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*Psychological and Pedagogical Training of Future Teachers
in Ukraine: Modern Realities and Innovative Practices
of Content Update*

Kształcenie psychologiczne i pedagogiczne przyszłych nauczycieli na Ukrainie: współczesne
realia i innowacyjne praktyki aktualizacji treści

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ABSTRACT

The article presents the results of the scientific study “Development of the Content of Psychological and Pedagogical Training of Future Teachers on a Competency-Based Basis” (PK 0123U100447, 2023–2025) by researchers of the Department of Content and Technologies of Pedagogical Education of the Ivan Zyazyun Institute of Pedagogical Education and Adult Education of the National Academy of Sciences of Ukraine. The purpose of the study is to improve the content of psychological and pedagogical training of future teachers in institutions of professional pre-higher and higher education on a competency-based basis, taking into account the challenges of war and post-war reconstruction. The content of psychological and pedagogical training of future teachers at different educational levels was monitored and an online survey of teachers was conducted on the state of readiness to update the content of psychological and pedagogical disciplines. Based on the content analysis of educational programs, syllabi, and teaching materials, the specifics of structuring the content of psychological and pedagogical training of future teachers at the level of professional pre-higher education, bachelor’s, master’s, and doctoral educational levels are characterized. The pedagogical conditions for improving the content of psychological and pedagogical training of future teachers at different educational levels in institutions of professional pre-higher and higher pedagogical education in war conditions and during the period of post-war reconstruction of the country are theoretically substantiated. Educational and methodological support for improving the content of psychological and pedagogical training of

future teachers at different educational levels, taking into account key competencies during the period of post-war reconstruction of the country, has been developed, and its practical significance has been monitored during the experiment and testing.

Keywords: training content; psychological and pedagogical training; competency-based principles; war realities; post-war reconstruction

RELEVANCE OF THE RESEARCH PROBLEM

Under the conditions of the military aggression of the Russian Federation against Ukraine, the teacher assumes a particularly significant sociocultural role, acting as a transmitter of national cultural traditions, professional knowledge, and the values of language, literature, folklore, and history within educational practice. Through their personal and professional example, teachers contribute to shaping students as individuals. This mission becomes especially pronounced in the context of the cultural and informational warfare accompanying the military aggression of the Russian Federation on the territory of Ukraine. In contemporary circumstances, the role of the educator lies not only in shaping students' personalities, worldviews, and value systems, but also in responding to the realities of wartime. This requires the possession of professional and personal qualities that enable effective pedagogical interaction with students based on empathy, partnership-based communication, a learner-centered approach, support for mental health, and the ability to respond to educational innovations grounded in the competency-based principles of the New Ukrainian School and the specialized upper secondary school.

Current trends in the development of education in Ukraine and European countries reflect a societal demand for fostering in learners not only academic knowledge but also soft skills, including communication, creativity, emotional intelligence, critical thinking, and others. These contemporary priorities demonstrate that a modern teacher must be a master of their profession, a mentor and facilitator, capable of self-regulation, empathy, resilience to stress, personal and professional growth, and internal readiness to face the challenges of the profession. Accordingly, the issue of updating the content of the psychological and pedagogical training of future teachers has become particularly relevant. This necessity stems from the need to actualize the Ukrainian historical and pedagogical heritage in order to strengthen the nation-building dimension of psychological and pedagogical disciplines, as well as to enrich the curriculum with topics related to the personology of education, mental health, inclusion, overcoming educational losses, psychodidactics, and media didactics based on interdisciplinary integration.

Within this context, significant results were obtained through the research project "Development of the Content of Psychological and Pedagogical Training of Future Teachers on Competency-Based Principles" (PK 0123U100447, 2023–2025), conducted by researchers of the Department of Content and Technologies

of Pedagogical Education at the Ivan Ziaziun Institute of Pedagogical Education and Adult Education of the National Academy of Educational Sciences of Ukraine. The findings of this research have contributed to improving the quality of teacher education in Ukraine.

