

Formation of Pedagogical Skills of Future Teachers in Educational Institutions of Ukraine

Kształcenie umiejętności pedagogicznych przyszłych nauczycieli w placówkach oświatowych Ukrainy

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Abstract: The article is devoted to the problem of the formation of pedagogical skills of future teachers in the process of professional and practical training in the educational institutions of Ukraine. Pedagogical skills are considered a complex of personality properties that ensure self-organization of a high level of professional activity on a reflexive basis. Pedagogical skills combine the personal and business qualities and professional competence of the teacher and are a complex of personality properties that ensure a high level of self-organization of professional and pedagogical activity. Pedagogical skills are based on the high professional level of the teacher, his general culture, and his pedagogical experience. A significant role in the formation of pedagogical skills of future teachers of professional training is played by the organization of the educational process, the use of effective teaching methods, and the environment in which the educational process takes place. Modeling of the system of formation of the foundations of pedagogical skills of a future teacher in the educational process of higher education is carried out in compliance with various factors. The essence of the pedagogical skills of a teacher is determined. The teacher's skill is manifested in the ability to organize the educational process, activate students, develop their abilities, independence, and curiosity, effectively conduct educational work, form high morality, a sense of patriotism, and diligence in students, and evoke positive emotional feelings in the learning process itself.

Keywords: pedagogical skill, future teacher, education, professional training, institutions of higher education

Abstrakt: Artykuł poświęcony jest problematyce kształtowania umiejętności pedagogicznych przyszłych nauczycieli w procesie doskonalenia zawodowego i praktycznego w placówkach oświatowych Ukrainy. Umiejętności pedagogiczne są uważane za zespół cech osobowości, który zapewnia samoorganizację wysokiego poziomu aktywności zawodowej na zasadzie refleksyjnej. Mistrzostwo pedagogiczne łączy w sobie cechy osobiste i biznesowe oraz kompetencje zawodowe nauczyciela i jest zespołem cech osobowości zapewniających wysoki poziom samoorganizacji działań zawodowych i pedagogicznych. Kompetencje pedagogiczne opierają się na wysokim poziomie zawodowym nauczyciela, jego ogólnej kulturze i doświadczeniu pedagogicznym. Organizacja procesu edukacyjnego i stosowanie skutecznych metod nauczania oraz środowisko, w którym odbywa się proces edukacyjny, odgrywają znaczącą rolę w kształtowaniu umiejętności pedagogicznych przyszłych nauczycieli kształcenia zawodowego. Modelowanie systemu kształtowania podstaw umiejętności pedagogicznych przyszłego nauczycie-



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la w procesie edukacyjnym szkoły wyższej odbywa się z uwzględnieniem różnych czynników. Określa się istotę umiejętności pedagogicznych nauczyciela. Mistrzostwo nauczyciela przejawia się w umiejętności organizowania procesu edukacyjnego, aktywizacji uczniów, rozwijania ich zdolności, samodzielności, ciekawości, skutecznego prowadzenia pracy edukacyjnej, kształtowania w uczniach wysokiej moralności, poczucia patriotyzmu, pracowitości, wywołują pozytywne uczucia emocjonalne w samym procesie uczenia się.

Słowa kluczowe: umiejętność pedagogiczna, przyszły nauczyciel, edukacja, kształcenie zawodowe, instytucje szkolnictwa wyższego

INTRODUCTION

The changes taking place in the higher education system of Ukraine are an important element of the integration of our country into the European space. It is in the education system that the younger generation and youth acquire the knowledge and competencies necessary for their future social and professional life, it is in the process of learning that their human consciousness and value orientations are formed. Ukraine's orientation towards integration into the European educational space emphasizes modern trends in education and makes the professional development of future specialists a top priority (Shevchenko and Melnik 2024, 514).

Evolutionarily, teaching grows out of mastery and returns to mastery in the form of "pedagogical mastery" as the quintessence of the pedagogical function of a person, society, and, accordingly, a teacher. Mastery is the pinnacle of a person's professional creativity, it is a form of self-realization of an individual in professional activity, it is a movement towards "acme" and manifestations of "acme" itself. At the same time, mastery appears as the highest level of quality work in human activity. Therefore, the formulation of the problem of pedagogical mastery and its further ontological explanation is unthinkable without turning to reflection from the point of view of new sciences that actively began to develop at the end of the 20th century – creatology, acmeology, qualityology (Telychko 2014, 35).

