The article examines the use and development of Vasyl Sukhomlynsky’s pedagogical ideas in New Ukrainian School, in particular his ideas of the humanistic orientation of the teacher’s personality and pedagogical activity, respect for the student’s personality, his or her human dignity, creative attitude to educational work. The results of the research on the implementation of leading pedagogical ideas in the theory and practice of the Pavlysh Secondary School in Kirovohrad Region are presented. It is shown that the practice of humanizing education has a formal character, because the teachers of the higher school are not prepared for this activity.

An indicator of the effectiveness of training future teachers for professional activities in the implementation of the conceptual provisions of New Ukrainian School is their readiness to use and develop the ideas of the Ukrainian humanist Vasyl Sukhomlynsky in the conditions of modern society by means of education and development of schoolchildren. The research experimental verification of this efficiency was carried out. Readiness to humanize the educational process in educational institutions is interpreted as a complex personal formation. The participants of the research were students of 3-4 years, teachers and methodologists.

Theoretical, empirical, and statistical methods were used during the research. The results of the research showed that there were changes in the motivational component of the readiness of future teachers for the humanization of education, the level of acquired knowledge about the essence, content, methodology and technology of the humanization of education increased, and the indicators of the emotional-volitional and activity components of the readiness for the humanization of the educational environment increased. As a result, conclusions were made: in the New Ukrainian School, the humanization of the pedagogical process is ensured by a creative, highly professional teacher; the training of future teachers requires the use of effective methods, forms and means, innovative teaching technologies, a thorough study of the heritage of humanist pedagogues.

**Key words:** current ideas of Vasyl Sukhomlynsky, New Ukrainian School, professional activity, humanization of the educational process.
Розвітість ідей Василя Сухомлинського в новій українській школі

Н. А. Калініченко, Г. В. Дефорж

У статті досліджується використання та розвиток педагогічних ідей Василя Сухомлинського в новій українській школі, зокрема його ідей гуманістичної спрямованості особистості вчителя й педагогічної діяльності, поява до особистості учня, його людської гідності, творчого ставлення до навчально-виховної праці. Представлено результати дослідження реалізації провідних педагогічних ідей в теорії і практиці Павильської середньої школи на Кіровоградщині. Показано, що практика гуманізації навчання має формальний характер, тому що викладачі вищої школи не підготовлені до цієї діяльності.

Показником ефективності підготовки майбутніх педагогів до професійної діяльності є вплив на концептуальних положень нової української школи, її готовність до використання і розвитку педагогічних ідей Василя Сухомлинського. Дослідження виконано на базі Павльської середньої школи на Кіровоградщині. Результати дослідження показали, що відбулися зміни в мотиваційному компоненті готовності майбутніх педагогів до гуманізації, підвищився рівень набутых знань про сутність, зміст, методику гуманізації навчання, зросли показники емоційно-волевого та діяльного компонентів готовності до гуманізації освітнього середовища. В результаті проведено експериментальне дослідження, адаптоване до умов нової української школи, яке показало, що умови навчання та виховання, засоби навчання та виховання мають гуманістичну спрямованість.

Ключові слова: актуальні ідеї Василя Сухомлинського, Нова українська школа, професійна діяльність, гуманізація навчально-виховного процесу.

Introduction of the issue. The concept of the New Ukrainian School includes updating the content of education, based on the formation of competences necessary for successful self-realization in society, a new school structure that will make it possible to learn new content well and acquire competence for life, a motivated teacher who has freedom of creativity and develops professionally, modern an educational environment that will provide the necessary conditions, means and technologies for teaching students and educators [4: 2]. The purpose of the Concept is to ensure the systemic reform of general secondary education based on the new principle of partnership pedagogy, which is based on the cooperation of students, teachers and parents. The Law of Ukraine “On Education” defines competence as "a dynamic combination of knowledge, ways of thinking, views, values, skills, abilities, and other personal qualities that determine a person's ability to successfully carry out professional and/or..."
further educational activities”, and key competences should include abilities ensure personal fulfillment and life success throughout life [1: 4]. Specialists who know how to set goals and achieve them, work in a team, communicate in a multicultural environment, and see their own perspective of development and the development of an educational institution are already in demand on the labor market. It is assumed that the implemented educational reforms will have a significant impact on the development of the economy and will contribute to the competitiveness of Ukrainian education at the international level [1; 2; 3].