THEORETICAL ANALYSIS OF THE PROBLEM

Within the framework of the study, a theoretical analysis of the problem of developing the content of professional training for future teachers in institutions of professional pre-tertiary and higher pedagogical education was carried out. Based on the analysis of legislative and regulatory documents – namely the Laws of Ukraine “On Education” (2017), “On Higher Education” (2014), “On Complete General Secondary Education” (2020), the Concept for the Development of Pedagogical Education in Ukraine (2018), the Standards and Guidelines for Quality Assurance in the European Higher Education Area (2015), the EU Framework Programme on Updated Key Competences (2018), and others – it was determined that, in the context of contemporary transformations in teacher education associated with the integration of Ukrainian higher pedagogical education into the European educational space, the issue of improving the quality of professional training, particularly psychological and pedagogical preparation of future teachers, becomes increasingly relevant at all educational levels: professional pre-tertiary education, bachelor’s, master’s, and doctoral levels.

Qualitative transformations in the preparation of a modern teacher involve the establishment of a competency-based paradigm in teacher education, which, within the Ukrainian context, has received legislative and regulatory support. In particular, most higher education standards in the educational field have been approved, along with the Professional Standard for Teachers (2020, 2024) and the Professional Standard for the Group of Professions “Higher Education Teachers” (2021), among others. These standards define two groups of competencies: general competencies (civic, social, cultural awareness and expression, leadership, and entrepreneurial competencies) and professional competencies (linguistic and communicative, subject-specific, methodological, information and digital, psychological, emotional and ethical, pedagogical partnership, inclusive, health-preserving, design, prognostic, organizational, evaluative and analytical, innovative competencies, the ability for life-long learning, and reflective competence). Integrating these competencies into the content of psychological and pedagogical training requires updating the content of academic disciplines – such as pedagogy, psychology, subject teaching methodologies, pedagogical mastery, and the history of pedagogy – based on the principles of digital pedagogy, media education, the personology of pedagogical

science, interdisciplinarity, communication theory and practice, and a culturally value-oriented, Ukraine-centered paradigm.

In theoretical discourse, the problem of improving the content of psychological and pedagogical training of future teachers at different educational levels in institutions of professional pre-tertiary and higher pedagogical education on competency-based principles has been addressed in the works of contemporary scholars in several areas: the substantiation of conceptual foundations of teacher education (S. Honcharenko, O. Dubaseniuk, I. Ziaziun, V. Kremen, O. Kucheriavyi, N. Nychkalo, etc.); identification of priorities for the development of teacher education in the context of European integration (N. Avsheniuk, N. Lazarenko, V. Luhovyi, L. Lukianova, O. Polovenko, H. Sotska, etc.); research on updating the content, forms, and methods of training future teachers (M. Vovk, O. Semenog, M. Soldatenko, L. Khomych); analysis of the potential of formal, non-formal, and informal education in teacher training (O. Anishchenko, V. Sydorenko, T. Sorochan, etc.); investigation of the competency-based foundations of teacher education (O. Dubaseniuk, S. Sysoieva, L. Khoruzha, etc.); and the study of international experience in teacher education (K. Kotun, N. Postryhach, L. Pukhovska, Zh. Talanova, etc.).

It has been established that the content of psychological and pedagogical training of a teacher encompasses a spectrum of essential professional knowledge related to the theory and practice of disseminating and generating innovative pedagogical and psychological experience in teaching activities. This training aims at developing and strengthening teachers' professional competencies (linguistic and communicative, subject-specific, methodological, information and digital, psychological, emotional and ethical, pedagogical partnership, reflective, etc.), which enable professional growth, success in the teaching profession, and a meaningful influence on the intellectual, emotional, and worldview development of students.

RESULTS OF THE ONLINE SURVEY OF TEACHERS

In the course of the research, the level of readiness of teachers in institutions of professional pre-tertiary and higher education to update the content of psychological and pedagogical training of future teachers on competency-based principles was identified. For this purpose, an analysis of educational and professional as well as educational and research programmes for training future teachers at different educational levels (2016–2025) was conducted. This analysis made it possible to determine that the content of educational components requires updating in accordance with the competencies defined in the Professional Standards. The findings also revealed the predominantly traditional nature of the core course Pedagogy, the practical absence of the course Pedagogical Mastery in

most educational and professional programmes, and the fact that psychological and pedagogical disciplines are mainly included as elective educational components (chosen by students).

