SIMULATION OF THE PROCESS OF FORMATION AND DEVELOPMENT OF PEDAGOGICAL MASTERY IN PRIMARY SCHOOL TEACHERS (BASED ON THE EXPERIENCE OF PAVLYSH SECONDARY SCHOOL)

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The article contains a procedure for simulating the process of formation and development of the pedagogical mastery in a primary school teacher (based on the experience of the Pavlysh secondary school). The corresponding model consists of a methodological block (it implements scientific approaches and corresponding principles – integrity, continuity and secession, individualization and differentiation, scientificity, innovation, professional and pedagogical self-improvement), a content block (reflects the content of the development of pedagogical mastery in primary school teachers, which covers three main components: love for the child (the humanistic orientation), pedagogical abilities (professional competence, pedagogical experience, pedagogical technique) and pedagogical interaction (pedagogical culture, personal qualities), an organizational and activity block (includes certain pedagogical conditions: systematic deepening of teachers' knowledge; creative development of advanced pedagogical experience, systematic self-analysis, creation of one's own methodical laboratory, harmonious atmosphere in the educational institution, free time for self-education), a diagnostic and resultative block (reflects criteria for evaluating the level of development of pedagogical mastery in primary school teachers).

It was found out that, according to V. Sukhomlinsky, the elements of pedagogical mastery of a primary school teacher are humanism, pedagogical abilities, and pedagogical interaction. Besides the professional knowledge, the knowledge of psychology (as a basis for understanding age and individual characteristics, the richness of methods of studying a child) and perfect mastery of a native language (as a basis for developing pupils' speech competence and forming a citizen) are

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important. Also, the important didactic skills of the primary school teacher are determined: the ability to teach to learn, to think, to work independently; to create situations of success; to predict the result of education and upbringing, its possible difficulties. Under such conditions, a teacher should be a standard for pupils, so his/her pedagogical culture and a high level of emotional intelligence development are important.

**Keywords:** pedagogical mastery, primary school teacher, professional knowledge, pedagogical abilities, pedagogical interaction, humanism, teacher’s personality.

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**Introduction of the issue.** Modern education is focused on training active, effective, mobile, creative specialists capable of quick adaptation. In this regard, the requirements for the professional activity of the primary school teacher and his/her qualification characteristics are changing. Pedagogical modelling allows one to create a standard for a teacher and is also a tool for achieving such an ideal, because pedagogical modelling not only indicates what the teacher is to be, but also shows the ways of progress in this process.
The method of pedagogical modelling has been widely used in psychological and pedagogical research in recent years, because it allows "to predict the development of the pedagogical process, guides teachers to achieve the final results of education and upbringing, ensures the acquisition and effective use of new technologies, develops a systemic vision of problem solving, serves as an effective factor in improving the quality of work of an educational institution" [10: 9].

**Current state of the issue.** The issue of pedagogical modelling is broadly outlined in the works of Ukrainian researchers (O. Stolyarenko, Yu. Surmina, O. Ponomaryova, N. Sereda, K. Chebotaryov, O. Dubaseniuk, D. Chernilevskyi, E. Lodatko, T. Humenyuk, and others) [5-10]. Abroad, pedagogical modelling (simulation) is also deeply studied and widely used in various educational spheres [15-17; 19; 21].

Models of primary school teachers in the context of professional and personality qualities and the process of their professional training have been developed by O. Kilichenko, I. Kazanzhi, N. Kuzmin, M. Prokofieva, O. Otych, S. Parschuk, L. Khomych, O. Tsyunyak, N. Telychko and others.

Having considered various models of primary school teacher training, M. Skorobagatova noted the need to integrate personality qualities and professional knowledge and skills. It is this integration, according to the researcher, that expresses the goals of the formation of the teacher’s personality and his/her professional training [8: 55]. The same opinion is expressed by O. Ponomaryev, N. Sereda, and K. Chebotaryov; they propose the creation of two models: a model of professional activity and a model of the personality of a specialist, which will be a reliable reference point for the effective organization of the educational process [7: 5].

The models of training future teachers in foreign countries have become the subject of study by O. Tsyunyak. The analysis of the experience of the countries of the European Union and legislative documents of Ukraine have proved that higher
Education institutions work in accordance with European standards and "provide for the formation of professional readiness for innovative activities in the context of digital transformation of education" [14: 121].

