

EDUKACJA ZAWODOWA I USTAWICZNA  
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# METHODOLOGICAL PLATFORM FOR THE PROFESSIONAL TRAINING MODEL OF THE FUTURE TEACHER OF THE PEDAGOGICAL UNIVERSITY IN THE CONDITIONS OF DIGITALIZATION

PLATFORMA METODOLOGICZNA MODELU KSZTAŁCENIA ZAWODOWEGO  
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МЕТОДОЛОГІЧНА ПЛАТФОРМА МОДЕЛІ ПРОФЕСІЙНОЇ  
ПІДГОТОВКИ МАЙБУТНЬОГО ВИКЛАДАЧА ПЕДАГОГІЧНОГО  
УНІВЕРСИТЕТУ В УМОВАХ ЦИФРОВІЗАЦІЇ

## 1. Introduction

An indicator of the correctness and perspective of Ukraine's course towards digitalization of all spheres of social life is the functioning of educational institutions and, in particular, pedagogical universities during the systemic challenges. This became especially evident in the conditions of the people's heroic resistance to the Russian invaders, martial law in the country, in which there was no alternative to the organization of distance and mixed education for students. However, the war and its terrible consequences, the needs of the Ukrainian nation for victory over the enemy, revival and cultural creation in the post-war period, the needs of future patriots-teachers for integral development are priority factors for building a new model of their professional training. It is difficult not to share O. Dubaseniuk's well-argued opinion that "the model acts as a theoretical reference sample, while models are the means of existence of knowledge, a carrier of knowledge – it is an artificial element, created for better cognition of the system" (Dubaseniuk, 2006, p. 13).

Currently, there is a direct sense in modeling and updated goals, content and technologies of professional training of future teachers of higher pedagogical education establishments by using digital technologies: they are those teachers of the higher school on whom the quality of spiritual-patriotic, educational-developmental and other types of activity of the practicing teacher depends. According to academician's I. Ziaziun apt statement: "in the comparative goal-setting there is no more important, responsible and difficult service in the state, than teacher's one" (Ziaziun, 2000, p. 292).

The multifaceted and complex nature of this strategic goal requires special attention to be paid to the methodological substantiation of the corresponding model as a theoretical reference system, the interrelated structural components of which, according to our conceptual vision, should be: an integral set of strategic goals of professional training of students, which tend to gradually become more complicated – professional digital competences, pedagogical digital professionalism and pedagogical digital culture; principles of achieving the set goals; priority directions and requirements for updating the content of professional education of future teachers; innovative technologies for the organization of distance and mixed learning in pedagogical university that are adequate to the set goals and projected content.

By understanding pedagogical methodology as the principles, logic and methods of organizing scientific research, we will emphasize, on the one hand, the need to optimal choosing of a set of methodological approaches to the development of a model for updating the educational process, selected for consideration in pedagogical university, and on the other hand, on the need to ensure their integrity. That is, actualizing the problem in its general form, we formulate it as a problem of synergy of the integrity and optimality of the components of the methodological foundation of the development of a model for training for the professional activities of future teachers of the higher pedagogical school relevant in the war and post-war periods in terms of its digitalization and the needs of society in the victory over the enemy, revival and cultural creations after the war.

In the context of solving the formulated problem, the goal of the article is a holistic disclosure of the essential characteristics of the methodological platform for optimal construction of a model representation of the phenomenon of professional training of future teachers of pedagogical establishments of higher education in the conditions of its digitalization and in terms of the needs of war and post-war state of the country.

## 2. The synergistic paradigm of transforming the professional training of a future teacher of pedagogical university into a source of his integral acmeological development: the aspect of its use at the model level

Synergetics as an interdisciplinary field of methodological knowledge was founded by I. Prigogine and H. Haken in the 80s of the 20th century. Its subject is regularities and principles of self-organization and evolution of unequal, non-linear, unstable and open systems in the universe, nature and society. Relevant systems include both educational and social ones.

The synergistic paradigm of the development of national education (V. Kremen, I. Ziaziun, O. Vozniuk, A. Yevtodiuk, S. Klepko, V. Kushnir, S. Pryima, etc.) and higher pedagogy, in particular, provides reflection primarily in its goals and the content of the ideas of holistic provision of the further developmental progress of educational systems on a self-organizing basis using the achievements of digital pedagogy. Its projection on the educational and digital environment of pedagogical universities aims at studying the most in-depth mechanisms of self-movement of these representatives of open and unstable social systems into a new, better future, which is primarily characterized by the phenomena of chaos (increasing indicators of uncertainty, problematic situations regarding the optimal ideology and policy of the development of the institution, as well as management, resource and other plan). The corresponding paradigm in the war and post-war times transforms the radical restructuring of pedagogical education into an effective means of choosing its future in the family of European nations, helps every university that has chosen an innovative ideology of progress (it is fixed in models, concepts, target programs) to overcome uncertainty and bifurcation (“bifurcation point”).

A comprehensive set of synergistic principles in the context of the functioning of the educational system is revealed by O. Vozniuk (2011, p. 207–208). They are the main requirements for the organization of the system of professional training of future teachers using digital technologies. However, the universal synergistic principle of structurality and dynamism takes the leading place in designing the sought-after model as a pedagogical system. First of all, it is a structural entity that remains quite stable at the macro level, capable of resisting external and internal changes. Secondly, from a philosophical point of view, the dynamism of the model is related to the integral characteristics of the transdisciplinary system of knowledge – trialectics, which integrates the provisions of synergetics, metology, integral philosophy, holism, etc. Philosophers call it an innovative worldview paradigm, according to which development is defined as the resolution of contradictions between objects through the birth of the “new”, the result

of their harmonious synthesis, the stage of the development of dialectics, an effective way of learning about moving and changing phenomena of a natural and social nature.