The study of the practice of teacher training revealed several problems in their training, caused by contradictions between:

- the objective needs of society, the desire of the future teacher to achieve the appropriate level of pedagogical skills, and the insufficiently effective organization of professional training of teachers;
- modern requirements of the educational industry for the level of competence of teachers and the low level of application of the latest pedagogical technologies
- at the stage of their professional training in educational institutions;
- the need to form pedagogical skills by the modern paradigm of education and concepts of pedagogical education and imperfect educational and methodological support for the process of studying pedagogical disciplines in educational institutions.

Taking into account the level of development of the problem, its relevance, and social significance, the topic of our article is determined.

1. ANALYSIS OF RECENT RESEARCH AND PUBLICATIONS

The condition for creating an optimal system for the formation of the foundations of teachers' pedagogical skills is the determination of the theoretical basis of the study, which consists of the theory of professional development of the individual (E. Klymov, B. Lomov, T. Tytarenko, etc.); basic provisions of the philosophy of education (V. Andrushchenko, I. Ziaziun, V. Kremen, etc.). The theoretical foundations of the formation of pedagogical skills of a higher school teacher were developed in the works of Ya. A. Komenskyi, I. Disterweg, K.D. Ushynskyi, A.S. Makarenko, O.A. Zakharenko, A.I. Arkhanshelskyi, I.A. Ziaziun. The authors have developed theoretical and methodological principles for the development of pedagogical skills or their individual components in different categories of teachers and presented effective tools for their acquisition and measurement.

The purpose of the article. We set out to consider the theoretical foundations of the formation of pedagogical skills of future teachers in the educational institutions of Ukraine.

Methodology

The methodological level reflects the interaction and interconnection of fundamental scientific approaches to studying the problem used during the research, in particular:

- systemic, which makes it possible to analyze the process of professional training of teachers from the standpoint of integrity, to reveal the components of the system of professional training and the formation of pedagogical skills, to identify the mechanisms of their interrelations and mutual influences;
- functional, which contributes to the specification of the main functions of the teacher and ensures the orientation of the professional training of students to perform these functions at a high level of pedagogical skills and practical support for their implementation in specific conditions of activity;
- axiological, which makes it possible to program the process of professional training of future primary school teachers based on the formation of value orientations necessary for successful, highly qualified pedagogical activity;
- personal and activity, which allows students to take a subjective position in the process of forming their own pedagogical skills, acts as a kind of methodological imperative, taking into account which, in educational institutions, the content, technological, and diagnostic components of professional training of teachers are determined.

At different stages of the work, a set of research methods adequate to the set goal was used: theoretical – study and analysis of modern psychological, pedagogical, and methodological provisions on the content of professional education and the educational process, which made it possible to systematize, compare, clarify the research problem; analysis of the results of the educational process; empirical – observation of students’ activities, conversations to determine the level of formation of pedagogical skills and identify the need to develop the components of pedagogical skills in students.

2. PRESENTATION OF THE MAIN MATERIAL

Mastery is primarily related to the creative activity of a person. Therefore, a doctor, a design engineer, a writer, a cook, an agronomist, a pilot, a sculptor, and many other specialists who are specifically engaged in practical activities can be called a master. However, the need to demonstrate mastery at every step of the activity concerns primarily the teacher-educator. Because he deals with the individuality of his pupils, and to each of them in the process of communication, creativity, the art of action, and pedagogical skill should be revealed. Pedagogical skill is not manifested in theoretical knowledge but primarily in the ability to apply it in specific activities. Outwardly, mastery is manifested in the successful solution of various pedagogical tasks and a high level of organized educational process, but its essence lies in those qualities and characteristics of the teacher’s personality that give rise to this activity and ensure its success. These qualities should be sought not only in skills but also in that alloy of personality properties its position, which enable the teacher to act productively and creatively (Vitvytska 2017, 30).

The focus of scientific research on the study of the ontology and phenomenology of pedagogical mastery indicates the relevance of philosophical and pedagogical reflection, which dominates philosophical and pedagogical literature (Stratan-Artyshkova et al. 2022, 100). The category of “mastery” turns out to be closely related to the category of creativity and the category of “acme” – the pinnacle of creativity and professional maturity. Therefore, the philosophy of pedagogical mastery is in dialogue with the conceptual and theoretical structures of cryptology – the science of creativity and acmeology – a science that addresses the disclosure of laws and patterns of reaching the peaks of creativity and professional maturity (Verstappen, Rorije, and Van Ginkel 2022).

