

DOI 10.31651/2524-2660-2020-4-176-182

ORCID 0000-0002-8144-1806

POLEVIKOVA Olga,

Ph.D in Pedagogy, Associate Professor,
Associate Professor of Theory and Methods of Preschool and Primary Education Department,
Kherson State University
e-mail: polevikov@list.ru

ORCID 0000-0002-1234-0710

SHVETS Tetiana,

Ph.D in Pedagogy,
Senior Lecturer of Theory and Methods of Preschool and Primary Education Department,
Kherson State University
e-mail: tattishvets@gmail.com

UDC 37.017.4-057.875(045)

PARTISIPATIVE APPROACH AS EDUCATIONAL INNOVATION OF PROFESSIONAL TRAINING FUTURE TEACHERS

The article analyzes the problem of participatory approach to professional training of future teachers in the modern space of education, highlights its theoretical aspects, and outlines the scope of its practical application in the field of preschool education. In particular, the peculiarities of the organization of the educational process based on participatory approach are traced.

The authors revealed the peculiarities of the organization of the educational process based on a participatory approach as one of the components of the theoretical and methodological basis for the development of professional competencies of future teachers. This will allow modeling the social con-

tent of future professional activity through awareness, acceptance of the principles of participation, which is an alternative to authoritarianism.

The authors of the article consider the participatory approach as an educational strategy, the implementation of which allows involving future teachers in making hypothetical management decisions, promotes the formation of initiative, responsibility and independence in solving trivial and non-standard problems in educational and professional activities.

The results of the application of a participatory approach in the process of development of professional competencies of future teachers can be: a)

increase the motivation to learn, job satisfaction; b) disclosure of own potential, primary professional identification; c) satisfaction of the need to achieve, self-realization, self-affirmation; d) the formation of qualification and professional and personal guidelines of consciousness and behavior.

Keywords: *participatory; participatory approach; professional training of teachers in the modern space of education; preschool teachers; children; students.*

Formulation of the problem. Socio-economic development of Ukraine, trends of European integration, global processes of globalization and informatization of society determine new directions and priorities for the development of education [1, p. 33]. The training of future teachers is due to changes in the system of higher education. In particular, this applies to the goals, content, forms, methods and technologies aimed at revealing the potential of future teachers, the formation of such professionally significant personality traits as initiative, responsibility, independence and self-activity [2, p. 302].

The formation of professional skills of future specialists remains an urgent problem, without the acquisition of which it is impossible to implement harmonious education and training of the younger generation [3, p. 93].

This, in turn, encourages scientists and practitioners to find effective approaches to professional training, the analysis of which is carried out in philosophical, general didactic, partial methodological aspects [4, p. 141–146].

Thus, numerous studies in the field of pedagogy are based on the principles of competence, system, synergetic, personality-oriented, acmeological approaches and so on.

The subject of our scientific research is participatory approach, in particular, its theoretical component – participatory, which is considered as a subject-subject interaction of teacher and students to develop and implement a joint solution [5, p. 22]. The purpose of such interaction is to find a common view of problems, make a single agreed decision and ensure the activity of students.

The purpose of the article. To analyze the problem of participatory approach to professional training of future teachers in the modern space of education, to highlight its theoretical aspects, to outline the scope of its practical application in the field of preschool education.

Presentation of the main research material. In the theory and methods of vocational education, Doctor of Pedagogical Sciences, Professor O. Nikitina [6], proposed a participatory approach. Problems of theory and practice of pedagogical education on the

basis of participatory approach are investigated by O. Dubasenyuk, E. Kazaeva, M. Mykhniuk and others [5; 7; 8].

Let us trace the peculiarities of the organization of the educational process based on a participatory approach.

The justification for the need to apply a participatory approach to the training of future teachers is the formation of the following components of professional competence: a) decision-making by setting goals, setting goals; b) making decisions concerning the means and methods of performing the tasks; c) the formation of skills and the need for self-control, and, as a consequence, – responsibility for the result; d) development of the desire for cooperation, cooperation, collective, team work through consulting, group work, etc.; e) development of the ability to show initiative, substantiate proposals, argue conclusions.

