



# Training of future specialists in primary education in universities of Ukraine and Poland for the formation of a class team

## Preparación futuros maestros de educación primaria, en universidades de Ucrania y Polonia, para la formación de un equipo de alto nivel

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#### ABSTRACT:

The article substantiates the expediency of training of future primary school teachers for the formation of a class team in Poland and Ukraine on success in the educational process of the institutions of pedagogical education of has been shown. Criteria and indices of levels for the diagnostics of the formation of the team of the student groups have been determined. The content of uniting the team of the student groups and of future specialists training for the education of collectivism in primary school has been clarified.

**Keywords:** specialist in primary education, pedagogy of heart, class team.

#### RESUMEN:

El artículo corrobora la conveniencia de capacitación de futuros maestros de primaria para la formación de un equipo de alto nivel en Polonia y Ucrania sobre el éxito en el proceso educativo de las instituciones de educación pedagógica. Se han determinado los criterios e índices de niveles para el diagnóstico de la formación del equipo en grupos de estudiantes. Se sugiere unir grupos de estudiantes y de futuros especialistas para la formación en educación del colectivismo en la escuela primaria.

**Palabras clave:** especialista en educación primaria, pedagogía emocional, equipo alto nivel.

## 1. Introduction

Rapid development of technical devices, information technologies is accompanied by an increase in the needs of people in love, recognition, protection primarily as a reaction to uncontrolled acceleration of the pace of life, development of competitiveness and conflict of the modern world, the desire for power, which will provide high profits. Lack of "heart-to-heart" communication and understanding of its importance in social environment is felt by representatives of all generations, but especially vulnerable to negative or indifferent attitude towards them are children who want to be appreciated by their peers, meet the expectations of adults. Understanding of the person's place in the system of inside team relations, self-affirmation of a child occurs in the team of the

class in primary school. The place that a child takes during his first years of study will eventually become stable. The younger school age is optimal for the pupil's participation in the structure of pupil self-government. Often, the low level of team formation in the classroom, the feeling of loneliness in it, or the perceived self-sacrifice of ridicule, harassment are the main reasons that the school of joy turns into a school of ordeal that a child cannot pass without negative consequences for life. In order to promote harmony of interests of the team of the class and personality, to prevent possible harmful effects on the development of junior schoolchildren, it seems relevant to justify new ways of training future specialists in primary education to the formation of collectivism in schoolchildren, team building of pupil groups, since the forms and methods of work with them are usually implemented at school.

The experience of such training at the universities of Ukraine and Poland deserves to be rethought, as well as the formation of collectivism among junior pupils in the pedagogical discourse of the twentieth century. Both in Ukraine and in Poland, education of children, especially in recent decades, has become an important public task and one of the priorities of the educational branch. There are other features which explain why these states are selected: common historical roots of Ukraine and Poland, geographical proximity of the states, similarity of mentality; in higher education institutions the emphasis is on forming the readiness of future teachers for educational work. Undoubtedly, there are differences between states at levels of economic development, indices of human development, educational legislation, etc. In particular, in Ukraine since 2018, the Concept of a New Ukrainian School, the New State Standard of Primary Education are implemented, which incorporate the ideas embodied in schools of Poland since 1999 (integrated education, formation of key competencies, partnership pedagogy) (*Novaukrainskashkola, 2018; Novyi Derzhavnyi standart pochatkovoї zahalnoi osvity, 2017*). Therefore, a comparative analysis of the Ukrainian and Polish systems of the formation of a child of junior school age in the team and training future teachers for such work can be a valuable source for grounding new technologies and methods for the development of collectivism in pupils at primary school and students at the university.

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## 2. Research methodology

At the present stage, the educational potential of primary school is studied by Polish scholars E. Borgosz, J. P. Glier, B. Komorowska, B. Murawska, etc.

The question of the formation of a pupils' team in primary school is the subject of research of the Ukrainian classic of pedagogy Vasyl Sukhomlynskyi, modern scholars O. Matviienko, E. Lebedynskyi, S. Symonenko, etc. O. Matviienko has made a great contribution to solving the problem of team education at the first grade school. She substantiated the important ways of forming the team, which are: meaningful activity of the team; effective self-government; attracting as many pupils as possible to self-government; introduction of a game element in the organization of a team; the role of a positive example of teachers; promising lines of the team; development of traditions of the team (Matviienko O., 2006, p. 165-168). Polish author B. Muravska emphasizes the dangers that threaten the effectiveness of the educational process in primary school, in particular segregation, deepening inequality in accordance with a social or property status of parents, offering anti-segregation activities as an alternative (Murawska, B., 2014, p. 15-16). The scientist recommends that certain criteria should be followed when forming classes, taking into account gender aspects (the number of boys and girls), as well as the area of residence. Polish scientist B. Komorowska investigating the difficulties that a teacher helps overcome by pupils of primary school age, notes, in particular, that 5.7% of children do not know how to communicate with their peers (Komorowska, B., 2014, p. 102).

