# APPLICATION OF MODERN INNOVATIVE PRACTICES IN PROFESSIONAL TRAINING OF FUTURE TEACHERS

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Abstract: The article represents an attempt to update the attention of scientists, university teachers and practitioners on the success of a school teacher, which, in our opinion, is not to give him an outside expert assessment for the results of teaching and educational activities, but to encourage the teachers themselves to understanding and solving their professional goals and problems and to self-development of professional skills and leadership. The model of preparing a future teacher, including teaches of vocational training for innovative activity, is considered on the basis of the formation of a system of knowledge about innovative professional and pedagogical activity. On the need for personal development and improvement of professional pedagogical activity. The article presents the appropriate principles, stages, approaches, training conditions.

Keywords: Communication, Future teacher, Innovative practices, Leadership, Professional training

# **1** Introduction

The formation of a creatively thinking teacher, capable of selfrealization, continuous self-development, self-improvement, is the requirement of the time. However, despite the significant achievements of pedagogical science in the development of progressive pedagogical innovations, their widespread use by practicing teachers is very limited. The main reason, according to most researchers, is the way of thinking that developed among teachers during their studies at the university and was consolidated by subsequent practice, focused on the reproductive assimilation of knowledge, skills, and habits, committed to stereotypes and traditional algorithms of activity.

As practice shows, for the real use of innovations, it is not enough just to get acquainted with certain samples of innovative pedagogical experience that future teachers receive in the process of professional training at a university. Simply copying any innovative sample without understanding its essence and adapting to specific conditions, as a rule, leads to failures and can sometimes compromise even the most advanced experience [3]. Therefore, the preparation of future teachers for the process of creating, evaluating, mastering, applying innovations, and managing innovative processes remains the most important task of professional training [7].

However, despite the abundance of publications on the problems of innovation, research on them cannot be considered complete. The features of innovative pedagogical activity are such that it is personified by the personal qualities of the teacher, includes creative improvisational components and cannot be completely algorithmized [4]. In this regard, the use of already "proven" innovative forms, methods and teaching aids in a constantly changing educational environment requires their mandatory modernization and correction.

Moreover, the analysis of the application of pedagogical innovations in the professional training of future teachers shows that there is no direct strictly deterministic relationship between innovations and the quality of specialist training, and the active use of innovations does not always lead to quality improvement. Excessive focus on innovation backfires, contributing to the audio and visual appeal of the process at the expense of its content and professional direction. The relevance of the problem of innovation in the context of training future teachers is due to the need to resolve a number of contradictions between: the need for the active use of already created innovations and the theoretical and practical unpreparedness of some university teachers for their perception and application; intensive search for new forms, methods, and means of teaching and their insufficient didactic provision; the established traditional experience of training specialists with predictable results and the uncertainty of the results of applying pedagogical innovations in practice.

It can be assumed that innovations in the professional preparation of students for pedagogical activity will be effective under the following conditions: innovations are considered in dialectical unity with traditional forms, methods, means and technologies of education as a tool that ensures integrity and sustainability, and at the same time flexibility, mobility and adaptation of innovations to real situations of professional training of future teachers [1].

The relevance of the identified problem is stimulated by the increased differentiation of modern school education, the emergence of new types and models of educational institutions, the expansion of the range of new educational technologies used by teachers, and the widespread experimental work at school. Innovative processes both in secondary and higher education are now massive, and therefore there is a need for a teacher of higher qualification, a need for an innovative teacher with creative scientific and pedagogical thinking. This creates objective prerequisites for the restructuring of teaching at a pedagogical university, the "cultivation" of an innovative teacher as a creative person with a special style of activity and thinking, and the preparation of a future teacher for the perception, evaluation, and implementation of pedagogical innovations in the process of professional education.

# 2 Materials and Methods

To solve the set tasks and verify the initial provisions, a system of interrelated and interchangeable methods was used, adequate to the purpose and objectives of the study and the corresponding stages of work.

In the process of analyzing the scientific literature on the topic under study, the following methodological approaches were identified: systemic, which allows exploring the education system as a developing open system, identifying the place and role of pedagogical practice as one of its components in preparing students for innovative activities; a personal-activity approach focused on determining the positions of the subjects of education as direct carriers of innovative processes in the context of the innovative strategy of the educational process in higher education.

