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PLANNING THE DEVELOPMENT OF PROFESSIONAL COMPETENCE OF EDUCATIONAL ENTITIES TO ACHIEVE SUSTAINABLE DEVELOPMENT GOALS

PLANEJAMENTO DO DESENVOLVIMENTO DA COMPETÊNCIA PROFISSIONAL DE ENTIDADES EDUCACIONAIS PARA ALCANÇAR OBJETIVOS DE DESENVOLVIMENTO SUSTENTÁVEL

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Abstract
This article identifies ways to optimally prepare future teachers to use methods of analysis and synthesis of advanced pedagogical practices. It explores the specifics of using analysis and synthesis in teachers' teaching to correct errors and shortcomings, as well as to disseminate progressive, advanced pedagogical practices. It examines methods of analysis and synthesis as ways to identify the didactic value of advanced pedagogical practices and their creative application within the context of a traditional system of organizing pedagogical practice. The key levels of teachers' readiness to apply analysis

Resumo
Este artigo identifica maneiras de preparar de forma otimizada os futuros professores para o uso de métodos de análise e síntese de práticas pedagógicas avançadas. Explora as especificidades do uso da análise e síntese no ensino dos professores para corrigir erros e deficiências, bem como para disseminar práticas pedagógicas progressivas e avançadas. Examina os métodos de análise e síntese como formas de identificar o valor didático de práticas pedagógicas avançadas e sua aplicação criativa no contexto de um sistema tradicional de organização da prática pedagógica. Os

and synthesis methods in teaching are determined. Methods have been developed to measure future teachers' readiness to use methods of analysis and synthesis of pedagogical activity. Experimental sites have been created based on the areas of application of methods of analysis and synthesis of pedagogical activity. The study showed that the application of the analysis and synthesis method in the professional training of future teachers can be considered from various perspectives. This applies not only to best pedagogical practices but also to a number of other important pedagogical aspects.

Keywords: Education. Students. Competence. Methodology. Educational Entities.

principais níveis de prontidão dos professores para aplicar métodos de análise e síntese no ensino são determinados. Métodos foram desenvolvidos para mensurar a prontidão dos futuros professores para o uso de métodos de análise e síntese da atividade pedagógica. Locais experimentais foram criados com base nas áreas de aplicação dos métodos de análise e síntese da atividade pedagógica. O estudo mostrou que a aplicação do método de análise e síntese na formação profissional de futuros professores pode ser considerada sob diversas perspectivas. Isso se aplica não apenas às melhores práticas pedagógicas, mas também a uma série de outros aspectos pedagógicos importantes.

Palavras-chave: *Educação. Alunos. Competência. Metodologia. Instituições Educacionais.*

1 INTRODUCTION

The current stage of modernization in the education sector considers improving the effectiveness of the educational process and optimally intensifying teachers' pedagogical activity to be one of the primary objectives. A targeted pedagogical system and high-quality organization of the educational process are unthinkable without optimal and best possible results, ensuring that each participant in education (teacher and student) achieves the highest possible level of academic performance, good character, cognitive ability, and creativity. This requires comprehensive planning of educational objectives, a substantiated and tested selection of teaching methods, and the analysis and synthesis of teachers' pedagogical activity and the results of the educational process.

Developing the skills of future teachers through the application of analysis and synthesis methods is a priority in terms of the high-quality organization of the educational process. Analysis is an important method of a scientific approach to the educational process and, in general, in the pedagogical organization of teachers' activities. Synthesis is also an important method of cognition—it is the mental activity of collecting, processing, refining, constructing, and storing information.

The quality of the educational process in the context of effective teacher pedagogical activity largely depends on the correct application of teaching methods. A combination of various methods, in our case analysis and synthesis, the choice of which

is determined by the content of the educational material, the age characteristics of the students, the level of theoretical training of the teacher, the available capabilities of the educational material and technical base, etc (BIELIAIEV, PONOMAROVA, REPKO, STEPANETS, CHAGOVETS, & MYKHAILICHENKO, 2021).

Methods of analysis and synthesis are essential for identifying and eliminating weaknesses in the educational process, especially in the implementation of advanced pedagogical practices. Identifying a weakness is a consequence of analysis and comparison, while eliminating and implementing a positive trend is an indicator of the value of synthesis. Improving the quality of teaching and learning in schools is undoubtedly directly related to developing a system of knowledge, skills, and abilities in future teachers aimed at navigating the rapidly growing flow of educational information using the method of analysis and synthesis. Successful understanding and resolution of this issue prevents difficulties in organizing the educational process, especially for young and beginning teachers.

