

UDC 378.016:378.22(07)  
DOI: 10.52534/msu-pp.7(3).2021.118-125

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## Combination of Conventional and Innovative Methods of Teaching Healthcare Disciplines in the Training of Future Teachers

### Article's History:

Received: 20.05.2021

Revised: 25.06.2021

Accepted: 15.08.2021

### Suggested Citation:

Kravchenko, L.V. (2021). Combination of conventional and innovative methods of teaching healthcare disciplines in the training of future teachers. *Scientific Bulletin of Mukachevo State University. Series "Pedagogy and Psychology"*, 7(3), 118-125.

**Abstract.** The relevance of the study is explained by the need to develop a modern system of teaching healthcare disciplines in the training of future teachers, using a combination of conventional and innovative teaching methods. In this regard, this study aims to identify the main factors influencing the quality of education of future teachers, to cover the methods of modernisation and control of curricula in healthcare disciplines, to describe the main aspects of professional teacher development, to predict and substantiate the possible consequences of conventional and innovative methods of teaching healthcare disciplines in the training of future teachers for the education system and society in general. The leading method to study this issue was the systems analysis, which can be used to investigate the combination of conventional and innovative methods of teaching healthcare disciplines in the training of future teachers. In addition, this study involved the following research methods: the method of logical analysis, comparative method, methods of synthesis and deduction, the method of classification. The study included the analysis results, identified the main factors influencing the quality of education of future teachers and methods of modernisation and control of curricula in healthcare disciplines, described the main aspects of professional and successful teacher's development, predicted, and substantiated the possible consequences of conventional and innovative methods of teaching healthcare disciplines in the training of future teachers. The results are presented in the form of tables and figures. The materials of the study are of practical value for teachers and students of pedagogical higher educational institutions, employees of the Ministry of Science and Education of Ukraine, public activists

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**Keywords:** schooling, teacher training, teaching quality, mentoring

## INTRODUCTION

Given that there is no consensus in the world on the content and structure of teacher training, there is a necessity to discuss in detail the combination of conventional and innovative methods of teaching healthcare disciplines in the training of future teachers and the need to introduce innovative training programmes from the point of view of students. Thus, this discussion is intended to evoke a new discourse and help reevaluate existing discourse in the training of future educators. The main focus of the analysis is aimed at determining the prospects for using combined innovative and conventional methods of mastering the future profession during the educational process of students of pedagogical specialities. This can provide solutions to the issues associated with the shortage of teachers and the

growing distance between the world of teachers and their students [1].

Over the years, changes in the teaching style are becoming increasingly noticeable. Unlike memorising information and the same old recitation practice, interactive teaching methods have now been introduced, and positive results can be observed. Such education reform implies a completely different approach to teaching and learning, as modern teaching methods encourage teachers not to treat all students equally, understand their needs and respond to them. Instead of focusing on conventional lectures, modern teaching methods focus more on surveys, demonstration, explanation, practical methods, collaboration methods, and are more dependent on practical activities (Eduvoice).

A culture of combining conventional and innovative teaching methods is established among teachers and students.

Changes in the field of education require new approaches to the educational process. These requirements relate to the development of teachers by acquiring skills that will facilitate teaching new generations more effectively. Modern education provides for the existence of well-trained teachers from a professional standpoint, in a specialised discipline and in the psychological and pedagogical, methodological spheres of knowledge. A modern teacher, starting from the initial phase of training, should also be endowed with such competencies that will comprehensively assist during educational activities. Currently, a growing number of educational programmes involve the integration of specialised teacher training based on the statement that a good specialist is also a good teacher. The role of universities in teacher training is constantly increasing due to the provision of programmes by faculties supported by mentoring in the field of teaching [2]. Ensuring the quality of education is quite an important goal and has a strong political impact on society; labour force training has long been defined as a means to achieve this goal [3].

