

УДК 140.8:37.032:140.8+378.4

DOI: 10.35619/pse.vi3.62

Yurii Koniakhin

PhD candidate in the speciality
011 Educational and Pedagogical Sciences,
Lecturer of the 2nd Category at the
Separate Structural Subdivision of
Rivne Professional College of the
National University of Life and
Environmental Sciences of Ukraine,
Rivne, Ukraine
ORCID: 0000-0001-6009-7244
e-mail: koniakhin@ukr.net

THE MODEL OF MOTIVATIONAL AND VALUE DETERMINATION OF THE FORMATION OF PROFESSIONAL COMPETENCES OF FUTURE HISTORY TEACHERS IN THE PROCESS OF STUDYING PROFESSIONAL DISCIPLINES

Abstract. This article describes developed model, that aims at enabling the professional competencies of future history teachers through motivational and value-based determination. Within modern education, history teachers carry a dual responsibility: transmitting subject knowledge while cultivating civic-mindedness and critical thinking in students. The model addresses this challenge by integrating several methodological approaches, including competence, synergistic, systemic, activity-based, humanistic, and axiological. Each of these approaches contributes to a comprehensive model for teacher education. They emphasize not only the acquisition of historical knowledge but also the development of intrinsic motivation, ethical reasoning, and a commitment to fostering civic engagement in students. The model's components include a motivational and value component, which develops professional motivation and instills a strong civic sense of social responsibility in future teachers. The cognitive component enriches teachers' knowledge of history and cognitive processes, equipping them to engage students in critical inquiry and foster historical thinking. The methodological and pedagogical component focuses on practical teaching skills, such as classroom management, didactic interaction, and student assessment. Several pedagogical conditions are essential for effectively forming professional competencies. These include practice-oriented training, mentoring support, and reflective practice, which promote continuous professional growth through feedback and self-assessment. Interactive learning methods like role-playing, debates, and project-based learning foster critical engagement with historical content. The model performs multiple functions: cognitive, motivational, communicative, valuable, developmental, and educational, contributing to the holistic development of future history teachers. It prepares them to meet the intellectual and ethical demands of modern education. Specific training methods include moral analysis of historical events, reflective journaling, and critical evaluation of historical sources. The research identifies varying levels of competence formation: high, medium, and low, based on indicators such as civic position, critical thinking, and professional motivation. Teachers using the model show significant improvements in integrating historical knowledge with pedagogical

strategies, fostering critical thinking, and promoting civic responsibility in students. The article concludes with practical implications of the model and recommends further research to explore its long-term effects on teaching practices and student outcomes.

Keywords: professional competencies, history teacher education, motivational determination, civic engagement, interdisciplinary pedagogy, critical thinking.

Statement of the problem. Modern education requires history teachers to possess profound content knowledge and a variety of professional competencies in cultivating critical thinking, civic engagement, and ethical reasoning in students. History teachers must be prepared to embed pedagogical capabilities, ethical concerns, and student engagement in the learning process, ensuring that students are not merely passive consumers of historical knowledge but also active participants in historical inquiry. Developing such competencies in prospective history teachers requires a focused yet holistic approach. This research proposes a motivational and values-based model to help future teachers prepare for these diverse demands. It emphasizes intrinsic motivation, values, and interdisciplinary approaches in preparing educators to meet the current challenges of history teaching.

Analysis of recent research and publications. Scholarly literature on teacher education offers various approaches to forming professional competence, with the competence-based approach often at the forefront. Studies show that motivation plays a crucial role in teacher development; intrinsic motivation significantly enhances engagement with both subject matter and teaching methods. To substantiate the theoretical and methodological foundations of professional training for future specialists, we analyzed key issues in the theory of pedagogical education, as presented in the works of scholars such as I. Bekh, S. Honcharenko, I. Zyazyun, O. Kyrychuk, V. Palamarchuk, O. Savchenko, and others. The theoretical basis of this research is grounded in numerous studies focused on the formation of professional competence in future students of higher pedagogical education, particularly during their educational training (O. Akimova, Y. Hapchuk, A. Hrytsenko, R. Luis, L. Lunevych, A. Makisheva, D. Miguel-Revilla, C. Rapanta, M. Sapohov, and others).

The purpose of this article is to propose and validate a model for developing professional competencies in future history teachers, focusing on motivational and value-based elements.

