Training Future Primary School Teachers in the Context of Developing Constructive Skills in Younger Pupils

Olesia MAKOVICHUK¹, Alona SHULHA², Olha SHESTOBUZ³, Iryna PITS⁴, Inna PROKOP⁵, Hanna BYHAR⁶

¹Yuriy Fedkovich Chernivtsi National University, Chernivtsi, Ukraine, o.oliynuk@chnu.edu.ua

²Yuriy Fedkovich Chernivtsi National University, Chernivtsi, Ukraine, a.shulga@chnu.edu.ua

³Yuriy Fedkovich Chernivtsi National University, Chernivtsi, Ukraine, o.shestobuz@chnu.edu.ua

⁴Yuriy Fedkovich Chernivtsi National University, Chernivtsi, Ukraine, irinapits1980@gmail.com

⁵Yuriy Fedkovich Chernivtsi National University, Chernivtsi, Ukraine, i.prokop@chnu.edu.ua

⁶Yuriy Fedkovich Chernivtsi National University, Chernivtsi, Ukraine, h.buhar@chnu.edu.ua

Abstract: Constructive skills help younger pupils to perceive and evaluate the harmony in life, nature, art, understand and create beauty in the surrounding reality and be creative. Therefore, it is crucial to train primary school teachers to develop constructive skills in younger pupils to reinforce their creative development. The paper aims to theoretically justify and experimentally verify the content, forms and methods of effective training of future primary school teachers for developing constructive skills in younger pupils. The students were divided into two groups, namely control group (CG – 132 respondents) and experimental group (EG – 137 respondents). It presents the author's educational and methodical complex, which reveals the content of such training and the use of effective forms for organizing the educational process in higher education institutions. It analyzes the levels of readiness of future teachers to develop constructive skills in younger pupils based on questionnaires, interviews, expert assessment, self-assessment, grading of teachers' personal and professionally essential qualities, tests, observations and methods for assessing creative thinking and motivation towards learning in younger pupils. The results obtained from the formative stage of the pedagogical experiment in the experimental group (EG) show that a mean value of a low level of future primary school teachers' readiness to develop constructive skills in younger pupils has decreased by 30.6%; a mean value of a sufficient level has increased by 14.9%; a mean value of a high level has decreased by 15.6%. At the same time, the corresponding values in the control group (CG) have not changed significantly. The results of the experimental work prove the expediency of introducing the author's model in the training of future primary school teachers.

Keywords: *creative development of pupils; educational and methodical complex; handicrafts training and its practical aspects; stages of training; innovative methods.*

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Introduction

Primary education allows one to successfully solve the raised issue since it is primary school age that is sensitive to the development of pupils' personality and the manifestation of their creativity, based on different skills, including constructive ones.

The current standard of primary education underpins the importance of developing constructive skills in younger pupils. It states that all school subjects aim to develop constructive skills in younger pupils.

Constructive skills help younger pupils to perceive and evaluate the harmony in life, nature, art, understand and create beauty in the surrounding reality and be creative.

The analysis of scientific sources shows that modern pedagogy highlights objective prerequisites to study the issue of training future primary school teachers for developing constructive skills in younger pupils. Many scholars (Gerasymova, 2019; Havrysh, 2006; Kozlovskiy et al., 2019; Kucheriaviy, 1998; Melnyk et al., 2019; Mileryan, 1973; Miroshnik, 1990; Moliako, 2007; Nosachenko, 2006; Orshanskiy, 2009; Sheremet, 2019; Tarasenko, 1996; Tymenko, 2010) concentrate their research on the issue of developing constructive skills in younger pupils. Such researchers as N. Kolesnyk (2007), T. Shevchuk (2000), V. Sydorenko (2004), V. Syrota (1998), V. Tymenko (2010) and V. Zhudko (2011) analyze certain aspects of training future primary school teachers for developing constructive skills in younger pupils.