The fact of relying on the triadic principle, which affirms the trinity of objects as dominant in various sciences, also applies to pedagogy. So, for example, V. Galuzynskyi talks about three types of pedagogical categories (1995, p. 50–52), and in matters of modular organization of the educational discipline content, V. Bondar (1996) focused on three types of modules. One cannot help but rely on this phenomenon and the synergistic paradigm of transforming the professional training of the future teacher of pedagogical university in the conditions of digitalization into a source of its integral development. A model representation of this process on a synergistic foundation and taking into account the needs of the country in post-war revival is based on his author's **conceptual vision**:

1. The holistic development of future teachers of a pedagogical university in the conditions of digitalization of professional training is the result of taking into account their needs to achieve the highest levels of professional maturity, creating conditions for self-organization by students of their own self-development within the triad of its subsystems – personal, professional and professional cultural. The restructuring of the activities of the higher institution on the acme-synergistic basis in the technological plan is derived from the affirmation in it at all levels of the ideology and policy of prioritizing the category of “self” in the development and implementation of a holistic development set of new goals, content and technologies of professional training in the measure of its compliance with the needs of the military and the post-war period.
2. Under the action of the triad as a methodological principle-regulatory, the synergistic-acmeological “face” of a complete cycle of personal, professional, and professional cultural development of the future and lifelong teacher is determined throughout life (synergistic in nature and acmeological in the degree of qualitative completeness of value-content changes in essential characteristics of this process and its results at each phase based on the influence of external and internal factors).
3. The student's personal development in the activity dimension of the cycle (his need-motivational, cognitive, emotional-volitional and communicative spheres) based on varieties of self-activity is the basic subsystem of his integral acmeological progress to the heights of professional maturity, which gives impetus to all others. The interconnected triad of target orientations for purely professional and professional cultural development of the future

teacher includes the system of professional digital competences, pedagogical-digital professionalism and pedagogical digital culture. In each of these integral formations, the professional (pedagogical) competence is the main one as a self-sufficient value-goal related to the specificity of the subject of the teacher's work. The digital component acts as a universal value-means. The search for professional and digital competencies of the teaching staff of the university is carried out in the field of their needs for the performance of specific functions, and the axiosphere of the corresponding system of competencies of these specialists is an element of the axiosphere of pedagogical and digital professionalism. The last value formation is included in the structure of the axio-cultural sphere of pedagogical digital culture.

4. The functions of interconnected triadic objects are also performed by the self-movement phase of the subject of achieving the target landmarks of holistic development under the conditions of their awareness as self-valuable and competence in the self-organization of this process: the self-movement phase towards professional and digital competencies; the phase of self-movement towards pedagogical digital professionalism and the phase of self-movement towards pedagogical digital culture.
5. In terms of the needs for the integral development of the future teacher on the platform of the synergistic paradigm, the key triad of his instrumental pedagogical values-means of the system type is self-education, self-study and self-organization of pedagogical creativity.

The process of professional self-creation of a student (professional self-education and self-study) with the use of digital technologies has a local triad of psychopedagogical values-means: self-knowledge as a professional and a subject of self-development; self-attitude (to the orientation of one's own personality, one's value orientations, activity in self-movement in the direction of realized goals, the degree of sufficiency of demands on one's own "I", etc.).

### 3. A systematic approach to determining the essence of the modeling object and the model itself

Relying on this general scientific methodological principle is a necessary condition for the qualitative implementation of the synergistic paradigm of updating the modern professional training of future teachers of pedagogical universities. The leading philosophical and methodological concept "system" as a whole set of interconnected components aimed at achieving a certain goal has its own history

of evolution. Scientists note that the idea of the systematicity of knowledge was considered in ancient Greek philosophy (Euclid, Plato, Aristotle), and the systematicity of the world – in the works of B. Spinoza and Leibniz (XVII–XVIII centuries). The principles of systematic nature of knowledge were the subject of consideration by I. Kant and H. Hegel.

In the modern theory of systems, these phenomena are classified into groups according to various criteria: material (they also include the class of social) and abstract system formations, closed and open, static and dynamic systems. In the scientific discourse, it is determined that the system is a whole set of interconnected components and the functioning of various types of systems is subject to certain principles: integrity, structurality, interdependence of the system and the environment, hierarchy, multiplicity of system descriptions.

Currently, the systematic approach is being actively used in various fields of science and, in particular, in pedagogy: it provides a global level of research, has universal opportunities for learning about the specifics of their objects. It is recorded in the Ukrainian Pedagogical Dictionary that the systematic approach in pedagogical science is aimed at revealing the integrity of pedagogical objects, identifying various types of connections in them and combining them into a single theoretical picture (Honcharenko, 1997, p. 305).

At the level of understanding of different points of view regarding the definition of “pedagogical system”, it makes sense to take as a basis the interpretation of this phenomenon by T. Žižko. She argued that “a pedagogical system should be understood as a dynamically functional complex of dialectically interconnected components and elements that create optimal conditions for solving the tasks of learning, education and raising people” (Zhyzhko, 2005, p. 145).

