УДК 378.093.5.011.3-051:37]:001.891
DOI https://doi.org/10.32782/1992-5786.2025.101.27

L. O. Sushchenko
Doctor of Pedagogical Sciences, Professor,
Head of the Department of Preschool and Primary Education
Zaporizhzhia National University

Yu. Ye. Zubtsova
Candidate of Pedagogical Sciences, Associate Professor, Associate Professor
at the Department of Preschool and Primary Education
Zaporizhzhia National University

S. V. Syvash
Candidate of Pedagogical Sciences, Associate Professor
at the Department of Preschool and Primary Education
Zaporizhzhia National University

RESEARCH ACTIVITY AS A MECHANISM FOR DEVELOPING THE INNOVATIVE POTENTIAL OF FUTURE EDUCATORS IN PROFESSIONAL TRAINING

The article examines research activity as one of the key mechanisms for developing the innovative potential of future educators in the process of their professional training. The research activity of a future educator is viewed as a factor of intellectual growth that contributes to the formation of holistic professional thinking, readiness for innovative activity, and the creation of new educational products.

It is substantiated that research activity at the present stage serves not only as a tool for professional self-improvement but also as a key factor in modernizing the content of education, developing innovative pedagogical technologies, and ensuring the quality of the educational process.

Priority features of pedagogical support for the step-by-step organization of professionally oriented research work of future specialists are identified, in particular: maintaining the integrity of all defined and scientifically grounded stages as a complex whole, connected with the renewal of future professional activities and ensuring a deep understanding by future professionals of research work as a value; stimulating the development of all spheres of a future educator's personality, their professional self-awareness through the gradual acquisition of research experience as a factor in their professional self-realization during the training process.

The defined and scientifically grounded features were used as the basis for structuring the step-by-step process of organizing students' exploratory work, conducting meaningful acmeological events and research related to the development of innovative competence among future educator-researchers. The content and functions of pedagogical support are outlined as a holistic process of stimulation, motivation, methodological, and consultative support for the research activities of learners.

It is concluded that the integration of research activity as a component of professional training requires a systematic approach to its organization and methodological support. It is emphasized that research activity not only develops the innovative potential of future educators but also ensures their competitiveness in the labor market, professional mobility, and capacity for continuous self-development.

Key words: *research work, methods of pedagogical research, research activity, future educator, innovative potential, professional self-development, innovative paradigm of professional training.*

Problem Statement. European integration transformations in the field of education objectively demand a fundamental renewal of conceptual approaches to the organization of professional development for teaching staff, with a focus on ensuring their scientific autonomy, ability for productive research, and innovative reinterpretation of educational realities.

In today's context, there is a growing societal demand for the educator-researcher – someone capable of conducting systematic analysis of educational processes, critically interpreting empirical data, formulating new pedagogical knowledge, and translating it into practice within educational institutions.

In this context, the research activity of future specialists in preschool and primary education is considered a key vector of professional formation. It not only ensures academic maturity but also fosters the development of an innovative culture of pedagogical thinking. The organization of such activity must be grounded in the integration of modern methodological approaches that combine elements of pedagogy, psychology, sociology of education, and educational innovation management.

A well-founded definition of the theoretical foundations and logic of research activity among future educators ensures methodological integrity in scientific inquiry and creates conditions for the development of their potential as agents of change.

There is an increasing urgency to develop effective strategies for engaging learners in research practices that align with the current demands of the innovative paradigm of professional training amid the reform of the Ukrainian school system.

At the present stage, research activity among educators serves not only as a tool for professional self-improvement but also as a key factor in modernizing educational content, developing innovative pedagogical technologies, and ensuring the quality of the educational process. At the same time, in the system of professional teacher training, there is insufficient formation of research skills and motivation for scientific inquiry, which calls for a revision of the conceptual foundations of research training.

Thus, the study of theoretical and methodological foundations and organizational-pedagogical conditions for activating research activity among future educators in the educational process of higher education institutions is a vital task. Addressing this will contribute both to enhancing the scientific culture of future professionals and to improving the overall quality of teacher education in Ukraine.

Analysis of Recent Research and Publications. Our research is grounded in scholarly investigations dedicated to the methodology of pedagogical science, as explored by A. Andrushchenko, L. Vakhovskyi, S. Honcharenko, O. Dubaseniuk, I. Zyazyun, S. Kalashnikova, V. Kremen, V. Luhovyi, V. Maiboroda, Zh. Talanova, N. Pobirchenko, V. Semychenko, S. Sysoieva, L. Khoruzha, Ye. Khrykov, among others.

A significant number of scientific works have addressed the issue of preparing higher education students for research activity. Notable contributors in this area include O. Artemenko, V. Bilostotska, R. Vernydub, T. Holub, O. Hryhorovych, O. Yehorova, I. Yermakova, H. Klovak, M. Knyazian, O. Mykytiuk, O. Moroz, O. Piiekhota, V. Proshkin, O. Semenoh, O. Shkvyr, among others.