The creative component is important to the structure of training future primary school teachers for developing constructive skills in younger pupils (Frostig, 1964; Oliinyk, 2016a, 2016b; Klein, 1990; Young, 1993), which teaches future teachers how to independently and creatively transfer knowledge and skills in pedagogical activity and describes their creative skills in the process of developing constructive skills in younger pupils.

There are different approaches to interpreting the concept of creativity in scientific research. E. Torrance (1979) believes that it is one's ability to perceive flaws, gaps in knowledge, missing elements and disharmony rather acutely. He proposes a model of creativity encompassing such three factors as speed (productivity), flexibility and originality. Ya. Ponomarev (1994) considers the essence of creativity as a psychological property, which is reduced to intellectual activity and sensitivity to the by-products of one's activity. The notion of creativity includes not only the ability to generate ideas but also the ability to implement them.

J. Guilford (1950; 1967; 1971) characterized creativity by identifying six of its parameters: 1) the ability to identify and raise problems; 2) the ability to generate many ideas; 3) flexibility, that is the ability to generate different ideas; 4) originality, that is the ability to respond to irritants, not in a traditional way; 5) the ability to refine the object by adding details; 6) the ability to solve problems, that is the ability to analyze and synthesize.

The obtained theoretical and practical summaries of various aspects of the raised issue have significantly contributed to solving it. However, it is still vital to analyze the training of future primary school teachers for developing constructive skills in younger pupils.

The paper considers *constructive skills* as a complex notion, which implies one's ability to integrate intellectual, verbal, visual and transformative creative actions into game-related, project activities, which result in the creation of a new original product, which corresponds to its practical goals.

Therefore, it is crucial to train primary school teachers to develop constructive skills in younger pupils to reinforce their creative development.

Besides, the raised issue is essential due to certain objective contradictions between the needs of society in highly qualified primary school teachers and their real knowledge and ability to organize constructive activities of younger pupils; the ever-increasing demands of modern schools for the training of future primary school teachers for developing constructive skills in younger pupils and the discontinuity of ensuring future teachers' readiness in higher education institutions; the need to develop constructive skills in primary school pupils and the ineffective content, forms and methods of training future teachers for a particular activity.

The hypothesis of the research assumes that the effectiveness of training future teachers for developing constructive skills in younger pupils can significantly increase if it is implemented as a system, whose results imply an integrative quality of personality, namely, the readiness of future primary school teachers to develop constructive skills in younger pupils as a holistic expression of personality's sub-structures, a special system of interrelated components (motivational, cognitive, creative, productive-and-reflective).

The paper aims to theoretically justify and experimentally verify the content, forms and methods of effective training of future primary school teachers for developing constructive skills in younger pupils.

Material and methods

The third- and fourth-year students majoring in primary education from Yuri Fedkovych Chernivtsi National University were divided into two groups, namely CG (132 respondents) and EG (137 respondents) to participate in the formative experiment.

The authors have adhered to their quantitative and qualitative representativeness when selecting CG and EG. The correctness of the research sample has been verified using methods of mathematical statistics, namely Pearson's chi-squared test χ^2 .

This research takes into account A. Kiveryal's research (1980) when deciding on the number of respondents. The research believes that the number of respondents should be more than 120 to verify the reliability of the obtained results. Such number of participants of the experiment allows the experimenters to identify whether future primary school teachers are ready to develop constructive skills in younger pupils. Here are the results of such diagnostics.

The starting conditions of EG and CG were considered to be identical since they had similar socio-demographic, age and gender characteristics.

The experimenters organized final assessment to evaluate the results of the formative experiment and, especially, identify the final level of future primary school teachers' readiness to develop constructive skills in younger pupils by motivational, cognitive, creative and productive-and-reflective criteria. This approach has made it possible to trace the dynamics of changes in the levels of readiness of EG and CG students to develop constructive skills in younger pupils according to the determined criteria and levels. Besides, it has provided an opportunity for comparing quantitative data before and after validating the authors' model of such training.