In order to determine the level of readiness of teachers in institutions of professional pre-tertiary and higher education to update the content of psychological and pedagogical disciplines on competency-based principles in the training of future teachers at the levels of professional pre-tertiary, bachelor's, master's, and doctoral education, diagnostic tools (online questionnaires, surveys, etc.) were developed. In 2023, a survey and questionnaire-based study was conducted to determine teachers' readiness to update the content of psychological and pedagogical disciplines on competency-based principles in accordance with the structure of the studied quality (motivational, cognitive-operational, and praxeological components), which correspond to the motivational-target, cognitive-operational, and activity-reflective criteria.

The motivational-target criterion of teachers' readiness to update the content of psychological and pedagogical training on competency-based principles was diagnosed according to the following indicators: professional needs manifested in the desire to acquire professional pedagogical knowledge and skills, personal interest, moral and volitional persistence, and responsibility; awareness of the need to update the content of psychological and pedagogical disciplines (functional interest or occasional engagement); and motivation to implement competencies into the content of psychological and pedagogical disciplines (the formation of needs and stable dominant motives aimed at developing the professional competencies of future teachers on competency-based principles).

The cognitive-operational criterion of teachers' readiness to update the content of psychological and pedagogical training on competency-based principles is reflected in such indicators as: knowledge of modern psychological and pedagogical innovative methods, concepts, and theories; the ability to structure the content of disciplines using the potential of digital pedagogy, media education, and related approaches; and the ability to design pedagogical actions and determine strategies for applying psychological and pedagogical knowledge in the teaching of professional disciplines.

To determine the praxeological and activity-based criterion of teachers' readiness to update the content of psychological and pedagogical training, the following indicators were identified: the ability to update the content of disciplines using distance learning platforms, digital resources, and other tools; the ability to design the content of psychological and pedagogical disciplines in accordance with the competencies defined in the Professional Standards; and the ability to structure the content on interdisciplinary principles while taking into account the specific features of the teaching profession and innovative methods of teaching professional disciplines.

Based on the identified criteria and indicators, three levels of teachers' readiness to update the content of psychological and pedagogical training were distinguished: adaptive-professional level (low), conceptual-productive level (medium), and methodological-creative level (high).

According to the results of the survey and questionnaire conducted among teachers of institutions of professional pre-tertiary and higher pedagogical education (204 respondents), it was established that, according to all criteria and indicators of readiness to update the content of psychological and pedagogical training on competency-based principles, teachers predominantly demonstrated a conceptual-productive (medium) level (52%). A smaller proportion demonstrated a methodological-creative (high) level (23%), while a significant percentage corresponded to the adaptive-professional (low) level (25%).

The results of the diagnostic stage of the experiment indicate the need to develop scientific and methodological support for updating the content of psychological and pedagogical training of future teachers on competency-based principles, as well as to substantiate the pedagogical conditions for updating the relevant content in institutions of professional pre-tertiary and higher pedagogical education.

SPECIFIC FEATURES OF STRUCTURING THE CONTENT OF PSYCHOLOGICAL AND PEDAGOGICAL TRAINING OF FUTURE TEACHERS

The researchers analyzed the specific features of structuring the content of psychological and pedagogical training of future teachers at the levels of professional pre-tertiary education, bachelor's, master's, and doctoral studies. An analysis was conducted of the educational documentation of psychological and pedagogical disciplines (educational programmes, syllabi, working curricula, and instructional and methodological support) used in the training of future teachers of different specializations at the levels of professional pre-tertiary, bachelor's, master's, and doctoral education in 18 institutions of professional pre-tertiary and higher pedagogical education located in different regions of Ukraine.

The analysis of the documentation made it possible to identify the following features of structuring the content of psychological and pedagogical training of future teachers at different educational levels.

At the level of professional pre-tertiary education, the diversification of psychological and pedagogical disciplines depends on the specialty, the focus of educational and professional programmes, and the regional specificity of the institution. Psychological and pedagogical disciplines precede pedagogical, educational, and internship practices. Considerable attention is paid to methods of teaching specialized subjects and methodological approaches to teaching and

learning in primary school in accordance with the conceptual principles of the New Ukrainian School. The structuring of the content is carried out with regard to the theory and practice of pedagogical mastery in primary and preschool education, as well as the organization of educational and upbringing activities.