Summary of the main material. The development of professional competencies in future history teachers must rest on a solid theoretical foundation that ensures the integration of cognitive, pedagogical, motivational, and ethical dimensions. The theoretical framework for this model focuses on the interplay between professional motivation, values, and interdisciplinary learning. It seeks to cultivate not only the knowledge and skills of future teachers but also their civic and ethical responsibilities as educators. The theoretical underpinnings of the model are grounded in several established educational theories and approaches, each contributing to a comprehensive

understanding of how professional competencies are formed and developed [17, p. 240].

The model is anchored in a set of key methodological approaches, each of which plays a distinct role in shaping the motivational and value-based aspects of teacher education:

The competence approach is central to the model and focuses on developing the essential skills, knowledge, and attitudes that future history teachers need to perform effectively in the classroom. This approach emphasizes the mastery of specific competencies, such as subject knowledge, pedagogical techniques, and communication skills, while also integrating professional values like civic engagement and ethical responsibility [1, p. 18].

The synergistic approach underscores the interrelatedness of various competencies. It suggests that professional growth is not isolated within a single domain but is fostered through the interaction of multiple competencies. This approach highlights how the strengthening of one area of competence can lead to growth in others, creating a more holistic and adaptive educator [8, p. 204].

The systemic approach to teacher education views the formation of professional competencies as a structured, comprehensive process that occurs within a broader educational system. This approach ensures that the development of competencies is aligned with the overall goals of the education system, including national curricula, educational standards, and societal needs [5, p. 30].

The activity approach emphasizes the active role of future history teachers in their own professional development. Learning is seen as an active, dynamic process that involves practical engagement, reflection, and continuous improvement. In this approach, future teachers are not passive recipients of knowledge but are encouraged to actively participate in the learning process through real-world teaching experiences, problem-solving tasks, and self-reflection. By placing an emphasis on active learning and practical application, the activity approach ensures that teachers develop hands-on skills and a proactive attitude toward their own professional growth [1, p. 19].

The subject approach ensures that future history teachers are deeply engaged with the content of their discipline. It highlights the importance of subject-specific expertise, ensuring that teachers have a thorough understanding of historical events, processes, and interpretations. This approach reinforces the idea that a teacher's ability to engage students in historical inquiry depends on their mastery of the subject matter. By fostering a deep engagement with historical content, the subject approach ensures that teachers can communicate complex historical ideas effectively and inspire students to critically analyze historical narratives [13, p. 205].

The humanistic approach to teacher education places emphasis on the individual development of both the teacher and the student. It prioritizes the personal and social aspects of education, ensuring that future history teachers are not only knowledgeable but also empathetic, ethical, and committed to fostering the personal growth of their

students. This approach is particularly important in history education, as it encourages teachers to engage students in discussions about human values, ethics, and civic responsibility [15].

The axiological (value-based) approach focuses on the integration of values into the teaching profession. In the context of history education, the axiological approach emphasizes the importance of fostering a strong civic position and a commitment to ethical teaching practices. Future history teachers are encouraged to reflect on their own values and how these values influence their teaching methods and interactions with students [5, p. 30].

The theoretical foundation of the model is also supported by three guiding principles for the development of professional competencies:

1. **Integration:** The integration principle emphasizes the need for future history teachers to synthesize knowledge from various disciplines to create a comprehensive understanding of historical processes.

2. **Interdisciplinarity:** Building on the integration principle, interdisciplinarity encourages future teachers to engage with perspectives and methodologies from different fields of study. For example, teachers might incorporate insights from economics or sociology to analyze historical events in a broader context.

3. **Critical Thinking:** The development of critical thinking is central to the model. Future history teachers are trained to question, analyze, and evaluate historical narratives critically [2, p. 9].

Together, these methodological approaches and principles provide a comprehensive framework for the development of professional competencies in future history teachers. By emphasizing the integration of motivation, values, and interdisciplinary learning, this model ensures that future educators are prepared to engage their students in the critical study of history, fostering both intellectual and civic growth [9, p. 260].

The model for the formation of professional competencies in future history teachers is built on three key components: the motivational and value component, the cognitive component, and the methodological and pedagogical component. Each of these components addresses a specific aspect of the professional development process and contributes to the comprehensive preparation of future teachers. These components work synergistically to ensure that history teachers not only possess the necessary subject knowledge but are also motivated, ethically grounded, and skilled in pedagogy and didactic interaction.

1. **Motivational and Value Component:** The motivational and value component is a core aspect of the model, focusing on developing the intrinsic motivation of future history teachers and reinforcing their commitment to civic and ethical values. This component is critical in shaping teachers who are not only knowledgeable but also passionate about their profession and dedicated to fostering a strong sense of civic responsibility in their students [4, p. 27].