The author focuses on fullness of classes, or rather on an excessive number of children in the classroom (Glier, J. P., 2013, p. 103). This problem is common to pedagogical workers both in Poland and Ukraine for centuries. Other classics of Ukrainian pedagogy S. Rusova, A. Makarenko at the beginning of the twentieth century proved that in a cohort team there should be no more than 15 children. However, in fact 26-30 children study in classes, and even more. This problem is indicated by the founder of the pedagogy of heart in Poland M. Łopatkowa, noting that too many children in the classroom force teachers to resort to the authoritarian style of leadership. According to the Polish author, the obstacles in the formation of a child of junior school age are adversity, fear of not meeting the expectations of adults, lack of emotional connection between a pupil and a teacher (Łopatkowa M., 1992, p. 160). Pedagogy of heart by M. Łopatkowa has supporters and critics. J. P. Glier is one of the supporters of this pedagogy. He mentions: "M. Lopatkowa has focuses on the personality of the primary school teacher who should love children, on the necessity to maintain cordial relations with pupils; after all, only if there are

strong emotional connections between a teacher and schoolchildren, it is possible to form moral values in them. Such a teacher is able to adjust the attitude of the class to a pupil, help him, support, if necessary" (Glier, 2013, p. 61). Teachers who teach can be replaced by a computer, but a teacher-educator will never be replaced by any machine (Łopatkowa M., 1992, p. 167).

Features of training of future primary education teachers to education of pupils in the group, to the formation of social competence are covered in works of J. P. Glier, B. Pawlak, M. Lopatkowa, O. Budnik, Ya. Kodliuk, I. Kuzma, etc. Analysis of educational and psychological literature and empirical research shows that future teachers feel insufficiently prepared to unite class, implement appropriate technologies, conduct pedagogical diagnostics of formation of children's team, because there is no comprehensive research on the problems of educational measurement of forming a team of primary school class and student group. Most students feel the necessity to improve internal group relations because they often lack empathy for failure, good-hearted attitude from the classmates.

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### **3. Research results**

The urgency of the problem of the formation of collectivism in children in the first grade school, the inadequate level of students' readiness to educate pupils in the team predetermine the **purpose** of the scientific research: to substantiate the criterial basis and determine the ways of uniting student groups as a way of training for the formation of pupils' team in primary schools in universities of Poland and Ukraine.

#### **3.1 Research methods**

For realization of the purpose of scientific research, interrelated and complementary methods were used: functional-structural, interpretive-analytical, comparative analysis of literary and informational sources, through which the investigated problem was studied, forms, methods, means of teachers training for formation of children's team of a class of primary school age pupils in Polish and Ukrainian pedagogical theory and practice; questionnaires, surveys, interview, experiment. Scientists who study the problems of education at primary school (Hanna Tovkanets (Mukachevo, Ukraine), Raisa Prima (Lutsk, Ukraine) Malhozhata Murawska (Bydzhoshch, Poland), also teachers of experimental primary schools in Ternopil (Ukraine) were interviewed.

#### **3.2 Presentation of the basic material**

Formation of spiritually rich, harmoniously developed, creatively gifted personality is one of the most important problems of modern society. It is impossible to solve this problem without the development and formation of the team qualities in primary school children.

Traditionally in pedagogy "team" is treated as a group of people, united by common social and valuable goals; activities aimed at the fulfillment of these goals, having bodies of self-government. One more significant feature is the value orientation and the moral and psychological climate, on which the vectors of the activity of the group depend on: the focus on good deeds for people, creation of good, and others. Emotional connections are especially important at junior school age when a child seeks joy, love, gratitude, sympathy from peers and adults and a sense of sympathy for them, self-satisfaction. Domination of such positive emotions is the basis for the formation of a successful happy person with a harmoniously formed "I-concept". In "I-concept" such components as "I-know", "I-can", "I-am needed", "I-am liked", "I-am protected" are distinguished (Poradnik II dla nauczycieli i rodziców, 2014, p. 486). Their harmonic composition (combination) is formed at the junior school age in the team.