The paper employs the following research methods: theoretical methods: analysis, synthesis, comparison, systematization of theoretical and research data to identify the status of the raised issue and determine the fundamental concepts of the research; scientific modelling (to develop a model for training future primary school teachers for developing constructive skills in younger pupils); empirical methods: questionnaires, observations during teaching placement, surveys, creative tasks, pedagogical assessment (to identify the level of future primary school teachers' readiness to develop constructive skills in younger pupils), quantitative and qualitative analysis of empirical data; methods of mathematical statistics (to process the

obtained data and verify the validity of the experiment using Pearson's chi-squared test); graphic methods (to illustrate and compare the results of experimental work using graphical images and tables).

When choosing research methods, the authors proceeded from the following considerations: firstly, all methods should follow objectivity, reproducibility, necessity, concreteness, reliability, validity; secondly, all methodologies should cover all components of future primary school teachers' readiness to develop constructive skills in younger pupils and be aimed at studying the identified phenomenon by the justified criteria.

In the context of the motivational criterion, the readiness of future teachers for developing constructive skills in younger pupils was assessed based on questionnaires and diagnostics of pupils' educational motivation (Rean, 1999) and N. Badmaeva's modification (2004). Regarding the cognitive criteria, it was based on questionnaires and interviews. The assessment of the creative criterion took into account the results of expert assessment, self-assessment, grading of personal and professionally important qualities of teachers, M. Fetiskin's test "Self-assessment of the Individual's Creative Potential" (Fetiskin, Kozlov, & Manuylov, 2002), as well as the methodology for assessing creative thinking, called "Types of Thinking" (modified by G. Rezapkina, 2005). The productive-and-reflective criterion was assessed based on questionnaires, observations and expert assessment.

The authors have elaborated specific criteria and corresponding indicators to assess the readiness of future primary school teachers to develop constructive skills in younger pupils. They are the following: the motivational criterion (a steady interest and motivation towards developing constructive skills in younger pupils); the cognitive criterion (understanding the essence of constructive skills and the importance of developing them in younger pupils; the ability to use psycho-pedagogical and methodical knowledge which reinforce the development of constructive skills in younger pupils); the creative criterion (a set of professional-pedagogical and methodical skills necessary for developing constructive skills in younger pupils; well-developed personal and professionally essential qualities; a creative approach to organizing educational and cognitive activities); the productive-and-reflective criterion (the ability to analyze and evaluate the obtained results; the motivation towards self-development).

The introduction of the author's model for training future primary school teachers for developing constructive skills in younger pupils consisted of several stages.

The preparatory stage aims to purposefully ignite an emotional interest of students in learning the methodology for developing constructive skills in primary school pupils through independent work within psycho-pedagogical courses, which prepare future specialists for such an activity.

The theoretical stage involves boosting students' motivation towards developing constructive skills in younger pupils and acquiring the knowledge, abilities and skills necessary for this activity. It is essential to use innovative forms and interactive methods (lecture presentations, lecture discussions, integrated lectures, binary classes, lecture workshops, situations of success) during classes within the course "Handicraft Training and Its Practical Aspects".

The creative-and-practical stage includes creating a creative environment during classes within the course "Handicraft Training and Its Practical Aspects". The content of this stage incorporates both traditional and innovative methods (game design, constructive cooperation between the participants in creative activities, the project method and presentations of the author's works: programmes, lessons, scripts, entertainment events, game theatricalization and re-enactment of educational situations, workshops, game-related modelling of creative tasks) and forms (integrated practical classes for students to gain experience of constructive activity, re-enactment classes, meetings of creative groups, role-playing and business games, pedagogical observations, planning of lessons on constructive activities for younger pupils, game-related modelling of creative tasks, realization of programmes of innovative projects on constructive activities).

The productive stage justifies the effectiveness of the author's model by comparing the results in CG and EG after the completion of the formative stage of the pedagogical experiment.