- **Development of Professional Motivation:** Professional motivation is seen as the driving force behind a teacher's commitment to their work and their ability to inspire students. This aspect of the model aims to cultivate a deep, intrinsic motivation in future teachers, encouraging them to view teaching not just as a job but as a vocation. By aligning their personal values with their professional goals, future history teachers become more invested in their students' growth, which enhances their teaching effectiveness. The model encourages self-reflection, personal growth, and a sense of purpose in the profession [16].

- **Formation of Civic Position:** Future history teachers are expected to play a critical role in shaping the civic consciousness of their students. Therefore, this component emphasizes the development of a strong civic position in teachers themselves. By understanding the ethical implications of historical events and the importance of promoting democratic values, teachers can help students become informed, critical citizens. The model encourages teachers to reflect on their own civic responsibilities and to foster these values in their classrooms, promoting active citizenship and ethical decision-making in students [8, p. 205].

2. **Cognitive Component:** The cognitive component of the model focuses on the intellectual development of future history teachers, ensuring that they have the necessary knowledge and cognitive skills to teach history effectively. This component is essential for fostering a deep understanding of historical content and for developing the critical thinking skills needed to analyze and interpret historical events.

- **Cognitive Processes:** Cognitive processes are at the heart of teaching and learning. Future history teachers are trained to process complex historical information, analyze it critically, and present it in a way that is engaging and accessible to students. This involves not only a deep understanding of historical facts and theories but also the ability to interpret historical sources, recognize biases, and evaluate different historical narratives. Teachers are encouraged to engage in higher-order thinking processes, such as analysis, synthesis, and evaluation, which are essential for promoting critical thinking in their students [3, p. 204].

- **Knowledge of Professional Disciplines:** A strong grasp of historical content is fundamental to effective teaching. This component emphasizes the acquisition of in-depth knowledge of key historical events, figures, theories, and interpretations. Future history teachers are expected to be well-versed in both national and world history, as well as in the historiographical debates that shape historical understanding. The model encourages teachers to not only master the content but also to stay current with new research and interpretations in the field of history. Furthermore, this knowledge must be conveyed in a way that is coherent, engaging, and aligned with educational standards [12].

3. **Methodological and Pedagogical Component:** The methodological and pedagogical component focuses on the practical aspects of teaching, equipping future history teachers with the tools and strategies needed to create an effective learning

environment. This component emphasizes the importance of didactic interaction, classroom management, and the ability to apply theoretical knowledge in real-world teaching scenarios.

- **Didactic Interaction:** Didactic interaction refers to the ways in which teachers communicate and interact with their students to facilitate learning. This includes the ability to structure lessons effectively, present historical content in a clear and engaging manner, and encourage active participation from students. Teachers must be skilled in questioning techniques, facilitating discussions, and guiding students in critical analysis. The model promotes interactive teaching methods, such as debates, group discussions, and role-playing, which foster student engagement and help them develop their own critical thinking skills [10, p. 23].

- **Practical Teaching Skills:** Beyond theoretical knowledge, future history teachers must develop practical skills that enable them to manage a classroom, plan lessons, and assess student progress. This component focuses on the development of these essential teaching skills, including lesson planning, classroom management, and the use of various assessment methods. Teachers are trained to design lessons that are not only informative but also engaging and thought-provoking. The model also encourages the use of diverse teaching materials, such as primary sources, multimedia, and interactive technologies, to enhance the learning experience [7, p. 304].

These three components – motivational and value, cognitive, and methodological and pedagogical – are not isolated; rather, they work together to create a holistic model of teacher education. The motivational and value component ensures that future history teachers are driven by a sense of purpose and civic responsibility, while the cognitive component provides them with the intellectual tools needed to teach history effectively. The methodological and pedagogical component, in turn, ensures that they are able to translate this motivation and knowledge into practical teaching strategies that engage and inspire students.

The synergy between these components ensures that future history teachers are not only well-versed in historical content but are also motivated to foster civic values and equipped with the pedagogical tools necessary for effective teaching. This comprehensive approach ensures that teachers can meet the diverse challenges of modern education, preparing them to educate students who are not only knowledgeable about history but also critical thinkers and active citizens [14, p. 333].

The formation of professional competencies in future history teachers relies on specific pedagogical conditions that create a conducive learning environment. These conditions ensure that theoretical knowledge is transformed into practical skills and that future teachers are equipped to handle the complexities of the classroom. The key pedagogical conditions include practice-oriented training, mentorship support, and interactive learning methods [6, p. 14].

