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ФОРМУВАННЯ ПРОФЕСІЙНИХ КОМПЕТЕНТНОСТЕЙ МАЙБУТНІХ УЧИТЕЛІВ НОВОЇ УКРАЇНСЬКОЇ ШКОЛИ У ПРОЦЕСІ ПЕДАГОГІЧНОЇ ПРАКТИКИ

У статті у процесі аналізу філософської, науково-педагогічної літератури виявлено вимоги Нової української школи до професійної підготовки вчителя, а саме: формування педагога нового типу, необхідність мати добру професійну підготовку, яка залежить від певних якостей особистості, володіти якостями (володіти організаторськими здібностями, бути всебічно розвинутим, володіти оптимізмом, мати любов до життя, розвивати чуйність, гуманно ставитися до людей та творчо мислити). З'ясовано, що сучасний учитель має постійно працювати над собою, швидко вчитися, опановувати нові технології, миттєво змінюватися, щоб відповідати швидкоплинним вимогам суспільства. Він поступово перестає бути джерелом знань, а має навчити молоде покоління організовувати процес засвоєння знань

Мета дослідження полягала у визначенні професійних компетентностей майбутніх учителів Нової української школи під час проходження педагогічної практики. Дослідження здійснювалося у міждисциплінарному просторі гуманітарних дисциплін. Для досягнення поставленої мети було застосовано теоретичні методи дослідження – загальнонаукові: аналіз, синтез, класифікація, зіставлення, порівняння та узагальнення; конкретнонаукові: вивчення нормативно-правових документів щодо підготовки педагогічних кадрів, термінологічний аналіз науково-педагогічної літератури для порівняння різних підходів до розв'язання проблеми дослідження, системно-структурний метод для з'ясування взаємозв'язку та взаємодії структурних елементів педагогічної практики.

В результаті з'ясовано, що до основних професійних компетентностей майбутніх учителів, що формуються у процесі проходження педагогічної практики, належать: здійснення перспективного і поточного планування змісту усіх видів роботи; визначення і реалізація у взаємозв'язку розвиваючих та виховних завдань, використання різноманітних прийомів психолого-педагогічної дії з урахуванням індивідуальних особливостей дітей; обґрунтований вибір і застосування методів, форм і прийомів під час проведення занять. Уперше виявлено, що професійна підготовка майбутнього вчителя Нової української школи повинна бути націлена на формування умінь самостійно вчитися, самовдосконалюватися, адже від нього чекають професіоналізму в діяльності, відповідального та творчого ставлення до своєї праці. Саме в процесі практики виявляються суперечності між наявним і необхідним запасом знань, що виступає рушійним чинником безперервної самоосвіти.

Ключові слова: професійні компетентності, майбутні вчителі, міждисциплінарний простір, педагогічна практика, індивідуальні особливості.

Formulation of the problem. In modern Ukraine, the educational sector is being modernized. As stated in the Concept of the New Ukrainian School, the problem of using internal reserves to increase the effectiveness of student learning is particularly acute. The

State National Program «Education (Ukraine of the XXI Century)» regulates the main ways of reviving the national education system, including: continuous spiritual self-improvement, creative self-realization, satisfaction of needs, improving the professionalism of teachers, forming teachers' ability to respond dynamically to public life. advanced educational technologies.

Modernization of the content of education is an important factor in the development of the education system as a whole, which realizes its new values, provides humanistic orientation, creates preconditions for the development of creative opportunities of teachers, providing a process of renewal of complex, progressive and systemic nature. Modern children live in a dynamic environment that is constantly evolving. Their characteristic features are high emotional sensitivity, mental activity and awareness in most of the available areas of reality. This situation determines the specific requirements for the professional competence of the future teacher – a person on whom the success of student development depends.

