

**Babakina O. O.**

Ph.D. in Pedagogics, Assistant Professor,  
Professor at the Chair of Pedagogics, Psychology and Management  
Municipal Establishment «Kharkiv Humanitarian-  
Pedagogical Academy» of Kharkiv Regional Council

**Tolmachova I. M.**

Ph.D. in Pedagogics, Assistant Professor,  
Professor at the Chair of Pedagogics, Psychology and Management  
Municipal Establishment «Kharkiv Humanitarian-  
Pedagogical Academy» of Kharkiv Regional Council,  
Kharkiv

## **FORMING PROFESSIONAL REFLECTION OF FUTURE PRIMARY SCHOOL TEACHERS**

After analyzing scientific literature and work experience, theoretical and methodical aspects of forming professional reflection of future primary school teachers are characterized when teaching General Pedagogy at establishments of higher education. The direction of educational-cognitive activities of future primary school teachers is treated as a factor in ensuring innovations of vocational and education training. The paper explains relevance of the research when implementing the New Ukrainian school concept. It also outlines theoretical questions of professional reflection of future primary school teachers (the concepts of pedagogical activity, reflection, reflection of professional activity, reflexive competence, reflexive environment are defined; scientific approaches and didactic conditions of professional-pedagogical training are listed). Experience of forming professional reflection of future primary school teachers through implementing motivational-value, cognitive, process-activity and reflexive-assessing components when teaching General Pedagogy is described. Results of the student survey are analyzed. Importance and effectiveness of the discussed approaches are proved.

## Research relevance

According to the new Ukrainian school concept, school education is now intensively being reformed. The main aspect is ensuring innovations of the educational process. These circumstances intensively stimulate the reflexive vector of pedagogical activity and lead to the increase of vocational and education training requirements at establishments of higher education (EHE).

Today professional training of future primary school teachers should be of searching nature in order to successfully realize educational-cognitive activity of professional reflection on deep scientific principles [1].

Thus, in the conditions of implementing the new Ukrainian school concept it is necessary to investigate factors that influence formation of professional reflection of future teachers at school of the first level, and define circumstances that predetermine influence of professional reflection on providing innovations of pedagogical activity.

General theoretical and didactic-methodological principles of professional-pedagogical training of future teachers at primary school in EHE are viewed in scientific findings by O. A. Dubaseniuk, L. V. Koval', Ia. P. Kodliuk, H. F. Ponomariova, L. O. Khomych, O. P. Khyzhna, O. Ia. Savchenko and others.

Studies of the process of forming reflexive competence of future teachers are provided by A. M. Maksymov (physical education), A. A. Veremeieva (foreign language), Iu. O. Babayan and K. F. Nor (primary grades) and others.

The system of forming professional reflection of future teachers at school of the first level is offered in the works of M. M. Marusynetz'.

Despite significant scientific accomplishments in theory of teacher education, there is a series of contradictions that, to a certain extent, hinder the solution of the problem of forming professional reflection of future primary school teachers when teaching certain subjects. In particular, there are contradictions of such factors as: metasubject nature of professional pedagogical reflection and clear delimitation process of teaching educational courses of General professional training cycle at pedagogical EHE; substantial increase of requirements for results of vocational-education

training of professionals in the conditions of implementing the new Ukrainian school concept and not sufficient amount of relevant scientific researches, regulatory and educational-methodical materials of the process at pedagogical EHE.

The aim of the research is to characterize theoretical-methodical aspects of forming professional reflection of future primary school teachers when teaching General Pedagogy on the basis of scientific literature analysis and work experience.

To achieve the goal, the following research methods are used: analysis, comparison, classification to define the essence of professional pedagogical reflection and theoretical foundations of its formation in future primary school teachers when teaching General Pedagogy; generalization for justification and description of methodological aspects within the framework of implementing motivational-value, cognitive, process-activity and reflexive-assessing components of work with students during educational and cognitive activities; observations and surveys to identify effectiveness of the proposed work system.