We are convinced that the outlined educational reforms can be successfully solved by understanding, summarizing, evaluating and using the experience of the past as a powerful source of ideas for the development of Ukrainian education.

**Current state of the issue.** Solving today’s problems in pedagogical work, we once again turn to the pedagogical ideas and pedagogical heritage of the outstanding Teacher Vasyl Sukhomlynsky, whose 100th birthday was celebrated on a large scale by the pedagogical community, since his scientific legacy is relevant in the context of modern reality, teaches us goodness, humanity, mercy, asceticism, a new philosophical awareness of the mission of school and education, based on science, skill and art, recognition of its effectiveness by teachers of the world. Noting the significance of the activity and pedagogical heritage of the Pavlyskyi Teacher, the 39th session of the UNESCO General Conference approved the decision to mark the 100th anniversary of the birth of Vasyl Sukhomlynsky at the UNESCO level in 2018.

A significant contribution to the study and popularization of the scientific work of V. Sukhomlynsky was made by scientists: M. Antonets, N. Hupan, N. Dichek, I. Beh, A. Bogush, L. Berezivska, L. Bondar, I. Boguslavskyi, A. Zyazyun, V. Kuz, A. Lutsyuk, Li Jihua, V. Ryndak, O. Savchenko, O. Sukhomlynska, M. Yarmachenko and others.

**Aim of research** is the theoretical substantiation and experimental competence to make educational activities, and key competences should include abilities ensure personal fulfillment and life success throughout life [1: 4]. On the one hand, specialists who know how to set goals and achieve them, work in a team, communicate in a multicultural environment, and see their own perspective of development and the development of an educational institution are already in demand on the labor market. It is assumed that the implemented educational reforms will have a significant impact on the development of the economy and will contribute to the competitiveness of Ukrainian education at the international level [1; 2; 3].

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**Aim of research** is the theoretical substantiation and experimental
verification of the effectiveness of the teacher training system for the use and development of the humanistic ideas of Vasyl Sukhomlynsky in the New Ukrainian School by means of learning in specially created pedagogical conditions. Research participants are students of 3-4 courses (219 people) and teachers and methodologists (26 people) of Volodymyr Vynnychenko Central Ukrainian State Pedagogical University and Vasyl Sukhomlynsky Kirovohrad Regional Institute of Postgraduate Pedagogical Education.

Research methods. A number of methods were used to solve tasks at different stages of the research: theoretical – analysis and synthesis, systematization, generalization of scientific and methodological literature to clarify the content, structure, forms and methods of training future teachers to identify the level of readiness of students to use the humanistic ideas of Vasyl Sukhomlynsky in the educational process, during production pedagogical practice and in future pedagogical activity; empirical – questionnaires, systematic observation, essays, performance of course and qualification works, research projects, pedagogical experiment to improve the structure and stages of student preparation for the implementation of the ideas of humanization of education; statistical methods for mathematical generalization of experimental research results.

We interpreted the concept of readiness for future professional activity according to L. Sultanova, who considers it as a complex manifestation of personality properties aimed at a certain type of activity and notes that the state of such readiness for activity is a complex phenomenon built on the principles of transformation and interaction of personal components and criteria, in particular: development of motivation; level of knowledge system mastery; the level of formation of future specialists in a number of gnostic, projective and organizational skills [6: 338-343].

Thanks to the specified research methods, the nature of students' attitude
to the humanization of the educational process and traditional learning was revealed (table 1).