Analysis of current research. The role and significance of pedagogical practice in the formation of professional competence of a teacher are revealed in the researches of O. Abdullina, O. Braslavskaya, T. Bilousova, K. Dmitrenko, I. Zyazyun, I. Isayev, N. Kuzmina, I. Makarevich, V. Rozova, V. Slastyonin, A. Kharkiv, E. Shiyonov and others. I. Hrynchenko, T. Dereka, O. Ivashchenko, L. Kapova, T. Karpunets, Yu. Krynin, L. Lysenko, M. Ogienko, O. Khudoliy, G. Cherkas, considered the organization of pedagogical practice of future teachers of humanities. T. Chopyk, B. Shiyon and others.

The purpose of the study was to determine the professional competencies of future teachers of the New Ukrainian School during pedagogical practice.

Research methods. To achieve this goal, theoretical research methods were used – general scientific: analysis, synthesis, classification, comparison, comparison and generalization; specific scientific: study of legal documents for the training of teachers, terminological analysis of scientific and pedagogical literature to compare different approaches to solving the problem of research, system-structural method to clarify the relationship and interaction of structural elements of pedagogical practice.

Presenting main material

1. Requirements of the New Ukrainian school for teacher training.

The tasks of education reform are of great importance in the professional development of the future teacher of the New Ukrainian School. The concept of "New Ukrainian School" is a qualitatively new target program for the development of general secondary education, which provides for the transformation of content, organization of the educational process, didactic and methodological support, approaches to assessing educational outcomes to strengthen personal orientation of education, its developmental, competence, democratic character (New Ukrainian School, 2016).

The concept declares the continuity of all levels of education and is characterized by extending the period of study in high school, the introduction of competency-based standards, providing opportunities for students to change educational and vocational training, creating a model of general secondary education that combines general secondary education with profession (New Ukrainian School, 2016).

The professional activity of the future teacher of the New Ukrainian School is based on his training as a highly professional specialist who is acquainted with modern world requirements for the educational process, prepared for the organization of students' educational activities as a pedagogical interaction aimed at developing each personality.

The professional competence of a teacher needs constant development and improvement. This issue is especially relevant in the period of activities related to the implementation of the Concept «New Ukrainian School», preparing teachers to work in new conditions.

The formation of a new type of teacher – proactive, thinking, self-critical – is possible only if the approach of higher education to real professional activity. After all, the formation of a teacher, like any specialist, is determined not only by a deep knowledge of the basics of science, but also by the constant improvement of yoga professional skills.

The teacher of the New Ukrainian School needs to have a good professional training, which depends on certain personality traits, in order to perform the main functions well, to justify the public's trust in the upbringing of the younger generation. V.O. Sukhomlinsky emphasized that a teacher must have scientific knowledge in his specialty, know psychology and pedagogy. And also have the basics of pedagogical skills (Budyansky, 2016).

The concept of the New Ukrainian School stipulates that a teacher must have the following basic qualities: love for children, the ability to see in their students young citizens with inexhaustible potential, and so on. Without these features, the teacher can not. After all, he has to communicate daily with children who do not yet have sufficient social experience, do not always act in accordance with established norms and rules, prone to pranks, and so on. The teacher must always be able to restrain himself, not to rush to make ill-considered decisions, especially in an agitated state. Education is a long process. Therefore, the future teacher must have the following qualities:

- organizational skills, ability to work with children's team. The teacher must be able to organize themselves, the pupils for different activities. In the educational process, not only a pair relationship is established: the teacher-student, but the relationship between the teacher and the children's team. The ability to organize a team, work with it - is, on the one hand, the key to the success of educational work, and on the other - the preparation of students for active participation in the coexistence of adults in social groups;

- comprehensive development. Students tend to actively learn about the surrounding reality, want to get answers to many questions. Therefore, in addition to deep knowledge within their discipline, the teacher must have a certain level of knowledge in various fields. And this requires efficiency and self-demand;

- optimism, love of life, sensitivity, humane attitude to people. The work of the teacher is aimed at creating the greatest values on earth - the treasures of the mind and soul;

- creative composition of thinking. The teacher needs to be constantly in creative search.

In addition, education reform in Ukraine is part of the process of upgrading education systems, recognizing the importance of knowledge as a driver of social well-being and progress. These changes concern the creation of new educational standards, updating and revision of curricula, the content of educational and didactic materials, textbooks, forms and methods of teaching.

