

UDC 378.14

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**TRAINING OF FUTURE TEACHERS TO THE WORK IN PRIMARY SCHOOL IN RURAL AREA**

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**Abstract.** *This article outlines the main directions of research on primary education in rural areas. The results of studies on the preparation of teachers to the educational process in primary schools in rural areas in national educational research were analyzed.*

**Keywords:** primary school in rural area; training of future primary school teachers.

**1. Introduction**

Rural Primary School holds a special place in the educational environment of rural society. It is an important step in a large unit of the education system in Ukraine. With the optimization of secondary schools it attracts special attention of society.

**2. Analysis of studies and publications**

The problem of the rural school is the subject of theoretical analysis of philosophers, educators, and psychologists. An important contribution to the development of the theory and practice of the educational process in rural schools have been done by classical teachers K.D. Ushynsky, A.A. Dukhnovych, P.P. Blonsky, Ye.T. Shatsky and others. Theoretical generalization of their own experience in rural schools was performed by V.O. Sukhomlynsky, O.A. Zakharenko, I.T. Tkachenko. The problems of operation of rural schools are reflected in the studies of O.Ya. Savchenko, G.F. Suvorova, N.I. Prysiazhnyuk, L.A. Prysiazhnyuk [2009], V.G. Kuzya, O.M. Kobernyk, V.V. Meleshko, I.G. Osadchy, N.M. Manzheliy [1995], N.V. Kasyarum, V.M. Korol, A.I. Kuzmynsky, L.I. Prokopenko and others.

Scientific studies highlighted the following problems of rural schools:

– Philosophical foundations of modernization of modern rural schools (M.I. Romanenko);

– Historical aspects of the development of rural primary schools (Yu.M. Bahno (socio-cultural components of the educational process in rural primary schools in Ukraine (1920s – early 1930s), G.M. Shchuka (problems of the development of rural schools in Ukrainian pedagogical press in 1950-80s), Ya.I. Mandryk (rural school of the Soviet Ukraine in early 1930s (according to periodicals), S.V. Kryvonis (moral education of high school students in rural schools in Ukraine (1980-90s);

– Issues of improvement of the management of rural schools (L.V. Budiak (reform of an educational institution as a socio-cultural factor in the transformation of rural communities), G.I. Osadchy (theory and practice of aimed development of secondary education system in rural areas), V.V. Meleshko (management of small primary schools of different structure), M.V. Nabok (organizational, legal and financial management problems of rural schools' management);

– Ways of educational process improvement in a rural school (O.M. Kobernyk (organization of student life in rural schools); N.V. Kovalenko (formation of self-education competencies of primary school students in rural areas); N.O. Komisarenko (creative self-realization of students in rural school extracurricular activities), N.I. Shyyan (didactic principles of specialized education in a secondary school in rural areas); A.A. Pinsky (improvement of the educational process in rural schools); G.I. Ivanyuk (social and educational prerequisites of the development of rural schools in Ukraine);

– Functioning of various types of rural primary schools (V.G. Kuz (pedagogical foundations of the educational process in the “school kindergarten” system); N.M. Manzheliy (pedagogical conditions of the rural educational “school – kindergarten” systems);

– Preparation of university students to work in a rural primary school (L.A. Prysiazhnyuk (training of primary school teachers to organize collective forms of students small class rural schools), O.N. Pobirchenko (preparing future teachers to the profession activities in rural primary school conditions).

The **purpose** of the article is to reveal key aspects of the training of teachers to the educational process in primary schools in rural areas in national educational research.

### 3. The presentation of the main material

In national pedagogical literature the training of university students to work in rural elementary schools was examined in the following areas:

1) the training of teachers to address specific issues of the educational process, administrative activity in conditions of: a) a comprehensive school of the first degree and b) an educational “elementary school – kindergarten” association;

2) the training of university students to ensure continuity in the “kindergarten – primary school” association.

The issue of training of primary school teachers for teaching interaction in the educational environment of the school of the first degree is reflected in the dissertation by O.V. Matviyenko. The author identified such interaction structure of future teachers, which contains four areas of action: business communication, activity, area of relationships, cognitive and values-based [Matviyenko 2010, p. 34].