The influence of the team on a child can be both positive and negative. On the one hand, children in the team study quicker, trying to work better, quickly imitating behavior. Passive children, inspired by the example of friends, begin to act. Children even eat better in the group. Their presence in the team affects such elemental functions as breathing or blood circulation. The muscular and psychic energy of a person increases in the presence of the team, the pupil memorizes better, becomes smoother. These statements were proven at the beginning of the twentieth century by such psychologists, teachers as V. Bekhterev, P. Blonskyi, S. Rusova (Blonskiy P. P., 1997, p. 353–354).

On the other hand, the team can cause formation of an average type person (children try to copy clothes, customs, the daily routine), or even suppress (to complete oppression and rejection of oneself) (Rusova S., 1997, p. 45).

The task of a teacher is to prevent the negative impact of the team on a child and enhance its positive effect. Otherwise, failures in the formation of "I-concept" can happen in the first classes. Such a child feels that he is incapable of certain actions or activities, or is not liked by peers, parents or teachers, or is not protected and does not feel significant. In this case, it may have complexes for life, develop a tendency to deviant behavior.

The analysis of numerous interviews with experienced teachers of primary school shows that the formation of collectivist qualities in schoolchildren is much more complicated than even teaching children to read and write. Consequently, the training of a future teacher in the direction of mastering new technologies, methods of forming a class team should be intensified. Usually, we do not track the connection between the unity of a student group and readiness of students to form a class team in primary school.

Besides, in the research we consider the formation of the team of student group as the main way of training of future specialists of primary education to the unity of the class team. Unfortunately, scientists do not study the connection between the unity of student group and students' readiness to formation of the class team at the primary school.

At the same time, the results of questionnaires, surveys of future teachers held at Ternopil Volodymyr Hnatiuk National Pedagogical University, Khmelnytskyi Humanitarian-Pedagogical Academy, Eastern European Lesia Ukrainka National University, Chernivtsi Yurii Fedkovych National University, Mukachevo State University (Ukraine) among the students of the third and fourth years of study, testify that teacher's training is not only a task of higher educational institutions, but an important public affair.

In these educational institutions, during 2016-2019, the research on the formation of student teams of groups of future specialists of primary education was conducted. Separate conclusions of experimental work were tested among students of part-time form of training in Kujawy and Pomorze University in Bydgoszcz (Poland) (37 students of 2 groups) and Ternopil Volodymyr Hnatiuk National Pedagogical University (Ukraine) (48 students of 2 groups). During the research period, 16 groups of full-time education departments (367 female students, in groups there was no male representatives) from Ukraine took part in the research. There were 8 control and 8 experimental groups.

**Table 1**  
Quantitative characteristic of the research participants on the formation of the team of the student group of future primary education specialists at the last stage of the experiment

Establishments of higher education / participants of experiment	Ternopil Volodymyr Hnatiuk National Pedagogical University		Khmelnytskyi Humanitarian Pedagogical Academy		Eastern European Lesia Ukrainka National University		Chernivtsi Yurii Fedkovych National University		Mukachevo State University		Kujawy and Pomorze University in Bydgoszcz, Poland	
	full-time	part-time	full-time	part-time	full-time	part-time	full-time	part-time	full-time	part-time	full-time	part-time
Number of groups	4	4	4	4	4	1	2	1	2	1	-	2
Total amount of persons by institution	101		103		70		46		47		37	

At the stage of the ascertaining experiment, applicants for higher education were asked a number of questions. The list of questions and answers are given in table 2. The questions were selected in accordance with the characteristics of the team, and they concerned the organizational structure of the team, its activities, emotional and psychological climate. The questionnaire included eight questions of different types. In Ternopil Volodymyr Hnatiuk National Pedagogical University and Khmelnytskyi Humanitarian Pedagogical Academy students who in 2017-2019 studied full-time in the specialty 013 "Primary education" have been interviewed. A total of 206 persons (full-time and part-time forms of education) were interviewed.

**Table 2**  
Results of the survey of future primary education specialists  
(full-time education) during the ascertaining experiment

<b>The content of the question</b>	<b>Number of positive responses / % of the total number of respondents</b>	<b>Number of negative responses / % of the total number of respondents</b>	<b>Notes</b>
1. Is your group in which you study a second family for you?	74 (36 %)	132 (64%)	
2. Are you sad during the failures of groupmates?	119 (58%)	87 (42%)	There was laughter in the audience, which means no fans
3. Do you go to university with joy?	91 (44 %)	115 (56 %)	
4. Do you miss your groupmates on holidays?	128 (62 %)	78 (38%)	
5. Are you happy with the success of your groupmates?	91 (44 %)	115 (56 %)	
6. Is the head of the group an authority for you?	107 (52 %)	99 (48%)	
7. Do you plan to work in the group on leisure activities, socially important things for a year (semester)?	27 (13 %)	179 (87%)	
8. Do you solve all issues in a group together?	111 (54 %)	95 (46 %)	

The analysis of the questionnaires revealed the following tendencies.

