

PREPARING STUDENTS FOR THE USE OF THEATER ACTIVITIES FOR CHILDREN'S DEVELOPMENT SOFT SKILLS: EUROPEAN CONTEXT

Olena Demchenko

Vinnitsia Mykhailo Kotsiubynskyi State Pedagogical University, Ukraine

Natalia Kazmirchuk

Vinnitsia Mykhailo Kotsiubynskyi State Pedagogical University, Ukraine

Olesya Zhovnych

Vinnitsia Mykhailo Kotsiubynskyi State Pedagogical University, Ukraine

Inna Stakhova

Vinnitsia Mykhailo Kotsiubynskyi State Pedagogical University, Ukraine

Vadym Podorozhnyi

Vinnitsia Mykhailo Kotsiubynskyi State Pedagogical University, Ukraine

Iryna Baranovska

Vinnitsia Mykhailo Kotsiubynskyi State Pedagogical University, Ukraine

Abstract. *The article substantiates the importance of introducing European experience in the training of future teachers in Ukrainian higher education institutions. Features of preparation of future teachers for realization of theatrical activity in work with children are opened, attention is focused on social and educational value of theater for development of the general and special abilities of children. The functions realized by theatrical activity in the process of soft skills development of children of primary school age are singled out. The article emphasizes the various forms and types of theatrical activities and ways of organizing them with children (from creating a theatrical character or a specific image to its interpretation and display on the stage).*

The purpose of the publication is to present the experience of the higher education institution of Ukraine in preparing future primary school teachers for the use of theater activities for children`s development soft skills taking into account the European context.

In the research the results of diagnostics of primary school teachers on the use of theatrical activities in their own pedagogical practice are presented. The results of monitoring the awareness of future primary school teachers with the theoretical and methodological principles of using theatrical activities as a means of developing soft skills in primary school children and their level of readiness to organize theatrical activities with children are demonstrated. The experience of teachers of Ukrainian pedagogical universities in the implementation of European innovative technologies and practices in lectures and practical classes is demonstrated. The article reveals the content of preparing students for the use of

European experience in the organization of theatrical activities in the education of children, offers guidelines.

Keywords: *European experience, international project, junior schoolchildren, primary school teacher, readiness of future teachers, soft skills, students of higher education institution, theatrical activity.*

Introduction

Ukraine's rapid European integration progress raises a number of new social demands on the population. In modern European and Ukrainian psychological and pedagogical research and educational practice, the emphasis shifts from cognitive to social factors that provide different categories of children with conditions for successful self-realization and achieving high status in society.

Theatrical art is an effective means of raising children, it is based on game, which is the leading activity of primary school students, which is why it is close and understandable to students who are happy to immerse themselves in the interesting world of theater and try on different theatrical roles. The use of theatrical activities in the educational process of students allows them to develop a set of soft skills necessary for personal affirmation and successful adaptation in society.

In view of this, the issue of preparing future primary school teachers to use the European experience of organizing children's theater activities becomes relevant, as their professional activities are aimed at laying the foundation for dynamically and vector-growing social success. The achievements of European scholars in the field of theatrical activities are harmoniously combined with the concept and ideas of the New Ukrainian School, so modern teachers are open to a wide range of ideas for implementing the European experience of theatrical activities.

Forming the readiness of future teachers to organize children's theatrical activities involves expanding the pedagogical horizons of students, their style of thinking, views on social relations, enriching the pedagogical arsenal with new forms, methods and techniques, development and improvement of their soft skills, development of emotional intelligence, formation of European values and their popularization in pedagogical practice.

The purpose of the publication is to present the experience of the higher education institution of Ukraine in preparing future primary school teachers for the use of theater activities for children's development soft skills taking into account the European context.

Research methods: theoretical: analysis of domestic and foreign scientific sources on the preparation of future teachers for the use of theatrical activities in

the development of soft skills of children; empirical: observation, testing, analysis of student work and their practical experience.

Literature review

The study of educational policy at the global level in general and within the European Union in particular shows that there is a change in the vectors of education, its transition to a qualitatively new level in a dynamic globalization of socio-economic and cultural processes. Emphasis is placed on the implementation of a competency-based approach to the organization of the educational process, starting with preschool education, and, accordingly, updating approaches to training future teachers “EU Council Recommendations on Key Competences for Lifelong Learning” (2006; 2018). “Supporting pedagogical professions for better learning outcomes” (2012), “European Pedagogical Constitution” (2015), etc.).