The practical and active professionalization of a student on the way to the formation of professional skills is a manifestation of his civic position. After all, one of the manifestations of citizenship of the future teacher is his focus on humanizing the pedagogical process at school (Polishchuk et al. 2022, 717).

Modeling of the system of formation of the foundations of pedagogical mastery of the future teacher in the educational process of the higher school is carried out in compliance with the following factors: an activity approach to the creation of the expected model; polytechnic orientation of the integration of students’ knowledge

and skills; interdependence of system components in designing an integrative process of professional training of future teachers; forecasting reference requirements for students to display samples of pedagogical skill (Telychko 2014, 68).

The essence of a teacher's pedagogical mastery is a kind of fusion of the teacher's personal culture, knowledge, and worldview, his thorough, comprehensive training with perfect mastery of teaching and upbringing techniques, pedagogical techniques, and advanced experience (Bedevelska 2014, 125).

The traditional ways of forming pedagogical skills include purposeful assimilation of psychological and pedagogical knowledge, abilities, and skills; planned education and self-development of general and pedagogical culture; active involvement in social and pedagogical activities; dynamic pedagogical practice; motivated study and acquisition of better pedagogical experience (König, Blömeke and Kaiser 2015).

The use of interactive games and training technologies during the formation of the pedagogical skills of future teachers contributes to the creation of an educational environment where students not only acquire the necessary knowledge, skills, and abilities but also "experience" situations that model examples of the teacher's professional activity (Plakhotnik et al. 2022, 45). Students should be able to find out for themselves the specifics of relationships with participants in interactive interaction, understand how their behavior affects others, and how they react to certain simulated situations of future professional activity. The most effective means of forming pedagogical skills include a system of interconnected educational and practical tasks that require a gradually increasing level of independence and creativity and contribute to the professional development of future teachers, put students in the position of active participants in solving pedagogical tasks and contribute to the formation of objective evaluation judgments (Kuzminskyi, Kuchai, and Bida 2018, 210).

In the formation of pedagogical mastery of a student of higher education, it is important to obtain one's own pedagogical experience, which ensures professional adaptation processes in the training of future teachers. An organic component of a teacher's professional activity, which expresses the formation of his professional competence, is the ability to solve professional situations. At the same time, the content, nature, and organizational features of the work of a physical culture specialist are associated with the occurrence of sudden situations to a greater extent than in the work of other teachers (Pachaiyappan 2022).

One of the important indicators of the successful formation of pedagogical skills is the presence of positive dynamics in the development of pedagogical thinking and increasing the level of students' readiness for self-education and critical self-evaluation. Theoretical and practical classes in psychological and pedagogical disciplines should be held continuously, starting from the first year, and consistently develop students' pedagogical thinking. Such an organization of the educational process is necessary for mastering pedagogical skills (Kravchenko et al. 2022, 54).

Every teacher should strive to master the pedagogical technique and all its elements. Here are some methods of forming pedagogical techniques: a system of training exercises for the formation of abilities and skills; a system of rules and requirements for future professional activity; pedagogical training and improvement of professional qualities that ensure a high level of pedagogical technique.

Summarizing, let us note the peculiarities of the method of formation of pedagogical skills of future teachers:

1. The content of the lecture material was supplemented with information about the phenomena of pedagogical activity in the context of personal and developmental learning.
2. The content, methodology, and organization of practical classes differed in the use of elements of developmental training aimed at the formation of pedagogical abilities and other components of pedagogical skill.
3. Depending on the target settings of educational tasks and practical classes, three complementary groups of courses with different orientations were distinguished, which determined the stages of development of the components of pedagogical skill (Kuchai and Kuchai 2019, 17).

Only a teacher who is a master of his craft can form pedagogical skills in students. The teacher is responsible for the fate of the future teacher, this determines his role in the teacher's professional training. He must feel the personal condition and problems of the future teacher, possess gnostic abilities to predict the success of the influence and build the desired model of education (Matviichuk and Solovyov 2018, 327).