With the advent of the new millennium, interest in the continuous professional development of teachers is deepening all over the world, and society is beginning to recognise that teachers are the key agents in educational reforms. There is a need for professional teachers and effective professional development programmes, so these aspects of the educational process should be improved qualitatively to enhance the students' learning outcomes, which will correspond to the modern world, the greatest value in which is knowledge [4]. Over the past two decades, education in the field of pedagogy has made a huge leap, providing previously unattainable quality. Education is one of the most powerful means of human development; the environment or culture in which a person receives education determines their future achievements and career path. Favourable circumstances, the atmosphere of science and modern methods of educating future teachers will contribute to the training of professional and inspired teachers who will reformulate the term "school", since it is currently very broad and its meaning is not limited to physical boundaries, on the contrary, it is rather a notion. This term generally represents an organisational culture, the quality of which is the basis for its evaluation [5].

It is important to note that teachers play a crucial role in student behaviour. The success of each student mainly depends on the teachers' abilities, since they teach children not only one specialised subject but also act as a moral compass and ethical guide [6].

## MATERIALS AND METHODS

The primary method in this study is a systems analysis, which was applied to examine the combination of conventional and innovative methods of teaching healthcare disciplines in the training of future teachers. Moreover, in the course of the

research, such methods were used as logical analysis, comparative, synthesis, deduction, classification.

Systems analysis was used for a detailed consideration of the object of research as a system with many interrelated and interacting elements. The result of the systems analysis in this study was presented as a scheme of elements that affect the quality of teacher training. The logical analysis allowed reproducing the development of a complex system or object by means of theoretical analysis. It was used for a deeper understanding of the essence of the modern educational system, its establishment and development. A comparison is a method by which two or more objects are collated. The objects for comparison can be phenomena, ideas, and results of the research. The comparative method allows identifying common and different aspects for further classification and typology. In this article, the comparative method was used to compare conventional and innovative methods of educating future teachers of healthcare disciplines to identify the most effective one.

The synthesis method is a way of assembling the whole from the functional parts, providing insights into the relationships between the components of the subject matter. This method organised information about the impact of different teaching methods of future students on each other. The deduction is a research method that transforms knowledge of processes and phenomena from general provisions to private and individual judgements. In this study, the deduction is characterised by an ascent from the abstract to the specific. It was applied to describe the establishment and development of future teachers of healthcare disciplines using conventional and innovative teaching methods. The classification is a general scientific method for knowledge systematisation, which is aimed at organising a certain set of studied objects of various fields, knowledge, and activities into a system of subordinate groups, according to which these objects are distributed based on their similarity in certain essential properties. Such a method was applied to distinguish in the category the structure of ensuring the quality of education, theoretical and practical parameters for evaluating the quality of education, the components of ensuring the proper number and quality of teachers of healthcare specialities in Ukraine.

In the course of the research, a theoretical analysis of recent scientific publications was also conducted. Researchers in the field of pedagogy frequently consider and study issues related to the combination of conventional and innovative methods of teaching healthcare disciplines in the training of future teachers. In recent years, foreign and Ukrainian researchers have been exploring the issues and ways of improving their studies on the development and support of modern combined teaching methods for future teachers. The value of this study is determined by a positive estimation of content validity. Due to the fact that the level of conformity of the methodology meets expectations, the study has an obvious validity.

## RESULTS AND DISCUSSION

Conventional teaching methods include lectures, various evaluation methods (practical and laboratory works, examination), seminars, and colloquiums. Innovative teaching methods include more interactive activities in the classroom (working in groups, role-playing games, discussions), involving information technologies in the learning process, and practical exercises.

To ensure a balance between conventional and innovative teaching methods, it is necessary to involve a

system for evaluating the quality of education at the level of an educational institution that practices a combination of conventional and innovative methods of teaching healthcare disciplines in the training of future teachers and at the state level (Table 1). In this way, it will be possible to achieve a balance between the initiative of teachers in implementing innovative teaching methods and the students' outcomes, as well as to identify the most effective teaching structure.