In the context of globalization transformations of the XXI century, the Ukrainian education system faces challenges to revise conceptual approaches, improve technologies for teaching and educating children and youth, appropriate training of teachers for professional activities in the new socio-economic and cultural realities. It is an objective necessity to study the European experience in the organization of pedagogical systems, its implementation in the activities of educational institutions of Ukraine.

Prospects and directions of modernization of higher education in Ukraine in the European context are being developed by modern Ukrainian scientists (Hurevych & Kademiya, 2017; Kolomiiets & Lazarenko, 2016; Nychkalo, 2020). We share the position N. Lazarenko that it is necessary to study and analyze European integration processes in the education system, concepts and models of development of pedagogical education; to find out the specifics, characteristics of the functioning of pedagogical universities in the context of European integration, etc. The researcher argues for the need to «develop long-term strategic measures to improve teacher training in accordance with European standards». At the same time, she notes that “determining the possibilities of implementing foreign experience in education in Ukraine, it is important to take into account modern native methodology, spiritual and general culture of society” (Lazarenko, 2019, p.6).

We believe that the development of soft skills of preschool and primary school children corresponds to European trends and approaches to improving education in the XXI century, and is one of the important tasks of the modern New Ukrainian School. The problem of studying the peculiarities of soft skills formation in different contexts was covered in their works (Butulina & Radchenko, 2020; Demchenko, 2020; Savchenko, 2004; Gushka, 2008;

Kazmirchuk, Baranovska, Mozgalova, Shcholokova, & Podorozhnyi, 2021; Zhovnych & Stahova, 2020).

In own research O. Savchenko singled out soft skills that are necessary for younger students: organizational (preparation for the perception of the material, work at the right pace, organization of the workplace, etc.); general cognitive (clearly express their opinion, communicate during group and collective learning tasks); informational (ability to analyze educational material, compare it, highlight the main points, establish correlations, draw conclusions from the teacher's explanation); control and evaluation (to carry out cross-checks, to determine which judgments are correct and which are incorrect; to express evaluative judgments) (Savchenko, 2004, p.34).

Examining the problem of forming general learning competencies of primary school students N. Gushka emphasizes that younger students need to develop such soft skills as: the ability to organize their workplace, adhere to the daily routine, step by step plan their actions, prove work to a logical conclusion, be creative in solving all problems, defend your opinion (Gushka, 2008, p.91).

Summarizing the results of the analysis of scientific and methodological literature on the formation of soft skills of junior high school students O. Zhovnych, N. Kazmirchuk, I. Stakhova identified five key skills needed for junior high school students for successful comprehensive development, namely: creativity, emotional intelligence, ability to organize working hours, present yourself, manage information (Zhovnych, Kazmirchuk, & Stakhova, 2020, p.25).

Today, theatrical art occupies an important place in the variety of means of influencing the formation of the personality of junior schoolchildren. This special integrated art form organically combines artistic word, dramatic action, poetry, fine arts, musical art and choreography. It helps the child to know more about himself, his inner world, encourages self-improvement, evoking in the theatrical action aesthetic feelings and emotions, forming attitudes to moral actions, educating moral qualities (Kazmirchuk, Baranovska, Mozgalova, Shcholokova, & Podorozhnyi, 2021, p.238).

The use of theatrical activities in the process of working with children was studied (Baranovska, 2015; Demchenko, 2020; Demchenko, Stakhova, Davydova, Larina, Lymar, & Strilets, 2021; Derkach, 2013; Zhovnych, Kazmirchuk, & Stakhova, 2020; Oliynyk, 2017). Modern scholars in their research focus on the socio-educational and pedagogical value of theatrical art for the development of the younger generation. In particular O. Demchenko notes that «theater is a synthetic art form and a cultural phenomenon that combines drama, creativity of director and actor, music, painting, architecture, dance, singing and more. The importance of theatrical action for the development of children's soft skills is that it involves multi-vector

communication, emotional interaction, verbal and nonverbal communication. During the theatrical action there is not just a reproduction of various events, but the internalization of universal values, the demonstration of role models of behavior. The direct participation of children in the production of the play contributes to the formation of their communication and social skills, increase self-esteem, and establish new friendships» (Demchenko, 2020, p.265).

In own research I. Baranovska argues that theatrical activity is an artistic activity associated with the perception of theatrical works and reproduction in the form of games acquired ideas, impressions, feelings, and is one of the most effective means of pedagogical influence on the development of the child's personality (Baranovska, 2015, p.22).