### **Paragraph 1. Theoretical questions of forming professional reflection of future primary school teachers**

L. V. Koval' rightly notes that "improvement of the system of future primary school teachers training caused by the need of Ukrainian society in educator personality – a human and child-centric specialist, who has developed pedagogical thinking, is capable of transforming, constructive activity and mobility. Such teacher will be able to navigate freely in educational innovations, use information-communication technologies and be deeply aware of actual needs and conditions of functioning 4-year primary education" [5, p. 38].

Methodological basis of work with forming professional reflection of future primary school teachers when teaching General Pedagogy at EHE are basic principles of the new Ukrainian school concept and results of current scientific researches of the problem of professional-pedagogical training of future primary school teachers.

The circumstances which determine the importance of further development and implementation of theoretical and methodological aspects of work on forming professional reflection at primary school when teaching General Pedagogy include:

- specifics of the problems facing the modern general secondary education; reflexive origin of pedagogical activities;
- multi aspect and multi vector educational activities at school of the first level;
- sensitivity of adolescents (most students) for reflection;
- personal focus of the educational process in which society is not determinative, but a person of uniqueness, a desire for change;
- need for purposeful formation of reflection in junior pupils in the modern educational process.

The authors agree with the idea of L. V. Koval' about the importance of timely and prior response of pedagogical education for innovation processes, which take place at primary school [5].

Theoretical analysis of the problem stimulates consideration of basic concepts of the research, namely: educational activity, reflection, pedagogical reflection, General Pedagogy.

In the law "On Education", pedagogical activities are defined as intellectual and creative activity of a pedagogical (scientific-educational) employee or self-employed person in formal and/or informal education aimed at training, education and development of personality, general cultural, civil and/or professional competencies [9].

Reflection is a sufficiently complex, multi aspect phenomenon that is being examined in the sphere of education sciences: philosophy, psychology, pedagogy and sociology. In philosophy, reflection is a universal principle of human consciousness, an individual dialogue with oneself, self-knowledge, meditation, etc. In turn, philosophical interpretation of this phenomenon became the basis of relevant scientific researches in psychology and pedagogy.

According to F. Korthagen, reflection is a thinking process aimed at structuring and restructuring of experience, problem, existing knowledge or views [12, p. 39].

M. M. Marusynetz' determines reflection of professional activity as "an ability to two-level awareness: totality of components, on the one hand, and activity regulation tools (action systems and operations, leading to successful results), on the other" [7, p. 197].

Pedagogical characteristics of reflection are in the following definition of the phenomenon: "pedagogical reflection of a teacher is a system of processes that guarantees analysis of goals, objectives, methods, techniques and subject content of pedagogical activity, causing transformation of personal attitude to oneself and other members of pedagogical interaction" [8, p. 55].

F. Korthagen introduced reflexive activity of the pedagogue in the form of a scheme-the so-called "ALACT model" (the first letters of words show stages of reflection): Action, Looking back on the actions, Awareness of essential actions, Creating of alternative methods of action, Trial-testing of new actions.

This scheme is called "reflexive circle" because the content of each activity stage depends on the previous step but implementation of all stages is for reflexive activity on a new level.

Professional reflection implies an awareness of aims, problems of the educational process, the problems of self-knowledge and self-esteem and promotes their successful solution.

Analytical review of scientific findings allows the authors to focus on the essential attributes of professional reflection as a scientific concept. The sphere of professional reflection is professional actions during each act of pedagogical activity. The phenomena consists of constant components (the so-called "reflexive circle"). The "engine" of professional reflection is internal contradictions or subjective problems associated with pedagogical activity of the subject. The product of professional reflection is search and creation of new meanings, values as quality components of personality self-consciousness that significantly change attitude to oneself, others and

educational activities. The result of professional teacher reflection is: structuring and restructuring of pedagogical experience, professional problem, current knowledge; understanding of the past and predicting the future in the profession; expansion of the professional range of actions; construction of a unique individual way of professional existence; personal and professional development; formation of subjectivism as a creative attitude to pedagogical activity.