We will reveal a set of conceptual and theoretical provisions, the formulation of which is the result of the analysis of the object of our research based on a systemic approach.

1. The image of the desired model, its structural components, the internal connections between them, the external connections of this model formation are qualitatively fully revealed precisely in the coordinates of the actualized general scientific methodological principle.
2. The model of training a future teacher of a higher pedagogical education institution for professional activity in the conditions of digitalization of society in the role of its standard model is an open polysystemic formation of a whole set of interconnected components aimed at the fulfillment of a social order in wartime and postwar times – conceptual, purposeful, content, technological-methodical, organizational-active and effective, each of which, as

a special system formation within the polysystem, performs specific functions subordinated to the overall holistic development orientation of the entire reference model.

3. The main elements of the conceptual and objective component of the corresponding model are, firstly, the radically changed goals of the teacher's professional training in the situation of its digitalization and in the dimension of society's needs for victory over the enemy and the needs for post-war reconstruction of the country, and, secondly, the principles of achieving new realized goals. A prominent place in the set of updated goals is occupied by the system of professional and digital competences of the teacher of various functional affiliations.
4. The priority system characteristics as the expected results of updating the axiological system "the content of the teacher's professional training" in the needs-social and needs-personal dimensions should be its fundamentality, Ukrainian-centrism and functional completeness. The following are the leading strategic lines of movement towards these desired integral characteristics of the content: 1) spiritual-activating, national-ethnocultural (aspect of ensuring the fulfillment of cultural preservation, cultural translation, cultural reproduction and cultural development functions by the content in unity; 2) valeological-psychopedagogical (aspects of realizing the needs of students in mental self-healing under the influence of stressful factors and the need to be ready to work with children whose hearts have been "wounded" by war); 3) the line of expansion of opportunities and experience of future teachers in mastering digital culture; 4) holistic-developmental (aspect of filling the content of education with values important for self-organization by students throughout life by means of self-creation and pedagogical creativity of personal, professional and professional cultural self-development); 5) necessity-European integration; 6) the line of strengthening the power of the values of life safety basics.
5. The systemic "face" of the technological-methodical component of the model is primarily determined by the dominance in it of a whole set of interconnected technologies, such as information and communication, the technology of modular and developmental training of future teachers, the transformation of their professional training into a source of integral acmeological development throughout life, technology promotion of cultivation by the future teacher of mental health and nationally significant action in the situation of martial law in the country. Specific groups of methods correspond to the stages inherent in each of these technologies.



6. One more component as a subsystem of the model is a subsystem of the conditions for the qualitative organization of interaction between the professorial and teaching staff of the university and students as pedagogical cooperation in the dimension of social needs (urgent wartime and postwar period). It consists of appropriate external and internal conditions and performs the function of a set of special circumstances under which the desired level of quality of professional training of future teachers is achieved.

The last component of the sought-after reference sample – the effective one – is also a system formation: a subsystem of the most important integral results, which is expected to be obtained at the model level.

#### 4. A model representation of the professional training of future teachers of pedagogical institutions of higher education using digital technologies in the dimensions of a holistic approach

Integrity – an objective characterization of things and phenomena of the surrounding world – is inherent in all pedagogical processes and systems. “The pedagogical system, – as S. Honcharenko emphasized, – as a whole, is an organized set of goals, content, conditions, forms, methods that direct and transform the lives of children and student youth... Integrity, community, unity are the main characteristics of the pedagogical process, which emphasize subordination all components of its processes to a single goal. The aim of a holistic pedagogical process is a holistic human personality, which involves the simultaneous and harmonious development of its essential forces, the unity of its intellectual, emotional and physical capabilities...” (Honcharenko, 2008, p. 14).

The social order for pedagogical universities, to ensure the quality of professional training of future teachers, aims at a holistic approach to the processes of its humanization, digitalization and subordination to the needs of the country in war and post-war times. Modeling of an appropriate professional training based on this methodological regulation requires achieving the integrity of its goals, the integrity of the principles of organization and self-organization of this process, the integrity of its content, organization technologies and quality functioning conditions. The core of the conceptual and theoretical base for solving this complex task is the concept of integrity developed by V. Semychenko and its implementation in the professional training of future teachers (Semychenko, 1992).

Our integral results based on the updated methodological principle of modeling purposes are leading signs of the integrity of the professional training



of future teachers of pedagogical universities in the conditions of digitalization of society and integral properties of the specified process.

The leading **signs of the integrity** of the educational process under consideration include the following:

1. Orientation of the professional training of future teachers on their consistent mastery of versatile means (pedagogical and digital) professional and digital competences, pedagogical and digital professionalism and professional and digital culture with taking into account the urgent and post-war social needs.
2. Construction of the teacher's professional and digital competences – the target orientations of the students' professional training – on a systemic basis, the adequacy of their subsystems to the specific functions of the teacher of the higher pedagogical school.
3. Subordinating of the value-content characteristics of various blocks of disciplines of the professional training curriculum of the future teacher to the strategy of updating the entire content of education under the influence of systemic challenges to the country and in the context of its needs for revival after the victory over the enemy.
4. Achieving of the level of qualitative completeness through the professional training of future Masters: functioning on the basis of the psychological mechanism of teaching and educating students; self-regulatory character; in this process, the creation of conditions for the self-organization of personal and professional self-creation and pedagogical creativity in the direction of self-movement to the heights of professional maturity; resource provision corresponding to quality requirements; the priority of innovative search in all types of activities of students and their mentors.
5. Management of the educational process in the pedagogical university on the platform of the typical structure (reference model) of the professional activity of the teacher in the conditions of the war and post-war period, which is invariant to two systems – the system of his or her professional training by using digital technologies and the system of professional activity in mixed and remote formats.