Researchers O. Zhovnych, N. Kazmirchuk, I. Stakhova have identified a number of functions that perform theatrical activities in the development of soft skills of primary school children:

- socializing - stimulates students to master various social roles and accepted patterns of their behavior;
- educational - designed so that parents and teachers in the form of games have the opportunity to form the ideas of younger students about such moral qualities as 'good – bad', 'true – false' and others;
- developmental - allows elementary school students to immerse themselves in exciting events and adventures that promote not only the development of imagination and fantasy, but also the formation of ideas about moral qualities, behavior and cooperation in the children's team, rational organization of their working time, emotional development, helps to form skills of reflection and empathy; will promote the development of coherent speech;
- didactic - the use of theatrical activities is an effective means of enhancing educational and cognitive activities and contributes to the emotional arousal of the child, resulting in better learning, leaves deep «traces» in the child's mind, and therefore better remembered;
- leisure and entertainment - helps to organize appropriate and useful free time of primary school students;
- aesthetic - affects the formation of aesthetic taste of younger students;
- relaxation and recreation - participation in theatrical activities allows students to relax, unwind, regain strength, look at the world differently, overcome emotional stress, anxiety or fears (Zhovnych, Kazmirchuk, & Stakhova, 2020, p.26).

The experience of European educators who have worked on the use of theatrical art in working with children is valuable for our study. Progressive ideas regarding the use of the syncretic nature of theatrical activity are covered in the pedagogical concepts of R. Steiner (Waldorf pedagogy) (2012), S. Frenet

(“School of Joy”) (1968), K. Orff (Keller, 1973). The experience of educational institutions in the EU (Germany, Poland, etc.) uses different types of theatrical activities in leisure time. In the context of training future teachers, courses in theater, pedagogy and stage skills are taught, in particular at the Pedagogical University of Ludwigsburg (Germany).

Considering the implementation of theatrical activities in primary school and preschool education, Australian educator John O'Toole argued that teachers should confidently use the achievements of theater pedagogy in their own teaching activities, as well as understand its role in the context of school activities in general (O'Toole, 2011, p.26).

There is a large number of school and student studios in the UK called “Theater in Education”. O. Sednova states that the means of theater pedagogy are actively integrated into the curriculum of the British education system, as theater pedagogy is the theoretical foundation of theater and a practical tool in teaching and education, and the use of theater pedagogy in the educational space promotes creative thinking, improvisation; forms students' motivation to study, arouses interest in the subject of study, develops imagination (Sednova, 2014, p.112).

The International Drama / Theater and Education Association (IDEA) promotes European theatrical experience in working with children by organizing seminars, international projects, creating information resources, holding a World Congress and thus making a strong contribution to world drama forums. IDEA consists of national drama / theater associations, as well as individual theaters, teachers, educators, artists, theatergoers, and artists from approximately 90 countries. IDEA lobbies for the interests of children and youth at the international level in order to increase the interest of government officials, agencies, organizations in the important role of drama and theater for personal development.

The reform of school education depends first of all on the competence of teachers, their high-quality professional activity. Thus, today, the problem of training and forming the readiness of future primary school teachers has become a priority of social and educational policy in Ukraine.

The concept of «professional training of future teachers» requires a thorough analysis based on methodological approaches. Scientific and pedagogical research on the problem of training future primary school teachers revealed that it is a complex, long, multi-stage process of mastering subject and life competencies, mastering a set of general scientific, specific methodological knowledge, gaining professional experience. Professional training of future teachers is focused on public and state order. The purpose and result of professional training of future primary school teachers is to form a highly qualified, competent specialist, ready to perform their professional duties.

Substantiating the concept of "readiness", D. Pashchenko notes that the concept of "professional readiness" is a complex of personal and psychological innovations of the teacher, and defines his scientific and practical training, which is a general professional ability (Pashchenko, 2006, p.8). P. Luzan is convinced that the readiness for professional activity is evidenced by the following personality traits: a holistic understanding of pedagogical work and the correlations on which it is based; employment in educational forecasting; clear civic position; striving for self-development and self-improvement (Luzan, 2004, p.257). O. Akimova agrees with her predecessor, but notes that a modern student of the XXI century, a future teacher, needs developed creative thinking that will help him quickly acquire new knowledge, interesting to teach students, organize new projects, etc. (Akimova, 2013, p.76).