The leading categories of our research are: "innovation", "innovative education", "professional competence of the teacher", "methodological culture".

In the course of the study, we relied on the model of the image of a teacher prepared for innovative activity, developed by V.A. Slastenin and L.S. Podymova. The personality structure of a teacher prepared for innovative activity includes four interrelated components: 1) structural components of a teacher's innovative activity (motivational, creative, technological, reflective); 2) the functional components of the teacher's innovative activity (personal motivation, reworking educational programs, planning the stages of experimental work, making a decision about innovation, new prediction of difficulties, setting goals and generalized conceptual approaches, introducing innovations in the pedagogical process, correcting innovative activity; 3) a system of criteria level of formation of innovations, creative activity, methodological and technological readiness for innovation, pedagogical innovative thinking, culture of communication; 4) levels of formation of innovative activity (adaptive, reproductive, heuristic, creative).

# **3 Results and Discussion**

Modern training of a future teacher takes into account, first of all, the following innovative processes and phenomena occurring in the system of higher pedagogical education [5, 8, 19]:

- Consideration of higher pedagogical education as a translator of the world pedagogical culture and its transformation through the development and appropriation of value orientations inherent in a particular socio-cultural model of education into the personal pedagogical culture of the teacher;
- Changes in the value orientations of the personality of the future teacher – orientation towards individual-personal (spirituality, humanism, citizenship, etc.) and professional (readiness for a positive perception of schoolchildren, acceptance of their inner world, methodological culture, creative implementation of professional methods of activity, competence etc.) properties;
- Target orientation of higher pedagogical education, aimed at self-development of the personality of the future teacher in the spaces of humanitarian and pedagogical culture, creating conditions for his cultural-individual-personal and professional self-determination, creative self-realization of the personality;
- An increase in the role of subjectivity (understood by us as spirituality, activity, initiative, responsibility, creativity) at all stages of individual and personal professional development of students;
- Focus on increasing the role of learning through action and reflection, which implies strengthening the role of industrial practice, where acquaintance with innovations is carried out;
- Consideration of the content of pedagogical education from the standpoint of humanitarization, cultural development, fundamentality, practice orientation, polystructurality, as well as taking into account changes in the status of knowledge, which have turned from the goal of education into a means, a tool for comprehending pedagogical problems;
- An increase in the role of the joint "ensemble" nature of the pedagogical activity of the subjects of the educational process;
- Uncertainty, non-algorithmization of pedagogical activity in the process of professional training as a natural reflection of value-oriented practice-oriented activity;
- An orientation that provides "the transition from educational activities of an academic type (introduction to the subject area of knowledge, where the assimilation of information about the subject is the goal) to quasiprofessional activities (introduction to teaching the technology of teaching and learning activities), and further to professional activity (introduction to the profession) and its reflexive and creative generalization (education as a way of life and activity)" [1, p.83, 84].

Innovative processes in the system of professional training of future teachers are natural in the development of modern higher education and are determined by such factors as the general trends in the evolution of science, the peculiarity of the spiritual situation generated by the transition to a post-industrial society, the logic of the development of pedagogical knowledge.

In this regard, the pedagogical process in a pedagogical university is considered as an integral, open, self-organizing system, the most important element of which is the pedagogical practice of students, which, according to V.A. Slastenin, is considered as a condition for the formation of professionalism the personality traits of a future teacher [2]. In our opinion, pedagogical practice is a fundamental backbone element of the basic training of future specialists. Under the conditions of pedagogical practice, the "translation" of theoretical knowledge into an element of practical activity is ensured and a diverse, prolonged, multifunctional educational training is carried out, the main professional function of the future teacher is realized "the essential ability to create another" [18].

At the same time, industrial practice acts as an essential variety of pedagogical activity, during which, on the basis of connection with activity, the development of creative activity, students form knowledge, skills, and abilities that ensure their ability and readiness to carry out specific professional activities corresponding to a certain level of qualification.