We view methods of analysis and synthesis in teacher pedagogy as a comparative-generalizing and differentiated-integrative factor, a method of organizing and interconnecting teacher and student activities aimed at solving the problems of education, upbringing, and development in the learning process. The use of methods of analysis and synthesis in teacher pedagogy is currently of great interest, but no serious research in this area has yet been conducted in Ukraine. Therefore, this issue became the subject of this study, since the organization of the educational process and the constructive pedagogical activity of the teacher, naturally, will be closely connected with the use of analytical and synthetic approaches as a condition for the high-quality and consistent acquisition of knowledge, its storage and application in practice.

The works are devoted to the problems of methodology and methods of pedagogical research (IASECHKO, M., IASECHKO, S., & SMYRNOVA, 2021), (GIOFFRE, 2017), (BATAGAN, BOJA, & CRISTIAN, 2011), (KHARKIVSKA, 2020), (KHARKIVSKA, & PROKOPENKO, 2023).

The issues of professional and pedagogical training of future teachers in the system of pedagogical education are reflected in the works (ALEXANDER, ASHFORD-ROWE, BARAJAS-MURPH, DOBBIN, KNOTT, MCCORMACK, WEBER, 2019), (LITTLEJOHN, HOOD, MILLIGAN, & MUSTAIN, 2016), (WOLFE & ANDREWS, 2014), (IASECHKO, S., & IASECHKO, M., 2024), (OSEREDCHUK,

MYKHAILICHENKO, ROKOSOVYK, KOMAR, BIELIKOVA, PLAKHOTNIK, & KUCHAI, 2022).

An analysis of scientific and pedagogical literature, the works of the aforementioned authors, and an analysis of the state of teaching staff's activities in the educational process indicate that teachers are not always able to competently, quickly, and flexibly analyze and synthesize advanced pedagogical practices and their teaching activities. This is revealed in the search for pedagogical information about errors, identified shortcomings, and gaps in the educational process, which requires timely adjustments and the creative implementation of new content, new tools, methods, and forms of teaching and education, which are used in the practice of innovative teachers.

An analysis of scientific literature and the practice of effectively organizing the educational process within the framework of adequate teacher pedagogical activity allows us to identify priority areas of this problem that remain poorly understood.

These include:

- insufficient professional and pedagogical training of future teachers in analysis-comparison and synthesis-generalization during the teaching of disciplines;
- a lack of technologies that facilitate the acquisition of the necessary knowledge and the development of future teachers' skills and abilities in using methods of analysis and synthesis to effectively organize the educational process;
- insufficient development of the theoretical and methodological foundations for systematic professional and pedagogical training of future teachers in the use of methods of analysis and synthesis in their teaching activities.

These shortcomings were identified during the study of the state of subject teaching, work content, and pedagogical activity of teachers in the context of their use of analytical and synthesis methods. These shortcomings are also due to the insufficient implementation of modern pedagogical technologies that contribute to raising the level of professional competence of teachers in a given area in accordance with the requirements of the basic curricula and curriculum. Improving the competence of future teachers in the context of applying analytical and synthesis methods undoubtedly serves as a prerequisite for improving the quality of the educational process.

All of the above constitutes the basis for the contradiction that allowed the formulation of the dissertation research problem on the role of the positive influence of

analytical and synthesis methods on the quality of the educational process organization using modern pedagogical technologies to support the developed concept.

Thus, the relevance of the problem and its insufficient theoretical and practical development determined the choice of the research topic.

The purpose of this study is to theoretically substantiate and practically develop a foundation for developing future teachers' skills in using analytical and synthesis methods in teaching, drawing on advanced teaching practices.

The object of the study is the process of developing future teachers' skills in using analytical and synthesis methods in teaching.

The subject of the study is the theoretical justification for preparing future teachers to use analytical and synthesis methods in teaching.