Therefore, professional reflection as a qualitative feature of pedagogical activity of stability and one of the so-called markers of creativity is multidimensional and complex formation. It is an important idea that ability to perform professional pedagogical reflection demonstrates creative dominant in the personality of the teacher. Sharing these views, the authors note importance of considering reflection as a mechanism of personal and professional development of the student and the teacher.

The basis for work with students regarding the formation of professional reflection should be put in scientific approaches related to guaranteeing innovation paradigm during professional-pedagogical training and are important in new humanistic paradigm: system, personality oriented, competence.

In special works, the groups of conditions for forming professional reflection of future teachers, namely: organizational-pedagogical, methodical and personal-development are defined. Definitely, they make a certain system. However, taking into account the subject of the research, the following complex of work with students, conditions are worth analyzing: gradual formation of professional reflection; creation of reflexive-innovation environment; problematization of learning content; modeling of quasi-professional educational-cognitive activities of future specialists; ensuring reflepractice; reflexive activity of the teacher; ensuring research-reflexive tasks at practice programs; system and systematization; priority of research tasks.

When planning system of work with future primary school teachers, it is important to ensure the following stages of forming reflection: personal reflection (analysis of personal qualities and abilities required of a modern pedagogue); professional reflection (awareness of oneself in system of professional educational activities that is

modelled in training and communication); meta reflection (reinventing new ways and contents of life and professional activity).

In its essence and nature, educational-cognitive activities are a dialogue process. An important factor in effectiveness of the work on forming professional reflection of future primary school teachers is organization of subject- subject interaction, i.e. an exchange of educational meanings between subjects of the pedagogical process which occurs in shared training activities and depend on interpersonal relations [6]. If during subject-subject interaction, there is own experience for the interlocutor and openness to experience of another human being, such interaction becomes a stimulating environment for forming relevant values, knowledge and reflexive skills. Thus it is important that the teacher is of high reflexive culture, shows psychological support of future specialists.

In addition, in scientific works the concepts “reflexive competence of teachers”, “personal reflexive view of teachers”, “reflexive culture of teachers” are developed. In particular, reflexive competence is an obtained set of personal qualities which ensures productive reflection (Iu. O. Babaian, K. F. Nor). Reflexive competence forms due to existing subject’s experience of reflexive activity.

The researchers of the abovementioned problems agree that effective implementation of professional reflection by teachers is only possible when there is specially organized work with its formation at the level of value attitude, knowledge, tools and experience in the process of vocational and education training at pedagogical EHE. Scientists insist on creating a reflexive environment at EHE - a system of personality development conditions that open abilities for self-research and self-correctness of socio-psychological and professional resources, the main function of which is to promote needs of personality in reflection - a basic mechanism of self-development [3]. The consequence of creating a reflexive learning environment becomes systematic activation of different types and kinds of reflection of its participants.

Studying theoretical issues of professional reflection made it possible to develop, substantiate and implement an appropriate system of work with future specialists.

## **Paragraph 2. Methodical aspects of forming professional reflection of future primary school teachers when teaching General Pedagogy**

Pedagogy is a methodological basis for organizing educational process in accordance with the new challenges. In turn, pedagogical subjects in general system of higher education are determined by the following dependence: they are foundation to study professional methods and practice of pedagogical activity [4].

Studying of General Pedagogy provides functioning and inter-influences of structural components of the education system, namely: the purpose, the subjects of educational-cognitive activities, the subject of shared activities, means of pedagogical interaction. In our opinion, the subject of educational-cognitive activities must include professional reflection, and when choosing and using means of pedagogical interaction, a lecturer should take into account the potential for “growing”, forming relevant attitudes, knowledge and experience.