It is investigated that the students of part-time education in Ukraine (48 persons) and in Poland (37 persons) show better results in relation to the group as a second family. 69 (81 %) Polish students consider their group a second family; 81 persons (95 %) are happy with the success of groupmates, 58 persons (68 %) – upset during their failures; 51 persons (60 %) are sad during the holidays for groupmates.

There is a simple explanation why the relations in the groups of part-time students are more saturated with positive emotions than in full-time departments. Students of full-time education in Ukraine are competitors for scholarship support. Consequently, the successes of a friend in teaching, in scientific work, in student self-government bodies, during sport events, etc., automatically increase the risk of being left without a scholarship that will be received by a more successful student.

M. Łopatkowa noted in the context of the negative influence of competition on the inner world of a person: "The cult of a beautiful body, health, education, wealth, entrepreneurship, competition, success leads to the fact that more and more people who do not possess such traits, feel injustice. Awareness that you are not attractive, chosen, causes constant distress in the psyche. A person who does not have any talent, wealth, acquaintances and connections that enable a person to make a profit and become rich, fears to be alone and helpless against threats from people and destiny" (Łopatkowa M., 1992, p. 27).

Such anxiety states subsequently affect the attitude to others. Undoubtedly, competition in student groups influences the relationships between students who would feel constant care, love.

After all, this moral and psychological climate should later be created in primary school. Instead, the less successful students experience a feeling of injustice which was described by M. Łopatkowa, and then – insults, hatred, etc. It is clear that under such conditions a group cannot become a second family. In addition, there is another obstacle to the group’s unity, that is homogeneity: only female representatives are presented. As the research analysis shows, heterogeneous groups, where both girls and boys study, are friendlier. The problem of a significant predominance of female teachers over male teachers will eventually accompany future specialists in schools. And there they will state that the family should have representatives of both women and men. The shortage of men in schools affects the process of pupils’ education negatively. And this is not only an educational but also a social problem.

Unfortunately, in higher educational institutions there are no pedagogical measurements regarding the unity of student groups. This is due, first of all, to the lack of diagnostic tools and special techniques that are extremely necessary both at universities and primary schools to determine the levels of formation of class teams.

The analysis of theoretical foundations of the team activity, in particular, the features of the team, research results allowed to determine the following criteria for the formation of a university academic group team:

- **structural and organizational** (the certainty of the objectives of the activities and their implementation, existence of self-governing structure of the team, which ensures its functioning and organization);
- **emotional and value** (formation of value orientations of students, positive attitude to the team of the group through external and internal manifestations, moral and psychological climate of the team);
- **information and cognitive** (knowledge of features and modern technologies of formation of the team; acquaintance with methods of formation of the team developed by classics of the Ukrainian and foreign pedagogics);
- **activity and operational**(participation in general team activities, in team creative affairs).

There are four levels of team formation (low, initial, medium and high). A certain level of the group team can be determined on the basis of the methods of A. Andreev, R. Nemov, adapted to the conditions of the higher educational institution and the method of expert assessments (Yankovych O., Bednarek J., Andzheievska A., 2015, p. 117, 118).

The criteria and indicators of the formation of the team of the student group of future specialists of primary education are presented in Table 3.

**Table 3**  
The criteria and indicators of the formation of the team of the student group of future specialists of primary education

Structural and organizational	Definition of the goals of activity and their realization; the existence of self-governing structure of team which provides its functioning and the organization
Emotional and valuable	the formation of valuable orientations of students; positive attitude to the team of the group through external and internal manifestations; moral and psychological climate of the team; positive emotional state of the female students of the group due to security and achieving the success
Informative and cognitive	knowledge of features and modern technologies of formation of the team; acquaintance with methods of formation of the team developed by classics of the Ukrainian and foreign pedagogics
Operational and activity	participation in general team activities, in collective creative affairs; coordination the activities on formation team class of primary schools during pedagogical practice.

For determining the level of formation of the student's team group of future specialists of primary education, we used the method of expert assessments. The experts were deans of faculties, heads of departments, tutors and heads of educational groups. We carried out *expert assessments* with using an individual method, which is that each expert gives an assessment independently of the others, and then these assessments are combined into a common one by using statistical methods.