At the bachelor's level, the content is oriented toward the formation of professional competencies and the development of elective educational components that take into account the future specialization and the individual educational trajectory of students. The structuring of the content is also based on the study of issues related to inclusive education, psychological assistance and support, and the prevention of bullying.

At the master's level, the content of educational and professional programmes for training specialists is developed in accordance with defined competencies (general and special, including professional and subject-specific) and learning outcomes. Particular emphasis is placed on developing teaching skills in combination with the formation of research, innovation, and leadership competencies.

At the doctoral level, the list and content of elective psychological and pedagogical disciplines are determined by the needs of future teacher-researchers for in-depth study of relevant subdisciplines of pedagogy and psychology, as well as interdisciplinary courses that correspond to their research interests and the topics of their doctoral dissertations. The content of psychological and pedagogical disciplines is structured with the aim of developing teaching competence, pedagogical mastery, and the ability to create innovations in the field of education and pedagogical sciences and to transfer them into educational practice.

SUBSTANTIATION OF PEDAGOGICAL CONDITIONS FOR IMPROVING THE CONTENT OF PSYCHOLOGICAL AND PEDAGOGICAL TRAINING OF FUTURE TEACHERS

Within the framework of the study, pedagogical conditions for improving the content of psychological and pedagogical training of future teachers at different educational levels in institutions of professional pre-tertiary and higher pedagogical education were identified, taking into account the conditions of war and the period of post-war recovery of the country.

At the level of professional pre-tertiary education, the following conditions were defined: improving the psychological and pedagogical training of future teachers on the basis of the theory and practice of psychopedagogy, the personology of education, and the actualization of historical and pedagogical ideas; updating the content of the compulsory course Pedagogy in accordance with the competency-based principles of the New Ukrainian School; and ensuring the cross-cutting integration of modules and topics into compulsory and elective disciplines addressing children's psychological trauma caused by military actions,

as well as issues of mental health within partnerships among teachers, students, parents, and the community.

At the bachelor's level, the following pedagogical conditions were identified: updating syllabi and curricula of psychological and pedagogical educational components with consideration of the Ukrainian historical and pedagogical heritage in order to strengthen the nation-building dimension of these disciplines; enriching the content of psychological and pedagogical courses through interdisciplinary integration of topics related to the personology of education, mental health, inclusion, overcoming educational losses, psychodidactics, media didactics, and related issues; ensuring the axiological and cultural development of future teachers through the creation of an educational and communicative environment; establishing educational partnerships between institutions of higher pedagogical education and general secondary education institutions to respond effectively to the challenges of wartime and post-war recovery; and creating digital instructional and methodological support for updating the content of compulsory psychological and pedagogical disciplines.

At the master's level, the following conditions were substantiated: the development of instructional and methodological support for improving the content of psychological and pedagogical training of future lecturers in pedagogical disciplines with consideration of key competencies; the introduction of innovative content into educational components related to the methodology of pedagogical and psychological research based on the work of Ukrainian and international scholars; the modeling of professional situations aimed at developing partnership interaction among participants in the educational process, taking into account the challenges of war and the realities of organizing education during post-war recovery; and the implementation of interactive learning approaches that intensify dialogical interaction among participants in educational activities based on subject–subject relationships.

At the doctoral level, the following pedagogical conditions were defined: a comprehensive approach to the development of the professional competence of PhD candidates; enrichment of the content of compulsory and elective psychological and pedagogical disciplines aimed at developing competencies defined in the National Qualifications Framework and the Professional Standard for University Teachers; the creation of an innovative educational environment (mentorship, pedagogical author workshops, and summer/winter schools for doctoral students); and the modernization of the content of core psychological and pedagogical disciplines through the integration of topics related to sustainable development, innovative pedagogical technologies, including digital platforms, interactive teaching methods, problem-based and project-based learning, as well as modules addressing the personology of education, psychological well-being, and inclusion.