After analyzing the curriculum, educational programs, textbooks and teaching materials of General Pedagogy, students (Branch of knowledge 01 Education, specialty 013 Primary education, educational level bachelor) get very limited amount of knowledge concerning the merits of reflection and theoretical foundations of pedagogical reflection. In particular, in the textbook *Didactics of primary education* (by O. Ia. Savchenko) there is a definition of reflection concept and the importance of organizing reflexive judgment of younger schoolchildren about the lesson as a means of organizing subject training interaction is stressed [11]. In addition, in educational textbooks there is special educational-professional tasks, the solution of which involves professional reflection of future teachers and acquiring relevant experience. There are tasks missing that are directly aimed at teaching students to analyze the process and results of own educational activities for realization of New Ukrainian school concept. Therefore, there is a contradiction between the necessity of mastering



professional reflection and limited training time and relevant educational content in textbooks and manuals from General Pedagogy by future primary school teachers.

We believe that as a result of the corresponding targeted work professional reflection for future primary school teachers will be a personally meaningful system of values attitudes, persistent beliefs appropriate theoretical knowledge and practical experience. That is why in the course of teaching-cognitive activities of studying General Pedagogy, we have implemented a system of work with motivational-value, cognitive, process-activity and reflexive-assessing components. We consider work with students in this direction – a component of implementing the corresponding reflexive learning environment.

The purpose of the work within the scope of the motivational-value component was to identify positive motivation of students for professional reflection and need for professional self-development and active analysis of own actions .

The activities of professionals within the cognitive component meant mastering necessary knowledge about cultural forms and means of reflection; development of pedagogic thinking.

To ensure the cognitive component students were encouraged to form pedagogical knowledge, taking into account traits: mindfulness, conciseness, saturation of specific meaning and understanding of the essence of teaching profession, pedagogical phenomena, patterns, skills not only to describe but to explain pedagogical facts, to indicate a relationship, to justify statements, to make conclusions [10].

If “pedagogical knowledge has the role of a guide in determining the direction of educational activities” [10, p. 28], knowledge about the value and essence of professional reflection is the basis of choosing methods of pedagogical activities in accordance with the conscious realization of future specialists’ reflexive competence.

The goal of implementing the process-activity component is to guarantee students’ mastering reflexive skills and gaining experience to effectively address professional tasks on the basis of exercising reflection.

The authors support the thesis of M. M. Marusynetz' that "developed ability for reflection is formed when addressing educational tasks. They require common methods to solve specific situations, to master generalized action methods in scientific concepts. This leads to necessity of including in the process of forming professional reflection the following tasks that involve the use of skills to analyze educational actions, compare several methods of educational work, develop the ability to self-monitoring and self-evaluation [7, p. 197].

Recently in scientific findings such innovative methods of reflection implementation: "cubing", "trap", "reflexive essay", "portfolio", "success ladder", "intellect card", "scribing". These methods are considered effective in dealing with learners of all ages, so in the course of providing the cognitive component the authors introduced students with the methods, but in the process of implementing the process-activity component, the authors used them with future professionals to apply these methods in the process of teaching at school of the first level.

Organization of the reflexive-assessing component was designed to analyze and evaluate personal achievements and difficulties of future primary school teachers in the process of professional reflection, analysis and correction of actions at pedagogical activities, definition and design of own educational trajectories.

When implementing this component of the work, future professionals were asked to perform action-reflexive tasks, i.e. "experimental tasks that encourage to reflection, self-assessment of own pedagogical activities, further analysis and adjustment" [6, p. 218].

The effectiveness of implementing the selected and designed content of the work is directly dependent on the correctly chosen forms of educational-cognitive activities. The authors agree with the thesis of M.M. Marusynetz' that "every form of organizing students activity should be adequate to the content that is planned in each fragment of the educational process" [7, p. 197].

In our opinion, intellectual efforts of future professionals, overcoming of personal and professional problems, shared actions, bright emotions, meaningful interaction between the teacher and students, awareness of positive changes in

implementing educational activities are effective influences in educational-cognitive activity.

To achieve the goal of the work, the content of the psychological-pedagogical disciplines (General Pedagogy, Fundamentals of pedagogical mastery, General Psychology, Pedagogical Psychology) should be enriched with reflection and approaches to its implementation in pedagogical activities and organization of work with younger students. In addition, it is important that the acquired knowledge and skills of essence and features of realizing professional reflection by future teachers when teaching General Pedagogy are detailed in methodical disciplines and various types of educational practice.