There are four levels of formation of the team (low, initial, medium and high). The belonging of the team group to a certain level can be determined on the basis of tests, methods of O. Andreiev (Oleksandr Andreiev), R. Niemov (Robert Niemov), adapted to the conditions of higher education establishment and the method of expert assessments (Yankovych O., Bednarek J., Andzheievskia A., 2015, pp. 117, 118).

Low-level teams are characterized by the individualist orientation of the participants, conflict, lack of actions and goals of team activity, traditions, empathy for the failure of the group mates and joy over their successes. The average point of students' knowledge of technologies and methods of formation of children and adult teams is 2.5–3. Team creative affairs are absent. There is a low level of satisfaction with staying in the university.

Initial level group team chooses a group's active members, defines goals of team activities, which are adjusted, there is a higher level of satisfaction from staying in the university, traditions are initiated. Team members are insufficiently psychologically compatible. Team creative affairs are implemented mainly on the initiative of deans. The average point of students' knowledge of technologies and methods of formation of children and adult teams is 3.1–3.5. Sometimes there is empathy for the failures of the members of the team and joy from mates' successes.

The team of the average level of formation is characterized by the presence of active members and plans for team creative activity, which are not always realized. The members of the team have average level of activity, initiative, and independence in the process of organizing the team. There is usually psychological compatibility of members of the team, responsible attitude towards it and the development of value orientations. There is a compassion for the failure of all members of the team and the joy of success, but not in all cases. The average point of students' knowledge of technologies and methods of formation of children and adult teams is 3.6–4. The level of satisfaction with staying at the university is average.

For high-level teams, the following characteristics are inherent: defined goals of team creative activity, which are dominated by socially valuable projects. The group has organized active members that are able to manage the team and are authoritative for all students. The members of the team are characterized by the high level of activity, initiative, and independence in the process of diverse activities. The psychological compatibility of the team members reaches high level, the team acts as a whole. There is a high level of development of value orientations that have a socially useful orientation. The average point of students' knowledge of technologies and methods of formation of children and adult teams is 4.1–5. There is a compassion for the failure of all members of the team and the joy of success, the high level of satisfaction with staying at the university.

The determined diagnostic toolkit for the formation of the team can be used during diagnostic procedures in primary school.

It is clear that in the first year (first weeks of study) the group of students is at the low level of the team formation, it is actually not yet formed. The goals of the student group development are not defined. There is no trace of a certain structure of the team, there are no active members that would support the internal stability of the team. The value attitude towards the team, which protects and supports in difficult circumstances, is not formed. There aren't team creative affairs. Monitoring the levels of formation of groups after the first year of study has shown that they are low (from 26% to 40%) or the initial (from 41% to 60%) levels. Unfortunately, in the society and in the institution of higher education, the commandment "Love your neighbour as you love yourself" is not implemented enough. The most interesting thing is that the children in primary school have the desire for empathy, mutual support, which is developed more strongly than in adults. The pupils characterize their class as a family, a second home, and so on. The preservation of moral and ethical values, the cordial attitude to peers depends on the family, social institutions, teachers, who should help the child to become successful, protected, loved.

For the improvement the process of formation of the team of student group, we have developed a model, experimental testing of which took place in Ternopil Volodymyr Hnatiuk National Pedagogical University, Khmelnytskyi Humanitarian Pedagogical Academy, Eastern European Lesia

Ukrainka National University, Mukachevo State University, Chernivtsi Yurii Fedkovych National University during 2017-2019.

The basis of the model of formation of the team of student group reflects the necessity to introduce the pedagogics of the heart and pedagogics of success, the main ideas of which are justified by the Polish scientist Mariia Łopatkowa and by Ukrainian teacher Vasyl Sukhomlynskyi. In our research, the implementation of the pedagogics of the heart means that each member of the student's team should feel the love and care of teachers (dean and the dean's office, tutor), groupmates: the minimum of competition and the maximum of trust and confidence in the success of each person (Tereshchuk H. V., Kuzma I. I., Yankovych O. I., Falfushynska H. I., 2019, S. 153-154).

The model provides the studying of theoretical and methodological aspects of the formation of pupil's and professional teams, what happens at the classes of the disciplines of "Pedagogical Technologies", "History of Pedagogics", "Methods of Educative Work in Summer Health-Improving Establishment" and other courses, during which students learn about the features, technologies, techniques, methods of uniting of children's and adult teams. European, in particular, Polish of team formation experience has been studied.