The nature of students' attitude towards the humanization of the educational process and traditional education

<table>
<thead>
<tr>
<th>Type of study</th>
<th>Character of students’ attitude to study</th>
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<tr>
<td></td>
<td>Positive, %</td>
</tr>
<tr>
<td>Humanization of the educational process based on the pedagogical ideas of Vasyl Sukhomlynsky</td>
<td>55,1</td>
</tr>
<tr>
<td>Traditional Education</td>
<td>42,9</td>
</tr>
</tbody>
</table>

Source: compiled by the authors

At the same time, 55.1% of the surveyed students showed interest in humanizing education, 34,3% were indifferent, and 10,6% were negative. Only 26,0% expressed a desire to deepen the methodology of humanizing education. In addition, 35,0% of the surveyed students believe that the predominance of the traditional approach to their training at the university does not contribute to motivation to deepen their knowledge of humane pedagogy. The obtained data indicate the need for a comprehensive solution of educational tasks for deepening knowledge and technologies of humanizing the educational environment, for a more substantive familiarization with the work experience and pedagogical heritage of the teacher and scientist Vasyl Sukhomlynsky.

Results and discussion. Volodymyr Vynnychenko Central Ukrainian State Pedagogical University together with the Vasyl Sukhomlynsky Kirovohrad Regional Institute of Postgraduate Pedagogical Education (Kropyvnytskyi) implements a system of work with students, young teachers, lecturers and methodologists; All-Ukrainian scientific and practical conferences for students and young scientists are held annually in September-October [5].

The topic is chosen to be relevant and diverse. The thematic directions of the conference "Study and implementation of pedagogical ideas of Vasyl Sukhomlynsky in the educational process of secondary and higher schools" (2019) included
problems: the legacy of V. O. Sukhomlynsky as a source of enrichment of modern pedagogical science; solving tasks of various components of education in the legacy of V. O. Sukhomlynsky; implementation of the ideas of V. O. Sukhomlynsky in the process of preschool and primary education; implementation of the ideas of Vasyl Sukhomlynsky in the management of a modern educational institution; Vasyl Sukhomlynsky about pedagogical creativity and mastery of the teacher. In 2020, at the September conference, the problem of "Study and implementation of Vasyl Sukhomlynsky's ideas in today's practice" was discussed. The thematic directions were supplemented with topics: the use of the pedagogical heritage of V. O. Sukhomlynsky in the process of professional training of future specialists in the field of preschool and primary education; contemporaries and followers of V. O. Sukhomlynsky. In October of this year, students, lecturers, teachers, methodologists will gather at the annual All-Ukrainian scientific and practical conference to discuss the problem of "Ideas of V. O. Sukhomlynsky and the formation of the New Ukrainian School". Conference materials are published in electronic form in the "Student Scientific Bulletin" magazine and are posted on the university's website in the "Scientific Work" section. We analyzed 219 scientific research works of students and 26 young scientists and methodologists and highlighted and summarized the leading ideas of the humanist teacher, which the participants of the conference consider and justify as relevant and life-creating.

Orientation to the needs of the student in the educational process, child-centeredness. Teacher Sukhomlynsky was characterized by spiritual unity in his relations with his students; he was their leader, mentor, friend, and they kept these feelings throughout their lives. The teacher knew how to make generations of students happy, he gave them joy, knowledge of the scientific foundations of educational subjects (so that they would be educated), the joy of creativity (so that they would be successful; more than 40 circles, studios, Сухомлинського" (2019 рік) включали проблеми: спадщина В. О. Сухомлинського як джерело збагачення сучасної педагогічної науки; вирішення завдань різних складників виховання у спадщині В. О. Сухомлинського; втілення ідей В. О. Сухомлинського в процес дошкільної та початкової освіти; впровадження ідей Василя Сухомлинського в управлінні сучасним навчальним закладом; Василь Сухомлинський про педагогічну творчість і майстерність учителя. У 2020 році на вересневій конференції обговорювалася проблема "Вивчення і впровадження ідей Василя Сухомлинського в практику сьогодення". Тематичні напрями були доповнені темами: використання педагогічної спадщини В. О. Сухомлинського в процесі професійної підготовки майбутніх фахівців у галузі дошкільної та початкової освіти; сучасники та послідовники В. О. Сухомлинського. У жовтні поточного року студенти, викладачі, вчителі, методисти зберуться на щорічну Всеукраїнську науково-практичну конференцію для обговорення проблеми "Ідеї В. О. Сухомлинського і становлення Нової української школи". Матеріали конференцій видаються в електронному вигляді у часописі "Студентський науковий вісник" і розміщені на сайті університету в розділі "Наукова робота". Нами проаналізовано 219 науково-дослідних робіт студентів та 26 молодих науковців і методистів і виокремлено та узагальнено провідні ідеї педагога-гуманіста, які учасники конференції вважають і обґрунтовують як актуальні й життєтворчі.