2 METHODS

The working hypothesis is that the professional and pedagogical preparation of future teachers for the analysis and synthesis of pedagogical activity will be successful if:

- the use of methods of analysis and synthesis in pedagogical activity is considered one of the main conditions for achieving the stated goals and objectives to improve the level of acquired knowledge and information, and their practical implementation in life;
- methods of analysis and synthesis of pedagogical activity are considered an integral part of the theoretical and empirical foundations of organizing the educational process in the system of pedagogical activity of future teachers;
- the use of methods of analysis and synthesis is based on the study of a wealth of best practices for the purpose of effectively organizing the educational process.

The guiding idea of the study is that the rational use of methods for analyzing and synthesizing advanced pedagogical practices is a means of obtaining objective, reliable, and well-reasoned pedagogical information for the purpose of its creative application in the real-world educational process for its optimization.

The methodological basis of the study is: activity theory, the theory of analysis and synthesis, the principle of the leading role of learning in development, the fundamental principles of psychological and pedagogical science regarding the unity of consciousness and activity, knowledge and skills, and its leading role in developing the

professional and pedagogical readiness of future teachers to use methods of analyzing and synthesizing pedagogical activity.

Research Methods. A combination of various methods was used to solve the research problems. General scientific methods: analysis, comparison, synthesis, generalization. Methods of pedagogy and psychology: systems analysis of scientific and educational literature on pedagogy, psychology, philosophy, and logic on the problem under study; processing of information using hypotheses, comparisons, and analogies. Diagnostic methods: pedagogical observation, conversation, pedagogical experiment, statistical methods for processing the results of observations and pedagogical experiments.

3 RESULTS AND DISCUSSIONS

The quality of the educational process within the context of a teacher's effective pedagogical activity largely depends on the correct application of teaching methods. The chapter notes that analysis and synthesis are an integral part of human cognition. Cognition itself is unthinkable without analysis and synthesis, serving as a necessary link and tool for the subject of educational activity. The level of their awareness and activity depends on their ability to carry out the cognitive process. Therefore, the subject of the educational platform must develop knowledge and skills in all academic subjects, providing the relevant information for achieving the educational goal (BALZER, 2020).

According to the authors, scientific and methodological literature explores far and wide the manifestations of pedagogical analysis and synthesis methods. Only the analysis component predominates in this regard: lesson analysis, analysis of the educational process, analysis of the general pedagogical preparation of university graduates, analysis of the pedagogical situation, etc.

Analysis and synthesis methods are necessary for identifying and eliminating negative elements in the educational process, especially in the implementation of advanced pedagogical practices. Identifying a negative element is the result of analysis and comparison, while eliminating and implementing a positive trend is an indicator of the value of synthesis. Here, the author's position is aligned with the achievements of educational scholars who have proposed modern methods and models of teaching and education. First and foremost, this refers to the value of studying and implementing

advanced pedagogical practices, including the work of innovative teachers, the views of great thinkers on the teaching and upbringing of the younger generation, and the pedagogy of collaboration, which have made a significant contribution to the development of educational theory and practice. One of the author's primary goals is to study, synthesize, and disseminate advanced pedagogical practices (BRAY, 2007).

Using analysis and comparison, we were able to analyze not only advanced pedagogical practices but also cutting-edge science, which, taken together, are used in the process of synthesis and construction in the education system to eliminate negative factors. In our opinion, the use of the analysis and synthesis method enables future teachers to implement a practical focus in teaching, demonstrating its connection to life and the student's need to speak the target language fluently. It is important to consider the following: for example, the nature of foreign language learning requires a solid understanding of the basic grammar of that language. Based on analysis and synthesis, the teacher determines what theory is needed in a foreign language lesson, how to introduce and reinforce it, and, most importantly, how to effectively relate it to students' speech activity (KHARKIVSKA, PETRICHENKO, BABAKINA, SHCHERBAK, & BESKORSA, 2023).

The study showed that the analysis and synthesis of teachers' professional and pedagogical competence is a focus of the work of subject teacher associations at the school, city, and district level. Self-education is an important element in enhancing teachers' professional and pedagogical competence. Based on this, the necessary conditions for teacher professional growth are created to qualitatively improve the educational process.

Undoubtedly, the cornerstone of the research is the concept that the analysis and synthesis of advanced pedagogical practices is aimed at developing pedagogical acumen, the ability to make choices based on assessment, and a consistent preference for a single advanced teaching system that ensures optimal results in the classroom. Based on this analysis, the teacher is not afraid to pose complex tasks to students and instills in them the confidence that they can accomplish all this if they approach the goals and objectives of their learning correctly (WOLFE, ANDREWS, 2014).