In Polish universities, the disciplines during which the skills to create a team have been formed are "Theoretical Foundations of Up-bringing", "History of Up-bringing". However, a little attention was paid to integration skills during studying these courses. At the same time, there are excellent sources, including informative, which contributing to the formation of the class (Borgosz E., 2019). In addition, integration skills are formed during the study of "Fun pedagogics". The purpose of studying this discipline is the formation of partnerships of parents, teachers, pupils, integration of the class, and, most importantly, – the development of the ability to be happy here and now, without postponing the joy of tomorrow.

In Ukrainian universities the topics "Technology of Formation of Children's Team" and "Technology of Team Creative Affairs" are included into the discipline "Pedagogical Technologies". Study of the course includes not only training for uniting children (realization of the techniques "Introduction", "Hidden Talents", "Give a Flower", "Web", "Unfinished Sentences"), but also diagnostics the level of formation of the team of the student group and the team of a class.

In the context of the implementation of the pedagogics of the heart and pedagogics of success, it is important to study the technology "Organization of Successful Activities". It allows the harmonization of components "I-concept" of each person, which is possible due to attainment of each person's success (Yankovych O., Bednarek J., Andzheievskia A., 2015, p. 130). Successful personality is capable of doing good to other people, and if he or she is at the same time happy, then that person makes kind relationships, rejoices at the successes of friends and pupils, helps others to achieve their goals. It can be argued that sometimes they succeed by deception, resorting to cruel acts, but, as many examples show, such a victory sooner or later becomes a failure.

During the experiment, purposeful work was carried out by dean's offices, student's self-government authorities, to help each student to choose an activity in which he would be successful. Individual and group portfolios of achievements were compiled.

In the teams of students and pupils there should be a dynamic balance from pedagogy of heart to pedagogy of success. These are the directions of pedagogy, distinguished on the basis of study of scientific sources, many years of pedagogical practice. The subject of the study of pedagogy of heart is the methods of communication "from heart to heart", and pedagogy of success – the forms and methods of achieving success. The way to success should begin with love, a successful person most often with love treats the surrounding people, helping them to rise to the top. Again, the implementation of this provision is not only a matter for the school or university, but also for all educational institutions.

The forms, methods and technologies of forming a team of future primary school teachers are presented in the model of forming a team of future primary school specialists in picture 1.

Purposeful activity in forming the team of the group and training for the education of collectivism in primary school in a pedagogical institution of education takes place in several directions:

- involvement to the team creative affairs, presentations, which take place at the faculty and university level; for example, the presentation of creative developments and projects, made on the basis of the latest information technology, in front of the primary schools teachers;
- organization of excursions, quests, game events, holidays of group, job fairs, scientific picnics;