Орієнтація на потреби учня в освітньому процесі, дитиноцентризм. Учителя Сухомлинського у взаєминах з учнями характеризувалася духовна єдність; він був дяк наших керівником, наставником, другом і зберегли вони ці почуття впродовж життя. Педагог умів покоління учнів зробити щасливими, дарував їм радість, пізнання наукових основ навчальних предметів (щоб були освіченнями), радість творчості (щоб були успішними; понад 40 гуртків, студій, наукових товариств діяли в школі), радість праці – адже територія школи була ними
scientific societies were active in the school, the joy of work – because the school territory was turned into the best place in the village by them; the beauty of nature captivated and brought pupils to the understanding of the highest beauty: the beauty of man, his work, deeds and life.

The teacher theoretically substantiated and practically implemented the principles of education of the school team developed by him, which are based on long-term pedagogical experience of the Pavlyshka Secondary school.

End-to-end educational process that forms values. Idealism. According to the students, national interests should be reflected in the goals of the team. This unity – in lessons and extracurricular activities is the primary source and the most important stimulus for the formation of stable ideological beliefs of the team and each individual.

Unity of the ideological and organizational foundations of the school team. This is a joint activity of student and teacher organizations, the transfer of life experience and spiritual assets by representatives of the older generation to the younger generation.

The leading role of the teacher. The team as an educational force exists as long as there is the guiding wisdom of senior comrades, the head of the school, who spiritualize the collective with moral wealth, intellectual versatility, life wisdom, and are well aware of the mental, spiritual, and intellectual characteristics of each child.

A wealth of relationships between students and teachers, between students, between teachers. The unity of actions, the multifaceted interweaving of the interests of teachers and pupils, the joint satisfaction of spiritual needs, mutual enrichment and the constant transfer of spiritual wealth are essential features of the school team. At school, a child not only learns, as students note, he lives at school. The school must, like a magnet, attract students with its interesting, meaningful life. Only under this condition can education attract like a magnet.

The civic sphere of the spiritual life of pupils and educators is clearly expressed.
The teacher and students should meet not only in the classroom: the student is at the desk (gains knowledge, answers the teacher’s questions, receives grades), the teacher is at the teacher's desk (gives knowledge, asks questions to the student, gives grades). If there is only this sphere of relations, then there cannot be a school team as an educational force. The teacher and the student must act together and as two citizens – only under this condition can they be in the full sense an educator and a pupil. School life should be such that there is always a system of responsibility of a person for a person, a person’s responsibility to society.

Self-activity, creativity, initiative as special facets of identifying various relationships between team members. Sukhomlynsky warns: self-activity is not an element. Without purposeful and ideological, pedagogic, parental leadership in the team, true self-activity is impossible. Only under the condition that each team member is an active participant in the education process, true self-activity, creativity, and initiative are possible.

Constant increase of spiritual wealth, especially ideological and intellectual. Full-blooded, diverse intellectual life of the school team is an important part of educational work. The spirit of school life, the educational power of the team depends on what the students think about, what interests they care about, how the need for knowledge is established and developed, what place in the life of the team is occupied by relationships based on intellectual communication.

Harmony of high, noble interests, needs and desires. The educational power of the school team largely depends on what interests and spiritual needs are nurtured in schoolchildren and whether they are in harmony with the desires, especially of teenagers and young high school students. Harmony in team education is achieved only under those conditions when human desires grow and are established on the basis of high moral, intellectual interests and needs. If the entertainment orientation prevails in the team, the spiritual life of teenagers, especially young men and women, becomes poor and limited.