The authors' system of work with students to form professional reflection when teaching General Pedagogy is shown in table 1.

*Table 1.*

**Characteristics of the system of working  
with future primary school teachers**

<b>№</b>	<b>Com- ponent</b>	<b>Purpose of implementing the compo- nent</b>	<b>Tasks and exercises</b>	<b>Forms of educa- tional-cognitive activity</b>
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1	Motivat ional- value	Create positive motivation of students for professional reflection and need for professional self- development and self- improvement,	Analyze the problematic issue	Group work, in- group discussion
			Choose association notions	Individual work, front discussion
			Answer questions	Individual work
			Justify attitude to the problem	Individual work, front discussion

		aim on active analysis of own actions.		
2	Cognitive	Master necessary knowledge about cultural forms and means of reflection; the development of pedagogic thinking.	Provide definition of notions	Individual work
			Describe each component of the ALACT model scheme	Individual work
			To make an intelligence-map	Individual work, front discussion
			Make a comparative analysis of different approaches to revealing the concept of pedagogical reflection	Individual work
			Make a bibliography to the topic “Pedagogical reflection as a factor in modernization of primary education “	Individual work
			Make a terminology dictionary on the topic “Pedagogical reflection»	Individual work
			Do an action-reflexive task	Individual work
			Write an abstract for a job, make a review of abstracts	Individual work, front discussion
			Choose 5-7 questions regarding implementation of pedagogical reflections	Individual work
3	Process-activity	Master reflexive skills and experience of effectively addressing professional tasks on the basis of reflection.	View the video tutorial and analyze the methods of organizing reflexive activity of students by teacher	Group work, in-group discussion
			Make cubing on the topic “Analysis of own pedagogical activities”	Group work, in-group discussion
			View a video snippet lesson conducted during practice, and analyze their own professional skill for motivating students to learn	Individual work
			Make 2 tasks for students to exercise professional reflection	Individual work

4	Reflexive-assessing	Analysis and assessment of personal achievements and difficulties of professional reflection, analysis and correction of the actions in the course of educational activities, defining and designing own educational trajectories.	Create a portfolio “My achievements in professional formation”	Individual work, front discussion
			Fill in the table “Characteristic of professional skills for organizing and conducting educational activities	Individual work, front discussion
			Self-analyze the lesson using the scheme «ALACT model»	Individual work
			Write a reflexive essay "Pedagogical communication: my achievements and professional tasks»	Individual work, front discussion
			Make conclusions...	Individual work
			To prove the importance of ...	Front discussion

Schemes, intellect-maps, class videos, analysis of taught lessons and reflexive essays are appropriate to use as materials to exercise professional reflection for students. Results of reflexive actions of future professionals may be in the following forms: oral, written and symbolic.

Future professionals had an opportunity to select the degree of complexity and the amount of tasks for independent work, which, in our opinion, contributed to providing individual educational trajectories at training-cognitive activities. According to normative documents, forms, methods of knowledge control and evaluation criteria were used.

Here is the system of tasks and exercises used when studying the topic “Lesson as the main form of training”.

#### Motivational-target component

1. Analyze the problematic issue. In the New Ukrainian school concept, thorough skills that need to be purposefully formed while studying different subjects at all

training stages are the ability to work in a team. What personal and professional qualities are necessary to solve this task at lesson?

2. Choose associations of the Modern lesson concept.

3. Answer the questions: Why should this topic be studied? What questions should be answered when studying the topic? Why is the material important for you personally? What result do you want to get to the end of work on the topic? What result would you like to get after studying the topic?

### Cognitive component

1. Write the following definitions: lesson; modern lesson; lesson vision; emotional background of lesson; integrated lesson.

2. Finish the sentences: the function of lesson as the main form of organizing initial training is ..... The didactic structure lesson has the following elements:... Typology and structure of lessons at the initial training result from ... Modern teachers needs to take care of an emotional background of lesson because.... School of the first level as products of pupils' studies are: ...