The professional training of future teachers of pedagogical institutions of higher education at the stage of digitalization and in terms of the needs of the war and post-war times is characterized by the following *integral properties*: 1) scientific validity based on the psychopedagogical principles of the process of implementing the entire set of principles, methods and forms of professional training and education of students: classroom, mixed, remote; 2) the emergence of the axiological

potential of pedagogical digital culture as a strategic result of the educational process in relation to the axiospheres of its intermediate results – the system of professional-digital competences and pedagogical-digital professionalism; 3) cultural appropriateness and cultural creativity of the content of education, its integration and anticipation in time, targeting the realization of the needs of society and the educational system in the reconstruction and development after the war with clearly expressed national security and nation-building dominants; innovativeness of elements of the content of personal-axiological, professional-developmental and personal-activity oriented education; 4) subject-synergistic nature of pedagogical values-means: self-organization by students in the process of learning pedagogical creativity, professional self-education and self-study, professional and professional-cultural self-development based on them; 5) system construction.

### 5. Axiological guidelines for building a model of professional training of future teachers of higher education pedagogical institutions in the conditions of digitalization of society

The theory of values (from the Greek *axia* – value) in the system of philosophical knowledge began to be discussed at the end of the 19th – beginning of the 20th century. The phenomenon of “values” is considered to be the mechanism of meaningful maintenance and rooting of a person in the world, strategies of his life and activity. M. Scheler, W. Windelband, H. Rickert, A. Meinong, J. Dewey, O. Spengler, P. Sorokin and others highlighted their own conceptual vision of the nature of values.

V. Kremen, I. Ziaziun, V. Andriushchenko, I. Beh, G. Ball and others are naturally considered to be the founders of Ukrainian pedagogical axiology as a science of pedagogical values. Thus, in the works of V. Kremen (2007, p. 500–503) and I. Ziaziun (2008, p. 95–498), an axiological strategy for reforming the pedagogical education field is outlined. It is possible to mention the names of other domestic scientists who studied the multifaceted problems of pedagogical axiology. Among them are V. Andriushchenko O. Antonovskiy, R. Vynnychuk, T. Kaliuzhna, L. Kravchenko, S. Vitvytska and others.

The axiological approach to the modeling of the research object made it possible to determine both the integral set of values of the professional training of the future teacher of the pedagogical institution of higher education in the conditions of its digitalization (axiological series), as well as three classes of terminal self-sufficient professional values-goals in the role of axiological functions of the teacher.

**Values and goals of the professional training of the future teacher of pedagogical university in the conditions of its digitalization:**

1. Absolute values: the highest – philosophical and axiological – series:
  - 1.1. Truth. Life. The value of “I”. Man. Freedom. Development. Spirit. Beauty.
  - 1.2. Goodness. Spirituality. Morality. Family. Happiness. Love. Faith. Art. Health. Culture. Labor. Knowledge. Home.
2. Dominant pedagogical and axiological series:
  - 2.1. The student’s personality, its holistic (spiritual-patriotic, motivational, cognitive, affective, communicative, professional and professional-cultural) development; the health of the future teacher and teacher (spiritual, moral, mental and physical); holistic health and general development of the student’s personality, his safety and happy life as the ultimate goal of pedagogical education in general.
  - 2.2. Cognitive, self-developing, nationally significant public and civic activity of the future teacher with the use of digital technologies from the viewpoint of the needs of the revival of Ukraine in the post-war period, the national-patriotic, innovative and humanistic orientation of his personality.
3. A number of basic pedagogical values:
 

Worldview images as values; value consciousness; axiospheres of systemic qualities of a university teacher; value orientations and value attitudes of future masters; the logic of their reasoning in the value dimension; value attitudes of students towards the world, God, themselves, morality, culture, digitalization of society and the educational environment, goals and content of pedagogical education, types of activities related to mastering it, etc.; value innovations of subjects and objects of the educational process; development of value concepts and knowledge of future teachers; valuable discourse in the pedagogical interaction of students and their mentors, etc.

**Terminal self-sufficient professional values-goals as axiological functions of the teacher**

1. Values-goals of the axiosphere of the system of professional-digital competences: heuristic-digital competences; management and digital competences; self-development and digital competences; valueological-digital competences.
2. Values-goals of the axiosphere of pedagogical-digital professionalism: a complete set of values-qualities of the professionalism of the teacher’s personality with an innovative subsystem as its core (innovative orientation of the personality; cognitive-innovative and affective-innovative value components); subsystem of values of the professionalism of the teacher’s

activity (innovation and activity component of pedagogical goal-setting; professionalism of subject-subject optimally digitalized interaction within the “teacher-student” system; professionalism of technological and executive action based on digital technologies; professionalism of evaluating educational achievements using digital means.

3. Values-goals of the axio-cultural sphere of pedagogical-digital culture: Self-concept of personal and professional-cultural development; worldview and axiological culture; the culture of pedagogical and digital professionalism of the individual; culture of professionalism in digital educational and public environments; spiritual and moral culture as a personal value; general culture as intrinsic; culture of social activity, civic responsibility and action; the culture of knowledge, preservation and revival of the national “I”

**Instrumental terminal values of the teacher (means values):**

1. digital values-means; personal and professional self-creation (self-education and self-education); pedagogical creativity; varieties of educational and educational technologies.