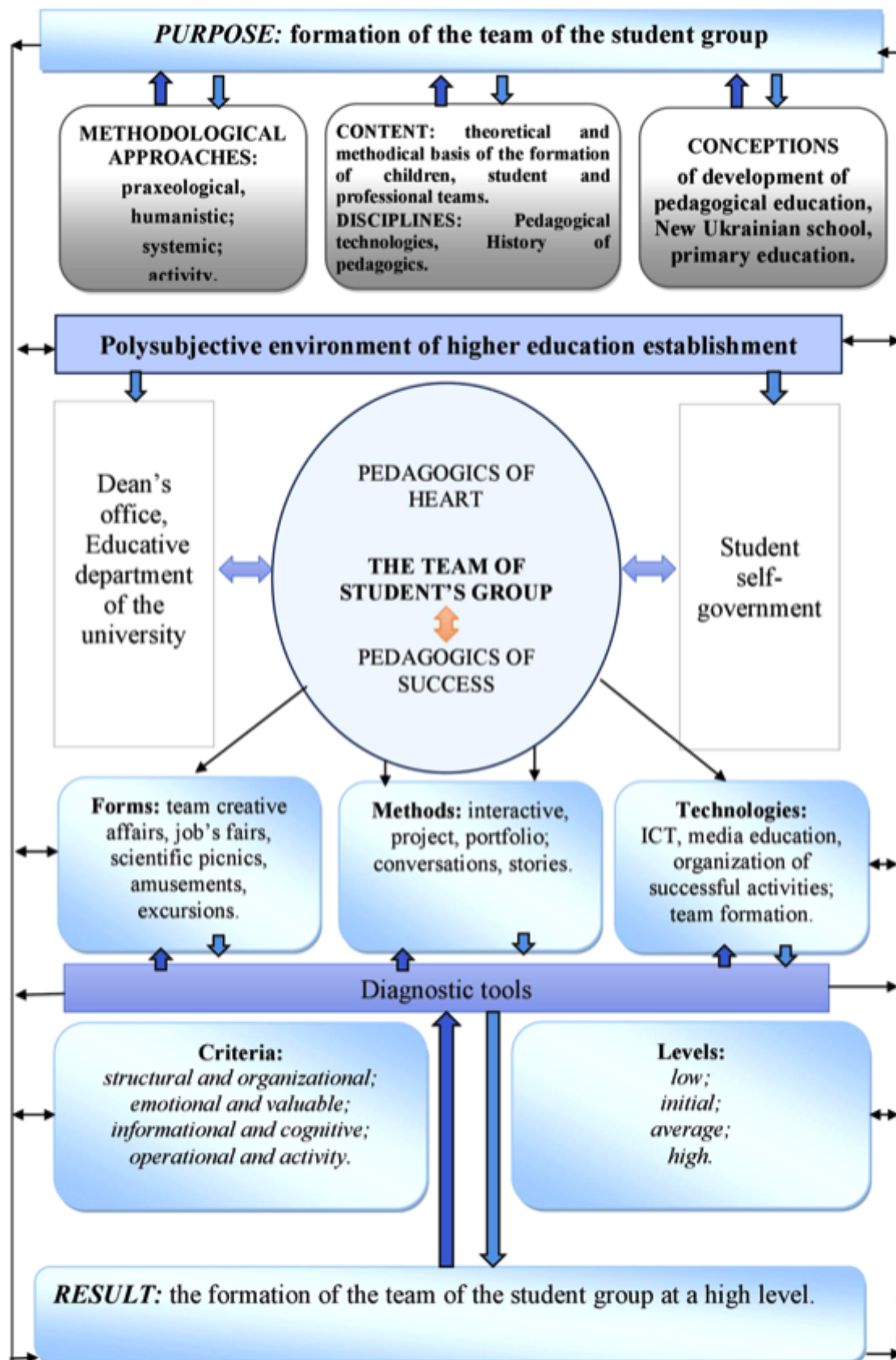
- development of traditions of the group (visiting pilgrimage religious centres, celebration of the last lesson in the semester; equator of education);

- mastering of integration skills during pedagogical practices, studying of pedagogical, psychological disciplines, scientific and research work in primary school.

During the research work the moral and ethical values, heart attitude to groupmates, which helps future primary school teachers to become a successful, protected, beloved person, have been preserved in students in experimental groups. After the carrying out of experiment, we came to the conclusion that students are differ by a high level of activity, initiative, independence in the process of diverse activities, there is a high level of development of value orientations in the team of the group, which have a socially useful orientation, we note that there is empathy for the failures of all members of the team and joy about success, and so on.

**Picture 1**

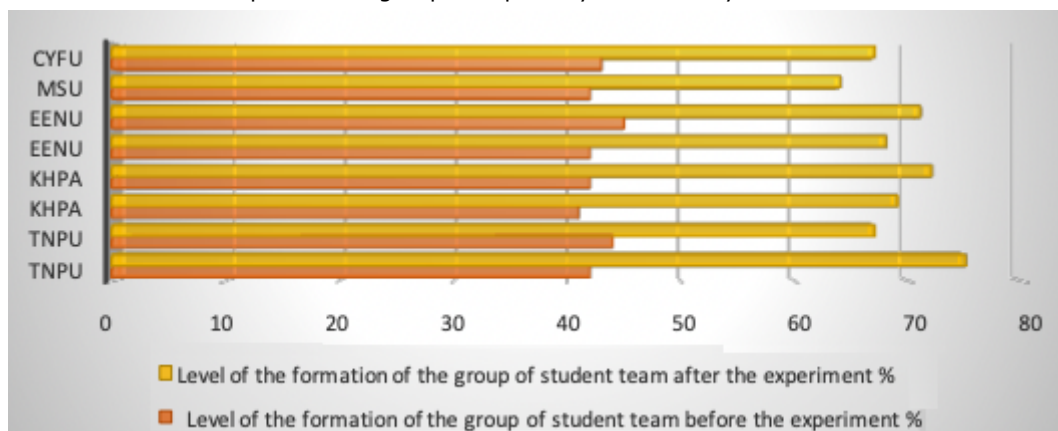
The model of the formation of  
the team of the student group



After finishing the experiment, there was a change in the levels of formation of teams of student groups of specialty 013 Primary education (98 persons) in 2017-2018 (control groups) and 2018-2019 (experimental groups) on the example of full-time education in Ukrainian establishments of higher education (Ternopil Volodymyr Hnatiuk National Pedagogical University (TNPU), Khmelnytskyi Humanitarian Pedagogical Academy (KHPA), Eastern European Lesia Ukrainka National University (EENU), Mukachevo State University (MSU), Chernivtsi Yurii Fedkovych National University (CYFU).