E. Lodatko notes the wide spread of the method of pedagogical modelling, but draws attention to its following features: complexity, constant variability of pedagogical phenomena, objects, and processes; lack of criteria and means to determine the "level" of achieving the set goals and measuring the results of processes implementation; the socio-cultural nature of the research object. Therefore, the only effective way to study the pedagogical phenomenon is its schematization and simplification, that is, the selection of defining characteristics that are subject to study, evaluation, and managerial influence.

The concept of "model" means a stereotype, a standard, a conventional image, an imaginary or materially implemented system, being presented in the form of an image, description, scheme, drawing, graphic, plan, map, etc., which can replace the object of research to determine the properties, the ties of objects and phenomena of real world and obtaining new information [1; 2; 9; 11]. The properties of the model are defined by Y. Surmin in such a way: the model is usually simpler and does not reproduce all parameters, but it must be adequate, correspond to the real world and reflect the essential properties of the object; the model cannot be universal, a new one is created for each study; modelling is effective in combination with other research methods. According to the scientist, system modelling is a promising presentation of the object or process as a system with its main parameters and characteristics (the model is understood as a set of interconnected elements, which is characterized by structural organization and functional purpose); systematicity as a way of studying the model [11: 139-141].

Therefore, an integral property of models is systemicity, which means the presence of elemental composition, structure as a form of connections of elements, functions of elements and the whole; unity of the
internal and external medium of the system, laws of development (functioning) of the system and its components [1: 143].

**The aim of the research.** The purpose of the study is to build a model of the process of formation and development of pedagogical mastery in primary school teachers (based on the experience of Pavlysh secondary school).

**Research methods:** theoretical analysis, including, synthesis, comparison, modelling, which allows to build a model of the process of formation and development of pedagogical mastery in primary school teachers.

**Results and discussion.** Modelling the formation and development of the pedagogical mastery in primary school teachers should cover two aspects: the first one is an object modelling (pedagogical mastery); the second one – modelling the formation process (goals, content, ways to achieve the goal, implementation process and result). The model of a specialist teacher should reflect objective requirements regarding personality qualities, knowledge and skills that ensure the effective performance of professional functions. The model of the formation and development of the pedagogical mastery in a schoolteacher is a generalized image enabling to track the ways of rational organization of the teacher’s professional training and the methods of its improvement. It synthesizes the requirements for a specialist, determines some regularities and is a guideline for achieving the highest results.

The creation of a model of the formation and development of teachers’ pedagogical mastery, based on the experience of the Pavlysh secondary school, makes it possible to summarize scientific information, compare it with modern approaches, and trace the main trends in the development of pedagogical science.

The analysis of scientific literature allows us to conclude that professional activity is characterized by following features: it requires special training (system of knowledge, abilities and skills, intellectual and physical abilities); psychological orientation and attitude (character and temperament of a person, вивчення моделі [11: 139-141].

Отже, невід'ємною властивістю моделей є системність, що означає наявність елементного складу, структури як форми з'єднань елементів, функцій елементів і цілого, єдності внутрішнього і зовнішнього середовища системи, законів розвитку (функціонування) системи і її складових [1: 143].

**Мета дослідження.** Мета дослідження – побудова моделі процесу формування та розвитку педагогічної майстерності вчителя початкових класів (на основі досвіду Павлишької середньої школи.

**Методи дослідження:** теоретичний аналіз, у тому числі, синтез, порівняння, моделювання, що дозволяє побудувати модель процесу формування та розвитку педагогічної майстерності вчителя початкових класів.

**Вклад основного матеріалу.** Моделювання формування та розвитку педагогічної майстерності вчителя початкових класів має охоплювати два аспекти: перший – моделювання об'єкту (педагогічна майстерність); другий – моделювання процесу формування (цілі, зміст, шляхи досягнення мети, процес здійснення і результат). Модель педагога-фахівця має відображати об'єктивні вимоги щодо особистісних якостей і щодо знань та умінь, що забезпечують ефективне виконання професійних функцій. Модель формування та розвитку педагогічної майстерності вчителя є узагальненим образом, що дозволяє відстежити шляхи рациональної організації професійної підготовки педагога та способі її вдосконалення. Вона систематизує вимоги до фахівця, визначає певні закономірності та є орієнтиром досягнення найвищих результатів.