The essence of mastery lies in the personality of the teacher, in his position, in the ability to show creative initiative based on the realization of his own value system. Mastery is a manifestation of the highest form of activity of the teacher's personality in professional activity, an activity based on humanism and revealed in the appropriate use of methods and means of pedagogical interaction in each specific situation of education and upbringing. To conduct reflexive management of students' development, the teacher must be able to manage himself and through himself – all components of pedagogical activity (goal, subject, object, means, result) based on feedback: awareness of the purpose of the activity and results in its achievements; the vision of the inner picture of children's world and how they perceive the teacher's actions; selection of optimal means of influence and adjustment of the pedagogical position based on the analysis of the results by the assigned tasks. Focusing on the child, as a desire to participate in its development, allows you to choose a goal and encourages you to find ways to implement it – pedagogical technologies and equipment. Awareness of the purpose and result of the organized development process determines the need for knowledge, and then the fusion of humanistic orientation and professional competence becomes a solid foundation for the teacher's self-development, allowing understanding of the contradictions between the chosen educational program and the real process of

its implementation. This is the internal stimulus of the teacher's self-education, the desire to acquire the necessary skills to deepen knowledge. The teacher's loss of the ability to regulate the pedagogical process leads to inhibition of the harmonious development of his interaction with students, and then there is an orientation only to external control and not to self-control, which paralyzes the organicity of the teacher's behavior. Therefore, the mastery of a teacher can be considered as the highest level of pedagogical activity (if we characterize the quality of the result), as a manifestation of the creative activity of the teacher's personality (we characterize the psychological mechanism of successful activity).

According to the definition of Academician I.A. Ziaziun et al. (2008), pedagogical skill is a complex of personality properties that ensures self-organization of a high level of professional activity on a reflective basis.

Such important properties include the humanistic orientation of the teacher's activities, professional competence, pedagogical abilities, and pedagogical technique. In this definition, the following features should be emphasized: 1) pedagogical mastery in the structure of the individual is a system that is capable of self-organization, the system-creating factor of which is humanistic orientation; 2) the basis of professional skill is professional competence (orientation and professional knowledge constitute the backbone of high professionalism in activity, which ensures the integrity of the self-organizing system); 3) pedagogical abilities ensure the speed of self-improvement; 4) the technique, which is based on knowledge and abilities, makes it possible to reveal the creative potential of the teacher, harmonizing the structure of pedagogical activity. All components of pedagogical skill are interrelated; they are characterized by self-development and not only growth under the influence of external factors (Vitvytska 2017, 28).

A necessary condition for the successful functioning of the system for the formation of pedagogical skills of future teachers is the coordinated interaction of system-forming and structural components that ensure the achievement of certain goals and results of professional and personal growth of specialists of this profile in the process of professional training in higher education institutions (Ocampo and Sandoya 2024).

The system for the formation of pedagogical skills of future teachers assumes unity, interdependence, continuity of target, content, technological, and diagnostic functions of all structural components that form it. The components of professional training of students must ensure coordinated interaction and performance of functions by each participant in this process to form a high level of pedagogical skills of the future specialist, which is a necessary condition for the expansion and deepening of professional training, ensuring the possibility of the specialist's transition to a new, higher level of professional competence, variability and the possibility of creative intensification of these transitions (Kihwele, Mwamakula, and Mtandi 2024).

CONCLUSIONS

Pedagogical skill is a set of certain qualities of a teacher's personality, which are determined by a high level of his psychological and pedagogical preparation, the ability to optimally solve pedagogical tasks during the educational process.

The mastery of a teacher begins to be formed at the stage of training in higher education institutions and goes through all stages of professional development. The development of interest in the future profession and the formation of professional values are noted in various types of activities: in the educational – in the process of studying general humanitarian and professionally oriented disciplines, passing pedagogical practice, scientific and research activities of students, independent work and directly in pedagogical activities.

A teacher who possesses a high level of pedagogical skill can be identified by the following criteria: a harmoniously developed, internally rich personality who strives for spiritual, professional, general cultural, and physical perfection; knows how to select the most effective methods, techniques, means and technologies of teaching and education for the implementation of pedagogical tasks; possesses a high degree of professional competence; knows how to organize reflective activities aimed at self-improvement.

Thus, the competencies of the teacher, his professional and personal potential, and motivation play an important role in the formation of a modern specialist in the field of education.

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