**6. Acmeological plane of a model vision of professional training of future teachers of pedagogical universities using digital values-tools**

Pedagogical acmeology (ancient Greek “acme” – the highest point, maturity, peak, top of something and “logos” – word, teaching) studies phenomenology, regularities, principles and mechanisms of integral development of a teacher’s personality at the stage of his highest professional maturity. The multifaceted problems of this science (its pedagogical direction) are being actively developed in Ukraine by O. Dubaseniuk, V. Hryniova, N. Huziy, V. Vakulenko, O. Antonova, S. Palchevskyi and other scientists. In particular, V. Hryniova (1998) created an interesting version of the teacher’s pedagogical culture model, and N. Huziy (2004) developed the theory of pedagogical professionalism.

The acmeological approach focuses on considering the professional training of future teachers of institutions of higher pedagogical education in the conditions of digitalization of society and taking into account its needs for post-war revival as a source of their personal, professional and professional-cultural development to the heights of professional maturity – pedagogical digital professionalism and pedagogical digital culture.

When designing the model, the working definitions of the components of the pedagogical and digital professionalism of the teacher (corresponding to

the professionalism of the individual and the professionalism of the activity) can be as follows:

**Pedagogical digital professionalism** of a teacher's personality is a dynamic and acmeologically invariant integral system of his core self-sufficient and pedagogically significant values-qualities – original individual-specific, professional-creative, professional-executive – and mastered at the personal level in order to achieve the quality of education and spiritual patriotic education of students of digital values-means, which is an integral result of the realization of “I” – the concept of personal and professional development and is adequate to the needs of Ukraine in post-war reconstruction and cultural creation.

Pedagogical digital professionalism of a teacher is an integral characteristic and a leading indicator of mastery of his pedagogical actions of various functional affiliations in an educational institution and society on the basis of high-quality mastery of the system of professional-digital competences, the art of their implementation in accordance with the needs of wartime, national revival and European progress of the country after war.

From acmeological positions, the special mission of the teacher is already clearly outlined at the model level the maximum contribution to the birth and gradual unfolding of the holistically developing process for students, mastering by them the means of professional creativity, self-education and self-study with the values of pedagogical digital professionalism and pedagogical digital culture. From the acmeological viewpoint, at least three important tasks of scientific research are defined and solved: 1) providing a model representation of the acmeologically valence factors of influence on the integral activity of future teachers (intellectual, emotional-volitional, communicative) in self-movement to the heights of professional maturity – objective, objective-subjective and subjective; 2) disclosure of the author's conceptual vision of the psycho-pedagogical self-movement mechanism of the future teacher and teacher-practitioner towards pedagogical digital professionalism and pedagogical digital culture; 3) definition of a complete set of principles of functioning of this process.

## 7. Cultural approach to building a model of professional training of future teachers of pedagogical universities in the conditions of digitalization of society

Culture as a social phenomenon is called a non-gentropic and functional factor of the nation's self-preservation, the foundation of its further cultural progress, a source of a person's achievement in education, study and the heights of personal

and professional development. In historical retrospect, there was an extrapolation of various theories of culture to educational systems. We will only pay attention to the results of J. Bruner's extrapolation of the theory of cultural psychology to the educational sphere, according to which a person's disclosure of all his or her possibilities depends on his or her participation in the creation of culture (Bruner, 1996, p. 126).

The subject of research, conducted by Ukrainian scientists (S. Dychkovskiy, Z. Donets, T. Ziuzina, I. Ziaziun, L. Kondratska, O. Kolomiets, V. Maslova, N. Myropolska, L. Nastenka, L. Sultanova, O. Oleksiuk, O. Rudnytska, H. Onkovych, H. Shevchenko, H. Filipchuk, O. Shcholokova, etc.) were multifaceted problems of cultural education and cultural training in national higher education. They were carried out in the spiritual-moral, multicultural, ethno-cultural and artistic-aesthetic aspects of its humanitarian educational field. The matrix of conceptual provisions reflected below, which are very significant for the model representation from the cultural standpoint of the object of our scientific search, also takes into account its corresponding theoretical base.

The core components of the matrix are the following *conceptual provisions*:

1. The strategic goal of the professional training of future teachers of institutions of higher pedagogical education by using digital technologies is to improve the quality of their cultural education program based on changing the priorities of its value meanings in the context of the maximum possible promotion of cultural and nation-building processes in society during the post-war period, the growth of values that are fateful for Ukraine's culture. In this regard, the model of this socially prioritized process should first of all provide for ensuring the effectiveness of the national and cultural development of the student's personality, maximizing his or her creative ability to awaken the Ukrainian spirit and affirm the values of ethnoculture in the educational space, public and civic life.
2. The cultural approach to updating the content of the education of future teachers on an integrated basis is a harmonious combination of the values of the ethnographic culture science system (students mainly study the peculiarities of the mentality, traditions, customs, beliefs of their people, folk art, folklore, samples of material culture, public life, etc.) and philosophical historical components (in the totality of the goals of cultural training of future teachers dominate the values-goals of humanitarian cultural studies in artistic, historical, literary, philological, ethical and aesthetic dimensions).
3. The main requirement for the design of new curricula in the cultural dimension is the principle of prioritization of courses and special courses

of national and ethno-cultural focus (“History of the Culture of Ukraine”, “Language as a Talisman of the National Self”, “Folk Decorative and Applied Art”, “Ukrainian Folk music and song”, “Museum pedagogy”, etc.) in relation to the set of general cultural studies courses (“Culturology”, “Basics of ethics and aesthetics”, “Religious studies”, etc.).