запитання учневі, виставляє оцінки). Якщо є тільки ця сфера відносин, то шкільного колективу як виховної сили не може бути. Учитель і учень мають діяти разом і як двоє громадян – лише за цієї умови вони можуть бути в повному розумінні вихователем і вихованцем. Шкільне життя має бути таким, щоб у ньому завжди діяла система відповідальності людини за людину, відповідальності людини перед суспільством.

Самодіяльність, творчість, ініціатива як особливі грани виявлення різноманітних відносин між членами колективу. Сухомлинський застерігає: самодіяльність – не стихія. Без цілеспрямованого й ідейного, педагогічного, батьківського керівництва в колективі справжня самодіяльність неможлива. Тільки за умови, що кожен член колективу є активним учасником процесу виховання, можливі справжні самодіяльність, творчість, ініціатива.

Постійне прямноження духовних багатств, особливо ідейних та інтелектуальних. Повнокровне, різноманітне інтелектуальне життя шкільного колективу – важлива ділянка виховної роботи. Від того, про що думать вихованці, які інтереси їх хвилюють, як утверджується й розвивається потреба в знаннях, яке місце в житті колективу посідають відносини, засновані на інтелектуальному спілкуванні, залежить дух шкільного життя, виховна сила колективу.

Гармонія високих, благородних інтересів, потреб і бажань. Виховна сила шкільного колективу великою мірою залежить від того, які інтереси й духовні потреби виховують у школярів і чи гармонують вони з бажаннями, особливо підлітків і юнаків-старшокласників. Гармонія у вихованні колективу досягається лише за тих умов, коли бажання людини виростають і утверджуються на ґрунті високоморальних, розумових інтересів і потреб. Якщо в колективі панує розважальна спрямованість, духовне життя підлітків, особливо юнаків і юнок, стає убогим, обмеженим.

Створення і дбайливе збереження традицій, передача їх від покоління до
Creation and careful preservation of traditions, their transmission from generation to generation as spiritual heritage. Traditions, as Vasyl Oleksandrovych believed, can be compared to a piggy bank, where each generation puts its small valuable contribution. Big treasures are made of small crumbs. Great art and skill, a warm heart and cold wisdom are needed in order not to squander these treasures, but to skillfully use them in the spiritual life of future generations, taking care to enrich the treasury with new jewels.

Ideological, intellectual, aesthetic richness of the relationship between the school team and other teams of society. An important factor in education is the cohesion of people into a team based on unity of purpose, work, and activity. The school team should have a spiritually rich ideological like-minded person – a team of workers who take a direct part in the creation of material and spiritual values of our society, workers for whom work in the name of the public good is the meaning of their lives.

Emotional richness of team life. In practical work, the school team strives to ensure that, thanks to the richness of the team’s life, each of its members experiences the highest human joy – the joy of creating for people, the constant accumulation of internal spiritual wealth, the joy of realizing that you are honored and respected by people.

Strict discipline and personal responsibility for one’s work and behavior. One of the facets of pedagogical mastery is the ability to create such mutual relations in the team that each person values the honor of the team, understands and feels what it is – it is possible, it is not possible, it is necessary. It is very important to create such labor, sociable, and creative circumstances in the team, under which a person would set requirements for himself, feel responsibility for society and, on this basis, understand responsibility for his own conscience [7; 8].

The idea of success in child development is a priority in the pedagogical concept of Vasyl Sukhomlynsky, which has nourishing roots: folk pedagogy, покоління як духовного надбання. Традиції, як вважав Василь Олександрович, можна порівняти із скарбничкою, куди кожне покоління кладе свій маленький коштовний внесок. З маленьких крихіток складаються великі скарби. Велике мистецтво й майстерність, гаряче серце й холодна мудрість потрібні для того, щоб ці скарби не розтринькувати, а вміло використовувати в духовному житті наступних поколінь, дбаючи про збагачення скарбнички новими коштовностями.