In addition, the student youth of the new 'Generation Z' will be interested in a teacher who has thorough scientific and theoretical training, rich methodological tools, including modern innovative methods, techniques of facilitative interaction, ways to organize quasi-professional activities in blended learning, and is a charismatic, creative person, innovator, leader, coach.

Methodology and organization of the research

In the course of the research we tried to determine the dominant level of readiness of future teachers to use theatrical activities for the development of soft skills in children of preschool and primary school age. The experiment involved 112 students of Vinnytsia Mykhailo Kotsiubynskyi State Pedagogical University, National University named after T. Shevchenko, "Chernihiv Collegium" and Kamianets-Podilskyi Ivan Ohienko National University, as well as 60 teachers of preschool education and primary school teachers and 84 first-graders of Vinnytsia region.

To study the state of readiness of future teachers to use theatrical activities, we have identified the following criteria and indicators:

- motivational (interest in theatrical activities (puppet theater); a strong desire to participate in various educational activities aimed at promoting theatrical art; the internal need for creative potential and self-development);
- cognitive (knowledge of the history and theory of theatrical art; knowledge of the process of organizing children's theatrical activities; pedagogical orientation in a variety of soft skills and ways of their formation);
- activity (ability to methodically organize and conduct theatrical activities of children; the ability to design the development of children's soft skills in the process of theatrical activities; the ability to

self-assess their readiness to organize theatrical activities for children to develop their soft skills).

Based on the criteria and indicators, the following levels of readiness were identified:

- low - no interest in performing theatrical tasks and developing their own soft skills; fragmentary awareness of the basics of theatrical art, ways of its realization, constant manifestations of passivity during the organization of theatrical activities of children;
- average - low activity in the process of performing various theatrical tasks, fragmentary manifestations of developed soft skills of future teachers at the same time; superficial knowledge of the basics of theatrical art and ways to organize theatrical activities in working with children; infrequent flashes of original ideas and creative thoughts; difficulties in organizing theatrical activities for children;
- sufficient - increased activity in theatrical games and creative tasks; thorough knowledge of theatrical art in general and the peculiarities of the organization of theatrical activities in working with children, in particular; constant work on the development of their own soft skills; interest in conducting theatrical forms of work with children;
- high - leading activity and initiative on classes, a broad knowledge of theatrical art, the peculiarities of the organization of theatrical activities in working with children, constant personal and professional self-improvement, work on the development of soft skills and hard skills; high initiative during various forms of children's theatrical performances; generating original ideas, creative approach to activities.

To diagnose the levels of readiness of future teachers to use theatrical activities to develop children's soft skills, we used the following diagnostic methods and techniques: questionnaires (<https://forms.gle/kby9KPhZ5meGgCGp9>), visual-associative test, emotional intelligence test A. Manoilov (<https://psytests.org/emotional/mei.html>), M. Snyder's test of social self-control (<https://psytests.org/emotional/snyder.html>), O. Tunik's test of personal creativity development (<https://psytests.org/cognitive/tunik-run.html>), test of communicative and organizational skills of V. Syniavskiy, B. Fedoryshyn (<https://psytests.org/profession/kos1.html>), observation of future teachers during the training in acting and directing skills and role-playing games «Colored Hats» (Edward de Bono's method), analysis of synveins and essays, analysis of theatrical games organized by future teachers during pedagogical practice.

In addition, a survey of primary school teachers in Vinnytsia region (<https://forms.gle/38jX2hW4ucytiKX29>) and junior high school students was conducted according to the developed questionnaire.

Results of the research

The research was conducted during October 2021. The results showed that future teachers are interested in organizing theatrical activities in working with younger students. They focus on the stages and process of theatrical games, holidays, sketches, try to be creative in working with children. Observation of students' pedagogical activities, analysis of their work, questionnaires and testing showed that the levels of readiness of future teachers to use theatrical activities to develop children's soft skills were divided as follows:

- motivational criterion: low level - 18 (16.1%) respondents, average level - 53 (47.4%) respondents, sufficient level – 25 (22.3%) respondents, high level - 16 (14.2%) respondents;
- cognitive criterion: low level - 22 (19.6%) respondents, average level - 52 (46.4%) respondents, sufficient level - 23 (20.6%) respondents, high level - 15 (13.4%) respondents;
- activity criterion: low level - 28 (25.0%) respondents, average level - 49 (43.6%) respondents, sufficient level - 24 (21.3%) respondents, high level - 12 (10.1%) respondents.