It must be acknowledged that these scholars have made substantial contributions to the development of the research problem. However, the issue of methodological approaches to the formation of research competence among future educators – specifically for their preparation for innovative professional activity in today's educational landscape – is gaining particular relevance and significance. Thus, it requires further study.

Moreover, an analysis of the scientific literature indicates a lack of systematic investigation into the problem addressed in this article, as it has not been the focus of separate, comprehensive scientific inquiries.

The purpose of the article is to identify and explore the features of pedagogical support for the research activity of future educators during their professional training, to reveal effective approaches to organizing research work, and to define its role in developing the innovative potential of future specialists.

Presentation of the Main Material. The first key feature of pedagogical support in the step-by-step organization of professionally oriented research work for future educators – aimed at developing a creative vision of their future profession – is the preservation of the integrity of all defined and scientifically grounded stages as a complex whole. This process is intrinsically linked to the renewal of future professional activity and to fostering a deep awareness among future specialists of the value of research work.

The second feature is the stimulation of the development of all aspects of the future educator's personality and their professional self-awareness. This occurs through the gradual acquisition of research experience as a factor in professional self-realization during the training process, and through a deep understanding of research methods, which requires organizers of such activities to engage in continuous reflection on their own scientific competence.

The third feature lies in the creation by future professionals of original research outputs, the achievement of positive end results in solving professional problems based on their own research findings, and the transition from unconscious to conscious knowledge. This is the stage of elevation, creative imagination, the maturing of ideas, inspired creative breakthroughs and the emergence of productive scientific concepts in the form of hypotheses, research projects, modeling, and even formative experiments.

The identified and scientifically grounded features formed the basis for the staged organization of students' exploratory work, the implementation of meaningful acmeological activities, and research related to the development of innovative competence in future educator-researchers.

Considering the specifics of students' future professional activity, we see it as promising to integrate a professional-pedagogical and research-oriented focus into the study of all professionally oriented disciplines. This approach enables the systematic engagement of future educators in research activities, equipping them with the knowledge and skills necessary to conduct professional research and prepare findings for implementation in the practice of preschools and schools.

Experimental findings show that the same factors can influence the motivation and interest in research work differently depending on the context in which the activity is introduced. A student's concrete interest or desire to engage in research depends on the degree of subjective significance and cognitive appeal of the activity.

Scholars from various fields and conceptual approaches to organizing research activity unanimously agree on the necessity of building the pedagogical process in higher education on the foundation of stimulating students' cognitive and research needs, and reinforcing them as a source of satisfaction derived from the process of inquiry and discovery of engaging facts. The best fit for this purpose is the long-established problem-based learning method, although it is not always possible to apply it in its «pure» form. Nonetheless, classroom sessions can serve as a starting point for defining a research position.

We began implementing the experimental learning by mastering the leading ideas, concepts, and internal connections between the sciences that had previously been studied by the students, while also addressing the personal meanings they attached to them and their understanding of the value aspects of exploratory and research activities. In doing so, we took into account the motivating role of motives in learning and professional activity, as well as the dependence of the results on the specific nature of these motives. Their significance lies in the fact that they can change the dynamics, intensity, activation, and organization of activity, leading to changes in goal-setting processes and the relationship between actions.

During the lessons, all students were involved in independent analysis and substantiating their views; they were encouraged to search for and select the necessary information from one or several sources, process it, and attempt to learn how to record information in writing using various types of notes (plan, outline, essay, report, annotation, etc.). Analytical comparison of data from different literary sources was used to provide deeper insight into the problem and to design possible solutions. Joint discussions were held using techniques of cooperation, mutual assistance, and peer assessment in the course of activity. The results were presented, and the best student works were prepared for publication.

Thus, even at the first (orientation-research) stage of organizing the experimental work a system of exploratory and research tasks based on the requirements of the future pedagogical profession was introduced.

For this purpose, we suggested becoming familiar with a fragment of a monograph or a scientific article in which all stages of inquiry and reasoning are thoroughly presented. However, for the development of one's own research skills and abilities, public engagement is very important – that is, the process of reflection should take place out loud. Therefore, in our opinion, the best way to «launch» research activity is through group discussion of a particular situation, debate, and comparison of different viewpoints.

Therefore, returning to the issue of translating scientific experience into the educational process, it becomes clear that the only reliable way to bring a future specialist closer to productive pedagogical activity in the early years of study is through *the development of an informational need and cognitive interest in pedagogical science, fostered through active pedagogical thinking and the exploration of the genesis of fundamental pedagogical problems*.

In an effort to maintain future educators' interest in unlocking their own scientific potential at an adequate level, we created a favorable emotional and psychological atmosphere during classes, taking into account the emotional well-being of each individual. To ensure that every first- and second-year student felt comfortable in class, achieved maximum success, and enjoyed collaborative activities with the instructor and their peers, the goals and motives of the activity were clearly defined («We really need this because…»; «I have to achieve this because…»). We sought to give meaningful value to all subject-related actions of the future educator by selecting pedagogical influences and technologies that contributed to a positive emotional and psychological climate.