INNOVATIONS IN THE CONTENT OF PSYCHOLOGICAL AND PEDAGOGICAL TRAINING OF FUTURE TEACHERS

Scientific and methodological support for improving the content of psychological and pedagogical training of future teachers at different educational levels was developed, taking into account key competencies in the period of the country's post-war recovery. This support includes two textbooks: *Innovations in the Content of Professional Training of Future Doctors of Philosophy* by Vovk and Semenog (2025a) and *The Content of Psychological and Pedagogical Training of Future Bachelor Teachers in Higher Pedagogical Education Institutions (textbook)* by Filipchuk (2025); one dictionary: *Innovations in the Psychological and Pedagogical Training of Future Teachers in Institutions of Professional Pre-Tertiary and Higher Education* by Vovk et al. (2025); two bibliographic indexes: *Development of Art and Pedagogical Education in Ukraine* by Hryshchenko (2025) and *Development of the Content of Psychological and Pedagogical Training of Future Teachers on Competency-Based Principles* by Holovchenko (2023); one set of methodological recommendations: *The Content of Psychological and Pedagogical Training of Future Lecturers in Higher Pedagogical Education Institutions* by Solomakha (2024); and one curriculum: the *Pedagogy* curriculum for pedagogical colleges developed by Hryshchenko (2023).

According to the results of expert evaluation, the developed materials are aimed at updating the content of psychological and pedagogical training of future teachers at different educational levels (professional pre-tertiary, bachelor's, master's, and doctoral levels); improving working curricula and syllabi of psychological and pedagogical disciplines in accordance with the competency-oriented paradigm of modern teacher education; enriching the content of relevant disciplines with topics related to the personology of education, mental health, the teacher's professional image, open science, academic integrity in the teaching profession, and the digitalization of education; presenting innovations in the content of psychological and pedagogical disciplines in accordance with the provisions of the Concept of the New Ukrainian School, state standards for basic and specialized secondary education, modern higher education standards, and professional standards for teachers and university lecturers; and designing innovative changes in the content of psychological and pedagogical training through the use of interactive forms and methods of digital pedagogy, competency-based and problem-based learning, interdisciplinary projects, research tasks, case technologies, and the modeling of pedagogical situations.

The developed materials were implemented in educational practice, and the formative stage of the experimental work within the research project was carried out. The results of the study indicate that the implementation of these innovations contributed to increasing the level of teachers' readiness to update the content

of psychological and pedagogical disciplines on competency-based principles. According to the results of the final online survey, a significant increase in the methodological-creative (high) level of readiness was observed (from 23 to 62%), while the proportion of the conceptual-productive (medium) level decreased (from 52 to 23%), as did the adaptive-professional (low) level (from 25 to 15%).

Significant innovations tested in institutions of professional pre-tertiary and higher education included the following:

- Diagnostic tools aimed at identifying the level of teachers' readiness to update the content of psychological and pedagogical disciplines on competency-based principles in the training of future teachers. These tools included: a questionnaire for teachers of psychological and pedagogical disciplines in pedagogically oriented institutions of professional pre-tertiary education; an online survey for teachers of psychological, pedagogical, and methodological disciplines who teach in bachelor's-level educational programmes; an online questionnaire for teachers of professional and psychological-pedagogical disciplines involved in training teachers of different specializations at the master's level; an online survey for teachers engaged in training Doctor of Philosophy (PhD) candidates at the doctoral level in specialty 011 Educational, Pedagogical Sciences; and a method of content analysis of curricula and programmes of psychological and pedagogical disciplines at different educational levels according to specific criteria (number of credits, competencies, basic concepts, interdisciplinary links, and compliance with professional standards for teachers and university lecturers).
- Scientific and methodological support for updating the content of psychological and pedagogical training of future teachers on competency-based principles, including: a textbook for students of the third (doctoral) educational and scientific level of higher education in the field A Education; a textbook for students of the first (bachelor's) level of higher education in the field A Education in specialties A14 Secondary Education and A15 Vocational Education; bibliographic indexes for teachers and students of professional pre-tertiary education as well as the first (bachelor's), second (master's), and third (doctoral) levels of higher education in the field A Education (all specialties); a curriculum for the discipline Pedagogy for pedagogical colleges (specialties 012 Preschool Education, 231 Social Work, 025 Musical Art, 015 Vocational Education. Digital Technologies); and methodological recommendations for updating the content of psychological and pedagogical disciplines in the training of future teachers at the master's level in the field A Education.