Pedagogical practice is one of the leading pedagogical categories of higher professional education. It has an integrative significance for the entire system of teacher education. In the process of pedagogical practice, "personality-professionactivity", group and personal relations, theoretical knowledge, creative experience, values are combined, self-regulation of the individual is carried out [20]. It should be emphasized that pedagogical practice has two statuses in vocational education an academic subject included in the national state educational standard, and a process. In the first case, pedagogical practice is an academic subject that gives the trainee a system of knowledge, skills, norms, values, relationships, built in the logic of the production (educational) process in a general educational institution, in accordance with the qualification requirements and tasks for the formation of the future teacher's personality. The logic of the production process is connected with the main elements of the production (pedagogical) process in a school environment.

Continuous pedagogical practice in the system of training a future teacher is an important condition for promoting professional and personal growth at every stage of pedagogical practice. Theoretically substantiated practical organization of assistance to the continuous development of the student within the framework of pedagogical practice is the system-forming goal of modern pedagogical education. The continuity of pedagogical practice is closely related to continuity, stages and distribution in time [15].

We distinguish the following stages of continuous pedagogical practice of training specialists, taking into account innovative processes. Each stage of pedagogical practice is a specific practice-oriented cycle as a period of time required within a specific process for the purposeful inclusion of trainees in professional innovation activities. In our research, three most important stages are distinguished: value-oriented (1-2 courses), basic, problem-theoretical (3-4 courses) and creative (5 courses). Each stage of the practice is provided with a diagnostic system that allows tracking the professional state of the student at the stage. Large place should be given to self-diagnosis conducted by students.

Secondly, a necessary condition for improving the quality of training future teachers during pedagogical practice is the creation of an innovative co-creative educational space from a network of basic schools for internships like clinics at medical universities, the opening of pedagogical departments, "master classes" with them, which makes it possible, according to A.A. Orlov, not only to improve the quality of professional training of the future teacher, but also to individualize it, to give it a research character [3]. A feature of these general educational institutions is their innovative focus. During the period of continuous pedagogical practice, the student gets acquainted with the core of innovative schools, technologies, with various innovative landmarks, based on the goal, the stage of pedagogical practice in order to search for their own "author's" professional and pedagogical model of behavior. At the same time, the factors of productive use of the existing innovation potential, educational space (environment) are the coordination of the values of the interests of the subjects, the existence of conditions that allow achieving the optimal result, and the awareness of students about the innovative activities of basic schools [4].

Thirdly, an important condition for conducting pedagogical practice is the implementation of an individual educational route of a student-trainee, subject to the use of the functionality of pedagogical support. Namely the support of the student in the educational process "transforms the student-centered educational process at the stage of its implementation into an individual educational route" [5].

Fourthly, for the effective carrying out of pedagogical practice, it is necessary to conduct problematic consultations - workshops for student interns, providing pedagogical support to students. Pedagogical support is carried out in a joint search with trainees for specific actions, in providing conditions for choice and independent decision-making in resolving specific psychological and pedagogical problems, in designing lessons. This form of organization of activities contributes to meeting the needs of students in solving complex production problems in the context of interaction between teachers-methodologists and student trainees. At problem consultations, questions are discussed: common for everyone (the problem of time distribution in the lesson, conditions for self-realization of students, training for confident behavior) and individual [6].

Fifth, for effective independent work during the period of pedagogical practice, it is necessary to create an educational and methodological complex for students, including a program, recommendations, practice workbooks, electronic support for pedagogical practice on the university website, etc.

Innovative training involves the following steps [7-9]:

- The first is an indicative stage, where, along with the disciplines of the humanities, socio-economics, and mathematics, natural science, agricultural and engineering subjects are studied, which subsequently form the basis for the formation of practical knowledge in technology;
- The second one is a productive stage, where the development of pedagogical and psychological disciplines is mainly supposed, which contribute to mastering the methodology of teaching special disciplines. The study of special disciplines continues. Students undergo technological and pedagogical practices that contribute to the formation of students' readiness for work in a professional educational institution;
- The third is the prognostic-creative stage, where the independent creative activity of students is enhanced. They complete term papers, develop creative projects using innovative technologies (electronic presentations) and prepare final qualifying (diploma) theses.

According to the model, training at all stages is carried out in accordance with the principles of innovative training of the future teacher of vocational training. In combination with general didactic principles, special principles are applied, such as adaptation to work in the society of professional educational institutions, individual work with students, taking into account their age difference. In our opinion, learning based on the integration of these principles to a greater extent develops the motivation for learning and the cognitive interests of students.