Ідеїне, інтелектуальне, естетичне багатство взаємовідносин між шкільним колективом та іншими колективами соціуму. Важливим чинником виховання є згуртованість людей у колектив на основі єдності мети, праці, діяльності. У шкільного колективу має бути духовно багатий ідейний однодумець – колектив трудівників, які беруть безпосередню участь у творенні матеріальних і духовних цінностей нашого суспільства, трудівників, для яких праця в ім’я сусіднього блага є змістом їхнього життя.

Емоційне багатство колективного життя. У практичній роботі колектив школи добивається того, щоб завдяки багатству життя колективу кожний його член переживав найвищу людську радість – радість творення для людей, постійного нагромадження внутрішніх духовних багатств, радість усвідомлення, що тебе шанують і поважають люди.

Сувора дисципліна і відповідальність особистості за свою працю, поведінку. Однією з граней педагогічної майстерності є вміння створити в колективі такі взаємовідносини, щоб кожна людина дорожила честю колективу, розуміла й відчувала, що таке – можна, не можна, треба. Дуже важливо створити такі трудові, товариські, творчі обставини в колективі, за яких би людина сама ставила вимоги перед собою, відчувала відповідальність перед суспільством і на цій основі розуміла відповідальність перед власним сумлінням [7; 8].

Ідея успіху в розвитку дитини – пріоритетна у педагогічній концепції Василя Сухомлинського, яка має живильне коріння: народну педагогіку, прогресивну педагогіку минулої, здобутки сучасної.
progressive pedagogy of the past, achievements of modern psychological and pedagogical science. Encyclopedic knowledge, including foreign languages, education, intelligence, amazing diligence should be our motivation to get to know the humanist teacher better. His pedagogical system enriched world pedagogical science with innovative ideas and provisions; both theory and practice. He had not only pedagogical, but also literary talent – he left us 48 books, more than 1,500 works for children, 500 wonderful articles, and a large manuscript heritage. The Teacher's works have been translated into 56 languages.

It is the awareness of the ideas of humane pedagogy that allows teachers to participate in promising projects, in particular "School teacher of the new generation", "Modern educational institutions", to the successful use of electronic teaching aids, multimedia educational programs, audiovisual equipment, new equipment of school classrooms. Vasyl Sukhomlynsky Kirovohrad Regional Institute of Postgraduate Pedagogical Education, with the aim of developing professional competences, offers teachers various forms of work in the inter-course period: competitions, seminars, schools of professional skills, master classes, pedagogical studios, creative laboratories, author's creative workshops, internet conferences, trainings, creative groups.

The annual All-Ukrainian scientific and practical conferences on the topical problems of dry Sukhomlynsky studies: education of a patriotic citizen, development of didactic ideas, art of modern management, development of a creative personality are recognized. For more than twenty years, the Volodymyr Vynnychenko Central Ukrainian State Pedagogical University has held annual All-Ukrainian student scientific and practical conferences on the problems of using the pedagogical heritage of a famous teacher to shape the school environment, develop a creative teacher, and create optimal conditions for the development of pupils. Sukhomlynsky emphasized that only the creative personality of the teacher can
educate. "We are dealing with the most difficult, priceless, most expensive thing in life – with a person" [10: 5].

"Pedagogical creativity" was interpreted by Vasyl Sukhomlynsky as the teacher's ability to penetrate deeply into the theoretical content of the pedagogical phenomenon, to comprehend it, since successful pedagogical work is impossible without elements of research [9: 461].

Based on the teacher's pedagogical concepts, university teachers teach students to work creatively, analyze educational situations, and predict the development of events in lectures, practical and seminar classes, during educational and pedagogical practices. The advice of V. O. Sukhomlynsky remains relevant to start pedagogical research with observation, study and analysis of facts, that is, awareness of the real essence, separation of interdependencies: a) what life itself gives (a child comes to school with objectively existing traits); b) what the teacher does; c) what will be achieved. This helps future teachers to develop the ability to understand the essence of the pedagogical phenomenon, which makes the teacher's work a creative process. By observing, studying, analyzing facts, it allows to actively influence the pedagogical phenomenon, to create it, to make predictions as the most important element of creative research. "Seeing new sides, new features, new details in the ordinary... is an important condition for a creative attitude to work" [9: 473].