3. Make a scheme "Typology of lessons at school of the first level", offer evaluation criteria.

4. Make a bibliography for the topic "Organizing and teaching lessons when implementing the new Ukrainian school concept.

5. Make a terminology dictionary on the topic "Modern lesson at school of the first level."

6. Make a table "Comparative characteristics of lessons in the traditional training model and in the new Ukrainian school concept". Prove the importance of the features chosen to analyze lessons.

7. Pick materials on the topic "Organizing and teaching integrated lessons at the first form" (a report and presentation).

8. Make an intellect map on the topic "Lesson as the main form of primary education", set criteria for self-evaluation and self-esteem of the work.

9. Write an annotation for the educational-methodical manual “Teacher helper”.

10. Make lesson effectiveness criteria at school of the first level using the new Ukrainian school concept.

#### Process-activity component

1. Watch a video of a Ukrainian language lesson in the third grade and analyze the methods of organizing reflexive activity of pupils.

2. Watch a video of a Math lesson in the first grade and identify a pedagogical toolkit to provide an individual educational trajectory of junior pupils.

3. Analyze teacher’s work at different subjects to define pedagogic means used to train reflexive educational components of junior pupils (make a report and conclusions).

4. Determine what actions of junior pupils will show emotional and contextual reflection at lesson.

5. Make advice about forming reflexive components of educational activity of junior pupils.

6. Make 2 tasks of varying difficulty on the topic “Modern lesson at school of the first level” and justify appropriateness of use.

7. During practical training self-analyze and note difficulties of organizing and teaching lessons at the first grade. Define approaches of professional self-development to overcome the difficulties.

#### Reflexive-evaluation component

1. Find out what professional knowledge and skills you should master to make professional reflexion of lesson organization and teaching.

2. Identify difficulties which took place at lesson, find out their reasons and ways of overcoming.

3. Analyze the taught lesson using the methodology of reflexive lesson evaluation (authors Iu. O. Babaian, K. F. Nor).

4. Write a reflexive essay “Preparing and teaching lessons: my achievements and professional tasks”.

In December, 2017 there was a survey of 25 future primary school teachers. The described methodical system was used (branch of knowledge 01 Education, specialty 013 Primary education, educational level *bachelor*, full-time study).

All students pointed out necessity of professional activity reflection by modern educators. The respondents gave the following arguments to this thesis: “an opportunity to effectively realize oneself”, “ensuring self-development of a professional”, “eliminating nervousness and disadvantages of professional activity”, “finding successful solutions to professional difficulties”, “understanding of own internal world and the child’s inner world”. During educational-cognitive activities, the following situations required professional reflection: “making a lesson plan”, “independent study of a certain educational topic”, “solving pedagogical situations at practical training”, “writing course papers and diploma works”, “training for pedagogical knowledge check”. All students pointed out necessity of mastering reflection by junior pupils. The respondents wrote that “it will help junior pupils analyze their mistakes and failures”, “help a junior pupil understand oneself as a person”, “contribute to adequate self-esteem formation”, “will influence creative self-realization of each child in a later life”, “contribute to the formation of students’ constructive attitude to problems in learning and communication”, “junior pupils understand their inner world”.

The survey results indicate that the students are aware of the importance of professional reflection for a modern teacher and show the effectiveness of the work system used when teaching General Pedagogy.

### **Conclusions**

The theoretical analysis of scientific literature on the problem allows to identify professional reflection as a compulsory component of pedagogical activity, which in the New Ukrainian School concept is a mechanism for personal and professional development of students and teachers.



In order to form professional reflection of future primary school teachers when studying General Pedagogy, a methodological system of work that complements theory of vocational and pedagogical training of students at pedagogical EHE was developed and implemented.