Practice-oriented training is vital for bridging the gap between theoretical understanding and real-world application. It provides future teachers with hands-on

experience in actual teaching settings, allowing them to apply their knowledge of history and pedagogy directly in the classroom. Through this experience, they gain a deeper understanding of how to manage classroom dynamics, address diverse student needs, and adapt their teaching methods to various learning styles. This type of training often includes teaching practicums, classroom observations, and micro-teaching sessions, which allow future teachers to receive feedback and improve their instructional skills. By engaging directly with the challenges of teaching history, practice-oriented training helps them refine their approach and adapt their methods to effectively convey complex historical content [11, p. 62].

Mentorship is a crucial element in the development of future history teachers, providing them with guidance and support from experienced educators. Mentors help novice teachers navigate the complexities of the profession, offering advice on instructional strategies, classroom management, and professional ethics. The mentorship process is also deeply tied to reflective practice, encouraging future teachers to critically examine their teaching methods, understand their strengths and areas for improvement, and develop a deeper awareness of their professional identity. Reflection enables them to continuously learn from their experiences, adapt their approaches, and grow both personally and professionally. The combination of mentorship and reflective practice fosters a learning environment where teachers are encouraged to take ownership of their growth and become lifelong learners [3, p. 168].

Interactive learning methods play a critical role in engaging future history teachers with the content they will teach. Techniques such as role-playing, simulations, debates, and project-based learning allow them to explore historical events and concepts in a dynamic and engaging way. For instance, role-playing can help future teachers understand the perspectives of historical figures, while debates can foster critical thinking and the ability to articulate different historical interpretations. These methods not only deepen the teachers' understanding of history but also provide them with effective strategies for engaging their own students. By experiencing the benefits of interactive learning themselves, future teachers are better equipped to implement similar methods in their classrooms, fostering a learning environment that promotes active participation and critical inquiry among their students [6, p. 15].

The model of motivational and value determination in forming professional competencies serves multiple functions that collectively contribute to the holistic development of future history teachers:

- *Cognitive Function:* This function focuses on the intellectual development of future teachers, particularly in terms of critical thinking and analytical skills. It ensures that teachers can engage deeply with historical material, analyzing events, sources, and interpretations in a nuanced manner. The cognitive function is essential for helping teachers cultivate these same skills in their students, promoting thoughtful engagement with history [2, p. 9].

- *Motivational Function:* The motivational function of the model is designed to cultivate intrinsic motivation in future teachers by aligning their personal values with their professional roles. It encourages teachers to see their work as a meaningful contribution to society, fostering a sense of purpose and commitment. By being intrinsically motivated, teachers are more likely to inspire their students and maintain a high level of engagement and passion in their teaching practice [2, p. 9].

- *Communicative Function:* Effective communication is crucial for teaching, and this function focuses on developing the communication skills needed to convey complex historical ideas clearly and engagingly. It includes fostering skills in questioning, facilitating discussions, and guiding students through complex analyses. The communicative function ensures that teachers can create a dialogue-based learning environment, encouraging active participation and collaboration among students [11, p. 62].

- *Valuable Function:* This function emphasizes the integration of core civic and ethical values into the teaching of history. It helps future teachers develop a strong civic position, which they can impart to their students, encouraging them to understand their roles as informed and engaged citizens. The valuable function ensures that teachers can convey the importance of history in understanding contemporary social and political issues, fostering a sense of responsibility and ethical awareness in students [11, p. 62].

- *Developmental Function:* This function supports the ongoing professional and personal growth of future history teachers. It encourages them to continuously seek out new knowledge, adapt to changes in educational practices, and remain responsive to the evolving needs of their students. The developmental function ensures that teachers are equipped to keep pace with advancements in historical research, educational technologies, and pedagogical approaches [10, p. 23].

- *Educational Function:* The educational function focuses on the core goal of teaching: fostering intellectual and moral growth in students. This function ensures that future history teachers are not only skilled in delivering content but are also capable of creating a learning environment that nurtures critical thinking, ethical reasoning, and civic engagement. It ensures that history education goes beyond memorization of facts, aiming instead to develop thoughtful, critically engaged, and socially responsible students [12].

To effectively develop professional competencies in future history teachers, the model incorporates several training methods that integrate historical content with critical analysis and reflective practice:

- *Moral Analysis of Historical Events:* This method involves examining historical events through a moral and ethical lens, encouraging future teachers to explore the civic implications of historical decisions and actions. It fosters discussions on topics like justice, human rights, and the impact of historical events on different communities. This method helps teachers understand the role of history in shaping

societal values and equips them to guide their students in making ethical judgments about the past [4, p. 28].