In general, the innovative training of a vocational teacher is a complex and systemic process. Students consolidate and deepen their knowledge and skills, which allows them to expand their scientific and creative activities on the basis of interdisciplinary connections in accordance with the requirements for their future profession.

This model systematizes the main approaches to professional and pedagogical innovative training: systemic, competencebased, aimed at transferring knowledge, skills and abilities through their own creative skills and vision, which strengthens the confidence of their students in their professionalism after graduation; creative, which allows the use of innovative methods in the educational process (business games, seminars, various types of excursions, etc.), technical teaching aids that develop students' interest in educational and cognitive activities and independent activity. The key component of the model implies the following conditions: general pedagogical ones, which promote the interconnection of educational field and pedagogical practices, during which students form a holistic view of their future profession; development of creativity in teaching the subjects of the technological cycle and teaching methods; specialpedagogical, in which the features of subjects in specialties are taken into account in the professionally oriented education of students [2].

The problem of introducing innovative technologies can be solved by purposeful, specially organized training of students of higher pedagogical educational institutions for the introduction and dissemination of innovative educational technologies.

Taking into account the complexity and diversity of the problem under study, it is possible to implement the guiding idea only within the framework of a systematic approach. It integrates the following theoretical statements:

- The teacher's readiness for innovative professional activity is an integrative quality of his personality, which manifests itself in the dialectical unity of all structural components, properties, connections and relationships.
- It makes sense to consider the system of forming the readiness of future teachers for innovative professional activities as a subsystem of general pedagogical training in pedagogical educational institutions, aimed at becoming students as subjects of educational innovations.
- 3. The process of preparing future teachers for innovative professional activities will be effective if it is carried out in the context of a technological approach.
- 4. The conceptual basis of the technology for the formation of the readiness of future teachers for innovative professional activities is the main provisions of an innovative and student-centered approach to the professional and pedagogical training of teachers.
- 5. The technology of forming the readiness of future teachers for innovative professional activities should be implemented in the conditions of their general pedagogical training in pedagogical higher educational institutions in accordance with the principles of integrity, individual approach, and phased development of professional activities. This is achieved through the individualization of a cycle of interrelated and interdependent stages in it, each of which has a specific goal and the content, methods and forms of work corresponding to it.

Innovative training of future teachers should be aimed at their formation as subjects of educational innovations and meet the main provisions of a student-centered approach and innovative teacher education. This can be achieved due to the subject-subject nature of the interaction between the teacher and students, the individualization of education, the creation of conditions for the formation of criticality and creativity in the professional thinking of future teachers, as well as the use of interactive pedagogical technologies.

Depending on who has the leading role in managing the implementation of educational innovations - the administration of an educational institution or the teaching staff, scientists distinguish between administrative and participatory approaches [11, 13].

The second essential feature of different approaches is the type of response to changes. On this basis, reactive management (a type of management that consists in responding to the actual state of affairs) and anticipatory, propaedeutic management are distinguished.

By the nature of the orientation of the process of introducing innovations, V. Lazarev and M. Potashnik single out procedural and target approaches [10].

With process-oriented management, the subjects of managerial activity introduce a certain innovation, hoping that it will

ultimately contribute to improving the efficiency of the educational institution. Conversely, with targeted management, the desired indicators are first determined, and only then the search for innovation begins, which allows them to be achieved.

According to the degree of integration of the processes of introducing individual innovations into the practice of the work of an educational institution, autonomous and system management are distinguished.

The essence of the first of them lies in the fact that innovations are introduced by individual teachers on their own initiative, and there is no holistic project for the development of an educational institution.

As is known, the teacher's success criteria are integrated and structured in accordance with the psychological concept developed by famous psychologists, for example, S. L. Rubinshtein and others. According to this concept, the teacher's work is the most complex mental reality, presented as a multidimensional space consisting of three interrelated factors: pedagogical activity; teacher's personal potential; psychological and pedagogical communication [8].