**Table 1.** Structure of the quality assurance system of higher education at the state level and at the level of an educational institution

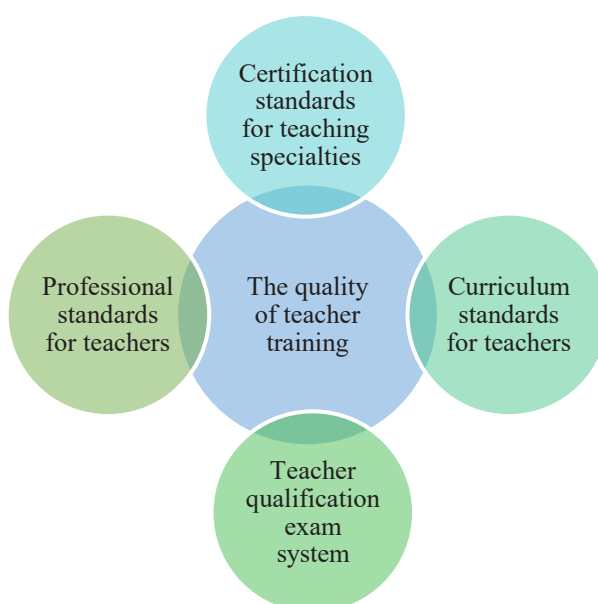
	Administration	Evaluation	Management
At the state level	Government	External agencies for evaluating the quality of education	Colleges and universities
At the level of an educational institution	Departments of educational affairs	Quality assurance departments	Academic administrations

A comprehensive evaluation of the quality of educating future teachers should include not only testing theoretical knowledge (monitoring and certification) but also practical tasks (interview, practice, internship) (Table 2) [7].

The quality of training a teacher of healthcare disciplines consists of following the standards of the speciality, the corresponding curriculum, the exam, and compliance of the future teacher with professional standards (Fig. 1).

**Table 2.** Parameters for evaluating the quality of training future teachers of healthcare disciplines

Evaluation	Required qualifications	Theoretical task	Practical task
High	Certification that the quality of training exceeds the standards	Training in professional courses	Educational internships
Average	Certification that the quality of training meets the standards	Written test to confirm the teacher's qualifications	Educational practice
Low	Monitoring of the main conditions of activity in an educational institution	Written test to confirm the teacher's qualifications	Interview to confirm the teacher's qualifications



**Figure 1.** Factors affecting the quality of training future teachers of healthcare disciplines

Hence, the combination of conventional and innovative methods of training future teachers will impact only one component in the development of a successful teacher, namely the standards of the curriculum for teachers. Since the main motive of the educational system should be to improve the quality of education in Ukraine, it is necessary to pay attention to the development of other factors influencing the quality of teacher training.

Improving the certification standards of teaching-related specialities should include continuous analysis and advancement of standards according to the methods for monitoring teachers' performance. The system of the teacher's qualification exam should also be changed in accordance with the currently accepted teaching methodology and up-to-date information on the subject of teaching. Exams for teachers should not include outdated and irrelevant questions. Professional standards for teachers should be regularly reviewed and upgraded in accordance with current data on pedagogy and child psychology.

In addition, the regulation of supply and demand in the labour market in the field of education works in the same way as in other fields. The level of supply of teachers is regulated by the state through the state order and private investors; the training of specialists is offered by state and private higher educational institutions; it is possible to evaluate the result of the performed work by monitoring the demand for specialists in the labour market. Thus, by improving the quality of training for future teachers, demand for young specialists will grow. This will help to increase the prestige of the profession, and, in perspective, the level of remuneration.