- *Reflective Journals:* Reflective journals are a valuable tool for self-assessment and personal growth. They provide future teachers with a structured way to reflect on their teaching experiences, evaluate their instructional methods, and consider how their teaching aligns with their values and goals. Reflective journaling encourages teachers to think critically about their practice, identify areas for improvement, and celebrate their successes, fostering a mindset of continuous improvement [7, p. 365].

- *Evaluation of Historical Facts:* This method emphasizes the critical evaluation of historical sources and interpretations, teaching future history educators to assess the reliability, perspective, and context of historical documents. It helps teachers develop a balanced understanding of history, considering multiple viewpoints and recognizing biases. This approach is crucial for fostering critical thinking in students, as it encourages them to question historical narratives and to form their own interpretations based on evidence [5, p. 30].

The model recognizes different levels of professional competence formation among future history teachers, allowing for a nuanced understanding of their development:

- *High Level:* Future teachers at this level demonstrate strong intrinsic motivation, critical thinking skills, and a well-developed civic position. They are capable of engaging students with historical content in meaningful ways and fostering a classroom environment that encourages critical inquiry and ethical reflection.

- *Medium Level:* Teachers at the medium level exhibit moderate levels of professional motivation and critical thinking skills. While they may be effective in their teaching, there is room for growth, particularly in terms of integrating civic values into their instruction and engaging in deeper reflective practice.

- *Low Level:* Teachers at this level rely heavily on rote learning and may lack the motivation and critical thinking skills necessary for effective teaching. They may struggle to engage students in discussions about the ethical dimensions of history and to foster a sense of civic responsibility in their classrooms [15].

The development of professional competencies in future history teachers is assessed using several criteria:

- *Civic Position:* This criterion measures the extent to which teachers incorporate civic values into their teaching and encourage students to become informed, engaged citizens.

- *Critical Thinking:* This measures the ability of teachers to analyze, interpret, and critique historical events and sources, fostering a classroom environment that promotes critical inquiry.

- *Professional Motivation:* This assesses the intrinsic motivation of teachers, evaluating their commitment to continuous professional development and their passion for teaching history [15].

The model demonstrates significant improvements in key areas such as critical thinking, professional motivation, and the promotion of civic engagement among future history teachers. It provides a structured approach to developing the skills and values needed for effective history teaching, contributing to the preparation of teachers who are capable of engaging students in thoughtful and meaningful ways.

Conclusions and prospects for further investigations. Future research could explore the long-term impact of this model on teaching practices and student learning outcomes, as well as its applicability to other subject areas. Additionally, studies could examine how the model can be adapted to address the diverse needs of students in different educational contexts.

The model of motivational and value determination for the formation of professional competencies in history teachers effectively integrates motivation, values, and interdisciplinary knowledge. It prepares future teachers to engage students in critical thinking and civic reflection, ensuring that they are equipped to address the challenges of modern history education.

СПИСОК ВИКОРИСТАНИХ ДЖЕРЕЛ

1. Акімова О. В. Педагогічне стимулювання як всебічного розвитку особистості майбутнього вчителя: автореф. дис. ... канд. пед. наук: 13.00.01. Київський державний педагогічний інститут. Київ, 1989. 24 с.
2. Акімова О. В., Наливайко О. Б. Психологічні теорії творчості і творчого мислення. *Наукові записки Вінницького державного педагогічного університету імені Михайла Коцюбинського. Серія: Педагогіка і психологія.* 2013. № 39. С. 7-11. URL: http://nbuv.gov.ua/UJRN/Nzvdpu_pp_2013_39_3.
3. Гапчук Я. А. Сучасні тенденції розвитку Е-навчання у вищій школі Німеччини : дис. ... доктора філософії: 011 – Освітні, педагогічні науки. ВДПУ ім. М. Коцюбинського, МОН України. Вінниця, 2023. 416 с. URL : <https://dspace.vspu.edu.ua/handle/123456789/11256>.
4. Гапчук Я. А., Сапогов М. В. Використання елементів інформаційних та SMART-технологій під час вивчення іноземної мови. *Актуальні проблеми філології та методики викладання іноземних мов у сучасному мультилінгвальному просторі.* Вінниця, 2018. С. 27–29.
5. Коберник Л. О. Роль та місце ціннісних орієнтацій у формуванні особистості. *Наука і освіта.* Науково-практичний журнал південного наукового центру АПН України. 2008. № 4–5. С. 28–33.
6. Коняхін Ю. Педагогічні умови формування професійних компетентностей майбутніх учителів історії. *Наукові записки Вінницького державного педагогічного університету імені Михайла Коцюбинського. Серія :*

Педагогіка і психологія. 2024. № 78, С. 12–17. DOI: <https://doi.org/10.31652/2415-7872-2024-78-12-17>.