4. An important function of the culturological approach to the object of modeling is to be a methodological principle of regulation of the processes of formation and development of future teachers of higher pedagogical educational institutions of pedagogical and digital culture as dominant elements of their holistic development progress. Relying on a cultural and axio-acmeological holistic platform is a condition for the hierarchical construction of a value-meaning series of concepts: competence, professional competence, digital competence, professional-digital competence, pedagogical digital professionalism, culture, digital culture, pedagogical digital culture and professional pedagogical culture. In particular, culture is a generic concept in the formation of ideas about digital culture, pedagogical digital culture and professional pedagogical culture.
5. Professional digital culture is aimed at the preservation of the nation, the post-war revival and the cultural progress of Ukraine in the family of European nations, a fusion of self-valued systemic axiological formations of a self-sufficient and instrumental type of professional pedagogical culture and instrumental personal values-means of digital culture, which in the role measure of their assignment has sufficient potential to perform holistic-systemic functions in the social-cultural, natural and educational-environmental, professional-career, personally oriented and digitized educational and learning, strategic-target and creative-potential dimensions and the main integral characteristics of which there are the following: emergentness in relation to the structural components of the dyad – pedagogical and digital; the ability to activate and stimulate the transformation of the educational and digital environment into a source of creative organization of professional formation and holistic development of future teachers, while cultivating continuity in their mastery of the values of national and world culture, Ukrainian-centric ideas of nation-building, security and the unity of the state; value-content and value-meaning orientation to humanize, spiritualize and sensitize professional training and professional activity with the use of digital technologies; humanistic-patriotic focus on nationally significant activity in society in the conditions of its digitalization and struggle with existential challenges; cultural-systemic ability to act as



a form-creating mechanism of determination, regulation and renewal of professional training, self-training and professional pedagogical activity; prognostic orientation on the ways and methods of self-organization of career growth in the educational and digital world based on self-creation and professional creativity; axiological readiness to provide innovative movement in the educational and digital space, cultural creativity in the process and according to the results of scientific research of students and their teachers.

## 8. The main directions of relying on the personal-activity approach when designing a model representation for the research object

Scientists have well revealed the value-meaning essence of this methodological principle: they note the unity, interrelation, interdependence of the interaction of the individual and the varieties of its activity, etc. The motivation for choosing a personal-activity approach to modeling the object of our research in relation to a purely personal and purely activity approach lies in its perspective and higher methodological potential, which is significant for the construction of projects related to the regulation of the transformation of professional training of future teachers into a source of their personal and professional development. There are several *directions* to rely on this approach when targeting the desired model:

1. **Targeted direction:** (it is about the development of a complete set of professional and digital competences in terms of predicting their personal and activity value orientation, pedagogical and digital professionalism – professionalism of personality and activity, pedagogical and digital culture).
2. **The direction of designing the principles of regulation and self-regulation of distance and mixed developmental learning in pedagogical institutions of higher education** (the criteria for determining these regulations are directly related to the personal and active self-movement of students to the heights of professional maturity, the quality of the professional activity of university teachers);
3. **Content direction:** updating of the content of the professional education of future teachers according to strategically prioritized value-content lines regarding: 1) increasing in it of the component of personal experience of self-organization, personal and professional development types of activity – self-creation and pedagogical creativity – with the use of digital means; 2) activation of personal vital and axiological potential in war and post-war times for carrying out nationally significant types of activities.

4. **Technological methodical direction** (selection and development of leading technologies and teaching methods using digital means and national-patriotic education in higher education, aimed at providing of the orientation of the future teacher personality in order to ensure the unity of his professional consciousness, self-awareness and, as a result, activity in various practical spheres).

#### 9. Implementation of the competence approach in the field of modeling of target orientations of future teachers' professional training of higher pedagogical education institutions in the conditions of its digitalization

The construction of innovative ideas about the object of our research at the reference level cannot but be based on the competence model of reforming of the educational sector in Ukraine (V. Kremen, N. Bibik, S. Vitvytska, O. Ovcharuk, O. Pometun, O. Savchenko, S. Sysoyeva, T. Sorochan, etc.). Taking into account that its essential characteristics are well covered in scientific discourse (in particular, there is no single approach to the interpretation of the category "professional competence of a teacher"), we immediately note the following: 1) a competent approach to the study of educational phenomena and processes should be considered in two aspects – effective and procedural, important for the formation of future teachers' key and subject competencies; 2) the point of view of scientists regarding the definition of the phenomena of "professional-pedagogical competence" and "professional-pedagogical competence" from the standpoint of a personal-activity approach in unity with axiological and acmeological (N. Guziy, T. Fedirchuk) is more scientifically proven. Thus, T. Fedirchuk makes an argumentative statement about the professional and pedagogical competence of a teacher of a higher school, distinguishes and characterizes the following components in its structure: professional competence (professional, subject – special professional – knowledge and skills); methodical competence (methodical knowledge and skills); psychological and pedagogical competence (psychological and pedagogical knowledge and skills (Fedirchuk, 2015, p. 117).