The implementation of a participatory approach occurs if the following requirements are met: a) open interaction of participants in the educational process; b) the intensity and saturation of educational and training activities; c) involvement of students in collective activities; d) co-management of the process of interaction in solving educational, quasi-professional and professional tasks. At the same time, we use a broad interpretation of the concept of "solution" as a choice of alternatives, in connection with which we include decision-making, goal setting, and problem solving and planning. An essential feature of participation is the joint decision-making of the teacher and the student.

Experience shows that the use of participatory methods in the educational process of higher education modifies the behavior of employees of the educational environment, is its main indicator. Subsequently, the distance between the teacher and the student is sharply reduced, their relationship is transferred from "subject-object" to "subject-subject", under which students – future teachers – have the opportunity for self-realization.

Researchers consider participatory methods as ways to organize partnerships that encourage the subjects of the educational process to activities aimed at achieving a higher level of competence of students [1; 6]. The results of the application of a participatory approach in the process of development of professional competencies of future teachers can be: a) increase the motivation to learn, job satisfaction; b) disclosure of own potential, primary professional identification; c) satisfaction of the need to achieve, self-realization, self-affirmation; d) the formation

of qualification and professional and personal guidelines of consciousness and behavior.

The importance of applying the participatory approach as one of the components of the theoretical and methodological basis for the development of professional competencies of future teachers emphasizes the fact of modeling the social content of future professional activity through awareness, acceptance of the principles of participatory, which is an alternative to authoritarianism.

Due to the fact that participatory relations are, in fact, ways of interaction of two or more participants in the educational process, to solve the problem of successful development of professional competencies of university students, they are classified by means of influence of educational entities on decision-making in a particular field, ways of making these decisions, the purpose of the joint activities of teacher and student.

Therefore, based on the classification of the means of influence of the subjects on decision-making, the following are distinguished:

1) indirect relations (polls, questionnaires, voting);

2) direct relations (consultation, recommendation, interview, discussion, etc.).

If the classification is based on decision-making methods, we are talking about the following participatory relations:

1) formal;

2) heuristics (brainstorming, business and role-playing games);

3) rational-analytical (compromise agreement, meeting, controversy, etc.).

Regarding the purpose of joint activities of the subjects, there are:

1) information and advisory relations;

2) relations concerning decision-making and coordination;

3) relations concerning the implementation of decisions;

4) relations concerning control and evaluation of decisions, measures, etc.

Based on the classification of the means of influence of the subjects of the educational process on the formulation and solution of professional problems, it is possible to distinguish indirect and direct participatory relations. Indirect participatory relations do not involve direct communication between teacher and students with each other. The influence on decision-making in the study area is indirect. Such attitudes do not encourage any action: for example, it is the expression of the opinion of future experts in surveys, questionnaires, by voting, and so on. Direct participatory interaction involves direct communication between the teacher and future professionals in various aspects during

joint activities. As a rule, it is a consultation, advice, persuasion, recommendation, interview, request, etc. Consultation – a method of informing, intellectual exchange of students between themselves and the teacher, or between students, or between a more competent student and less competent. According to the form, the consultation can be organized as an interview, information meeting, lecture, etc. At the same time, the person being consulted is also active: his task is effective listening, understanding, clarification of information. Such methods are characterized by the subjective activity of participants, when each participant has the opportunity to show individual qualities and fix their "I" not only in the imaginary situation, but also in the whole system of interpersonal relations: "student – student", "student – group", "student – teacher", "group – teacher".

Among the relations classified based on formalization of the apparatus used, there are the following: formal (statistical, mathematical); heuristic ("brainstorming", role-playing games, analogy, design, etc.); methods of expert assessments; rational-analytical methods (compromise coordination, "rings", etc.). One of the most successful ways to implement participatory relations is the use of the project method, which reflects the process of gradual transition from "traditional" education to a new one, guarantees a quality future professional activity of a student of pedagogical university. This method reproduces the subject and social contexts of future professional activity and enhances the developmental nature of the educational process of the university. The topic of the project is determined in accordance with the training program of the specialist. The subject of design – the future professional activity of students and management of both the process of carrying out the professional activity and making the necessary professional decisions. All this allows determining the conditions of activity that will be designed, the scope and place of activity, the content of educational material, the role and functions of project participants.