7. Кремень В. Г. Філософія людиноцентризму в стратегіях освітнього простору: монографія. Київ: Педагогічна думка, 2009. 520 с.

8. Михайлишин Г. Й. Цінності освіти як засіб досягнення мети суспільного поступу. *Гуманітарний вісник Запорізької державної інженерної академії: Збірник наукових праць*. 2011. Том 47. С. 202–209.

9. Печерська Г. О. Професійні ціннісні орієнтації вчителів. *Збірник наукових праць. Психологічні науки*. 2013. Том 2. Випуск 10 (91). С. 252–257.

10. Пустовіт Г. Компетентнісний підхід у змісті позашкільної освіти і виховання. *Рідна школа*. 2014. № 11. С. 20–25. URL : http://nbuv.gov.ua/UJRN/rsh_2014_11_6.

11. Пустовіт Г., Коняхін Ю. Організаційно-педагогічні конструкти процесу формування професійної компетентності майбутніх учителів історії під час вивчення фахових дисциплін. *Наукові записки Вінницького державного педагогічного університету імені Михайла Коцюбинського. Серія : Педагогіка і психологія*. 2024. № 77, С. 59–64. DOI : <https://doi.org/10.31652/2415-7872-2024-77-59-64>.

12. Пустовіт Г., Коняхін Ю. Ціннісно-орієнтаційна складова процесу формування професійних компетентностей майбутніх вчителів історії. *Педагогічна наука і освіта XXI століття*. 2023. № 1. С. 5–17. URL : <https://pse.itup.com.ua/index.php/pse/article/view/3>.

13. Сапогов М. В. Формування професійної компетентності магістрантів засобами Smart-технологій : монографія. Вінниця : ТОВ «Твори», 2021. 271 с.

14. Hrytsenko A. Developing the content of forming the system of intending history teachers professional competence using multimedia technologies. *Revista Românească Pentru Educație Multidimensională*. 12(1Sup1), 2020. pp. 330–346. DOI : <https://doi.org/10.18662/rrem/12.1sup1/238>.

15. Koniakhin Y. Valuable determination of the formation of professional competencies of future history teachers. *Pedeutopogy*. Vol. 2, No.1. 2024. URL: <https://vspu.net/peedeutology/index.php/journal/issue/archive>.

16. Oleg M. Slushny, Olha V. Akimova, Alla M. Kolomiiets, Ievgen V. Gromov, Khamka, Nelina B Educational project «Pedagogical insight» as a technology of the future teachers' personal professional formation. *Society. Integration. Education*. (SIE-2020) International Scientific Conference. May 22-23, 2020, Academy of Technologies, Rezekne, Latvia. URL : <https://conferences.ru.lv/index.php/SIE/SIE2020/paper/view/3516>.

17. Poseletska K., Ihnatova O., Kochenko O., Hapchuk Y. Pedagogical promotion of professional self-realization of future teachers of philological specialties. *Society. Integration. Education*. Proceedings of the International Scientific Conference. 2020. p. 236–246. DOI: <https://doi.org/10.17770/sie2020vol2.4826>.