Qualitative changes in the dynamics of the levels of formation of teams of experimental groups of students of specialty 013 Primary education are reflected in figure 1.

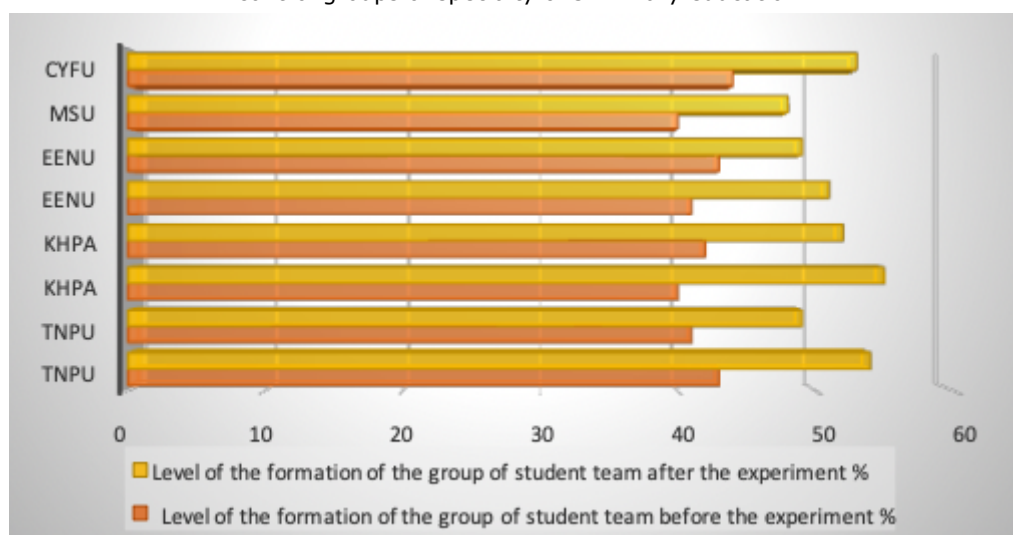
**Figure 1**  
Dynamics of levels of formation of teams of students  
experimental groups of specialty 013 Primary education



Qualitative changes due to the creation of a polysubject environment of universities, the activities of dean's offices and student self-government authorities also were in the control groups. However, no purposeful work was carried out to provide the pedagogics of the heart and success; the study of technologies for the formation of children's and professional teams, team creative affairs, the organization of successful activities, the use of pedagogical diagnostics of the levels of formation of the team, the mastery of information and media-educational technologies, which are necessary to achieve success by each student. There were no team and individual portfolios of achievements, as it was in the experimental groups.

According to the results of pedagogical diagnostics it has been revealed that the levels of formation of control the team groups did not exceed 55 % (figure 2).

**Figure 2**  
Dynamics of levels of formation of teams of students  
control groups of specialty 013 Primary education



**Dynamics of levels of formation of teams of students control groups  
of specialty 013 Primary education**

## 4. Conclusions

Training of the future teachers for the formation of a team of the class is not only an important task of universities, but also a social problem. Students need to be helped to become successful, in demand, who do not compete in the fight for scholarship, are in the midst of love and protection. Later, they will create the same moral and psychological climate in primary school.

Analysis of the content, forms, methods, technologies of preparing future teachers for the formation of the team of the class of primary school pupils at the universities of Ukraine and Poland testifies the expediency of the exchange of experience: in Ukrainian universities they should study pedagogy of fun and pedagogy of heart during the learning of pedagogical disciplines; in Polish universities –the organization of successful activities, pedagogical technologies, in particular the topic "Technology of Forming the Team of the Class".

The detailed experimental work, the activities of dean's offices, teachers, heads of groups, students by themselves promote to the transition of the team of the group from low and elementary to medium level of formation (61-75 %). A high level of formation of the group is achieved in isolated cases.

Perspective directions of future teachers training for the formation of the team of pupils of primary school age are:

- mastering technologies that promote the unification of children (team creative affair; game, interactive technologies);
  - implementation of pedagogical diagnostics of levels of formation of teams in the institutions of higher education, schools of the first degree and development of the program of integration work;
  - studying the experience of teacher's work with a class in foreign countries;
  - implementation of retrospective analysis of the development of children's teams in pedagogical theory and practice.
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