The training of teachers to local history work in rural schools is considered in the thesis by T.N. Mishchenko [2001]. She says the management of local history work in small rural schools can be successful if teachers are familiar with the peculiarities of local history. Agricultural environment, natural environment, customs and traditions of people living in rural areas have a significant impact on this work's content.

The following conditions contribute to the efficient training of teachers to local history work: local history focus of teaching pedagogical subjects of interdisciplinary connections and special psychological, educational courses, systematization, enhancing, expanding regional studies and pedagogical knowledge and skills of university students [Mishchenko 2001, p. 13].

O.A. Bida [2003] developed a methodical system of future teachers training to implement natural science education in primary schools to implement natural science education in elementary school, which includes the target, semantic, operational and aim-adjusting components. In the semantic component a leading role to the methods of teaching science and agricultural labor is given. At the same time a significant contribution to the training of teachers to implement natural science education in primary school has other courses fundamental, courses of psycho-pedagogical cycle as well as humanities and socio-economic classes. In particular, the content of the fundamental disciplines is understood as the

process of convergence and the combination of parts into a whole. That is the content is the system, the basic principles of which are integrity that provide a connection between the phenomena and processes that occur in nature, focus on the formation of future teachers' knowledge about the integrity of naturalistic world view. Psycho-pedagogical courses are considered, on the one hand, as a means to the overall development of university students, and on the other hand – as the basis for their further activities aimed at development of a pupil [Matviyenko 2010].

The issue of the teachers training to national education elementary school students, including rural schools, is highlighted in the thesis by S.M. Parshuk [2006]. She focused on such pedagogical conditions of readiness of students as the knowledge updating national focus, providing interdisciplinary and intercycle connections in teaching psycho-pedagogical and professional courses, the organic unity of the components of the educational process of university students: semantic that adequately reflects the specific national education as a managed educational system; operational, which equips the students with practical skills and abilities regarding the instruction of national primary school pupils; value-based, which stimulates yourself as a professional, generates adequate appreciable-regulatory activities of pupils [Matviyenko 2010, p. 16].

The reform of the education system, Ukraine's joining the Bologna process, the implementation of the “life-long education” formula depends on the willingness of teachers to implement innovative educational strategies. The researchers consider the introduction of modern educational technology as the innovation in professional educational activities.

The training of future teachers to use technology in general education elementary school was developed in the dissertation by L.V. Koval. She believes that in the process of technological preparation of high school students it is needed to learn a set of general educational technologies: the organization of educational interaction between teachers and students, forming general educational skills of younger students, the organization of differentiated learning, project learning activities, game-learning activities and gradual assimilation of learning material by students.

The use of these techniques allows future teachers to fully implement the State standards of universal primary education and thus to form the

subject and interdisciplinary competence of university students. The author defines the conditions of technological training, in particular, as “university instructor's ability to work in an innovative educational environment; implementation of contextual learning, mastering algorithms of usage of general educational technologies of elementary education; didactic and methodological consistent with the training requirements of technological learning process of primary school teachers in universities” [Koval 2009, p. 132]

The problem of forming the readiness of a future teacher to learner-centered learning has become the subject of scientific study of many researchers (R. Bart, I. Bekh, I. Zyazyun, S. Kulnevych, O. Piekhota, V. Serikov, O. Savchenko, A. Staryeva, Ye. Stepanov, O. Piekhota, S. Podmazin, M. Chobitko, Yu. Shapoval, I. Yakymanska and others).

In the dissertational research by Yu. Shapoval the pedagogical conditions of teachers readiness to learner-centered teaching of primary school children are explained:

a) the training of university students on the basis of technological approach;

b) the holistic nature of the training, which involves the formation of future teachers' functional and personal components of readiness;

c) the orientation of future teachers training to the development of their personality oriented subjects as younger pupils, which is achieved through subject-subject oriented interaction between participants of the educational process, individualization of student learning, providing conditions for their professional and personal fulfillment [Shapoval 2007, p. 11–12].