REFERENCES

1. Akimova O. V. Pedahohichne stymuliuvannia yak vsebichnoho rozvytku osobystosti maibutnoho vchytelia : avtoref. dys... kand. ped. nauk: 13.00.01. [Pedagogical stimulation as a comprehensive development of the personality of the future teacher]. Kyivskyi derzhavnyi pedahohichnyi instytut. Kyiv, 1989. 24 s. [in Ukrainian].
2. Akimova O. V., Nalyvaiko O. B. Psykholohichni teorii tvorchosti i tvorchoho myslennia. [Psychological theories of creativity and creative thinking]. *Naukovi zapysky Vinnytskoho derzhavnoho pedahohichnoho universytetu imeni Mykhaila Kotsiubynskoho. Serii : Pedahohika i psykholohiia*. 2013. № 39. S. 7-11. URL: http://nbuv.gov.ua/UJRN/Nzvdpu_pp_2013_39_3. [in Ukrainian].
3. Hapchuk Ya. A. Suchasni tendentsii rozvytku E-navchannia u vyshchii shkoli Nimechchyny : dys. ... doktora filosofii: 011 – Osvitni, pedahohichni nauky [Modern trends in the development of e-learning in higher education in Germany]. VDPU im. M. Kotsiubynskoho, MON Ukrainy. Vinnytsia, 2023. 416 s. URL : <https://dspace.vspu.edu.ua/handle/123456789/11256>. [in Ukrainian].
4. Hapchuk Ya. A., Sapohov M. V. Vykorystannia elementiv informatsiinykh ta SMART-tekhnologii pid chas vyvchennia inozemnoi movy. [Use of elements of information and SMART technologies during foreign language learning]. *Aktualni problemy filolohii ta metodyky vykladannia inozemnykh mov u suchasnomu multylinhvalnomu prostori*. Vinnytsia, 2018. S. 27-29. [in Ukrainian].
5. Kobernyk L. O. Rol ta mistse tsinnisnykh oriiientatsii u formuvanni osobystosti. [The role and place of value orientations in personality formation]. *Nauka i osvita*. Naukovo-praktychnyi zhurnal pivdennoho naukovoho tsentru APN Ukrainy. 2008. No 4–5. S. 28–33. [in Ukrainian].
6. Koniakhin Yu. Pedahohichni umovy formuvannia profesiinykh kompetentnostei maibutnikh uchyteliv istorii. [Pedagogical conditions for the formation of professional competences of future teachers of history]. *Naukovi zapysky Vinnytskoho derzhavnoho pedahohichnoho universytetu imeni Mykhaila Kotsiubynskoho. Serii : Pedahohika i psykholohiia*. 2024. № 78, S. 12–17. DOI : <https://doi.org/10.31652/2415-7872-2024-78-12-17>. [in Ukrainian].
7. Kremen V. H. Filosofiia liudynotsentryzmu v stratehiakh osvitnoho prostoru: monohrafiia. [The philosophy of human-centeredness in educational space strategies]. Kyiv: Pedahohichna dumka, 2009. 520 s. [in Ukrainian].
8. Mykhailyshyn H. Y. Tsinnosti osvity yak zasib dosiahnennia mety suspilnoho postupu. [Values of education as a means of achieving the goal of social progress]. *Humanitarnyi visnyk Zaporizkoi derzhavnoi inzhenernoi akademii: Zbirnyk naukovykh prats*. 2011. Tom 47. S. 202–209. [in Ukrainian].
9. Pecherska H. O. Profesiini tsinnisni oriiientatsii vchyteliv. [Professional value orientations of teachers]. *Zbirnyk naukovykh prats*. Psykholohichni nauky. 2013. Tom 2. Vypusk 10 (91). S. 252–257. [in Ukrainian].

10. Pustovit H. Kompetentnisnyi pidkhid u zmisti pozashkilnoi osvity i vykhovannia. [Competency approach in the content of extracurricular education and upbringing]. *Ridna shkola*. 2014. № 11. S. 20–25. URL : http://nbuv.gov.ua/UJRN/rsh_2014_11_6. [in Ukrainian].
11. Pustovit H., Koniakhin Yu. Orhanizatsiino-pedahohichni konstrukty protsesu formuvannia profesiinoi kompetentnosti maibutnikh uchyteliv istorii pid chas vyvchennia fakhovykh dystsyplin. [Organizational and pedagogical constructs of the process of formation of professional competence of future teachers of history during the study of professional disciplines]. *Naukovi zapysky Vinnytskoho derzhavnoho pedahohichnoho universytetu imeni Mykhaila Kotsiubynskoho. Serii : Pedahohika i psykholohiia*. 2024. № 77, S. 59–64. DOI : <https://doi.org/10.31652/2415-7872-2024-77-59-64>. [in Ukrainian].
12. Pustovit H., Koniakhin Yu. Tsinnisno-orientatsiina skladova protsesu formuvannia profesiinykh kompetentnostei maibutnikh vchyteliv istorii. [Value-oriented component of the process of formation of professional competences of future history teachers]. *Pedahohichna nauka i osvita KhKhI stolittia*. 2023. № 1. S. 5–17. URL : <https://pse.itup.com.ua/index.php/pse/article/view/3>. [in Ukrainian].
13. Sapohov M. V. Formuvannia profesiinoi kompetentnosti mahistrantiv zasobamy Smart-tekhnologii : monohrafiia. [Formation of professional competence of master's students by means of Smart technologies]. Vinnytsia : TOV «Tvory», 2021. 271 s. [in Ukrainian].
14. Hrytsenko A. Developing the content of forming the system of intending history teachers professional competence using multimedia technologies. *Revista Românească Pentru Educație Multidimensională*. 12(1Sup1), 2020. rr. 330–346. DOI : <https://doi.org/10.18662/rrem/12.1sup1/238>.
15. Koniakhin Y. Valuable determination of the formation of professional competencies of future history teachers. *Pedeutopogy*. Vol. 2, No.1. 2024. URL : <https://vspu.net/peudeutology/index.php/journal/issue/archive>.
16. Oleg M. Slushny, Olha V. Akimova, Alla M. Kolomiiets, Ievgen V. Gromov, Khamska, Nelina B Educational project «Pedagogical insight» as a technology of the future teachers personal professional formation. *Society. Integration. Education*. (SIE-2020) International Scientific Conference. May 22-23, 2020, Academy of Technologies, Rezekne, Latvia. URL: <https://conferences.ru.lv/index.php/SIE/SIE2020/paper/view/3516>.
17. Poseletska K., Ihnatova O., Kochenko O., Hapchuk Y. Pedagogical promotion of professional self-realization of future teachers of philological specialities. *Society. Integration. Education*. Proceedings of the International Scientific Conference. 2020. p. 236-246. DOI: <https://doi.org/10.17770/sie2020vol2.4826>.