Створення моделі формування та розвитку педагогічної майстерності вчителя на основі досвіду Павлишької середньої школи дає змогу узагальнити наукову інформацію, порівняти з сучасними підходами, простежити основні тенденції розвитку педагогічної науки.

Аналіз наукової літератури дозволяє дійти висновку, що професійна діяльність має такі особливості: потребує спеціальної підготовки (система знань, умінь і навичок, інтелектуальні і фізичні
his/her life values); professional culture (relevant moral norms and principles) [7: 9]. In addition, the work of a teacher requires close interaction with a large number of people (pupils, parents, colleagues, administration), therefore, an important component of the teacher profession is social activity, his/her social competence.

The stages of development of a model of the professional activity of a specialist, according to O. Ponomariov define such aspects: definition of functions and tasks to be performed by a specialist, as well as the knowledge and skills required for this; definition of the structure of professional activity; analysis of work content, definition of a set of production functions; determination of the result and the technology of obtaining the result; systematization of the received information and designing the model in graphic or text form [7: 19-23].

A somewhat extended algorithm of pedagogical modelling is presented by I. Osadchii: goal setting; selection of the modelling object; formulation of the modelling subject; elucidation of legislative and regulatory documents for functioning the modelling object; choosing a theory that describes (explains) the content of the modelling subject; substantiation of basic assumptions that simplify the real object; formation of a conceptual modelling apparatus; building the object model; examination of the model of the object regarding compliance with the principles of scientific knowledge, laws of logical thinking, current legal and financial norms, etc.; research of the properties of the model (adequacy and completeness of the reflection of reality, predictiveness, etc.) being achieved by means of a thought or natural experiment during the solution of specific pedagogical problems using the developed model; refinement, correction and final designing the model [6: 67].

On analysing various models of professional training of specialists, V. Mykhaylov has concluded that there is no single approach to defining the components of pedagogical models, but he identified those that are used by most researchers: target, conceptual, content, zidobiosti); психологічна спрямованість та установка (характер і temperament людини, її життєві цінності); професійна культура (відповідні моральні норми та принципи) [7: 9]. Окрім того, робота педагога вимагає тієї взаємодії з великою кількістю людей (учні, батьки, колеги, адміністрація), тому важливою складовою професії вчителя є соціальна діяльність, його соціальна компетентність.

Етапи розробки моделі професійної діяльності фахівця, за О. Пономарьовим охоплюють такі аспекти: визначення функцій та завдань, які має виконувати фахівець, знань і умінь, які для цього потрібні; визначення структури професійної діяльності; аналіз змісту праці, визначення міжвидової виробничих функцій; визначення результату та технології його отримання; систематизація отриманої інформації та оформлення моделі у графічному або текстовому вигляді [7: 19-23].

Дещо розширенний алгоритм педагогічного моделювання подає І. Осадчий: постановка мети; виділення об’єкта моделювання; формулювання предмета моделювання; з’ясування законодавчо-нормативного забезпечення функціонування об’єкта моделювання; обрання теорії, яка описує (пояснє) зміст предмета моделювання; обґрунтування основних допущень, що спрощують реальний об’єкт; формування понятійного апарату моделювання; конструювання моделі об’єкта; експертний аналіз моделі об’єкта щодо дотримання принципів наукового пізнання, законів логічного мислення, чинних юридичних і фінансових норм тощо; дослідження властивостей моделі (адекватність і повнота відображення дійсності, прогнознастійність тощо) за допомогою здійснення мисленнього о або натурального експерименту під час розв’язання конкретних педагогічних проблем із використанням розробленої моделі; доопрацювання, корегування та остаточне конструювання моделі [6: 67].

В. Михайлів, проаналізувавши різні моделі професійної підготовки фахівців зробив висновок, що немає єдиного підходу до визначення складників педагогічних моделей, однак виявив ті, які
organizational, evaluative, resultative approaches [5: 52]. I. Osadchii suggests using a classical model of activity for the pedagogical activity, which includes: purpose, content, form, methods and results of activity [6: 67].