Analyzing the results obtained for each criterion, we found that in general the willingness of future teachers to use theatrical activities to develop children's soft skills is low in 22 (19.6%) respondents, at the average level - in 52 (46.4%) respondents, at a sufficient level - in 24 (21.3%) respondents and at a high level - in 14 (12.7%) respondents. Generalized results are presented on Figure 1.

The results indicate that about half of future teachers, in every second, is at the average level of readiness to use theatrical activities to develop children's soft skills. The low indicator of high and sufficient levels confirms the imperfection of the current curricula of higher pedagogical education institutions, traditional forms and methods of training future teachers. We are convinced of the need to update the curricula of the high educational institutions, in particular the inclusion of disciplines aimed at expanding students' knowledge of the basics of theatrical art, methods of organizing theatrical activities with students; introduction of innovative forms, methods, techniques and tools in working with future teachers to expand the panorama of their thinking, develop creativity, theatrical skills, improve communication, leadership and organizational skills. Summarizing the survey of future teachers, we can say that students have some doubts and elements of anxiety due to lack

of personal experience of participation and organization of theatrical activities with pupils.

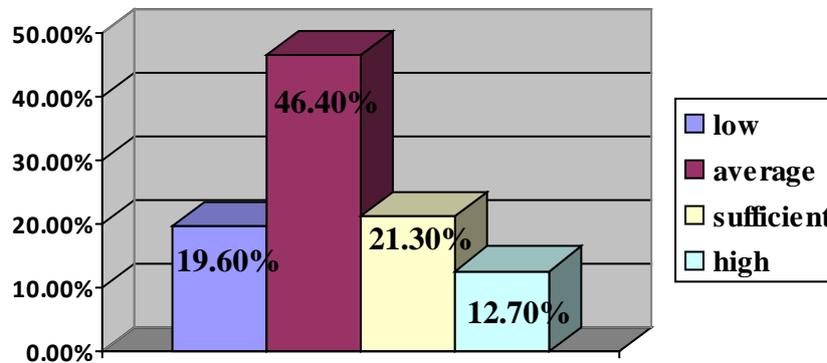


Figure 1 Levels of readiness of future teachers to use theatrical activities to develop children's soft skills (created by the authors)

In the course of the research we conducted a survey of primary school teachers in Vinnytsia region and determined that they all use theatrical activities in working with children, namely: 18 respondents (30.0%) play dramatization games and staging games after reading literary works; 13 respondents (21.6%) use theatrical greeting exercises during morning meetings («I am a princess», «I am a superhero»); 10 respondents (16.7%) use dolls as a didactic tool for conducting lessons; 9 respondents (15.0%) together with children create different types of theaters (finger, table) and use them during the educational process; 6 respondents (10.0%) engaged in staging theatrical performances; 4 (6.7%) promote non-verbal theatrical sketches in their activities. Teachers agree that theatrical activities contribute to the creative development of younger students, their communication and organizational skills, encourage teamwork, compromise, self-presentation, etc., it is the basis for the development of soft skills of children.

At the same time, primary school teachers identified the main obstacles to the systematic use of theatrical elements in school: lack of time, lack of methodological literature, unpreparedness of individual teachers, poor school facilities, it no decorations, masks, dolls, stage costumes; insufficient interest from parents, etc.

Instead, after analyzing the answers of younger students, we determined that theatrical activities are the most popular among 61 (72.6%) respondents. Students like to take part in theatrical games, stagings, independently come up with game scripts, imagine themselves as a specific literary hero and get used to his image, and so on. A survey of students showed that the most common elements of dramatization teachers use in lessons of literary reading, «I explore

the world», fine and musical arts. Participating in theatrical activities, students stated that it allowed them to experience a significant amount of positive emotions, improve relationships in the team, to form creative skills, to manage time rationally.

Discussion

Summarizing the results of the study, taking into account the existing advantages of the medium level of readiness of future teachers to use theatrical activities in their own practice, we consider it necessary to improve the preparation of future teachers to organize theatrical activities with children in accordance with current needs.

Vinnitsia Mykhailo Kotsiubynskyi State Pedagogical University prepares future teachers for the implementation of the European experience of forming children's soft skills through theatrical activities is carried out within the Erasmus + Jean Monnet project Module 620252-EPP-1-2020-1-UA-EPPJMO-MODULE "EU experience of soft skills development of preschool and primary school age children by theater activities in teacher training" <https://www.facebook.com/groups/754951105361978>. The aim of the project is to provide theoretical and practical training of future primary school teachers to use theatrical activities to develop soft skills of different categories of children and meaningful organization of their leisure activities based on the experience of Western European pedagogical concepts.