The most effective way to build the educational process of future teachers is to ensure that educational technologies are presented in a variety of ways during training. Illustrative material is notably better than the classic, conventional one. Using visual techniques (whiteboards, projector videos, slides) will be considerably more effective, and will also help students achieve academic success. When analysing the course outcomes, the validity of the knowledge acquired by students is monitored or determined based on the information collected. The knowledge gained by a future teacher of healthcare disciplines is managed through monitoring and analysis. The provision of information in the organisation of creative activities involves a certain level of a management system. In the learning process, system and logic should be preserved, complementing and enriching the training sessions with innovative teaching methods. Pedagogical technology provides more effective opportunities for future teachers to collect information and use it effectively in the educational process while developing research and creative abilities [8].

Teacher training programmes, among other things, should focus on reflection as an important aspect of teacher's development. Moreover, teachers should have the skills to critically analyse not only their own experience but also the experience of others; have the skill of observation, adopt pedagogical knowledge through conversations with

experienced teachers. Taking time to think carefully about their own actions and critically examine the impact of their own behaviour encourages teachers to be wary of the consequences of their actions for students, and therefore these critical reflections can be seen as a sign of professional competence. Thinking about the teaching experience can improve the learning process and encourage teachers to make the most rational decisions, strengthen the teacher's self-efficacy and identity, and create more qualified, skilled, and generally better teachers. Previous studies of teacher effectiveness have shown that there is a strong link between critical reflection and effective teaching [9].

The experience of becoming a teacher involves working with internal self-esteem, self-observation, and external evaluation by others. Reducing the discrepancy between these indicators is desirable, as it brings the teacher closer to the behavioural targets and makes the learning process easier and more enjoyable for all participants. The process by which these discrepancies are reduced should include the following aspects:

- evaluation – an expert that evaluates and diagnoses indicators is required;
- awareness – to provide feedback;
- philosophical position, model of views on education;
- interest – to raise awareness of the teacher [7].

In order to stimulate student's activity and creativity, the teacher must be a creative and active person as well, demonstrate positive behaviour and attitude to the environment. Interactive and creative methods of educating future teachers of healthcare disciplines change teacher's roles and image. A new generation teacher should be:

- a teacher who does not impose scientific information, but creates educational devices, practising differentiated and individualised pedagogy;
- a designer, presenter, supervisor, moderator, organiser, manager of educational content, activities, and experience;
- an intermediary in teaching students in a heuristic framework;
- training and self-training facilitator;
- an advisor that supports students during their studies;
- a partner of students in interactive educational processes;
- student work coordinator;
- a facilitator, activator, and catalyst of learning, communication, interaction, and interpersonal interactions;
- a set designer who shapes the development of effective learning;
- an author of instructional and educational approaches;
- a strategist-thinker to help students develop knowledge through continuous restructuring;
- reflexive before and after the learning action, promoting reflexive thinking and reflexive learning;
- an evaluator of the educational process and product in interaction with students.

In the context of an ever-changing society, teacher education is a constant concern for researchers and education policymakers. The European education policy aimed to revise and change the form of training for novice teachers,

attempting to promote and provide quality education in all countries of the continent. Any discussion about the teaching and learning process should relate to two main periods, namely the periods before and after the implementation of the Bologna reform in the education system. In other words, the Bologna Process, which was named after the Bologna declaration signed by 29 countries on June 19, 1999, lasted until 2010 and had the main purpose of creating a European Higher Education Area and increasing its international competitiveness by promoting common organisational and educational principles and values. It was also noted that the main purpose of the agreements is to coordinate and harmonise various European higher education systems, preserving their diversity and individual characteristics, thereby making European Higher Education even more attractive for students and researchers from all over the world.

Thus, national systems had to adopt a two-cycle curriculum consisting of Bachelor's (Bachelor's degree) and postgraduate (Master's degree) levels and use the credit system (ECTS) designed to promote the employment of European citizens and the international competitiveness of the European Higher Education System. Universities were invited to reaffirm their autonomy and independence within the overall framework of values, which is to encourage free movement and mobility of students and teachers, as well as to strengthen cooperation in terms of quality assurance through the development of comparative criteria and methodologies. According to the same declaration, all countries should build their policies on promoting the necessary European standards in higher education, especially in relation to the development of curricula, inter-institutional cooperation, mobility schemes, and integrated training and research programmes [10].