All these three spaces are united by a single global task of developing the personality of the student, his socialization, which, ultimately, affects the success of the teacher himself. Practice shows that in the work of a teacher these factors are interrelated, but at the same time they do not overlap, but enter into complex dialectical relationships and in the process of his professional activity act either as a prerequisite for the choice of methods of influence, or as the method itself, means or technology, as a result of development and upbringing. According to experts, a teacher is a person who studies all his life, only in this case he acquires the right to teach. It is impossible to drive a successful teacher into the "Procrustean bed" of some formulas, concepts or pedagogical paradigms that appear and are imposed today much more often than the possibility of their comprehension and detailed implementation [18].

In the conditions of intellectual competition, continuous selfimprovement, pedagogical search and creativity constitute, in fact, one of the mandatory requirements that apply to a modern teacher. The professional success of a teacher largely depends on the level of his skill and needs for the development of himself and his students, on the ways of his thinking and the development of his leadership. It seems to us that the actualization of leadership is not only a problem of management. The teacher in the classroom is an informal leader, and whether the students recognize him as a leader or not sometimes depends not only on his professional success, but also on the degree of trust of the students in him, the possibility of his influence on others, his reputation and business image.

In the literature on management, there are transactional and transformational leaders. Unlike a transactional teacher who manages the process of information exchange, or transactions, in a group, a transformational teacher-leader controls the meaning, he is characterized by the ability to implement significant changes in pedagogical and educational practice. A teacher of this type introduces changes in the concept of student development, in its strategy, in the corporate culture of an educational institution and in the organizational behavior of everyone (both teachers, and administration, and students), in the educational technologies used [8, 9, 17].

The transformational teacher focuses on the future prospects of each student, common human values and attitudes, mission, new patriotic and moral ideas for development. He seeks to establish cooperation in a team of employees and trainees, to fill the work of students with meaning, to involve them in the process of reflection and self-improvement, based on personal values and beliefs, on self-confidence and authority.

In addition to the value potential and its development through the management of meaning, in recent years, leadership researchers explain it as a social process, and not a set of qualities in an individual, his charismatic potential, or the ability to interact with people. Namely the second approach is typical today for almost all specialists who are engaged in the description of competencies and requirements for a teacher, and on this basis develop curricula for their training.

At the same time, it should be noted that the achievement of recent years is the inclusion of subjects that develop the communicative competence of the teacher in the curricula of teacher training. At the same time, practice shows that a competent teacher or one who has excellent personal potential a set of qualities necessary for teaching activities - does not always become successful in terms of the degree of influence on others, does not always enjoy an impeccable reputation in the professional environment of his own kind and among those who is teaching. This is due precisely to his value potential, attitudes and mission. The ability to carry out professional activities formally, without experiencing satisfaction, orientation towards a career, regardless of the means of achieving it, participation in the life of a team, without sacrificing one's personal goals and considering them priority in different situations, to be honest such teachers today are quite common. They, as a rule, are not committed to the educational organization, their activities, students, and can easily change both the place of work and the activity itself if there are more significant and attractive (from their value point of view) proposals [10, 16].

Speaking about the success of a teacher and, for this purpose, analyzing his leadership in the pedagogical environment as a social process aimed at the socialization of the student, it is possible to consider the main function of the teacher's leadership as "meaning management" and as "growth thinking". Visions of effective teacher-leaders set attractive prospects for the formation of personal self-sufficiency in each student, selfconfidence, disrupt the order of things or facilitate the achievement of personal and social goals. As modern literature shows, successful teachers-leaders have the following competencies: managing the attention of students, managing the meaning of learning and development, managing thinking, growth, managing trust in the classroom, at school, managing oneself.

It is obvious that the "growth mindset" of a successful teacher is today a competitive advantage of an educational institution, positively working on its corporate image and reputation in the educational environment. A thinking, successful, communicatively competent teacher develops in young people, future members of the workforce, strategies for cooperation and partnerships that contribute not only to the development of the personality of each, but also to the competitiveness of the school graduate [12].

Therefore, the modern teacher is the manager of growth, the creator of the vision, the picture of the desired future for each student. In order to combine the strategies of external and internal growth of students, it is necessary to use learning by "action" in educational technologies, teaching everyone on the basis of new, intensive technologies, focusing students' thinking on analyzing situations and choosing constructive behavior strategies based on value orientations, respected in society. An important feature of the modern system of education and advanced training of teachers is that, within the framework of their own learning and teaching others, they themselves are included in the "school of uncertainty" and in the "school of cooperation" not only as those who study, but also as those who teach.