The content of training future primary school teachers for developing constructive skills in younger pupils includes the knowledge about pedagogy and psychology of developing constructive skills in younger pupils; the ability to create projects for organizing pupils' constructive activities; the experience of creative, constructive activity obtained during teaching placement; the experience of professional development as the subject of self-training for developing pupils' constructive skills.

The content of such training can be realized through the following activities: selecting tasks and methods for boosting students' motivation towards a particular activity when performing educational and practical tasks; introducing tasks for independent work within psycho-pedagogical courses and professional methods, which can train students for developing constructive skills in younger pupils; updating and expanding the content of

the course “Handicraft Training and Its Practical Aspects” through interdisciplinary links between art and technology courses; approximating the theoretical content of the course to the issue of developing constructive skills in younger pupils; using the method of game design, creating and implementing projects on creative, constructive activities in the content of practical classes within the course “Handicraft Training and Its Practical Aspects”; promoting independent work of students; preparing tasks for observations during teaching placement, which are related to developing constructive skills in younger pupils; cultivating students’ reflective attitude towards analysis and correction of their professional activities; reinforcing the educational process with the author’s educational and methodical complex.

In the context of this research, the main traditional forms for organizing the educational process in higher education institutions are classes (lectures, seminars and practical classes), individual tasks, independent work, research activities, practical training, lesson planning and consultations.

It is also vital to organize seminars, discussions and business games on relevant issues through elaborating the components of the readiness for developing constructive skills in younger pupils.

The innovative forms of training future primary school teachers for developing constructive skills in younger pupils include interactive lectures, lecture workshops, binary lessons, lecture discussions, integrated practical classes for students to gain experience of constructive activity, practical theatricalization classes, workshops, meetings of creative groups, role-playing and business games.

This research also employs interactive methods, such as discussions, the project method, brainstorming, spidergrams, group and pair work, the mosaic method and creative methods.

Besides, the authors have identified a group of innovative methods which are necessary for training future primary school teachers for developing constructive skills in younger pupils: the integration of arts, game design, constructive cooperation between the participants in creative activities, the project method, tutorials, game-related modelling of creative tasks focused on developing constructive skills, re-enactment of educational situations, construction of students’ trajectory for developing constructive skills in younger pupils and presentations of the author’s works (programmes, lessons, scripts, entertainment events) which contribute to developing creativity, initiative and independence in future primary school teachers.

Results

Based on these criteria and their indicators, the authors have singled out three levels of readiness of future primary school teachers to develop constructive skills in younger pupils: low, sufficient and high.

The ascertaining stage of the pedagogical experiment aims to identify the real level of future teachers' readiness to develop constructive skills in younger pupils. The obtained results show that most students are at low and sufficient levels of motivational (37.9% and 43.2%), cognitive (44.7% and 38.6%), creative (35.8% and 48, 1%) and productive-and-reflective components (49.2% and 36.4%) of readiness to develop constructive skills in younger pupils. The results of the ascertaining experiment confirm the authors' assumption that it is essential to enhance their readiness to develop constructive skills in younger pupils by modelling the process under study. The results of the ascertaining experiment specify the levels of readiness of future primary school teachers to develop constructive skills in younger pupils: high (16.4%), sufficient (41.6%) and low (42%). The analysis of the ascertaining experiment shows that the traditional system of teacher training is not focused on preparing them for developing constructive skills in younger pupils.

The results of the formative experiment prove that the author's model for training future teachers to develop constructive skills in younger pupils helps to enhance their readiness for such an activity (see Table 1). Table 1 shows that the level of such readiness in future teachers in EG is significantly higher than that in CG.

The results of the diagnostics at the end of the formative experiment show that there is a particular increase in high (from 16.5% to 32.1%) and sufficient (from 41.7% to 56.6%) levels and a specific decrease in low levels (from 41.9% to 11.3%) of readiness of future primary school teachers to develop constructive skills in younger pupils in EG.

