and techniques for the formation of critical thinking, algorithmic and computational thinking; LMS Moodle; various digital tools for the formation of life and digital competences, the basics of entrepreneurial activity; educational materials and equipment for learning the basics of robotics, media literacy, 3d printing, and the basics of programming. While working on projects, students go through all stages of task performance technology, providing management of the emotional state,

subordinating emotions to the mind, promoting self-knowledge and self-realization through the enrichment of emotional and social experience.

The practices of psychological and pedagogical support of future teachers' personal and professional development described in the article are the result of an interim study conducted by a team of authors. The presented educational practices are aimed at achieving the goals of psychological and pedagogical support of future teachers' personal and professional development.

Conclusions

The article highlights the experience of introducing digital technologies, tools and effective practices of psychological and pedagogical support of future teachers' personal and professional development in the conditions of distance learning into the educational process of a university. The issues raised in the article are caused by educational changes taking place in connection with the introduction of new educational and professional standards and systematic distance learning of students updated by the demographic, social, economic, and infrastructural changes of wartime Ukraine.

The architecture of the article is built according to the logic of the research, and its content contains the accumulated experience of the team of authors in the process of teaching integrated educational courses "Humanities", "Pedagogy", "Psychology" in a remote format on the Moodle platform, conducting lectures, trainings, business and role-playing games, scientific conferences. The content of the article is presented according to the components – separated (by competence, dynamic, intrapersonal criteria).

Effective practices of psychological-pedagogical support of future teachers' personal and professional development presented in the article are revealed in the context of professional training of preschool teachers and primary school teachers. The specified topic of the article is disclosed taking into account the organizational, technical-network, informational, programmatic and structural features of the functioning of the digital environment at the Borys Grinchenko Kyiv University, which ensures the establishment of systematic distance learning for students of higher education. The practices of psychological-pedagogical support of future teachers' personal and professional development highlighted in the article are the product of creative activity of researchers. From among a

number of technologies that are widely used in face-to-face and distance learning, the author's portfolio of personal and professional growth, which can be used to support self-evaluation and develop a trajectory of one's own (personal) development and self-development; conducting lectures, seminars, practical and laboratory classes on the basis of competence centers – the Center of Self-Knowledge and Self-Development, the Center of Innovative Educational Technologies (ICR-class), which operate at the Faculty of Pedagogical Education of Borys Grinchenko Kyiv University. Since the stated problem of the article is multifaceted, it needs further research and generalizations. The proposed practices can be adapted to the educational process (subject to distance learning) in other institutions of higher education in order to strengthen the components of psychological and pedagogical support of future teachers' personal and professional development.

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