S.M. Martynenko in her book “Diagnostic activity of a future primary school teacher: theory and practice” reveals the formation of the readiness of future teachers for diagnostic work. She notes that “the content and nature of the diagnostic work of teachers is to establish information that enables him to solve a problem, to develop criteria for analyzing pedagogical situations, to solve educational problems, to define the search area pedagogical solutions and their constructive development, to regulate the actions of pupils and assess the results of pedagogical interaction” [Martynenko 2008, p. 71].

Diagnostic work performs an information function and thereby provides feedback between a teacher and a pupil, which allows to determine the child's adaptation to school, formation of cognitive interests, level of learning, the speed of formation of learning skills, availability of difficulties.

S.M. Martynenko attributes updating *vita gene* of experience, creating intellectual background of classes, systems of educational tasks, formation of cognitive actions, theoretical knowledge and practical skills to pedagogical tools of the training of future teachers of primary school to diagnostic work [Martynenko 2008, p. 250].

The process of university students for future work in the elementary school will be more effective, says P.M. Husak, if it is differentiated. The differentiation of the learning process involves solving a system of working with differentiated tasks that are classified by the level of difficulty of the content, by variability procedural side, by nature of the learning of university students. To differentiate the learning process it is necessary to structure the teaching material of a discipline based on selection of content items, learning which ensures consideration of individual typological characteristics of university students.

Thematic unit of the educational process is the module that decomposes into logical content blocks (subjects, sections). The module includes a full list of teaching concepts that define the main essence of didactic training. Fluctuating is the semantic description of modules, which manifests itself in the number of units of each module and in the depth and breadth of their disclosure. Each module ends with a control exercise, which involves solving multi-level differentiated tasks. Transition to the learning of the next module becomes possible only after the successful learning of the previous one.

Differentiated teaching of university students with different typological characteristics involves the use of individual learning styles. “Individual learning styles is defined by us as conditioned by typological features system of methods of university students who achieve the best result” [Husak 1999, p. 30]. Individual learning style of a student shows his individual learning path that ensures each student to accumulate the knowledge and skills to the limits of his capabilities. It provides independent selection of educational material by students, gives an opportunity to determine their level of training, and how to further improve the knowledge.

The research by D.I. Pashchenko [2006] disclosed the training of teachers to humanistic education of primary school pupils. The paper defined the content and the structural components of the humanitarian and educational culture of a primary school teacher, the professional qualities of a teacher to carry out the grand humanistic mission, in particular, “love

toward children, calling for a teaching profession, high morals, tact, fairness, communicativeness, emotional sincerity, intellectual wealth, the ability to predict pedagogical situation and the consequences of teaching actions, craftsmanship, ability to skillfully coordinate the efforts of schools and families, teaching optimism, etc.” [Pashchenko 2006, p. 28]

The author examines the formation of readiness of future primary school teachers to humanistic education of pupils in the relationship of the following three components: educational and upbringing work, the influence of a teacher as an individual. In the process of readiness formation to humanistic upbringing code of national consciousness and a model of a teacher-humanist of a primary school is used, which displays the motivation, content and effective procedural and operational scope of his professional activities.

I.D. Pashchenko [2006, p. 42] identified the following organizational and pedagogical conditions that increase the humanistic orientation training of primary school teachers:

- selection of emotionally rich informational sources recommended to students for the seminars preparation;
- compliance with the code of national identity;
- organic combination of national and civic education;
- university students' familiarity with the heritage of outstanding educators and with the experience of creative teachers;
- preparation of university students for humanistic communication with pupils and their parents;
- promoting associations of pupils in voluntary groups that regularly do charitable activities for children in orphanages, single elderly people, people with disabilities.

The training of primary school teachers to organize collective forms of pupils in small rural schools is examined in the study by L.A. Prysiashnyuk [2009]. Given that small rural primary schools by its structure is an association of children of different age in grades 1-4, the author focuses on the psychological and pedagogical features of collective forms of pupils in different age groups. In particular, the need to define a collective entity on the basis of the collective work (a pair, a group, a class in general); the optimal choice of the way of collective activity in accordance to its structural elements, organization of collective

activity in accordance with its structural elements, creating emotionally favorable relationships applying an interage approach. These features form the basis for developing the content for training of teachers to the defined activity.