Table 1. A comparative analysis of the levels of readiness in future primary school teachers to develop constructive skills in younger pupils

Criteria Levels	<i>Motivational (%)</i>		<i>Cognitive (%)</i>		<i>Creative (%)</i>		<i>Productive-and-reflective (%)</i>	
	CG	EG	CG	EG	CG	EG	CG	EG
High	13.8	33.3	17.4	31.6	14.7	26.5	21.1	36.8
Sufficient	37.6	57.3	40.4	59	47.7	57.3	44.9	52.9
Low	48.6	9.4	42.2	9.4	37.6	16.2	34	10.3

As evidenced by Table 1, all levels of such readiness under these criteria have undergone significant qualitative changes. At the end of the experiment, the value of readiness regarding the motivational criterion has increased significantly: 33.3% of students are at a high level of the value (only 18.6% before the experiment); 57.3% of students are at a sufficient level (43.2% before the experiment); 9.4% of students are at a low level (37.9% before the experiment).

Similar changes are related to the cognitive criterion: 31.6% of students are at a high level (16.7% before the experiment); 59% of students are at a sufficient level (38.6% before the experiment); 9.4% of students are at a low level (44.7% before the experiment).

The experimenters have observed significant changes in the levels of readiness according to the creative criterion: 26.5% of EG students are at a high level (16.1% before the experiment); 57.3% of EG students are at a sufficient level (48.6% before the experiment); 16.2% of EG students are at a low level (35.8% before the experiment).

According to the productive-and-reflective criterion, 36.8% of EG students are at a high level of such readiness (14.4% before the experiment); 52.9% of EG students are at a sufficient level (36.4% before the experiment); 10.3% of EG students are at a low level (49.2% before the experiment).

Thus, Table 1 proves that CG students have not achieved significant results regarding the readiness to develop constructive skills in younger pupils based on traditional methodology. EG students, however, have demonstrated positive results regarding all the components.

Pearson's chi-squared test has made it possible to verify the empirical distribution of levels of such readiness. Thus, the difference in its levels in EG and CG is statistically significant, that is, probable.

Table 2. The values of Pearson's chi-squared test for different components of future primary school teachers' readiness to develop constructive skills in younger pupils

No	Components	the χ^2 value
1.	Motivational	40.492
2.	Cognitive	31.586
3.	Creative	13.6
4.	Productive-and-reflective	19.43

As one can see, the most significant values of **Pearson's chi-squared test are related to** motivational, cognitive and productive-and-reflective components of readiness of future primary school teachers to develop

constructive skills in younger pupils. The creative component shows the smallest values.

This can be explained by the fact that the training of future teachers for developing constructive skills in younger pupils (experimental training) involves the systematic development of appropriate readiness. Thus, the motivational, cognitive and productive-and-reflective components can be developed only in the context of the purposeful training since the use of only professional methods fails to train future primary school teachers for such an activity adequately.

The authors believe that the smallest values of Pearson's chi-squared test regarding the creative component are due to the fact that CG students had the opportunity to improve their creative skills during seminars, practical classes and teaching placement.

The analysis and generalization of experimental work show that the author's model can lead to expected results regarding the level of readiness of future primary school teachers for developing constructive skills in younger students. A comparative analysis of the data obtained from the ascertaining and formative stages of the pedagogical experiment in CG and EG, which are shown in Table 1, proves that 32.1% of EG students and 16.7% of CG students have reached a high level of such readiness after completion of the formative stage of the experiment (the number of students with a high level has increased by 15.4%). At the same time, 56.6% of EG students and 42.7% of CG students have reached a sufficient level (the number of students with a sufficient level has increased by 13.9%). The number of students with a low level has reached 40.6% in CG (down to 11.3% in EG). The number of students with a low level has decreased significantly. The comparative data indicate significant and statically significant advantages of the author's approach to developing all the components of future teachers' readiness for developing constructive skills in younger pupils based on the introduction of the author's model.