The most significant achievements in improving the content of psychological and pedagogical training of future teachers include:

- updating the content of psychological and pedagogical disciplines on competency-based principles in the training of future teachers at the levels of professional pre-tertiary education, bachelor's, master's, and doctoral studies; developing electronic educational and methodological resources for psychological and pedagogical disciplines in the preparation of future teachers of various specializations, taking into account key competencies defined in professional standards; and preparing recommendations for updating the content of psychological and pedagogical training on competency-based principles;
- further implementation of scientific and methodological support for improving the content of psychological and pedagogical training of future teachers at different educational levels with consideration of key competencies during the period of the country's post-war recovery; organization of non-formal partnership events involving researchers and teachers devoted to the problem of updating the content of psychological and pedagogical training of future teachers; and the introduction of trauma-informed and media-didactic approaches into the content of psychological and pedagogical training, taking into account security risks in the context of information warfare and the necessity of preserving and supporting mental health;
- within the framework of the study, recommendations for updating the content of psychological and pedagogical training of future teachers on competency-based principles during the period of the country's post-war recovery were generalized at several levels.

At the institutional level, the following measures are recommended: improving the criteria for the quality of educational programmes by the National Agency for Higher Education Quality Assurance, particularly regarding human resources and the readiness of teachers to work with students who have experienced psychological trauma, physical violence, and other consequences of the Russian war against Ukraine; regulating in institutional documents the alignment of the content of psychological and pedagogical disciplines with the competencies defined in the professional standards for teachers and university lecturers; establishing educational partnerships between institutions of higher pedagogical education and general secondary education institutions to ensure effective responses to the challenges of wartime and post-war recovery; introducing state programmes to support and finance innovative educational projects that promote the development of simulation laboratories, educational analytics, and artificial intelligence tools; creating a safe, inclusive, and technologically equipped educational environment; ensuring interdisciplinary collaboration among scholars in pedagogical, psychological, technical, economic, and humanities fields for the development of interdisciplinary educational programmes; actively supporting international

academic mobility and partnerships, participation in grant programmes, and joint research projects; developing network cooperation among universities, research institutions, and civil society organizations to coordinate reforms in teacher education; establishing centers of psychological support and strengthening the role of psychological services as educational and methodological centers for developing practical skills among future teachers; and fostering partnerships with NGOs and psychological centers to organize internships and practical training focused on working with children affected by war.

At the managerial level, the recommendations include: improving the content of psychological and pedagogical training of future teachers based on the theory and practice of psychopedagogy and the personology of education, as well as introducing cross-cutting modules and topics addressing children's psychological trauma caused by war and issues of mental health within partnerships among teachers, students, parents, and communities; creating digital instructional and methodological support for updating the content of compulsory psychological and pedagogical disciplines; improving the internal quality assurance system of educational programmes in accordance with professional standards, higher education standards, and the prospects of post-war development; introducing interdisciplinary modules integrating psychological and pedagogical, research, ethical, and innovative components of teacher training; integrating modules on crisis psychology, psychological resilience, and psychological first aid; recognizing the interdisciplinary approach as fundamental in structuring the content and selecting forms, methods, and tools for teaching psychological and pedagogical disciplines; developing and implementing short-term intensive non-formal training programmes (such as crisis management, psychology of loss, work with internally displaced children, coaching in education, tutoring, and facilitation of learning) for teachers and students of pedagogical specializations to ensure prompt responses to urgent social needs; designing modules on academic culture, psychological health, inclusion, digital pedagogy, and education for sustainable development; using modern digital tools (such as Coursera, Prometheus, EdX, Zotero, Mendeley, Unicheck, Turnitin, etc.) in teaching; promoting the professional development of academic staff and strengthening their digital, psychological, and pedagogical competencies; establishing ethical policies and systems for supporting academic integrity in higher education institutions while considering both the challenges and potential of AI language models; creating laboratories and educational spaces with VR/AR technologies for modeling pedagogical and psychological situations that enhance professional reflection and decision-making skills; ensuring cooperation among teachers, psychologists, IT specialists, sociologists, and administrators in developing comprehensive educational programmes integrating psychological-pedagogical knowledge with digital technologies; implementing automated assessment tools and educational

analytics that enable the personalization of the educational process and the design of individual learning trajectories for future teachers; and integrating social and emotional learning into the content of psychological and pedagogical training in response to the challenges of war and post-war recovery.