In modern educational institutions, the teacher-leader, teaching action to students, thereby influences his own career. At the same time, he simultaneously becomes a coach-mentor on a voluntary basis (community) and a mentor by vocation (vocational), as well as a partner in leadership, developing in students the value characteristics, productive motivations and attitudes, those qualities and abilities that are in demand by society [11]. In addition, a high level of emotional intelligence of a teacherleader is a prerequisite for successful influence on students. According to experts in this field, in addition to the skills listed above, emotional intelligence includes the following characteristics, which are important leadership competencies that can be developed and improved both in the system of advanced training and retraining of teachers, and through self-government [6]. These include the following complex features and characteristics of a teacher-leader.

- Self-control the ability to control or reorient destructive impulses and moods and regulate one's own behavior, vigorously and persistently pursuing teaching and educational goals, Competencies related to this component: self-control, reliability and honesty, initiative and stress tolerance, as well as the ability to understand and recognize own moods, emotions, and motives, and how they affect others.
- Self-awareness adaptability, calmness in difficult situations of deviant behavior of students, openness to change, the introduction of effective educational technologies and a strong desire for success. This is associated with three competencies: self-confidence, real self-esteem, and emotional self-awareness.
- 3. Emotional intelligence the ability to understand the emotional nature of each student and the ability to take into account their emotional reactions and behavior. This is associated with the following competencies: empathy, the ability to raise and support talented children, knowledge of the priorities of an educational institution, the ability to perceive intercultural features, appreciate individual diversity and understand the moral and value orientations of students.
- 4. Communication skills the ability to manage relationships and build social ties in order to achieve the desired results from others and the realization of personal goals, as well as the ability to achieve mutual understanding and create harmony in interpersonal relationships with people different by age, status, and social position. Competencies related to this component are as follows: leadership, the ability to effectively implement intensive technologies in the educational process, manage conflicts, destructive behavior and non-constructive contacts, be able to work in a team, express one's thoughts, ask questions and listen to others.

Thus, innovative technologies for training future teachers, in addition to purely pedagogical university methods, should integrate the developments and best practices of the theory of leadership and organizational behavior.

The transition to new teacher and student training strategies will allow analyzing the long-term results of the actions of an educational institution and ensure its competitiveness by creating an environment in which everyone can develop productively. The main tools that facilitate the training of successful teacher leaders should be constant dialogues, discussions, debates, roleplaying and simulation games, trainings and communication exercises, situation analysis and game design, as well as brainstorming and other creative and interactive technologies that develop and shape fundamentally new competencies, both of the teacher himself and of the students, showing the need to develop analytical and emotional intelligence, leadership potential and strategic thinking, which will allow modeling future professional activities, careers and socially significant values to achieve them.

#### 4 Conclusion

The study of the psychological and pedagogical research of scientists and the analysis of issues devoted to the diverse aspects of professional training of teachers led to the conclusion that the theoretical and practical development of the formation of the readiness of future teachers to use innovative technologies is insufficient, given the relevance of this problem at the present stage of development of pedagogical science, Meanwhile, the current society cannot be satisfied with the predominantly performing activities of its members, it calls on every school and university graduate to take responsibility for the future, to be mobile, competitive, active in positive entrepreneurship in the face of various models and concepts of education and upbringing. In order for graduates of pedagogical universities to be ready for such requirements, it is necessary already in their student years to form a system of professional skills and practical skills for using the latest achievements of psychological and pedagogical projects and systems, various types of schools, using various pedagogical technologies.

In the new conditions, the success of a teacher, his title of master in development and training depends on the strength and quality of relationships and cooperation with students, on the ability to create an emotional climate in communication with students, a favorable atmosphere for creativity. In addition, scientists have proven that the emotional intelligence of a teacher has a positive effect not only on his personal success, but also on his professional performance. It has been noticed that leading teachers with developed emotional intelligence improve the quality and learning outcomes, increase motivation for selfimprovement and self-realization, which, in turn, contributes to the disclosure of the personal potential of both the teacher himself and each student and his success, competitiveness.

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