The effectiveness of the author's model was assessed based on statistical verification of the reliability of average values of future teachers' readiness to develop constructive skills in younger pupils by motivational, cognitive, creative and productive-and-reflective criteria in EG and CG.

The results obtained from the formative stage of the pedagogical experiment in EG show that a mean value of a low level of future primary school teachers' readiness to develop constructive skills in younger pupils has decreased by 30.6%; a mean value of a sufficient level has increased by 14.9%; a mean value of a high level has decreased by 15.6%. At the same time, the corresponding values in CG have not changed significantly.

The use of mathematical methods for processing experimental data (Pearson's chi-squared test) has proved the effectiveness of the author's model for training future primary school teachers for developing constructive skills in younger pupils.

Thus, the results of experimental work prove the expediency of introducing the author's model in the training of future primary school teachers. Such an activity implies taking into account the following organizational and pedagogical conditions: boosting students' motivation towards developing constructive skills in younger pupils; ensuring the interdisciplinary integration of academic courses; creating a creative environment for creative, constructive activities of lecturers and students; improving professional skills during teaching placement. They have a significant impact on increasing the level of readiness in future teachers to develop constructive skills in younger pupils.

Discussion & Conclusions

The process of conducting this research has taken into account relevant ethical rules. First, all ethical requirements were considered before the implementation of this research. Next, the authors obtained approval from the ethical committee of the university. Then, the respondents were informed about the goals and objectives of the research and were interviewed. Most importantly, they were assured that the participation in the research was voluntary, and they were entitled to leave it at any time so that they should not feel under pressure.

Providing that relevant researchers consider constructive skills as a complex psychological entity that contains typological, cognitive, emotional, motivational, practical and evaluative components (Ananyev, 1960; Boiko, 2006), this research defines the concept of "younger pupils' constructive skills" as one's ability to integrate intellectual, verbal, visual and transformative creative actions into game-related, project activities, which result in the creation of a new original product, which corresponds to its practical goals.

The analysis of imaginative thinking during handicraft lessons shows that the process of creating images serves as the psychological basis for developing constructive skills related to oral speech, reading, creating graphic images and transformative activities. At the same time, constructive activities imply a series of interrelated psychological processes: sense organs (sight, touch, hearing), sensations, perception, imagination, thinking, imaginative thinking, memory and practical actions aimed at reflecting

images in the form of a particular object. Such a sequence of creating objects of the surrounding reality denies the idea (Litkovets, 2001) that the mental development of pupils during handicraft lessons should mean only the development of spatial representation and imagination. Numerous studies on schoolchildren's constructive activities indicate that they consist of complex analytical and synthetic actions. Indeed, such activity can deal with specific constructive tasks. The analysis of creative, practical tasks which mean to develop constructive skills shows that the process of their solving always implies mental actions (speech-related, creative, graphic, technical), which are the basis of thinking.

The authors agree with L. Malynovska (1994) regarding the complementarity of symbolic and speech activities of younger pupils. Their speech and thinking which are still developing reproduce objective reality more deeply and comprehensively. The mental activity becomes more voluntary and aims to transform the surrounding reality. Pupils learn to think, express their thoughts in writing, drawing and perform simple operations during handicraft lessons. Now, their thinking follows the laws of logic.

O. Kucheriavyi (1998) states that all educational values (definitions, rules, formulas) should be drawn using visual, literary, musical and theatrical arts. The authors believe that this rule can be used in the context of developing pupils' constructive skills. Those students who participated in the pedagogical experiment performed different tasks when studying professional methods. They explained the rules, definitions and formulas with the help of fairy-tale characters or fairy-tale situations, created visual aids that would help children perceive the material better, prepared verbal sketches to a specific rule or definition, organized the re-enactment of a fairy tale or excerpts from famous fairy tales to explain rules or definitions, invented new tales with popular characters and explained the educational material through re-enacting a fairy tale using a puppet theatre or other arts and crafts.