The future New Ukrainian School teacher needs all these qualities, and this is possible only with a high level of professional competence, the presence of developed professional abilities and competencies.

Competence – awareness in a particular field, a particular issue, authority, full authority in resolving a case, the range of powers (rights, responsibilities) of a particular body or official in accordance with the charter of the institution, organization.

There are the following aspects of professional competence of teachers:

- special (in the field of the subject being taught);
- methodical (in the field of means of forming students' subject competencies);
- psychological and pedagogical (in the field of educational activities);
- autopsychological (reflection in the field of pedagogical activity).

If earlier the education system was aimed at long-term, thorough transfer of knowledge from teachers to students, now the process of knowledge transfer is multi-vector «from everyone and everywhere», and the teacher must become a partner for the student in the formation of key competencies. This is the role assigned to the teacher by the Concept of the New Ukrainian School.

The Concept «New Ukrainian School» proposes the following areas of change:

- new content focused on the formation of key competencies for life;
- pedagogy of partnership, based on mutual respect between all participants in the educational process;

- a motivated teacher who has the necessary qualifications and incentives to become a leader of change;
- focus on the uniqueness of the individual and an individual approach to meeting the needs of each student;
- education on values as an integral part of the educational process;
- changing the structure of the school in order to expand the access of school-age children to quality education;
- school autonomy;
- creating a modern environment that will stimulate the release of creative potential of both students and teachers (New Ukrainian School, 2016).

The modern teacher must constantly work on himself, learn quickly, master new technologies, change instantly to meet the fleeting demands of society. It is gradually ceasing to be a source of knowledge, and should teach the younger generation to organize the process of learning. Therefore, today the Ministry of Education and Science no longer asks, but requires teachers to be open to change.

In addition, among the requirements for professional and personal qualities of future professionals, regulations define motivation, competence, creativity, flexible thinking, responsibility for the results of their own activities and the ability to self-development. The concept of «New Ukrainian School» reveals the main directions of reforming national education, including: modern educational environment, new content and structure, education on values, student orientation and more. Currently, the Concept is implemented in the standard and activities of primary school, a broad public discussion of the standard of general secondary education, and other issues related to the radical renewal of the Ukrainian school.

2. Professional competence of the teacher of the New Ukrainian school: structure, ways of formation

Future educators need to understand that learning is necessary. And the new Law of Ukraine «On Education» (Article 59) states that the professional development of teachers involves continuing self-education, participation in training programs and any other types and forms of professional growth, as well as defines the purpose of education as a priority competence, explains the concept of competence, gives a list of key competencies.

Professional competence – a set of professional knowledge and skills, as well as ways of performing professional activities (Law of Ukraine «On Education», 2017).

Professional competence, according to V.O. Slastyonina is an integral characteristic of business and personal qualities of a specialist, which reflects not only the level of knowledge, skills, experience sufficient to achieve the goals of professional activity, but also the socio-moral position of the individual (Budyansky, 2017).

I. Grishina believes that competence is part of professionalism, and it determines it and relates to it as a category of opportunity and reality. In order for competence as a potential opportunity to lead to effective professional activity, certain objective conditions, renewed motivation, strong-willed efforts and certain updating of the acquired knowledge are necessary. The researcher also notes that competence is not a stable attribute of personality.

The teacher must have all the role components of a professional position:

- * as a citizen – to serve society and the cause to which he gives himself, his experience and abilities;
- * as a master of his craft – to understand the science he teaches, pedagogy and psychology of teaching and education, to raise to the standard, the model of the future profession of students;
- * as an organizer – to intensify the diverse activities of students;
- * as a scientist – to show extreme enthusiasm for their academic discipline, to organize research activities of students;
- * as an experimenter and innovator – to improve teaching methods in higher education, to master innovative learning technologies, etc.

This requires a restructuring of the «self-concept» of the teacher, the presence of his internal consent to the need for change, awareness of their own professional and personal development as a value and vital need (Bykova, 2016).