L.A. Prysiashnyuk [2009, p. 10] singled out and substantiated pedagogical conditions for training of primary school teachers to organize collective forms of pupils in rural schools: professionalization of primary school teachers' teaching on the basis of semantic-contextual approach; axiological provision of application of collective forms of work in their future careers; stimulating above situational activity of a future teacher of a small rural school, the formation of students' skills in reflective analysis of their own educational projects of pupil interaction.

In his thesis A.M. Pobirchenko [2011, p. 9] has made an attempt to describe the peculiarities of the training of future teachers to the profession in a rural elementary school. In particular, there the following pedagogical conditions for the preparation of teachers to conditions of a rural primary school have been defined:

- a) stimulation future teachers' emotional and value-based personal attitude to the profession in a rural primary school;
- b) encouraging educational training of future primary school teachers;
- c) improvement of the technological aspects of mastering practical skills of the organization of the educational process in rural primary schools;
- d) formation of professional personal qualities for successful work in a rural primary school.

A rural primary school education is characterized by diverse nature. Starting from 1978 initially in Khmelnytsky region and then in other regions of Ukraine the educational complexes “school – kindergarten,” which were designed to solve the problems such as the strengthening of a rural primary school, to solve the problem of education of preschoolers in small villages, to save small villages from extinction have been established.

In research studies by V.G. Kuz [2000], M.N. Manzheliy [1995], L.O. Fedorovych, D.I. Strunnikova and others pedagogical basis of functioning of educational teaching complexes “school – kindergarten” were examined.

V.G. Kuz considers the following starting positions in the educational complex “school – kindergarten”:

- modern democratic society needs educated, healthy people;

- objective basis for identity formation is family education, rules and traditions that exist in rural areas, and social life, a way of life;
- interage relationship;
- taking into account the characteristics of rural schools (small size, contacts between all team member) and rural areas (outdoor lifestyle of all villagers, organic unity with nature, more human relationships among villagers);
- involvement in educational activities, except children, their parents, all residents;
- educational complex “school – kindergarten” appears as the first unit in the system of continuous education and training;
- expanding the functions of the complex “school – kindergarten” through the formation of a new direction in this educational establishment “kindergarten – school – family” [Kuz 2000, p. 8–10].

He identifies specific characteristics of the educational complex “school – kindergarten” that distinguishes it from other educational institutions:

- a) the presence of two subsystems – school and preschool;
- b) educational relationships become more diverse;
- c) continuity in the preschool group and primary school; and d) a set of “school – kindergarten” is a center of educational work in rural areas [Prysiashnyuk 2009, p. 12–14].

N.M. Manzheliy in the thesis “Pedagogical conditions of the rural educational systems “school – kindergarten” indicates that “preschooler that attended “school – kindergarten,” are different from children who were educated at home, by the level of intellectual and physical development. They are more prepared for school: know how to behave in class, during recession, are friendlier, more sociable, have skills of basic types of learning activities” [Manzheliy 1995, p. 65].

#### 4. Conclusions

Analysis of national scientists says that some aspects of training of university students to the educational process in primary school in rural areas are reflected in pedagogical theory. However, a systematic study of this problem was not carried out. Therefore, in the long term it is reasonable to study the system of training of teachers to work in primary schools in rural areas.

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Received 8 October 2013.

### **З.М. Онишків. Підготовка майбутніх учителів до роботи в початковій школі сільської місцевості**

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Окреслено основні напрями дослідження проблеми роботи початкової школи сільської місцевості. Проаналізовано результати педагогічних досліджень проблеми підготовки майбутніх учителів до організації навчально-виховного процесу в початковій школі сільської місцевості.

**Ключові слова:** підготовка майбутніх учителів початкових класів; початкова школа сільської місцевості.

### **З.М. Онышкив. Подготовка будущих учителей к работе в начальной школе сельской местности**

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Рассмотрены основные направления исследования проблемы работы начальной школы сельской местности. Сделан анализ результатов педагогических исследований проблемы подготовки будущих учителей к организации учебно-воспитательного процесса в начальной школе сельской местности.

**Ключевые слова:** начальная школа сельской местности; подготовка будущих учителей начальных классов.

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