Thus, the provisions mentioned above allow one to fix such a principle of designing the content of training future teachers to develop constructive skills in younger pupils as *prioritizing the experience of creating images, abstract educational values using art: rules, definitions, formulas*.

The paper proves that the development of constructive skills in younger pupils is a multi-faceted process, which implies the development of motivational, intellectual, emotional and communicative spheres of younger pupils, as well as the characteristics of mental processes.

The analysis of the current standard of primary education shows that the content of literary reading, Ukrainian, fine arts and handicraft training has the potential to develop constructive skills in younger pupils.

The paper presents the classification of younger pupils' constructive skills based on the subject of constructive activity (words, artistic images, transformations), which includes such criteria as *project-related and speech* (creating an image of a product; describing the product; reading a technological map and performing tasks according to it; composing creative texts and staging them; creating a composition from texts, drawings or products; describing the results of practical work verbally); *project-related and artistic* (copying forms of the product through templates; making drawings and sketches to illustrate creative ideas verbally; using graphic and colour means of artistic expressiveness to develop project layouts, markings, images of future products and models; selecting colours for the product); *technical and technological* (making a product according to the scheme; decorating products following creative ideas; interconnecting materials, forms and decorations of products; knowing how to use the technology and innovative techniques for processing different materials; combining materials (paper, cardboard, natural materials, fabric, plasticine) during constructive activities).

The issue of training future primary school teachers to develop constructive skills in younger pupils causes the need to discover the most optimal ways to ensure its effectiveness.

Thus, one can conclude that the development of constructive skills depends on the teacher's ability to organize game design and constructive activities. It involves the combination of individual elements in holistic objects meeting the cognitive and practical needs of younger pupils. The use of constructive activities ensures the development of a positive attitude towards this activity, the acquisition of knowledge and constructive, cognitive and creative skills, as well as the cultivation of such personality traits as initiative and persistence.

The mentioned psychophysiological and age characteristics of younger pupils allow one to fix such a principle of building the content of training future teachers to develop constructive skills in younger pupils as reflecting the need to take into account individual characteristics of younger pupils as the subjects of constructive actions on the knowledge, methods of activity and experience of educational and professional creativity of students.

The reasons behind ineffective constructive skills of younger pupils include teachers' poor understanding of the strategy for developing constructive skills in younger pupils, ineffective methods and forms they use to develop such skills in pupils during the educational process, as well as the

lack of educational and methodical materials for developing constructive skills in younger pupils.

Consequently, future teachers must create appropriate conditions for developing constructive skills in younger pupils. They should use interesting and thought-provoking educational material, diversify forms and methods for organizing learning, combine individual and group work and ensure constructive cooperation between the participants in creative activities.

The authors believe that it is possible to develop constructive skills in younger pupils effectively due to the activation of creativity, emotional sphere and art activities following their age, psycho-psychological abilities and needs.

The educational potential for developing constructive skills in younger pupils is reflected in the content of primary education and covers various educational and creative tasks with the support of verbal means, images, models and practical actions contributing to this process.

In the context of this research, the most favourable for training future teachers to develop constructive skills in younger pupils are mock lessons and teaching placement, which prioritize the internal need to improve students' pedagogical knowledge, skills and abilities necessary for developing constructive skills in younger pupils, boost their motivation towards professional activity, ignite their interest in creative tasks, broaden their pedagogical outlook and teach them to be independent in performing psycho-pedagogical tasks.

The professional training of future primary school teachers for developing constructive skills should aim to ensure: 1) psychological readiness of future teachers to develop constructive skills in younger pupils (a positive motivation towards developing such skills; awareness and perception of these activities as values; 2) theoretical readiness of future teachers to develop constructive skills in younger pupils (professional knowledge, skills and practical experience in developing such skills); 3) practical readiness of future teachers to develop constructive skills in younger pupils (the ability to plan and organize educational and cognitive activities for developing constructive skills in younger pupils, use methods, forms and means for organizing creative, constructive activities with younger pupils, analyze and evaluate the effectiveness of practical activities, reflect on professional abilities and skills).