Thus, the following components have been used to construct a model of the formation and development of the pedagogical mastery in a primary school teacher: target, methodological, content, organizational-activity, diagnostic-resultative ones (Fig. 1).

The target block indicates the purpose and task of formation and development of the pedagogical mastery in primary school teachers. The goal and result mean the formation of a high level of pedagogical mastery, which allows the teacher to effectively fulfil his/her professional duties and constantly develop. It is possible to achieve the goal through the following tasks: formation of integral system of general scientific and professional knowledge, personality and professional skills and abilities; the ability to effectively apply the acquired knowledge in pedagogy and psychology; development of personality qualities, the ability to self-cognizing, self-analysis, self-control; continuous professional self-education; active creative activity.

The formation and development of pedagogical mastery is influenced by external and internal factors. External factors are the following: the level of development of pedagogical science, which reflects the requirements for the content of teacher’s activities and his/her professional mastery; high professional level of the teaching staff, which encourages improvements; continuous professional education. Internal factors are the following: motivation; personality qualities; pedagogical experience.

When developing the model, the systemic, acmeological, personality-activity, competence approaches have been used. The systemic approach was implemented in Pavlysh secondary school by creating the necessary conditions for the formation of a teacher and his/her professional growth. Also, V. Sukhomlynsky constantly drew attention to the fact that pedagogical
mastery develops only under the condition of systematic work of the teacher on his/her knowledge, development of skills and abilities. In addition, the process of formation and development of pedagogical mastery is a multi-level system consisting of a set of elements that allow to reflect the structure and relationships between the components of the pedagogical phenomenon under investigation. The acmeological approach aims to improve pedagogical activity, provides the development of one’s own educational trajectory and ways to achieve the highest level of pedagogical mastery through personality self-development and professional self-improvement.

V. Sukhomlynsky noted that the teacher’s ability to conduct self-analysis, creatively develop advanced pedagogical experience and implement it in his/her own lessons is extremely important. The personality and activity approach allows to reveal the teacher’s personality potential to obtain the best results in professional activity, provides motivation and a clear understanding of the need to update knowledge and the significance of active creative work. The competence approach allows to determine the competences that are necessary to achieve a higher level of professional competence, without which the development of pedagogical mastery is impossible. V. Sukhomlynsky emphasized that teacher’s intellectual growth should be continuous, this will be the guarantee of teacher’s confidence and his/her authority among pupils [4; 13; 18].

The formation and development of the pedagogical mastery in primary school teachers should be based on the following principles: integrity, continuity and secession (the development of a teacher is connected with constant updating of knowledge, abilities and skills), individualization and differentiation (taking into account individual characteristics and educational needs), scientificity (studying and implementing the scientific knowledge in the educational process), innovativeness (creating one’s own methodical laboratory, creative working out the colleagues’ innovative experience), professional and pedagogical self-improvement (systematic profесійного зростання. Також, В. Сухомлинський постійно звертав увагу на те, що педагогічна майстерність розвивається тільки за умови системної роботи вчителя над своїми знаннями, розвитком умінь та навичок. Окрім того, процес формування та розвитку педагогічної майстерності є багаторівневою системою, що складається з сукупності елементів, які дозволяють відобразити структуру та взаємозв’язки між компонентами педагогічного явища, що досліджується. Акмеологічний підхід має на меті вдосконалення педагогічної діяльності, забезпечує розробку власної освітньої тракторії та шляхи досягнення найвищого рівня педагогічної майстерності через саморозвиток особистості та професійне самовдосконалення.

В. Сухомлинський зауважував, що надзвичайним є вміння вчителя проводити самоаналіз, творчо опрацюювати передовий педагогічний досвід та впроваджувати у власні уроки. Особистісно-діяльнісний підхід дозволяє розкрити особистісний потенціал педагога для отримання найкращих результатів у професійній діяльності, забезпечує мотивацію та чітке розуміння необхідності оновлення знань та важливості активної творчої роботи. Компетентнісний підхід дозволяє визначити компетенції, які необхідні для досягнення вищого рівня професійної компетентності, без якого неможливий розвиток педагогічної майстерності. В. Сухомлинський наголошував, що інтелектуальне зростання вчителя повинне відбуватися безперервно, саме це буде запорукою впевненості вчителя та його авторитету серед учнів [4; 13; 18].