The 21<sup>st</sup> century is an age of cataclysmic changes and the development of the creative potential of humanity. The world needs a huge number of educated people. The conventional teaching methodology is outdated, and researchers are required to identify the best methods to improve the necessary skills of teachers and students. There is an urgent need to change teaching methods from conventional fact-based lectures to interactive teaching methods to develop sustainable skills and employment skills among students. To overcome this issue, innovations in learning have become important and relevant [11]. Education is an integral part of the teacher training programme in any country. In addition, advanced training programmes are an important aspect of the continuous development of teachers in the desired area. The current education system used in progressive countries has undergone many changes over the past few decades. Accordingly, the knowledge that teachers received in the past no longer meets the needs of modern students. The success of professional development programmes is generally determined based on their impact on the professional activities of teachers [12].

Researchers who study the field of primary teacher training are certain that reflectivity is the core of professionalism in the sense that it underlies the regulation of

pedagogical practice and thus contributes to teachers' professional development. Reflectivity plays an integral role in the competence framework for future teachers. Being reflective means being able to observe matters from different perspectives to understand what happened and ultimately identify the positive aspects or make decisions and actions to resolve the issue. In the field of teacher training, the promotion of reflectivity is a key element in many educational activities, especially those related to practical situations arising from alternative forms of education: internships, field interviews, co-evaluation, etc. Moreover, the development of a reflexive attitude on the part of future teachers is essential, as it is a means to solve the main issue of initial teacher training: the gap between theory (knowledge gained as a result of teacher training) and practice in the classroom. Several studies have shown that future teachers do not actually find what they are taught useful in practice, tend to perceive what is described in theoretical training as excellent practice; this distances them too far from the actual state of affairs in the future workplace. Thus, one of the problems of initial teacher training is to support future teachers in developing high-level reflective practices and, consequently, creating learning strategies dedicated to this [13].

The emotional aspect of teacher training is still understudied, and a limited amount of research directly examines the experience of teachers in the context of professional development. Emotions are a constant critical mediator of the consequences of cognition and teachers' motivational beliefs, based on student's learning outcomes and regulation of negative emotions that affect cognition, attention, motivation, and involvement. In addition, the opportunities for learning and improvement associated with teacher development may be attractive to some of them (for example, those who have the goal of mastering a profession or achieving high self-efficacy); however, during advanced learning, there are unexpected emotional obstacles that may prevent participation in professional development activities (for example, teacher discourse, critical collaboration). Accordingly, it is important for researchers to consider the emotional experiences of teachers and students during professional development activities to ensure the constant participation of these people in important pedagogical activities and encourage their effectiveness [14].

As part of the education of students in healthcare disciplines, field experience is crucial in the training of future teachers. During the field experience, students generally engage individually with a mentor. They begin by observing their mentor and then temporarily take on the responsibility for the class. As collaboration in schools gains relevance and is considered valuable for professional development, teacher education institutions are showing interest in field experiences inspired by collaborative learning. By collaborating with peers, teachers and students can achieve a higher level of efficiency. Furthermore, it can prepare students for actual classroom work. Pair placement, in which two student teachers share one mentor, can become an available alternative to individual work. During pair



interaction, opportunities for team learning arise. Collective learning means having two or more teachers at some level of collaboration in planning, teaching, and/or evaluating a course [15].