Future teachers perceive the statement of V. O. Sukhomlynsky, that the teacher's creative research contributes to: a) studying the facets of the pedagogical process; b) a fundamental change in the teacher's view of his own work; c) the formation of the creative personality of the schoolboy, that is, the realization of the psychological and pedagogical idea of designing a person. This spiritualizes the work of future teachers, makes it meaningful, purposeful, full of innovative searches and discoveries. Lesson models, creative educational and research projects, course and qualification papers become meaningful, full of own research, conclusions and recommendations. After
all, V. O. Sukhomlynsky convinced: "...The most important area of unification of theory and practice is human design" [9: 605] and the creation of a person capable of becoming an active creative force today and in the future. Innovative behavior and creativity of the future teacher are formed under the influence of an educational environment with a high degree of uncertainty and potential multivariation (a wealth of possibilities). If uncertainty stimulates the search for one’s own landmarks, then multivariability provides the possibility of finding them. Future teachers are aware of the need for innovative activity, the need for readiness for creative activity regarding innovations in the educational institution, the ability for professional reflection.

Students join creative searches of teachers, which have productive results. They note the role of heads of educational institutions with innovative potential in implementing the tasks of the New Ukrainian School, in particular, ensuring a sufficient scientific and practical level of teacher training in research technologies, as well as creating in the team a comfortable psychological climate, working conditions, an appropriate level of school culture and material and moral motivation of teachers’ activities.

A number of criteria are used to evaluate the teacher’s creative laboratory. These are relevance, novelty, effectiveness, stability, perspective. For example, the problems of improving the content, forms, methods of teaching and educating students, the use of personally oriented technologies, the formation of the national consciousness of schoolchildren, the implementation of the tasks of pre-professional and professional education, etc. are relevant today. The basis of production practices for future biology teachers is the best educational institutions and creative teachers.

So, the Methodist teacher L. O. Tasenko (university educational institution of I-III degrees No. 16, Кropyvnytskyi), implementing the problem “Using ICT in Biology lessons as a means of forming students' information competence”, ensured the wide implementation of ICT and pedagogical software in the courses and qualification work. And V. O. Sukhomlynskyi, convinced: "...The most important area of unification of theory and practice is human design" [9: 605] and the creation of a person capable of becoming an active creative force today and in the future. Innovative behavior and creativity of the future teacher are formed under the influence of an educational environment with a high degree of uncertainty and potential multivariation (a wealth of possibilities). If uncertainty stimulates the search for one’s own landmarks, then multivariability provides the possibility of finding them. Future teachers are aware of the need for innovative activity, the need for readiness for creative activity regarding innovations in the educational institution, the ability for professional reflection.

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The teacher successfully transfers his experience of the practical use of ICT in the educational process during the study of Biology in the conditions of optimizing learning for the formation of information competence of students, the development of their critical and logical thinking, cognitive activity and creative abilities to students – future teachers of Biology during pedagogical practice at the base creative laboratory of the teacher, through participation in student scientific conferences, through publications in the pedagogical press and counseling of students. Lyudmila Oleksandrivna engages students in testing Biology teaching methods using ICT to create a comfortable learning environment, forming students' abilities and skills in research and search work with modern information resources, combining biological knowledge with life experience and future professional activity.

Practical study by students of the experience of a master teacher contributes to the formation of the ability to apply interactive methods of teaching Biology, to carry out differentiation and psychologization of the educational process, aimed at improving methods, techniques and means of forming and controlling the knowledge of students in Biology, the development of subject competencies, research skills of schoolchildren, which ensures their self-development, develops skills of self-analysis, self-control and self-evaluation.