The authors of this article are the developers of the project and have been working on its implementation since November 2020. We are honored to present the intermediate results of the international project, which includes a number of areas to improve the preparation of students of higher education institutions of Ukraine to organize theatrical activities for the development of soft skills of children.

The first direction is teaching students participating in the project of the optional discipline "Preparation of future teachers for the development of soft skills of preschool children and primary school students by means of theatrical activities in the context of European educational traditions". This discipline consists of 4 modules: "Theatrical activities in social and educational work on the basis of inclusive approach: the experience of the European Union", "Organization of different types of theatrical performance of children in educational institutions: European context", "Fundamentals of directing and artistic design: European context", "Implementation of the European experience of involving representatives of social services and public organizations in the implementation of theatrical activities". Their content is integrated, combining theoretical and methodological knowledge of theater history, cultural studies, art

history, basics of performing and acting arts, pedagogy, psychology and social work.

During 2021, on the basis of 30 students, obtaining a bachelor's degree in the field of knowledge 01 Education/Pedagogy specialty 012 Preschool education, 013 Primary education, who expressed a desire to participate in the project, was taught this optional subject. Upon completion, students learned to describe and analyze: features of different types of theater in Western Europe, methods of theater pedagogy; educational, developmental, upbringing opportunities for the organization of children's theatrical activities; interdisciplinary bases of organization of different types of theatrical activities of children of preschool and primary school age for the development of soft skills in the context of improving the quality of leisure; foreign theories and experience in organizing theatrical activities for children; Western European experience in organizing various types of theatrical performances for the development of soft skills of different categories of children with special needs; progressive pedagogical concepts and experience of EU educational institutions on the use of theatrical activities for the development of children's soft skills in leisure time.

The optional discipline due to the coronavirus pandemic was taught online and offline. Teachers used interactive lectures and practical classes using philosophical dialogue, business games, reflective exercises and more. Students got acquainted with different types of theater: finger theater, shadow theater, nature theater, puppet theater, one-actor theater, flannel theater, puppet theater and more. Future teachers independently made the appropriate equipment for each type of theater.

The next direction of the project was the inclusion in educational and professional programs and curricula of the first (bachelor's) level of higher education in specialties 012 Preschool education, 013 Primary education in the field of knowledge 01 Education/Pedagogy Vinnytsia Mykhailo Kotsiubynskyi State Pedagogical University disciplines aimed at acquainting students with the basics of theater, study and analysis of European experience in organizing theatrical activities with children, improving their own skills of theatrical skills. These are such elective disciplines as: "Theatrical circles work in primary school"; "Organization of children's theatrical activities in the cultural and educational space of the EU"; "EU experience in the development of children's soft skills"; "Methods of organizing leisure activities of junior high school students"; "Socialization of primary school students in the educational space of primary school"; "EU experience in the development of children's soft skills".

The working team of the project is actively implementing innovative forms, methods and tools preparing students for the organization of theatrical activities with children of preschool and primary school age, including elements of

training sessions, scrum technology, workshops, web-quest, socio-game workshop, virtual tours, etc.

The next direction of the project is the creation of a student theater group on the basis of a higher education institution, as an effective means of forming the readiness of future primary school teachers to organize theatrical activities of junior students. Preparing students to use theatrical activities in working with children, we invited them to transform themselves into well-known images of classics of literature. They embodied the image of Cinderella by Charles Perrault, Juliet by William Shakespeare, Dulcinea by Miguel Cervantes, Esmeralda by Victor Hugo, Matilda de La Mole by Stendhal, Laura by Francesco Petrarca and others. The play “Peter Pan”, based on a fairy tale by Scottish writer Sir James Matthew Barry, was staged by the project team and students. Students enthusiastically worked on staging the play: creating a script, assigning roles, learning to get used to the hero. The heroes of the stage raised important instructive topics: love and respect for parents, appreciation of family warmth, protection of the family. During the rehearsals, the project participants gained practical skills in teamwork, learned to hear and respect the opinions of others, defend their own position, develop their emotional intelligence, creative thinking, by expanding the thesaurus of emotional concepts and acting exercises. Applicants gained useful experience in the process of working on the external design of the play. They expanded their knowledge as they became acquainted with such concepts as stage movement, stage space, laws of the stage, types of scenery. Students independently made stage costumes, scenery and props for the play. The creation of the musical accompaniment of the play revealed to amateur actors the power and depth of music. Successful choice of background music and musical design of the play allows the actors to better play the role and convey the ideological plan of the play.