In educational organisations such as public schools, it is important to improve the practice of sharing knowledge and skills among teachers. Many leading practices for knowledge sharing support the role of the school as an institution where knowledge is developed and disseminated. There are many common strategies or suggestions for improving the practice of sharing professional knowledge among teachers. First, an enabling environment, such as a knowledge management system, must be created to facilitate collaboration and support knowledge sharing. Then, conditions should be created in which it will become easier for teachers to perceive innovative tools and technologies, and use appropriate systems. Finally, a school or organisation should develop and encourage the use of cultural standards, practices, and processes that build trust, collective collaboration, and positive social interaction among employees. As for organisational support, the school should encourage sharing knowledge and skills among the teaching staff. A supportive organisational culture and management's commitment to knowledge sharing contributes to this process. There are several ways to provide support, for example, by managing factors that affect employees, so that they share knowledge and recognise their contribution to improving the average level of professionalism of the teaching staff and contribute to improving their professional reputation. The organisation should structure knowledge-sharing initiatives and highlight improved organisational performance as a result of knowledge-sharing. These initiatives can encourage teachers to participate in knowledge sharing. In addition, knowledge sharing among teachers can be improved through the development of a working group and active dialogue. This can encourage employees to communicate and share knowledge effectively. There are various knowledge management practices based on the method of using knowledge, such as practice communities, knowledge networks, and retrospectives [16].

Teacher professionalism can be interpreted as the desire of teachers to improve their professional abilities and constantly develop strategies used in the performance of teaching work. Professional teachers are people who have special abilities and experience in training students so that they can perform their future duties and functions. It is expected that every teacher will be able to achieve the highest professional criteria, namely pedagogical, personal, social, and professional competence. Teachers who are characterised by high professionalism reflect this in their mental attitude towards students and their commitment to creating and improving the professional quality of learning through various means and strategies. Teachers, as professional employees, should always develop themselves in accordance with the requirements of the time to provide educational services of the highest quality [17].

Teachers and educators are the pillars of modern society. Without education, today's humanity cannot be imagined, and teachers are the providers of education. The importance of teachers is evident from the fact that all of the most developed societies in the world consist of highly educated people. Not everyone can teach others. Transferring knowledge proficiently and efficiently is not of everyone's competence. Teaching is a profession in which people are passionate about serving the community and contributing to its improvement. Along with this, several skills affect the authority of the educator. Students at a young age need qualified guidance that ensures their understanding of basic concepts. Finding a professional teacher of healthcare disciplines can occasionally be a difficult task [18]. Teacher motivation is a new area of research in the field of psychology, where the complex and variable essence of a teacher's activity is increasingly important for the learning process [19].

The teaching profession is one of the best in the world. A newborn person is a clean sheet, and teachers are the ones who shape and create a person, contribute to personal development. They understand the needs and interests of their students. Commonly, people choose this profession not for the sake of earning money, but for the sake of student's well-being. Teachers should not be selfish. They must be well trained academically and in other fields [20]. They need to know how to treat their students well, and therewith, identify student's skills and encourage them throughout the learning process. Nowadays, there is a huge gap between nature and man. The teacher must overcome this distance and attempt to teach the student to interact with nature. In a modern school, it is possible to start natural classes. A good teacher should not limit the student's thinking process and should encourage them to think outside of textbooks since there are many interesting things to learn in the world. Textbooks only provide knowledge on a specific topic, not knowledge about society and people. The teachers should not solely educate or instruct the student, they should pave the way for learning all the information available in the world. The childhood stage of every person is the age of innocence, selfishness, and this is the stage at which the child seeks to help others [21]. A successful teacher is an individual who knows how to encourage the student, as well as a person who has the ability to interest the student in various activities. The real success of teachers is the victories of their students. Every teachers' desire is for their students to achieve high results in their careers and enjoy the work they do. This is an actual success for all teachers [22]. The high quality of teacher training is one of the key factors in the development of a student's personality, since the teacher, as a moral compass, shows children an ethical model of behaviour, conducts explanatory work, and focuses their attention on the good, correct, and useful. Moreover, the quality of teacher training directly affects the academic results of schoolchildren, which undoubtedly influences the person's professional success in the future.