The document also states that advanced training can be carried out in different types (educational program, internship, participation in certification programs, trainings, seminars, workshops, seminars-meetings, training seminars, webinars, workshops, etc.) and in various forms (institutional, dual, in the workplace (at work), etc.). The main ways of forming professional competence are identified:

- formation of educational environment or professional interaction, ie participation in collective and group innovative forms: cooperation in creative groups, research activities, trainings, participation in chats and / or forums;

- formation of a flexible system of continuing education of the future teacher: an innovative approach of the future teacher to improving the level of professional competence; self-educational activity of the future teacher, self-development, search of ways of professional self-realization, realization of continuous training;

- purposeful systematic work, drawing up a creative portfolio – a collection of own interesting techniques, findings for the lesson, own visual aids, didactic materials, productive innovative technologies, etc.;

- creation of information and educational space and readiness for innovative activity: approbation of modern concepts, educational technologies of training and education.

However, it should be noted that currently the problem of forming professional competence during the period of students' pedagogical practice has not been studied. Consideration of this problem will enrich the theory of professional competence of students. The democratic changes taking place in the country have led to the search for effective ways to transform various aspects of society, its social institutions, including the higher education system. The higher school focuses in its development on high-quality training of a specialist that corresponds to the changes taking place in the labor market. Today, one of the tasks of the higher pedagogical school is to train a competent, flexible, competitive specialist to work in a dynamically changing school, able to independently and creatively solve professional problems.

General patterns of formation of professional competence of a teacher are analyzed in the works of O. Abdulina, Y. Babansky. Conceptual provisions for the education of pedagogical culture of the teacher were developed by O. Bondarevskaya.

Problems of studying professionally significant qualities of a teacher are considered in the works of T. Belousova, N. Kuzmina, Y. Kulyutkin.

The creative nature of the teacher's activity and his influence on the results of teaching and education are revealed in the researches of A. Sbrueva, M. Lazarev, I. Protsenko, O. Kozlova, and others. studied the issues of professional self-improvement and self-education of teachers.

Skyba O., Kovalenko S. in their works considered the peculiarities of professional activity parameters related to the physiological characteristics of the future teacher.

Pedagogical communication as one of the components of professional pedagogical activity was studied in the works of M. Bykova, D. Budyansky; studied the psychological side of the teacher: the natural prerequisites of the teaching profession, typology, professional orientation, features of pedagogical thinking, motivational motivations, emotional stability and other psychological features.

The influence of methodical and didactic teacher training on the formation of his professional competence was studied by Yu. Babansky, V. Slastyonin and others.

Of particular importance in the works of domestic scientists is the problem of preparing students for teaching. V. Slastyonin's research, aimed at developing the professional competencies of future teachers, made it possible to anticipate specific ways, means, operations and criteria for professional training of students and improve the program of formation of future specialists.

V. Khan-Kalik researched the professional knowledge, skills necessary for students, methods of their formation in the process of studying in the Free Economic Zone and in the process of passing pedagogical practice by students.

The fundamental basis of the educational paradigm based on the abilities of the specialist to practical professional actions is the competence approach.

The main functions of the teacher's professional competence are epistemological, constructive, organizational, communicative, research and reflexive.

The epistemological function is aimed at understanding the pedagogical process as an object of construction; study of specific pedagogical technologies; awareness of the basic ideas of pedagogy and psychology; awareness of the teacher of himself, his individual psychological characteristics in professional activities; the ability to research, systematically describe and explain emerging problems from the standpoint of modern science.

The constructive function is aimed at planning and building the pedagogical process, selection and composition of educational material, planning their actions and the actions of students, designing the educational and material base of the pedagogical process.

The organizational function is aimed at involving students in various activities, creating a team and organizing joint activities.

The communicative function is aimed at establishing pedagogically appropriate relations of the teacher with students, colleagues, members of the public, parents.

The implementation of the research function requires from the teacher a scientific approach to pedagogical phenomena, possession of heuristic search skills and methods of scientific and pedagogical research, including analysis of their own experience and the experience of other teachers. The function of reflection provides a teacher's understanding of the basics of their activities, during which the assessment and reassessment of their abilities, mistakes and opportunities.

On the basis of the allocated functions the structural components of professional competence of the teacher are defined.