For the implementation of collective control and evaluation are widely used methods of stand-reports, open events, etc., which are cooperative activities, the essence of which is to unite the efforts of educational entities to achieve a common goal while sharing their functions, roles and responsibilities. The relations of participants of cooperative activity are built on principle of agreement (contract), which unites the individual interests of participants on the basis of formal or informal agreements between them, and are char-

acterized by: a) a single personality-oriented goal based on individual motives, interests and desires; b) a special organization with the distribution of functions and roles between the participants depending on their competence, purpose, means and conditions of its achievement; c) the presence of management in the person of one of the participants with special powers or several, among which are distributed functions; d) spatial and temporal presence of participants, which creates the possibility of direct personal contact between them, including – the exchange of actions and information; e) interconnection and interdependence – with the process and with the end result of joint activities; f) the emergence in the process of interpersonal relations, initially due to the content of joint activities or the impact on its course and the result of previously formed relations. In the process of such interaction there is an exchange of intellectual and spiritual values – ideas, knowledge, experience, observations, conclusions, questions.

The most productive is the method of mutual compromise, which can be implemented in the form of meetings, conversations, specially organized negotiations, work with written ideas (on paper, electronic or other media), organizational and activity games, and so on. Its essence is that two or more participants in the educational process during the joint work come to a common opinion, reach a consensus. The main setting in the agreement is aimed at reaching a compromise, resolving the business issue through the efforts of all parties.

The algorithm of coordination in the general case consists of the following stages: a) presentation by students of the positions on the discussed question; b) clarification and understanding of positions (questions of other participants for understanding, paraphrases, etc.); c) identifying and discussing the productive and negative aspects of each position; d) determination of general points and main differences, their causes; e) definition of approaches to compromise, search of the optimum (compromise) variant (thus within the given algorithm there can be repeated repetition of stages); f) the final choice of a mutually agreed option.

It should be noted that participatory is the object of active study in educational management, which identifies five areas of implementation of participatory management [9, p. 19]. The essence of the first direction is that employees have the right to make their own decisions about how to carry out their activities (for example, mode of operation, choice of means of work). Agreeing with this direction, we also believe that the specialist should be able to constantly be in the educational space, continuously improving their

knowledge and skills at a convenient time and in a convenient form.

The second direction is that employees can be involved in making decisions about their activities (the manager consults with the employee about what to do and how to perform the tasks assigned to him). In this case, employees are involved in setting goals to be achieved, defining the tasks that he will have to perform. The third area covers a range of issues related to giving employees the right to control the quality and quantity of educational services provided by them, establishing responsibility for the result – the quality of educational services. The fourth direction involves the broad participation of employees in innovation activities, in making proposals to improve their own work and the work of the organization as a whole, as well as its individual units. The fifth direction, in our opinion, is reduced to the most difficult – the direction in the implementation of educational services of the educational complex. The authors believe that this area provides an opportunity to exercise participatory management through the right of the employee to form working groups of those members of the organization with whom they would like to work together. In this case, as the authors point out, employees are given the right to make decisions not only about their own work of a member of the organization, but also about who to cooperate with in group activities [10, p. 186].

Students' activity is represented by design and collective discussion of an action plan with a clear delegation of authority. Each event was accompanied by photo reports, writing articles aimed at its popularization. In addition, a deep collective analysis of forthcoming activities was constantly carried out, the composition of the partner participants was thoroughly discussed, and reflection was carried out. The forms of work that students choose for preschoolers in the course of pedagogical practice are personal in nature arouse the genuine interest of children.

The psychological and pedagogical rationale for the application of a participatory approach in the preparation of future teachers lies in the need of future specialists for self-affirmation:

- gaining recognition and respect in professional activities,
- gaining a sense of significance by solving socially important problems,
- building a life strategy on moral foundations,
- cognition of the merits of one's own personality and the personality of others.

The components of the participatory approach are technologies of social partnership and social design, crowdsourcing. They contribute to:

- expansion of mutually beneficial multidirectional constructive interaction, in which students, solving socially significant problems, realize the value of their own personality;

- the formation of moral self-attitude, social maturity of future teachers (the ability to make decisions, determine the goals and objectives of activities, methods of achieving them and solutions, exercise self-control, work in a team; aspirations to show initiative, reveal their own potential and the potential of other team members; tolerance, respect for opinions Another, objective reaction to criticism);

- the formation of their commitment to managing the student collective on humanistic and democratic principles;

- developing the ability to understand other lifestyles and values in contacts with representatives of another culture, to rethink their own values, to abandon stereotypes and prejudices.