At the professional level, recommendations include: updating syllabi and curricula of psychological and pedagogical educational components in order to strengthen the interdisciplinary context of learning and introduce innovative content related to the methodology of pedagogical and psychological research; developing the institution of mentorship, mentoring, and leadership in the educational and research environment of educational institutions to foster a culture of cooperation, academic partnership, and professional development; supporting the personal and professional development of students and teachers and strengthening their ability to act innovatively, ethically, and responsibly in educational and research activities; developing self-management, stress resilience, and adaptability skills among teachers and students in response to wartime realities; encouraging active student participation in developing instructional materials, participating in author workshops and project teams, thereby enhancing professional engagement and independence; strengthening a culture of cooperation, mentorship, and academic partnership; fostering professional flexibility and the ability to adapt quickly to changes in the educational environment, implement modern teaching methods, and effectively integrate innovative tools into teaching practice; engaging students in start-ups, research activities, and educational experiments that contribute to the development of critical thinking, technological competence, and innovative decision-making; mastering narrative learning strategies, digital pedagogy tools, and open science resources in order to enhance professional competencies related to mentorship and supervision in the professional development of future teachers and to support individualized learning trajectories; implementing trauma-informed and media-didactic approaches that take into account security risks in the context of information warfare and the need to preserve the mental health of all participants in the educational process; and preparing future teachers for teaching, research, and civic engagement in the conditions of post-war societal recovery, including responsible decision-making, teamwork, and the implementation of socially significant projects.

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ABSTRAKT

W artykule przedstawiono wyniki badania naukowego „Opracowanie treści psychologiczno-pedagogicznego kształcenia przyszłych nauczycieli w oparciu o kompetencje” (PK 0123U100447, 2023–2025) przeprowadzonego przez naukowców z Katedry Treści i Technologii Kształcenia Pedagogicznego Instytutu Kształcenia Pedagogicznego i Edukacji Dorosłych im. Iwana Ziaziuna Narodowej Akademii Nauk Ukrainy. Celem badania jest udoskonalenie treści psychologiczno-pedagogicznego kształcenia przyszłych nauczycieli w instytucjach kształcenia zawodowego przed- i wyższego na podstawie kompetencji, z uwzględnieniem wyzwań wojny i powojennej rekonstrukcji. Monitorowano treść psychologiczno-pedagogicznego kształcenia przyszłych nauczycieli na różnych poziomach edukacji oraz przeprowadzono ankietę internetową wśród nauczycieli na temat

stanu gotowości do aktualizacji treści dyscyplin psychologiczno-pedagogicznych. Na podstawie analizy treści programów nauczania, sylabusów i materiałów dydaktycznych scharakteryzowano specyfikę strukturyzowania treści kształcenia psychologiczno-pedagogicznego przyszłych nauczycieli na poziomie kształcenia zawodowego przedwyższego, licencjackiego, magisterskiego i doktorskiego. Teoretycznie uzasadniono warunki pedagogiczne doskonalenia treści kształcenia psychologiczno-pedagogicznego przyszłych nauczycieli na różnych poziomach kształcenia w instytucjach kształcenia zawodowego przedwyższego i wyższego pedagogicznego w warunkach wojennych oraz w okresie powojennej odbudowy kraju. Opracowano wsparcie dydaktyczne i metodyczne dla doskonalenia treści kształcenia psychologiczno-pedagogicznego przyszłych nauczycieli na różnych poziomach kształcenia, z uwzględnieniem kompetencji kluczowych w okresie powojennej odbudowy kraju, a jego praktyczne znaczenie monitorowano w trakcie eksperymentu i testów.

Słowa kluczowe: treści kształcenia; kształcenie psychologiczno-pedagogiczne; zasady oparte na kompetencjach; realia wojenne; odbudowa powojenna