The professional and pedagogical preparation of future teachers for pedagogical analysis and synthesis presupposes their appropriate preparation in the context of using these methods in organizing the educational process. These methods, like others, are

implemented in a series of methodological techniques consistently applied by the teacher. We believe that analysis and synthesis are reproductive methods and are used to create a solid foundation of the skills and abilities of future teachers (PORTER, KETELHOHN, 2009).

The essence of using the analysis and synthesis method is that it helps future teachers create problematic situations that result in the conscious assimilation of educational material. Moreover, it paves the way for future teachers to recognize and accept educational problems, independently search for knowledge and methods of acquiring it, master general knowledge and principles for solving problematic tasks and challenging issues, etc. (LEIGHTON, GRIFFIOEN, 2023).

The study placed significant emphasis on pedagogical analysis of the educational process. An objective and competent analysis of the educational process contributes to the development of students' conscious attitudes toward it.

Pedagogical observation and lesson analysis were aimed at comparing (identifying) the stated educational objectives. The experimental group's results were at the average and high levels, that is, at the level of almost correct and completely correct analysis of historical and pedagogical facts. Accordingly, students are able to use historical and pedagogical knowledge in their practical work.

A comparison of the control and experimental group scores revealed the following:

The low score in the control and experimental groups was 3.4 points, including 2.2 in the experimental group and 1.2 in the control group;

The high score in the control and experimental groups was 4.8 points, including 3.1 in the experimental group and 1.7 in the control group.

The difference in the low score in the experimental group is 1.2 points, and the difference in the high score is 1.7 points, which indicates the advantage of the proposed method of presenting historical and pedagogical knowledge.

The analysis and comparison of the results obtained in the control and experimental groups testifies to the benefit of introducing the developed system of formation of the future teacher’s readiness for rational organization and appropriate analysis of educational activities into mass practice.

Particular emphasis during the experimental work was placed on the effective use of analysis and synthesis in the educational process. Analysis and synthesis methods

accumulate the significance and activate other research methods. This enables future teachers to rationally apply the acquired pedagogical information.

Thus, during the study of historical and pedagogical knowledge, it was crucial to develop in future teachers the knowledge, skills, and abilities to analyze the lives and work of outstanding educators and thinkers of the past in order to understand their valuable pedagogical ideas. Consequently, this had a direct purpose: to use advanced pedagogical experience in a creative manner to solve contemporary problems and challenges in the education and upbringing of the younger generation. Certainly, it was appropriate to identify the commonalities and differences in the views and worldviews of advanced pedagogical experience.

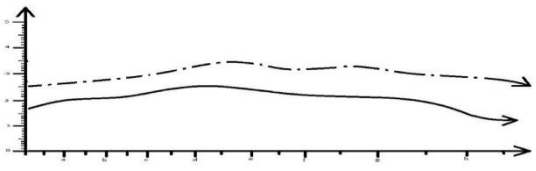
To achieve this, it was necessary to analyze and summarize the pedagogical heritage of thinkers from both the East and the West. The analysis and synthesis of pedagogical experience in both the West and the East allowed us to find the golden key to solving contemporary problems in education and upbringing. At the same time, the presentation of the views and thoughts of great thinkers was accompanied by appropriate analysis and synthesis.

Table 1. Levels of Readiness: Control and Experimental Groups

№	Levels of Readiness	Control Group Before Experiment	Control Group After Experiment	Experimental Group Before Experiment	Experimental Group After Experiment
1	Low level	87%	71%	84%	16%
2	Medium level	11%	24%	15%	76%
3	High level	2%	5%	1%	8%

Source: Authors

Figure 1. Results of experimental work on the acquisition and application of experience, developmental and educational goals with the achieved results



→ control group
-.-.-→ experimental group
Source: Authors

a) Teaching all and every student;

b) Psychological freedom;

c) Teacher-student collaboration;

d) Student-to-student collaboration;

e) Traditional teaching methods - reference cues;

f) Uniform questioning methods;

g) Questioning everyone and every student in every lesson;

h) Topics and paragraphs by blocks and sections;

i) Repeated and in-depth assimilation of theory and the completion of numerous practical tasks.