Relying on scientific findings in the context of the implementation of the competence paradigm of improving the quality of higher pedagogical education and projecting it onto the object of modeling, we will outline the following conceptual scheme of the model representation of such a target guide for training future teachers for professional activities by using digital means as an integral set of professional and digital competencies:

1. The requirement for the synthesis of a set of professional and pedagogical competencies with digital ones is the leading principle of modeling their systematic formation. Purely activity-based and personal-activity approaches to characterizing the essence of the first component of the “professional-digital competence” system limit the degree of value-competence influence on the integral development of the teacher’s personality throughout his or her life in professional and professional-cultural terms. This whole special system has emergent properties in relation to its structural components.
2. Professional digital competence in the status of a personal-activity phenomenon and in the axiologically determining coordinates of the teacher’s acmeological development is a basic value that is in the field of attraction and value structure of a higher acmeological rank – pedagogical digital professionalism and pedagogical digital culture. Each of its structural components performs special functions: professional pedagogical – value-target self-sufficient plan, and digital – value-instrumental in nature.
3. The professional and digital competence of a teacher is such a core new formation of the personality and a form of identifying the level of vital and axiological potential of this specialist in the educational and digital environment of a pedagogical university that, as a product of his intellectual, communicative and affective activity, a certain professional and functional affiliation qualitatively contributes to remote and mixed forms of developmental education to students’s awareness and assimilation of the socially determined value content of education ahead of time, serves as a platform for their own further acmeological development and is primarily the main element of pedagogical digital professionalism in the cognitive dimension (its culture is a component of pedagogical digital culture).
4. The structure of a teacher’s professional and pedagogical competence includes the following self-sufficient values-goals: methodological competence; theoretical-practical competence (subject-professional, psycho-physiological, psycho-pedagogical, value-ecological, functional method-activity, scientific-research, communicative, national-cultural, civic, socio-economic). The main structural components of pedagogical instrumental values-means are: pedagogical-technological, methodical, self-creative and professional-creative competences.
5. Digital competence as the only universal means of organizing pedagogical remote interaction in an educational institution during the country’s struggle with systemic challenges is such an instrumental value of the highest systemic and functional order, which has the potential to facilitate the

teacher's implementation of the entire system of his professional functions, is a consequence and a condition for the transformation of the integral educational environment of the pedagogical university into an innovative virtual one (it is about its direct involvement in new directions, forms and methods of scientific, managerial and methodical support for increasing the mobility, competitiveness and productivity of professional training of students).

6. The main principle of searching for professional and digital competences of a teacher is to ensure their compliance with his or her specific functions.

## 10. Conclusions

1. The formation of ideas about the model of training of future teachers of higher pedagogical educational institutions in the conditions of digitalization of society largely depends on the completeness and optimality of the methodological dimension of this process as an object of consideration, at all stages of which one cannot do without a personal-activity approach.
2. Achieving of the unity of completeness and optimality of this dimension is, first of all, relying on a whole, very necessary and sufficient set of general scientific methodological principles when designing a suitable reference model (primarily, on synergistic, systemic and holistic approaches). Its "face" in the coordinates of the mentioned approaches defines the author's conceptual vision of the essence of specific synergistic potentials of holistic development of future teachers of pedagogical universities in the conditions of digitalization of their professional training, all of its structural components as a system concept and its integral properties.
3. Axiological and acmeological approaches guard the completeness and optimality of the methodological foundation of the search in the context of choosing the optimal determinants of ensuring the developmental nature of the appropriate professional training of students. It is about the axio-acmeological determination of this process. The presented absolute, dominant, basic and terminal pedagogical and axiological series are an interconnected set of those values-goals, values-qualities and values-means of professional training and education of future teachers, which are prioritized in the aspect of updating their goals and content. Revealing the essence of the author's definitions of the pedagogical digital professionalism of the teacher's personality and the pedagogical digital professionalism of the teacher's activity is an important step towards understanding the pedagogical-digital professionalism of the

higher school teacher as the dominant factor in his acmeological development of the self-sufficient-instrumental type.

4. The core of the model representation of the object of research in terms of the cultural approach is a matrix of conceptual provisions on improving the quality of the cultural educational program of professional training of future teachers by using digital technologies and taking into account the needs of society in the post-war period. Their main functions, firstly, are related to the development of national consciousness and self-awareness of each student as a subject of the affirmation of the values of national culture in educational, public and civil spaces, and secondly, to the needs of future teachers in reaching the level of self-development pedagogical and digital culture.
5. The sought-after model as a result of the projection on this complex phenomenon of the competence approach is, first of all, the system of professional and digital competences of the teacher, reflected in it. Relying on the totality of the main theoretical propositions revealed in the article regarding its construction and the essential characteristics of the relevant competencies, is only a necessary condition for the construction of such a system. Sufficient conditions should be sought in the specificity of the subject of teaching work and tasks related to its digitalization and ensuring adequacy to the needs of the state in war and post-war times.