**МОДЕЛЬ МОТИВАЦІЙНО-ЦІННІСНОГО ДЕТЕРМІНУВАННЯ ФОРМУВАННЯ
ПРОФЕСІЙНИХ КОМПЕТЕНТОСТЕЙ МАЙБУТНІХ ВЧИТЕЛІВ ІСТОРІЇ У
ПРОЦЕСІ ВИВЧЕННЯ ФАХОВИХ ДИСЦИПЛІН**

Юрій Коняхін

здобувач ступеня PhD за спеціальністю 011 Освітні, педагогічні науки РДГУ;
викладач II категорії, Відокремлений структурний підрозділ Рівненського фахового
коледжу Національного університету біоресурсів і природокористування України,
м. Рівне, Україна
ORCID: 0000-0001-6009-7244
e-mail: koniakhin@ukr.net

Анотація. У статті описано розроблену модель формування професійних компетентностей майбутніх учителів історії через мотиваційно-ціннісну детермінацію. У сучасній освіті вчителі історії несуть подвійну відповідальність: передавати предметні знання, одночасно виховуючи в учнів громадянську позицію та критичне мислення. Модель вирішує дану проблему шляхом інтеграції кількох методологічних підходів, включаючи компетентнісний, синергетичний, системний, діяльнісний, гуманістичний та аксіологічний. Кожен із цих підходів сприяє створенню комплексної моделі освіти вчителів. Вони наголошують не лише на набутті історичних знань, але й на розвитку внутрішньої мотивації, етичного мислення та прагнення сприяти громадянській активності учнів. Компоненти моделі включають мотиваційно-ціннісний компонент, який розвиває професійну мотивацію та виховує у майбутніх учителів сильне громадянське почуття соціальної відповідальності. Когнітивний компонент збагачує знання вчителів про історію та пізнавальні процеси, готуючи їх залучати учнів до критичного дослідження та розвивати історичне мислення. Методично-педагогічний компонент зосереджений на практичних навичках навчання, таких як керування класом, дидактична взаємодія та оцінювання студентів. Для ефективного формування професійних компетенцій необхідні декілька педагогічних умов. Сюди входить практико-орієнтоване навчання, менторська підтримка та рефлексивна практика, які сприяють безперервному професійному зростанню через зворотній зв'язок і самооцінку. Інтерактивні методи навчання, як-от рольові ігри, дебати та проєктне навчання, сприяють критичній взаємодії з історичним вмістом. Модель виконує багатофункціональну функцію: пізнавальну, мотиваційну, комунікативну, ціннісну, розвивальну та освітню, сприяючи цілісному розвитку майбутнього вчителя історії, що готує їх відповідати інтелектуальним і етичним вимогам сучасної освіти. Конкретні методи навчання включають моральний аналіз історичних подій, рефлексивне ведення журналу та критичну оцінку історичних джерел. Дослідження визначає різні рівні сформованості компетентностей – високий, середній і низький – за такими показниками, як громадянська позиція, критичне мислення та професійна мотивація. Вчителі, які використовують модель, демонструють значні покращення в інтеграції історичних знань із педагогічними стратегіями, вихованні критичного мислення та сприянні громадянській відповідальності учнів.

Ключові слова: професійні компетенції, освіта вчителя історії, мотиваційна детермінація, громадянська активність, міждисциплінарна педагогіка, критичне мислення.

Стаття надійшла до редакції 01.10.2024 р.