The motivational component includes a system of motives that express a conscious motivation for the teacher, and in the structure of professional competence of the teacher characterizes the professional readiness of the teacher to implement pedagogical tasks.

The cognitive component implies the presence of a set of psychological and pedagogical knowledge, special knowledge of the subject and methods of its teaching.

The activity component is expressed in the skills, abilities and abilities of the person.

The component of reflection involves the teacher's understanding of the basics of their activities, during which the assessment and reassessment of their abilities, professional actions.

Changing modern educational goals, the competency approach sets new guidelines in the content and results of education.

In the educational process, the priority is not the formation of certain knowledge, skills and abilities, but the integration of knowledge and practical experience as the basis of the graduate's ability to use the knowledge and experience gained during training in solving professional problems, excluding their opposition.

General cultural competencies form the basis for ensuring the quality of training and their successful implementation in various fields of activity, including those not related to the qualifications obtained in the institution of the higher world.

Professional competencies reflect the specific abilities, knowledge and skills specific to this professional field, which further enable the graduate to independently analyze and successfully solve professional problems, production tasks and problem situations.

Conclusions and prospects for further scientific research. Professional the training of the future teacher of the New Ukrainian School should be aimed at the formation of skills to learn independently, self-improvement, because he is expected to be professional in activities, responsible and creative attitude to their work. It is in the process

of practice that contradictions between the available and necessary stock of knowledge are revealed, which acts as a driving factor of continuous self-education.

Pedagogical practice is a necessary component of training highly qualified competent specialists. Its conducting depends on the following important factors:

- 1) the quality of educational and methodological support of practice;
- 2) the level of skills and abilities formed in students-interns, their application of methods of teaching professionally oriented disciplines in the professional field;
- 3) involvement of students in psychological and pedagogical research;
- 4) assistance of mentors in the adaptation of students to the conditions of professional activity during the internship;
- 5) systematic control and objectivity of evaluation of practice results.

Further research is needed on a comparative analysis of the formation of professional competence of future teachers in the process of pedagogical practice with the practical training of future teachers in the countries of the European Union.

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FORMATION OF PROFESSIONAL COMPETENCIES OF FUTURE TEACHERS OF THE NEW UKRAINIAN SCHOOL IN THE PROCESS OF PEDAGOGICAL PRACTICE

The article in the process of analysis of philosophical, scientific and pedagogical literature reveals the requirements of the New Ukrainian school for teacher training, namely: the formation of a new type of teacher, the need to have good training, which depends on certain personality traits, possess qualities (have organizational skills, be fully developed, optimistic, have a love of life, develop sensitivity, treat people humanely and think creatively). It has been found that the modern teacher must constantly work on himself, learn quickly, master new technologies, change instantly to meet the fleeting demands of society. It is gradually ceasing to be a source of knowledge, and should teach the younger generation to organize the process of learning

The purpose of the study was to determine the professional competencies of future teachers of the New Ukrainian School during pedagogical practice. The research was carried out in the interdisciplinary space of humanities. To achieve this goal, theoretical research methods were used – general scientific: analysis, synthesis, classification, comparison, comparison and generalization; specific scientific: study of legal documents for the training of teachers, terminological analysis of scientific and pedagogical literature to compare different approaches to solving the problem of research, system-structural method to clarify the relationship and interaction of structural elements of pedagogical practice.

As a result, it was found that the main professional competencies of future teachers, which are formed in the process of pedagogical practice, include: the implementation of long-term and current planning of the content of all types of work; definition and realization in interrelation of developing and educational tasks, use of various receptions

of psychological and pedagogical action taking into account individual features of children; reasonable choice and application of methods, forms and techniques during classes. It was revealed for the first time that the professional training of future teachers of the New Ukrainian School should be aimed at developing the ability to learn independently, self-improvement, because he is expected to be professional in his activities, responsible and creative attitude to his work. It is in the process of practice that contradictions between the available and necessary stock of knowledge are revealed, which acts as a driving factor of continuous self-education.

Key words: *professional competencies, future teachers, interdisciplinary space, pedagogical practice, individual features.*