This level manifests itself in a lack of awareness of the significance of this experience and a mechanical application of its individual principles. A distorted understanding and incorrect application of individual principles negatively impacts quality. This category of future teachers has some success—for example, they can effectively use reference cues—but at the same time, they struggle with organizing collaboration between both the teacher and students, and between students. They make differentiated errors and therefore require differentiated methodological support.

Following the experiment, the proportion of students with a low level in the control group decreased by 16%, compared to a 68% decrease in the experimental group. The increase in the proportion of students with an average level in the control group after the experiment was only 13%, compared to 61% in the experimental group. Following the experiment, the proportion of students achieving a high level in the control group was 5%, a 3% increase compared to before the experiment. In the experimental group, the proportion of students with a high level after the experiment was 7%, a 7% increase compared to before the experiment.

Thus, the results of the experimental work demonstrated that optimizing the use of pedagogical analysis and synthesis contributes to a qualitatively new level of preparedness for organizing the educational process in future teachers.

3.1 Scientific results of the article.

1. The professional and pedagogical preparation of future teachers for pedagogical analysis and synthesis requires their appropriate preparation. Analysis and synthesis are reproductive methods and are used to build a solid foundation of

skills and abilities in future teachers. They are applied comprehensively, based on dialectical unity, interconnectedness, and interdependence.

2. The use of methods of analysis and synthesis in the pedagogical work of future teachers occupies a special place, as they represent a crucial method of a scientific approach to the educational process and the overall pedagogical organization of teachers' work. A future teacher's analytical approach to advanced pedagogical practice implies the necessary conditions for the high-quality organization of the educational process as one of the key factors in achieving the stated goals and objectives for improving the level of acquired knowledge and information, and their practical implementation.
3. The use of the synthesis method is primarily characterized by its integrative function, combining various elements into a single system, a unified whole. Synthesis represents the logical systematization of acquired and ongoing knowledge, followed by its practical application in classroom activities with the active participation and supervision of the teacher.
4. Pedagogical analysis and synthesis presupposes the necessary knowledge in the field of educational information for the purpose of its effective application in solving educational and developmental problems. The use of the method of analysis and synthesis in the teaching process is aimed at developing students' skills and abilities for meaningful and creative learning and cognitive activity, leading to the greatest depth, strength, and reliability of their knowledge acquisition.

4 CONCLUSIONS

Thus:

- Fundamental factors in the preparation of future teachers have been identified, including the development of a conscious and proactive attitude toward fulfilling their professional responsibilities—effectively organizing the educational process;
- Methods for optimally preparing future teachers to analyze and synthesize advanced pedagogical practices based on an analysis and comparison of

traditional and innovative approaches to the educational process have been developed;

- An analysis and synthesis of the historical and pedagogical system for the creative application of advanced positive practices in teaching and education in the modern context has been conducted;
- A method for measuring the level of readiness of future teachers to use the method of analyzing and synthesizing advanced pedagogical practices based on the relevant criteria and indicators established in the study has been proven;
- Frameworks for pedagogical analysis and synthesis of forms of educational organization and teacher professional competence are presented to measure a teacher's readiness to qualitatively improve the educational process.

The theoretical significance of the study is substantiated by the following:

- expanding the semantic scope of the concept of "pedagogical analysis and synthesis" and providing a detailed interpretation within the context of the research topic;
- demonstrating the need to develop knowledge and skills in analyzing and synthesizing pedagogical experience in future teachers, as well as professional readiness for the effective organization of the educational process;
- expanding and deepening the understanding of the professional and pedagogical preparation of future teachers for professional work;
- identifying the scientific and methodological value of analyzing and synthesizing pedagogical phenomena, processes, systems, and activities;
- substantiating a theoretical position on the criteria and levels of readiness of future teachers to analyze and synthesize pedagogical activity.

Practical Value of the Research

The theoretical propositions developed in this dissertation outline rational paths and methods for professional and pedagogical preparation of future teachers in the use of methods for analyzing and synthesizing advanced pedagogical practices. They also reveal the importance of correcting errors and shortcomings, and the implementation of innovative tools and technologies for optimizing the educational process.

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Authors' Contribution

Both authors contributed equally to the development of this article.

Data availability

All datasets relevant to this study's findings are fully available within the article.

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