During the implementation of the project, cooperation was established with the main director and actors of the Vinnytsia Academic Regional Puppet Theater “Golden Key”. The performances of the puppet theater «About this, about that» and the children's opera “Goat-Dereza” did not leave indifferent any spectator. Students noted the skill of acting, the brightness of the musical accompaniment, directing performances. Communication with the main director of the theater and actors of the theater, as well as the participation of future teachers in master classes and trainings conducted by puppet theater actors contributed to expanding knowledge and skills in stage monologue and dialogue speech, stage movement, the basics of «reviving» theatrical puppetry.

The performances “Kotyhoroshko”, “Twelve Months”, “St. Nicholas Day” prepared by students of secondary schools of Vinnytsia, who were visited by students, left vivid impressions in the memory of future teachers. Students, in addition to acting skills and talents, demonstrated a high stage culture, as well as

coordinated teamwork, discipline, responsibility. Students had the opportunity to note the coordinated cooperation of the entire creative team, as the success of the play is preceded by a large, complex, skillfully organized work that requires joint efforts. On the example of creating scenery for the play, in particular the design of the stage, future teachers experienced all the anthropomorphic properties of human thinking, which is the basis of perception and understanding of the symbolic language of theatrical art.

Thus, viewing and discussing performances of both professional and amateur children's theaters is an important area of training future teachers to form soft skills of students through theatrical art.

Within the project implementation an important direction is to involve students in writing term papers and dissertations, as well as to actively participate in scientific conferences. So for 2020-2021 students took part in 4 scientific conferences of the international and all-Ukrainian level. An indicator of the interest of applicants in this problem was the number of participants and the number of published theses (in the amount of 321) based on the results of conferences. During the conferences, sectional meetings, a series of master classes and trainings, meetings with practicing teachers, who shared their skills and experience in organizing theatrical activities for students.

Conclusions

In modern conditions of reforming higher pedagogical education there is an orientation to European standards, both in the education of children of different ages and in the training of future teachers. It is important to introduce a competency-based approach to the educational process of general secondary and higher education institutions. Teachers of Ukrainian higher education institutions systematically improve their professional level by participating in international projects and trainings. Implement the best European practices in their professional activities. Participation in the implementation of the EU Erasmus + Jean Monnet Module, teaching an optional course and organizing various areas of work helps to improve the training of future primary school teachers in accordance with European standards and traditions.

References

- Akimova, O.V. (2013). *Formuvannia tvorchoho myslennia maibutnoho vchytelia: monohrafiia*. Vinnytsia, 365.
- Baranovska, I. (2015). *Teatr lialok u pochatkovii shkoli: navchalno-metodychnyi posibnyk*, 117.
- Butylina, O.V., & Radchenko, N.R. (2020). Rozvytok soft skills yak chynnyk pidvyschennia efektyvnosti diialnosti sotsialnykh pratsivnykiv. *SOCIO prostir: mizhdystsyplinarnyi*