Формування та розвиток педагогічної майстерності вчителі початкових класів має базуватися на таких принципах: цілісності, безперервності та наступності (розвиток вчителя пов’язаний з постійним оновленням знань, умінь та навичок), індивідуалізації та диференціації (врахування індивідуальних особливостей та освітніх потреб), науковості (вивчення та впровадження наукових знань в навчально-виховному процесі),
activity aimed at self-development of the professional and social component).

Here is presented a model of the formation and development of the pedagogical mastery in a primary school teacher (based on the experience of the Pavlysh secondary school) with the corresponding blocks.

The methodological block implements the specified scientific approaches and principles.

The content block reflects the content of the development of the pedagogical mastery in a primary school teacher, which covers three main components: love for the child (humanistic orientation), pedagogical abilities (professional competence, pedagogical experience, pedagogical technique) and pedagogical interaction (pedagogical culture, personal qualities). The development of these components ensures an increase in the level of pedagogical mastery.

The organizational and activity block includes the following pedagogical conditions: systematic deepening of teachers' knowledge; creative mastering the advanced pedagogical experience, systematic self-analysis, creation of one's own methodical laboratory; harmonious atmosphere in the educational institution; free time for self-education.

The diagnostic and resulting block is responsible for the criteria for evaluating the level of development of the pedagogical mastery in the primary school teacher, of which there are three in V. Sukhomlynsky's legacy: the beginner teacher, the experienced teacher, and the master teacher. The criteria relating to the main aspects of the teacher's activity in education constitute a functional indicator; and those reflecting the results of the teacher's activity, his/her self-improvement, pedagogical and social significance of the personality, constitute a social resolute and personality indicator [3]. Both professional and personality qualities were highly valued at the Pavlysh school. V. Sukhomlynsky noted that not only didactic mastery was important, but also the ability to educate the right views, in particular, by means of one's own example [12; 13; 18].
TARGET BLOCK

External factors → The goal: formation of a high level of pedagogical mastery in primary school teacher ← Internal factors

THE TASKS:
functioning the system of general scientific and professional knowledge, personality and professional abilities and skills;
the skills to effectively use the obtained knowledge in pedagogics and psychology;
the development of personality skills and abilities to self-cognition, self-analysis, self-control;
constant professional self-education

METHODOLOGICAL BLOCK

The approaches:
- personality and activity;
- systemic;
- competence;
- acmeological

The principles:
- integrality;
- continuity and succession;
- individualization and differentiation;
- scientificity;
- innovativeness;
- professional and pedagogical self-improvement

CONTENT BLOCK

love for the child (humanistic orientation) pedagogical abilities (professional competence, pedagogical experience, pedagogical technique) pedagogical interaction (pedagogical culture, personality qualities)

ORGANISATIONAL AND ACTIVITY BLOCK

Pedagogical conditions:
- systematic deepening of teachers' knowledge,
- creative mastering the advanced pedagogical experience,
- systematic self-analysis

Pedagogical conditions:
- creation of methodical laboratory,
- harmonious atmosphere in the educational institution,
- free time for self-education

DIAGNOSTIC AND RESULTING BLOCK

The levels: the beginning teacher, the experienced teacher, the master teacher

The criteria for evaluating the level of development of the pedagogical mastery in primary school teacher:
- functional indicator
- social resultive and personality indicator

THE RESULT: increasing the high level of pedagogical mastery in primary school teacher

Fig. 1. Model of the formation and development of the pedagogical mastery in primary school teachers (based on the experience of Pavlysh secondary school)

As evidenced by the conducted analysis, studying V. Sukhomlynsky's experience of pedagogical work contributes to the
formation of a master teacher – a professional and a highly moral personality. Comprehension and creative use of the ideas of an outstanding teacher should be a systematic and consistent process and should begin even in the institutions of higher education. The analysis of legal documents regulating the educational process and the comparison of their main issues with the concepts of V. Sukhomlynsky have proven that the latter are congruent and transformed in accordance with the social order and modern realities. A teacher of the New Ukrainian School must be a professional, a researcher, an innovator, and this requires lifelong learning.