Graduate students note that it was industrial (pedagogical) practice that gave an opportunity to consolidate theoretical knowledge and apply it in pedagogical activity; taught to clearly plan and conduct lessons and extracurricular activities; contributed to the development of pedagogical thinking, pedagogical orientation, professional abilities, abilities and skills of organizing the educational process, the ability to communicate with students, defend one’s point of view, and look for a way out of pedagogical situations; contributed to the formation of significant professional qualities of the

informational competence of students”, which ensured a wide use of ICT and pedagogical support in the educational process, aimed at optimizing learning for the formation of information competence of students, the development of their critical and logical thinking, cognitive activity and creative abilities to students – future teachers of Biology during pedagogical practice at the base creative laboratory of the teacher, through participation in student scientific conferences, through publications in the pedagogical press and counseling of students. Lyudmila Oleksandrivna engages students in testing Biology teaching methods using ICT to create a comfortable learning environment, forming students' abilities and skills in research and search work with modern information resources, combining biological knowledge with life experience and future professional activity.

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teacher’s personality; helped to adapt and improve in the future profession. Successful preparation of students for creative pedagogical activity is facilitated by meaningful, purposeful work in student scientific circles and problem-based scientific studios, participation in scientific student conferences and together with teachers in inter-university and all-Ukrainian scientific events.

We have singled out the components of future teachers’ readiness for the humanization of education: the motivational and value component (motives, attitude to pedagogical activity); cognitive (theoretical, the future specialist’s need for knowledge, mastery of effective ways of forming professionalism); emotional-volitional component (feelings, willing processes that ensure the successful course and effectiveness of the teacher’s activity, emotional receptivity); activity component (practical, executive, technological).

A detailed analysis of the level of readiness of future teachers for the humanization of education after the completion of the formative experiment is given in Table 2.

<table>
<thead>
<tr>
<th>Level</th>
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Source: compiled by the authors

Table 2 shows that there have been changes in the motivational component. The elementary level was found according to the results of the formative experiment in only 12,7% of the students of the experimental group. The level of acquired knowledge of future teachers about the situations; helped to formulating professional qualities known to the teacher; allowed adapting and developing in the future profession. Successful preparation of students for creative pedagogical activity is facilitated by meaningful, purposeful work in student scientific circles and problem-based scientific studios, participation in scientific student conferences and together with teachers in inter-university and all-Ukrainian scientific events.

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essence, content, methodology and technology of humanizing education has increased. Only 11.3% of the students of the experimental group showed an elementary level of knowledge. In the process of completing the tasks, the students gained the necessary knowledge on the problems of humanizing education based on the pedagogical ideas of Vasyl Sukhomlynsky. Indicators of the emotional and activity components of the readiness of future teachers for the humanization of the educational environment also increased.

Students are open to the perception of the principles of humanistic pedagogy, they realize that Vasyl Oleksandrovych achieved significant success in creating the School of Joy, wrote brilliant pedagogical works only thanks to the combination of great talent, extraordinary diligence, exceptional purposefulness and love for people, children, and life.

Conclusions and research perspectives. Summarizing the above, we can draw the following conclusions.

In the New Ukrainian School, the humanization of the pedagogical process is provided by a creative, highly professional teacher. The training of future teachers requires the use of effective methods, forms and tools, innovative teaching technologies, a thorough study of the heritage of humanist teachers, among whom Teacher Vasyl Sukhomlynsky is a prominent figure. The perception and development of his pedagogical ideas contribute to the formation of a humanistic style of thinking, the development of creative abilities for designing and harmonizing the educational environment on a humanistic basis. V. O. Sukhomlynsky’s system attracts attention with its value orientation on respect for each child, understanding of its originality and uniqueness. Under the influence of the demands of modern life, it is, of course, constantly transformed. However, the fundamental basis remains almost unchanged. Among known education systems, it stands out as the "most humane pedagogy" and needs thorough study and use in the process of implementing educational reforms, primarily the development of the New Ukrainian School. The conducted research
does not cover all aspects of the problem. We see the prospects for further exploration in the study of innovative methods and forms of the educational process and their impact on the humanistic training of socially responsible, socially active future specialists.

REFERENCES (TRANSLATED & TRANSLITERATED)


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