**ABSTRACT:** The article reveals the conceptual vision of the main contours and content characteristics of the model of training future teachers of institutions of higher pedagogical education for professional activity in the conditions of digitalization of society from the standpoint of various methodological approaches – synergistic, systemic, holistic, axiological, acmeological, cultural, personal-activity and competence. Ideas are put forward and leading general results of their implementation are presented regarding the quality of its construction based on the synergistic paradigm. The structural components of the research object as a special system are determined – conceptual-target, content, technological-methodical, organizational-active and effective, features of the system “face” of each of them. The found groups of aggregates of integral features of the relevant professional training and its integral properties are highlighted. The outlined axiological series of target orientations of the educational process in the pedagogical university using digital technologies are classified. The specifics of the acmeological plane of the considered model, the essence of the author’s definitions of the pedagogical digital professionalism of the teacher’s personality and the pedagogical digital professionalism of the teacher’s activity are revealed. The process of modeling

is being filled with conceptual provisions regarding the achievement of the quality of the cultural educational program of the university during the war and in the post-war period. The directions of modeling on the platform of the personal-activity approach are outlined – the target direction, the direction of designing the principles of regulation and self-regulation of distance and mixed educational training in the institution, substantive and technological-methodical. The author's interpretation of the professional digital and professional pedagogical structure of the teacher's competence and the formula for developing or choosing his or her professional digital competences in the context of creating their integral system are provided.

**KEYWORDS:** future teacher, teacher, professional training, digitalization, training model, methodological approaches, methodological dimension of the model, needs of war and post-war times.

**АНОТАЦІЯ:** Розкрито концептуальне бачення основних контурів і змістових характеристик моделі підготовки майбутніх викладачів закладів вищої педагогічної освіти до професійної діяльності в умовах цифровізації суспільства з позиції різних методологічних підходів – синергетичного, системного, цілісного, аксіологічного, акмеологічного, культурологічного, особистісно-діяльнісного і компетентнісного. Висуваються ідеї та подаються провідні загальні результати їх реалізації щодо якості її побудови на основі синергетичної парадигми. Визначаються структурні компоненти об'єкта дослідження як особливої системи – **концептуально-цільовий, змістовий, технолого-методичний, організаційно-діяльнісний й результативний**, особливості системного «обличчя» кожного з них. Висвітлюються знайдені групи сукупностей цілісних ознак відповідної професійної підготовки та її цілісних властивостей. Класифікуються окреслені аксіологічні ряди цільових орієнтирів освітнього процесу у педагогічному університеті з використанням цифрових технологій. Розкривається специфіка акмеологічної площини моделі, що розглядається, сутність авторських дефініцій педагогічно-цифрового професіоналізму особистості викладача і педагогічно-цифрового професіоналізму діяльності викладача. Здійснюється наповнення процесу моделювання концептуальними положеннями щодо досягнення якості культурологічної освітньої програми університету під час війни і у повоєнний період. Окреслюються напрями моделювання на платформі особистісно-діяльнісного підходу – цільовий, напрям проектування принципів регуляції й саморегуляції дистанційного і змішаного розвивального навчання в закладі, змістовий і технолого-методичний. Дається авторська трактовка професійно-цифрової й структури професійно-педагогічної компетентності викладача, формула розроблення чи вибору його професійно-цифрових компетентностей в контексті створення їх цілісної системи.

**КЛЮЧОВІ СЛОВА:** майбутній викладач, викладач, професійна підготовка, цифровізація, модель підготовки, методологічні підходи, методологічний вимір моделі, потреби воєнного і повоєнного часу.

**STRESZCZENIE:** W artykule przedstawiono koncepcyjną wizję głównego zarysu i merytorycznej charakterystyki modelu kształcenia przyszłych nauczycieli wyższych uczelni pedagogicznych do działalności zawodowej w warunkach cyfryzacji społeczeństwa. Przyjęto kilka podejść metodologicznych: synergistyczne, systemowe, holistyczne, aksjologiczne, akmeologiczne, kulturowe, osobowo-aktywnościowe i kompetencyjne. Zaprezentowano wiodące ogólne wyniki ich realizacji

w zakresie jakości jego konstrukcji w oparciu o paradygmat synergiczny. Określone są elementy strukturalne obiektu badawczego jako systemu specjalnego – cel koncepcyjno-celowy, treściowy, technologiczno-metodyczny, organizacyjno-aktywny i efektywny, cechy „twarzy” systemu każdego z nich. Uwypuklono grupy agregatów integralnych cech odpowiedniego szkolenia zawodowego i jego integralnych właściwości. Dokonano klasyfikacji zarysowanych szeregów aksjologicznych ukierunkowań docelowych procesu edukacyjnego w uczelni pedagogicznej wykorzystującej technologie cyfrowe. W prezentowanym tekście przybliżono specyfikę płaszczyzny akmeologicznej rozpatrywanego modelu, istotę autorskich definicji pedagogicznego profesjonalizmu cyfrowego osobowości nauczyciela i pedagogicznego profesjonalizmu cyfrowego działalności nauczyciela. Proces modelowania wypełniany jest zapisami koncepcyjnymi dotyczącymi osiągnięcia jakości programu edukacji kulturalnej uczelni w czasie wojny i okresu powojennego. Zarysowano kierunki modelowania na platformie podejścia osobowo-aktywnego: kierunek docelowy, kierunek projektowania zasad regulacji i samoregulacji kształcenia na odległość i mieszanego w placówce. Podano autorską interpretację profesjonalnej cyfrowej i zawodowej struktury pedagogicznej kompetencji nauczyciela oraz formułę rozwijania jego zawodowych kompetencji cyfrowych w kontekście tworzenia ich integralnego systemu.

**SŁOWA KLUCZOWE:** przyszły nauczyciel, nauczyciel, kształcenie zawodowe, cyfryzacja, model szkolenia, podejścia metodologiczne, wymiar metodologiczny modelu, potrzeby czasów wojennych i powojennych.

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