The productive forms of work within the framework of the implementation of the indicated technologies are implementation of joint projects; organization and holding of scientific and practical conferences, round tables, competitions. The use of innovative survey forms, the organization of problematic seminars, creative laboratories can speed up the process of primary professional identification of future teachers. The emphasis in solving various kinds of educational tasks is made on the work of small groups (6–9 people). An important aspect of the implementation of technologies is the creation of councils for social partnership and other public associations, which include students, specialists from various structures and organizations, as well as training students in project management.

The indicators of the effectiveness of a participatory approach in the training of future teachers should be changes within the very system of preparation for educational activities. They are manifested in an increase in the social significance of a teacher and allow him to acquire qualities, properties, characteristics that are important for the implementation of effective activities in an educational institution.

The use of a participatory approach in the professional training of future teachers is based on mutual trust of the participants in the educational process, constructive consideration of everyone's opinions, and the production of innovative ideas to achieve socially significant goals.

The elimination of formalism in the discussion of problems and decision-making, competent consulting and support of student initiatives, adherence to the principles that determine partnerships (voluntary participa-

tion in management, distribution of responsibility and its delegation, parity, acceptance of any ideas and proposals, implementation of approved ones), contribute to their constant motivation for the manifestation of social activity and creativity. When developing a value attitude towards educational activities in future teachers, this allows them to develop feelings of personal dignity and personal responsibility for the end result, a culture of interaction, the ability to productive cooperation, initiative and creativity, and gain experience in decision-making.

There are certain difficulties in applying a participatory approach in preparing students for educational activities. They are due to the need:

- constantly maintain the motivation of participants in pedagogical interaction;

- clearly set tasks and monitor their implementation;

- take into account the individual capabilities of each;

- to ensure the social and personal significance of the projects being implemented.

With the coordination of the actions of the teaching staff, the interest of the teachers, as well as the observance of the principle of consistency, this approach can improve the quality of training future teachers for educational activities.

Participatory nature implies the interaction (and not the impact) of teachers and preschoolers to develop and implement a joint solution to a communicative situation, which is subject-subjective. In this regard, the mechanism of such interaction should be close to negotiations in order to find a community of views on the problem of making a single agreed decision and ensuring the activity of preschoolers. Based on the above, participation in the study of the communicative competence of teachers of preschool educational institutions means:

- the opinion of each preschooler when solving a particular communicative situation;

- consultations, seeking agreement between the child and the teacher;

- purposeful, systematic attempts to identify and use the individual and collective wisdom of all students;

- joint decision making;

- joint identification of problems and appropriate actions, the ability to create appropriate conditions and attitudes, as well as a mechanism for improving cooperation between teacher and learners.

Summarizing the above, let us name the characteristic features inherent in the participatory approach:

- acceptance of the individual characteristics of the child;

- taking into account the opinion of the child when resolving significant communication problems;
- joint adoption and implementation of decisions by the teacher and the preschooler;
- dialogical interaction between a teacher and a preschooler, based on the principles of tolerance;
- reaching a consensus in solving a communication problem;
- voluntariness and interest of all participants in the educational process;
- communicative competence of participants in the educational process.

Taking into account the peculiarity of preschool children, the leading role of the teacher in their upbringing and education, it can be noted that the participatory approach in the study of the communicative competence of teachers of preschool educational institutions is considered by us as a study of the interest of teachers in understanding the individuality of each pupil, their involvement in interaction based on the acceptance of the given and the integrity of the educational environment, acceptance of the position of a preschool child, his active involvement in the communication process with the acceptance and understanding of his value and individuality.

Conclusions and prospects for further research. Thus, summarizing the above, we consider the participatory approach as an educational strategy, the implementation of which allows involving future teachers in making hypothetical management decisions, promotes initiative, responsibility and independence in solving trivial and non-standard problems in educational and professional activities.