- elektronnyi zbirnyk naukovykh prats z sotsiologii ta sotsialnoi roboty*, 9, 53-60 DOI: <https://doi.org/10.26565/2218-2470-2020-9-07>
- Demchenko, O., Stakhova, I., Davydova, M., Larina, I., Lymar, Yu., & Strilets S. (2021). Pidhotovka maibutnykh pedahohiv do rozvytku obdarovanosti ditei doshkilnoho ta molodshoho shkilnoho viku za dopomohoiu dramatyziatsii. SUSPILSTVO. INTEHRATSLLA. OSVITA. *Materialy Mizhnarodnoi naukovoï konferentsii. Tom II*. 165-177.
- Demchenko, O. (2020). Pidhotovka maibutnykh pedahohiv do vykorystannia teatralnoi diialnosti v roboti z ditmy z osoblyvymy osvitynymi potrebamy: yevropeyskyi kontekst. *Inklyuzyivna osvita yak individualna traiektoriia osobystisnoho zrostannia dytyny z osoblyvymy osvitynymi potrebamy: zbirnyk materialiv IV Vseukrainskoi naukovo-praktychnoi konferentsii z mizhnarodnoiu uchastiu*. Vinnytsia, 3, 262-267.
- Derkach, O. (2013). Podhotovka budushchykh uchyteliv nachalnykh klassov. *MENO TERAPIJA: REALIOS IR PERSPEKTYVOS*, 101.
- Freinet, C. (1968). Essai de psychologie sensible. *Appliquée a l'éducation*. Delachaux et Niestlé s. A., Neuchâtel (Switzerland), 179.
- Hyshka, N. (2008). Formuvannia zahalno navchalnykh umin ta navychok v uchniv pochatkovykh klasiv Retrieved from <https://cyberleninka.ru/article/n/formuvannya-zagalnonavchalnih-umin-i-navichok-v-uchniv-pochatkovih-klasiv>
- Hurevych, R., & Kademiia, M. (2017). Zmishane navchannia y innovatsiini tekhnologii pidhotovky maibutnykh fakhivtsiv u vyshchykh navchalnykh zakladakh. *Porivnialna profesiina pedahohika*, 1, 106–112.
- Kazmirchuk, N., Baranovska, I., Mozghalova, N., Shcholokova, O., & Podorozhnyi, V. (2021). Metodolohichni aspekty pidhotovky vchyteliv dlia teatralnoi diialnosti z uchniamy. *Suspilstvo. Intehratsiia. Osvita. Materialy Mizhnarodnoi naukovoï konferentsii*, 1, 235-246.
- Keller, V. (1973). *Shulverk. Orfa y eho mezhdunarodnoe znachenye*. Muzykalnoe vospytanye v sovremennom myre. M, 198-200.
- Kolomiets, A.M., & Lazarenko, N.I. (2016). Suchasni metodolohichni pidkhody v orhanizatsii vyshchoi pedahohichnoi osvity. *Naukovyi visnyk Pivdenoukrainskoho natsionalnoho pedahohichnoho universytetu im. K D. Ushynskoho*. Odesa, 3, 47–51.
- Lazarenko, N.I. (2019). Profesiina pidhotovka vchyteliv u pedahohichnykh universytetakh Ukrainy v umovakh yevrointehratsii: monohrafiia. Vinnytsia, 389.
- Luzan, P.H. (2004). *Teoriia i metodyka formuvannia navchalno-piznavalnoi aktyvnosti studentiv*. Kyiv, 312.
- Nychkalo, N.H. (2020). Naukove zabezpechennia rozvytku osvity doroslykh v Ukraini. *Visnyk Natsionalnoi akademii pedahohichnykh nauk Ukrainy*, 1-14.
- Oliinyk, O.M. (2017). *Teatralno-ihrova diialnist v umovakh doshkilnoho navchalnoho zakladu*: navch.-metod. posib. Kamianets-Podilskyi, 14.
- O'Toole, J. (2011). Emma's Dilemma: the Challenge for Teacher Education in Drama. *Key Concepts in Theatre/Drama Education*. Rotterdam/Boston/Taipei: Springer Science and Business Media, 13-19.
- Pashchenko, D.I. (2006). Formuvannia hotovnosti maibutnoho uchytelia pochatkovykh klasiv do humanistychnoho vykhovannia uchniv (avtoref. dys. ... d-ra ped. nauk). Kyiv. 32.
- Rekomendatsiia Rady vid 22 travnia 2018 r. shchodo kluchovykh kompetentsii dlia navchannia vprodovzh zhyttia (Tekst z relevantnistiu dlia Yevropeiskoho ekonomichnoho prostoru.) Retrieved from <https://ec.europa.eu/education/education-in->

[the-eu/councilrecommendation-on-key-competences-for-lifelong learning_enST/9009/2018/INIT](https://www.councilofeuropa.eu/council-recommendations/docs/learning_enST/9009/2018/INIT)

- Savchenko, O. (2004). *Uminnia vchytysia yak kliuchova kompetentnist zahalnoi serednoi osvity*. Kompetentnisnyi pidkhid u suchasni osviti: svitovi dosvit ta ukrainski perspektyvy: biblioteka z osvithoi polityky. K., 34.
- Sedneva, A. E. (2014). *Teatr v obrazovanny Velykobrytanyy. Chelovek y obrazovanye*. 2 (39). 112-115.
- Shtainer, R. (2012). *Pryntsypy Valdorfskoi pedahohyky*. Zhnyhna, 160.
- Zhovnych, O.V., Kazmirchuk, N.S., & Stakhova, I.A. (2020). *Teatr pryrody yak zasib formuvannia soft skills v uchniv pochatkovykh klasiv*. *Naukovi zapysky Vinnytskoho derzhavnogo pedahohichnoho universytetu imeni Mykhaila Kotsiubynskoho. Seria: Pedahohika i psykholohiia*, 61, 24.