According to our observations and the survey results, the developed system of work positively influenced formation of future teachers' motivation and value orientations in terms of mastering professional reflection, understanding priority of developing junior pupil personality and professional self-development, deepening and systematizing the system of psychological-pedagogical knowledge about the essence and mechanisms of implementing personal and professional reflection, promoted expansion of appropriate professional tools, projecting and implementation of own educational trajectories during professional teacher training at EHE.

The practical results may be used by lecturers in class and extracurricular activities when training students for future professional activities, developing training programs and writing course papers and diploma works.

At the modern stage of organizing educational-cognitive activities at pedagogical EHE, certain aspects of professional reflection of future primary school teachers are clearly defined, while others are being developed and experimented. It is important that such reflection activities become a platform for further personal and professional growth of all students and lecturers.

The study does not claim completeness of studying the issue. Problems of theoretical and methodical support of interdisciplinary connections between subjects of the general training cycle to solve the analyzed problem require further scientific studies.

## **References**

1. Babakina O.O., Tolmachova I. M. (2017). Improving training of future primary school teachers to innovative professional activities at the time of secondary education reforms. *Pedagogy and Psychology: SCIENCE AND EDUCATION A NEW DIMENSION* V(52), Issue 113, Budapest, 2017. – P.19–22.

2. Babaian Iu. O., K. F. Nor (2014). Structure of reflexive competence of lecturer. Scientific journal of V. O. Suknomlynsky Mykolaiv National University. Pedagogical sciences, №. 13. – P. 22–26.
3. Hura T. E. (2012) Reflexive environment as a factor of professional competence development of future psychologists at post-graduation education [Electronic resource]. Personality in a unified educational environment: scientific theses of III international forum (Zaporizhzhia, 26-29 April 2012). – Access mode: [http://zoippo.zp.ua/pages/el\\_gurnal/pages/vip7.html](http://zoippo.zp.ua/pages/el_gurnal/pages/vip7.html). – Title from the screen.
4. Kobry O. (2013). Projecting the content of pedagogical courses at higher educational establishments in Ukraine (the 1950s – the beginning of the 21 century). Humanity studios: scientific theses of Ivan Franko DSPU, 27, Drohobych. – P. 4 – 15.
5. Koval' L. V. (2012). Professional training of future teachers in the context of primary education development. Donetsk: LANDON-XXI. – 343 p.
6. Linnik O.O. (2014). A future teacher as a subject of pedagogical interaction: training for work with junior pupils. Kyiv, Slovo. – 304 c.
7. Marusynetz' M. (2015). Pedagogical conditions and means of forming professional reflection of future primary school teachers [Electronic resource]. Mountain school of the Ukrainian Carpathians, Issue 12–13. – P. 196–198. – Access mode: [http://nbuv.gov.ua/UJRN/gsuk\\_2015\\_12-13\\_68](http://nbuv.gov.ua/UJRN/gsuk_2015_12-13_68). – Title from the screen.
8. Myroshnyk O. (2011). Pedagogical reflection as a factor of creative potential of teacher's personality [Electronic resource]. Aesthetics and ethics of pedagogical activity, Issue 2. – P. 47–57. – Access mode: [http://nbuv.gov.ua/UJRN/eepd\\_2011\\_2\\_7](http://nbuv.gov.ua/UJRN/eepd_2011_2_7). – Title from the screen.
9. On Education [Electronic resource] : Law of Ukraine on 05.09.2017. № 2145-VIII. – Access mode : <http://zakon2.rada.gov.ua/laws/card/2145-19> – Title from the screen.
10. Professional pedagogical education : establishment and development of pedagogical knowledge (2014). Zhytomyr: Publishing house: I. Franko ZhSU. – 443 p.

11. Savchenko O. Ia. (2012). Didactics of primary school. Kyiv, Hramota. – 504 p.
12. Fred A. J. Korthagen Making teacher education relevant for practice: the pedagogy of realistic teacher education [Electronic resource] Access mode: [http://orbisscholae.cz/archiv/2011/2011\\_2\\_02.pdf](http://orbisscholae.cz/archiv/2011/2011_2_02.pdf). – Title from the screen.