References

1. Polevikova, O.B. (2016). The specifics of training a specialist in preschool education in the context of globalization. *Scientific Bulletin of the East European National University named after Lesya Ukrainka. Series: Pedagogical Sciences*, 1(303), 2, 33–38.
2. Tsyupak, I.M. (2019). Tutor approach in modern preschool education. *Preschool education: problems, searches, innovations: Materials II All-Ukrainian. scientific-practical conf.* Kryvyi Rih: KDPU. 302–306.
3. Shvets, T.A. (2017). Criteria and indicators of formation of professional skill of future educators of preschool educational institutions. *Pedagogical sciences*, LXXV, III, 93–97.
4. Polevikova, O.B. (2017). Analysis of methodological approaches to language education of children in the context of word-centrism. *Pedagogical sciences*, 75, 141–146.
5. Kazaeva, E.A. (2014). The use of participatory methods of developing the civic position of future teachers in the educational process of the university. *Professional education in Russia*, 4, 22–26.
6. Nikitina, E., Afanasyeva, O. (2006). Pedagogical management of the communicative education of uni-

versity students: promising approaches: monograph. Moscow: MANPO. 215 p.

7. Dubasenyuk, O. (2015). Acmeological approach as a strategic landmark of personality-oriented pedagogical education. *Problems of education: a collection of scientific papers*, 84, 25–30.
8. Nikitina, E.J. Kazaeva, E.A. (2010). A participatory approach as a methodological regulation to the pedagogical concept of the development of a future teacher's civic position. *Bulletin of ChSPU*, 1. Retrieved from <https://cyberleninka.ru/article/n/partisipativnyy-podhod-kak-metodicheskiy-regulyativ-k-pedagogicheskoy-kontseptsii-razvitiya-grazhdanskoypozitsii-buduschego/viewer>
9. Yakubenko, V.D. (2003). Participatory management in the socialization of corporate relations. *Scientific Bulletin of the Chernivtsi Trade and Economic Institute KNTEU*, IV. 19–24.
10. Vikhansky, O.S., Naumov, A.I. (2006). Management: textbook. 4th ed., rev. and add. Moscow: Publishing house "Economist". 670 p.

Список бібліографічних посилань

1. Полєвікова О.Б. Специфіка підготовки фахівця дошкільної освіти в умовах глобалізації. *Науковий вісник Східноєвропейського національного університету імені Лесі Українки. Серія: Педагогічні науки*. Луцьк: СНУ імені Лесі Українки, 2016. Вип. 1(303). Т. 2. С. 33–38.
2. Цюпак І.М. Тьюторський підхід в сучасній дошкільній освіті. *Дошкільна освіта: проблеми, пошуки, інновації: Матеріали II Всеукр. наук.-практ. конф.*, (м.Кривий Ріг, Криворізький держ. пед. ун.-т, 17-18 жовтня 2019 р.). За заг. ред. Ковшар О.В., Суятинової К.Є. Кривий Ріг: КДПУ, 2019. С. 302–306.
3. Швець Т.А. Критерії та показники формування професійної майстерності майбутніх вихователів дошкільних навчальних закладів. *Педагогічні науки: зб. наук. праць*. Херсон, 2017. Вип. LXXV. Ч. III. С. 93–97.
4. Полєвікова О.Б. Аналіз методичних підходів до мовної освіти дітей у контексті слово центризму. *Педагогічні науки: зб. наук. праць*. Херсон, 2017. Вип. 75. С.141–146.
5. Казаева Е.А. Использование в образовательном процессе вуза партисипативных методов развития гражданской позиции будущих педагогов. *Профессиональное образование в России*, 2014. № 4. С. 22–26.
6. Никитина Е.Ю., Афанасьева О.Ю. Педагогическое управление коммуникативным образованием студентов вузов: перспективные подходы: моногр. М.: МАНПО, 2006.
7. Дубасенюк О. Акмеологічний підхід як стратегічний орієнтир особистісно-орієнтованої педагогічної освіти. *Проблеми освіти: збірник наукових праць*, 2015. Вип. 84. С. 25–30.
8. Никитина Е.Ю., Казаева Е.А. Партисипативный подход как методический регулятив к педагогической концепции развития гражданской позиции будущего учителя. *Вестник ЧГПУ*, 2010. №1. URL: <https://cyberleninka.ru/article/n/partisipativnyy-podhod-kak-metodicheskiy-regulyativ-k-pedagogicheskoy-kontseptsii-razvitiya-grazhdanskoypozitsii-buduschego/viewer> [Дата запиту: 23.05.2020]
9. Якубенко В.Д. Партисипативне управління в соціалізації корпоративних відносин. *Науковий вісник Чернівецького торговельно-економічного інституту КНТЕУ: Зб. наук. праць*, 2003. Вип. IV. С. 19–24.
10. Виханский О.С., Наумов А.И. Менеджмент: учебник. 4-е изд., перераб. и доп. М.: Изд-во "Экономистъ", 2006. 670 с.