The paper theoretically justifies and experimentally verifies the author's model for training future primary school teachers for developing constructive skills in younger pupils. It consists of such blocks as targets, methodology, content and activity. Their sequence covers the preparatory

stage of selecting and integrating tasks for independent work into psycho-pedagogical courses and professional methods; promoting independent work of students; the theoretical stage of approximating theoretical content of the course “Handicraft Training and Its Practical Aspects” to the issue of developing constructive skills in younger pupils; the creative-and-practical stage of creating a creative educational environment for constructive activities of lecturers and students within the course “Handicraft Training and Its Practical Aspects”, consolidating the knowledge and skills acquired during teaching placement.

Following the aim and hypotheses of the research, the authors of the paper have developed and validated methodological recommendations for lecturers regarding training students to develop constructive skills in younger pupils: 1) when planning different types of activities to develop constructive personality skills, lecturers should take into account psychological characteristics of students; 2) lecturers should ensure the creation of a favourable psychological climate between students; 3) when planning lessons for developing constructive skills, lecturers should apply creative and non-standard approach and ensure **interdisciplinary integration of academic courses**; 4) lecturers should adhere to pedagogical conditions for professional training of future teachers for developing constructive skills in younger pupils justified by the authors in this paper; 5) lecturers should use innovative forms and methods of organizing constructive activities justified by the authors when conducting classes devoted to developing students’ constructive skills; 6) lecturers should teach students to create projects on the organization of pupils’ constructive activities, gain experience of creative constructive activities during teaching placement and strive for professional development; 7) the process of developing students’ constructive skills consists of the following components: leadership and control, identification of mistakes and shortcomings, analysis of results and formulation of conclusions by lecturers and students themselves.

The authors of the paper have justified the principles of building the content of training future primary school teachers for developing constructive skills in younger pupils (increasing motivation towards professional training; taking into account age and typological characteristics of younger pupils as subjects of constructive actions in the context of students’ knowledge, work methods and experience of academic and professional creativity; teaching future primary school teachers to develop constructive skills in younger pupils; prioritizing the experience of creating images, abstract educational values using art; incorporating physiological, psychological, pedagogical and methodological knowledge future organizers

need to develop constructive skills in pupils in the content of professional training). Besides, they have revealed the specifics and sufficiency of using creative and developmental potentials of innovative forms (personality-oriented lectures, practical lectures, integrated practical classes for students to gain experience of constructive activity, lecture workshops, meetings of creative groups) and methods of professional training (integration of different types of arts, game design, constructive between the participants in creative activities, the project method, creative game design focused on the development of constructive skills) to train students for developing constructive skills in younger pupils and designed the model of training future primary school teachers for developing constructive skills in younger pupils as a synthesis of its interconnected components (targets, methodology, content, activities, results).

The practical value of the obtained results lies in developing the educational and methodical complex for training future primary school teachers for developing constructive skills in younger pupils. It includes an updated version of the educational programme “Handicrafts Training and Its Practical Aspects”, whose introduction in the educational process has promoted the validation of content, organizational forms and methods of training future teachers for developing constructive skills in younger pupils; a package of methodological recommendations for future teachers on how to develop constructive skills in younger pupils; a diagnostic toolkit.

The author’s educational and methodical complex reveals the content of such training and the use of effective forms for organizing the educational process in higher education institutions. They include integrated practical classes for students to gain experience of constructive activity, business games, visualization lectures, interactive lectures, personality-oriented lectures, lecture workshops, workshops, meetings of creative groups, game design, constructive cooperation between the participants in creative activities, the project method, game-related modelling of creative tasks.

The proposed theoretical and methodological materials of the research can be used when elaborating programmes for training primary school teachers and conducting lessons at the stage of professional training, working on educational and methodological manuals, as well as for self-education and research activities of students majoring in primary education.

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