The scientist's ideas have found their embodiment in formal, non-formal and informal education; and the professional development should take place both in the educational institution and outside it; remote technologies are gaining special importance. A variety of methodological activities that reflect the needs of a specific teacher or teaching staff, including trainings, interactive learning, project technologies, pedagogical workshops, etc. will be effective.

As A. Cockerill put it, "Sukhomlinsky's educational system, nourished by folk culture, calls on us to revive the traditional wisdom of reverence for the land and for life, to nurture the creative, life-sustaining powers of each individual, and to build a society that is truly humane... The significance of his work lies in its deep moral impulse, in its utopian vision, and in the practical methods that were developed in attempting to realise universal humanistic ideals... No matter what books are written on education, each teacher has to discover through experience the art of teaching. The value of Sukhomlinsky's books, and of those by other dedicated practising teachers, is that they provide a window into this creative process. They help to break down the isolation within which many teachers work and provide support in what Sukhomlinsky held to be the most demanding of all professions" [18: 217-219].

The knowledge of a modern primary school teacher should not be limited to
professional knowledge, but also include the basics of psychology, correctional pedagogy, speech therapy and neuropsychology, mastery of inclusive education methods. A logical continuation of V. Sukhomlynsky's requirements regarding self-analysis, prognostication, the study of advanced pedagogical experience, and the propagation of one's own developments, have become the reflection of pedagogical activity as a source of improving pedagogical mastery.

Under such conditions, the need to create pedagogical conditions promoting constructive work and initiative has been identified: a harmonious atmosphere in the educational institution, a united creative team, the availability of free time, freedom from unnecessary "paperwork", the active participation of the school principal in improving the pedagogical mastery of the entire team taken as a whole and each teacher in particular. The creation of a holistic educational space will not only promote professional growth, but also prevent professional burnout of teachers. **Conclusions and research perspectives.** It has been determined that structural elements of the pedagogical mastery of a primary school teacher of V. Sukhomlynsky’s type school are the following ones: humanism, pedagogical abilities, and pedagogical interaction. All the above components are implemented in modern approaches, supplemented by professional orientation and motivation, and pedagogical interaction is transformed into pedagogical technique. Although the researchers of the creative heritage of the outstanding scientist do not call professional knowledge a structural component of the pedagogical mastery, the analysis of the work "The Pavlysh secondary school" has proved that the author considered knowledge to be the basis of all teaching work, without which the pedagogical profession is impossible.

Besides the professional knowledge, the knowledge of psychology (as a basis for understanding age and individual characteristics, the richness of methods of studying a child) and perfect command of the native language (as a basis for forming pupils' speech competence and moulding a
citizen) are important. Also, the important didactic skills of the primary school teacher are determined: the ability to teach, to learn, to think, to work independently; to create situations of success; to predict the result of education and upbringing, its possible difficulties. A teacher should be a role model for pupils, so his/her pedagogical culture and a high level of emotional intelligence development are important.

The forms and ways of developing the pedagogical mastery in primary school teachers should correspond to the individual educational trajectory. But there are universal methods, formulated by V. Sukhomlynsky, which will contribute to this process. Among them: systematic deepening, replenishment, improvement of professional knowledge, in particular, by reading (both scientific and fiction literature); familiarization with and creative rethinking of advanced pedagogical experience, introduction of new technologies; creativity and elements of scientific and pedagogical research; constant self-analysis; creation of one's own methodical laboratory; self-education.

Under such conditions, the creativity and experimental-research work using the technology of creative research of V. Sukhomlynsky under the leadership of a competent school principal will be able to ensure the innovativeness of pedagogical activity.

As A. Cockerill put it, "There are several possibilities for further research into the Sukhomlynsky phenomenon. A more detailed study of Sukhomlynsky's work as a school principal could be made based on archival material held at the school in Pavlysh and elsewhere" [18: 218].

The implementation of V. Sukhomlynsky's advice concerning the development of civic qualities of the teacher's personality, his/her emotional intelligence contribute to the formation of a positive image and authority. And on the basis of "Word Pedagogy", the scientists see prospects for the development of general and applied rhetoric in teachers.
REFERENCES (TRANSLATED & TRANSLITERATED)


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