ПОЛЄВІКОВА Ольга Борисівна,

кандидатка педагогічних наук, доцентка,
доцентка кафедри теорії та методики дошкільної та початкової освіти,
Херсонський державний університет

ШВЕЦЬ Тетяна Анатоліївна,

кандидатка педагогічних наук,
старша викладачка кафедри теорії та методики дошкільної та початкової освіти,
Херсонський державний університет

ПАРТИСИПАТИВНИЙ ПІДХІД ЯК ОСВІТНЯ ІННОВАЦІЯ ФАХОВОЇ ПІДГОТОВКИ МАЙБУТНІХ ПЕДАГОГІВ

Анотація. Соціально-економічний розвиток України, тенденції євроінтеграції, світові процеси глобалізації та інформатизації суспільства визначають нові напрями і пріоритети розвитку освітньої галузі. Актуальною проблемою залишається формування професійної майстерності майбутніх фахівців, без набуття якої неможлива реалізація гармонійного виховання й навчання підростаючого покоління.

Це, у свою чергу, спонукає науковців і практиків до пошуку ефективних підходів до фахової підготовки, аналіз яких здійснюється у філософському, загальнодидактичному, частковометодичному аспектах.

Предметом нашого наукового пошуку є партисипативний підхід, зокрема, його теоретична складова – партисипативність, що розглядається як суб'єкт-суб'єктна взаємодія викладача і студентів для вироблення і реалізації спільного рішення. Мета такої взаємодії – пошук єдиного погляду на проблеми, прийняття єдиного узгодженого рішення та забезпечення активності студентів.

Обґрунтуванням необхідності застосування партисипативного підходу до підготовки майбутніх педагогів є формування таких складових фахової компетенції: а) прийняття рішень за допомогою визначення цілей, постановка завдань; б) прийняття рішень, що стосуються засобів і методів виконання поставлених завдань; в) формування навички і потреби в самоконтролі, і, як наслідок, – відповідальності за результат; г) розвиток прагнення до співпраці, кооперації, колективної, командної роботи за допомогою консультативної діяльності, групової роботи тощо; д) розвиток здатності проявляти ініціативу, обґрунтовувати пропозиції, аргументувати висновки.

Реалізація партисипативного підходу відбувається, якщо дотримуються таких вимог: а) відкрита взаємодія учасників освітнього процесу; б) інтенсивність і насиченість навчальної та навчально-професійної діяльності; в) залучення студентів у колективну діяльність; г) співуправління процесом

взаємодії у вирішенні освітніх, квазіпрофесійних і професійних завдань. При цьому використовуємо широке тлумачення поняття «рішення» як вибір альтернативи, у зв'язку з чим до прийняття рішення ми відносимо і постановку мети, і визначення способів вирішення проблем, і планування. Істотною ознакою участі є спільне прийняття рішення викладачем і студентом.

Авторами виявлено особливості організації освітнього процесу на засадах партисипативного підходу як однієї зі складових теоретико-методичної основи розвитку фахових компетенцій майбутніх педагогів. Це дасть змогу моделювання соціального змісту майбутньої професійної діяльності через усвідомлення, прийняття принципів партисипативності, яка є альтернативою авторитарності.

Автори статті розглядають партисипативний підхід як освітню стратегію, реалізація якої дозволяє залучати майбутнього педагога до прийняття гіпотетичних управлінських рішень, сприяє формуванню ініціативності, відповідальності та самостійності при вирішенні тривіальних і нестандартних проблем в освітньо-професійній та професійній діяльності.

Результатами застосування партисипативного підходу в процесі розвитку фахових компетенцій майбутніх педагогів можуть стати: а) підвищення мотивації навчання, задоволеність діяльністю; б) розкриття власного потенціалу, первинна професійна ідентифікація; в) задоволення потреби досягнення, самореалізація, самоствердження; г) формування кваліфікаційних і професійно-особистісних орієнтирів свідомості і поведінки.

Ключові слова: партисипативний; партисипативний підхід; професійна підготовка вчителів у сучасному просторі освіти; викладачі дошкільних закладів; діти; студенти.

Одержано редакцією 22.11.2020
Прийнято до публікації 03.12.2020