## CONCLUSIONS

The success of future generations and, as a result, society depends quite strongly on the educational practices used. It is necessary to evaluate the effectiveness of any educational methodology based not only on monitoring theoretical knowledge but also on the successful completion of practical tasks, such as internships. In this case, it is possible to evaluate all the advantages of combining conventional and innovative methods of teaching healthcare disciplines in the training of future teachers and to identify the most effective combination of various methods.

The variability of methods for teaching students is currently limitless. The use of innovative methods of teaching future teachers along with conventional ones has a number of advantages: the student - future teacher masters the so-called "soft" skills, namely, learns in practical work with children to show signs of empathy, reflect, work in a group, and adopt and transfer knowledge; the student learns to conduct a discussion; develops analytical and critical thinking, freethinking; the combination of various teaching methods develops the worldview of future teachers. All the above will assist in achieving the main goal – education and training of the next generations.

However, it is necessary to evaluate the quality of teacher training not only for the purpose of monitoring

future teachers but also for constant monitoring and further modernisation of educational programmes for students of pedagogical universities. Such an evaluation throughout the entire learning process will help to adjust training methods and allow making reasonable changes to the established learning processes: reform lectures and seminars, start new practices, introduce more innovative methods into the learning process and change their number and configuration according to the results. A gradual change in the format of the educational process will irreversibly change the teaching paradigm of future teachers – modernising and liberalising students' education will make it possible to transfer the acquired experience to schools, conveying it to children and other teachers. Thus, by receiving education not only by theoretical but also by practical methods, children will learn interaction, initiative, teamwork, and individualism – all these qualities are indispensable in modern society.

Future specialists should be trained by teachers who can be characterised by the following qualities: progressive and open-minded, empathic, intelligent, and well-educated professionals. Only if this and other factors are met, a combination of innovative and conventional teaching methods for future teachers will bring maximum benefit to society.

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## Поєднання традиційних та інноваційних методів навчання здоров'язберігаючих дисциплін у підготовці майбутніх педагогів

**Анотація.** Актуальність дослідження зумовлена необхідністю розробки сучасної системи навчання здоров'язберігаючих дисциплін у підготовці майбутніх вчителів із використанням поєднання традиційних та інноваційних методів навчання. У зв'язку з цим, дана стаття спрямована на виявлення основних факторів впливу на якість освіти майбутніх вчителів, розкриття методів модернізації та контролю навчальних програм у здоров'язберігаючих дисциплінах, опис головних аспектів формування фахового вчителя, спрогнозувати та обґрунтувати можливі наслідки поєднання традиційних та інноваційних методів навчання здоров'язберігаючих дисциплін у підготовці майбутніх педагогів для системи освіти та суспільства в цілому. Провідним методом до дослідження даної проблеми є системний аналіз, який було застосовано з метою вивчення поєднання традиційних та інноваційних методів навчання здоров'язберігаючих дисциплін у підготовці майбутніх педагогів. Також у процесі написання цієї статті були використані такі методи дослідження, як-от: метод логічного аналізу, порівняльний метод, методи синтезу і дедукції, метод класифікації. У статті представлені результати проведеного аналізу, розкриті основні фактори впливу на якість освіти майбутніх вчителів, виявлені методи модернізації та контролю навчальних програм у здоров'язберігаючих дисциплінах, описано головні аспекти формування професійного та успішного педагога, було прогнозовано та обґрунтовано можливі наслідки поєднання традиційних та інноваційних методів навчання здоров'язберігаючих дисциплін у підготовці майбутніх педагогів; результати представлені у вигляді таблиць і рисунків. Матеріали статті становлять практичну цінність для викладачів і студентів педагогічних вищих навчальних закладів, працівників Міністерства Науки і Освіти України, громадських активістів

**Ключові слова:** навчання в школі, підготовка педагогів, якість викладання, наставництво