The effectiveness of stimulating interest in research activities was ensured by employing a multiparadigmatic approach to pedagogical issues during lectures and practical classes, coexisting viewpoints, and evaluating students' heuristic abilities. A holistic understanding of the prospects and current state of psychological and pedagogical science and practice enabled students to develop their own methodological guidelines and positions regarding their future professional life.

The outlined approaches to preparing future educators at the orientation and research stage of the experimental study encouraged the search for scientific methods to identify factors that facilitate and accelerate students' acquisition of innovative behavior experience, as well as conducting joint research using techniques of cooperation, mutual assistance, and mutual control during research activities. At the same time, ensuring a learner-centered approach within the established groups may be supported by didactically targeted pedagogical assistance to future educators, providing preventive and timely measured help in solving their individual problems related to successful progress in learning, communication, and self-determination.

Therefore, early recognition of this personal phenomenon is necessary, as well as consistent and highly qualified pedagogical support that takes into account all external and internal circumstances. This concerns the balance and reasonable proportionality of pedagogical requirements, aspirations, and prevailing tendencies, as well as an age-appropriate educational strategy for students.

The first stage of higher education is quite important for a future educator. First-year students, due to professional self-determination, experience rapid

development in worldview and a generalized form of self-awareness, striving to view themselves from the perspective of social values and to build a life perspective. Each first-year student–and even a second-year student (regardless of what is said about their independence and social maturity)–we believe, requires directed pedagogical influence to develop an appropriate behavioral scenario and personal maturity.

In the initial classes of the experimental groups, we formulated pedagogical tasks that were quite manageable. At first, we taught future educators to orient themselves in performing *descriptive tasks*. Students were given the task of providing a detailed description of a certain pedagogical object, phenomenon, or person, under the condition that no one had previously done so. For example, if a student writes a biographical work, it has no research value if a similar description already exists. In such a case, if the student is interested in the personality of the person being studied, they may attempt to create a comparative or generalizing work, contrasting different views, searching for new facts, new documents, and new evidence related to this biography. Alternatively, a newly written biography may reinterpret well-known information. In other words, a student's description may be entirely new, comparative, or expand upon an existing description, clarify it, or reveal contradictions within it.

For reflection, exploratory research tasks were proposed within the framework of such disciplines from the cycle of professional and practical training as «Pedagogy», «History of Pedagogy», and «Introduction to the Teaching Profession». For this purpose, practical classes included tasks of a certain level of complexity (both reproductive and productive), taking into account the degree of independence in their execution. Such tasks corresponded to the features reflecting the fundamental requirements of the concept of professional training for future educators: engaging students in organized, professionally oriented educational activities; and enabling students to master modern knowledge from the cycles of general and professional training.

The system of professionally oriented exploratory research tasks was intended to influence the development of professionally significant qualities in future educators, which was also carried out through methods of scientific pedagogical research. Here are some examples of their targeted formative impact:

– professional motivation was ensured by the interconnection of tasks; the problem situations they addressed gradually became more complex, taking into account the level of research skills of future educators;

– mastery of self-control, mutual control, and group control in the educational process, along with self-assessment of effectiveness;

– repeated engagement with each task across different types of classes in order to improve its content and structure, as well as refine the methodology of its application, ensured the formation of a conscious attitude toward didactic material and learning; inclusion of interesting real-life situations in the content of tasks: such aspects of the material stimulated interest in its scientific comprehension, activated intellectual activity, and strengthened motivation for research work.

This pedagogical process can be illustrated through the example of applying exploratory research tasks in the study of the discipline «Pedagogy». For instance, in a practical class on the topic «Methodological Foundations of Pedagogy as a Science», the instructor used the following types of tasks.

Task № 1. You accidentally overhear a conversation in which a student tells their friends that the discipline «Introduction to the Teaching Profession» will be of no use to them in their future professional activity. Prove the importance of this discipline for teacher training.

Task № 2. Reflection (from Late Latin reflexio – «turning back») is the ability to repeatedly return to the starting point of one's actions and thoughts, to take the position of an external observer, and to reflect on what you are doing and how you are learning (including self-awareness).

Analyze your own activity in the process of studying this topic:

1. What interested you the most? Why?
2. Which scientific concepts or facts were easiest for you to remember?
3. Did you experience any difficulties during the explanation of new material? What were the reasons for these difficulties?

All the proposed tasks required a research-oriented approach to solving them, with a mandatory analysis of the obtained results, assessment of the situation, and forecasting in accordance with future actions.

The continuation of pedagogical support took place during the study of disciplines within the professional and practical training cycles in seminar classes. Their main purpose was to ensure a certain synthesis of literature studied by future teachers, relate it to lecture material, and foster the development of creative professional thinking, cognitive motivation, and professional use of knowledge in learning conditions. As is known, seminars consist of two interrelated components: the student's independent study of the program material and the discussion of the results of cognitive activity in class. They teach students to work independently, develop skills in working with literature, stimulate interest in the subject, teach how to argue an answer, and help connect theory with practice. The primary goal of this type of class is not so much to check knowledge as to develop independent

thinking, the ability to defend one's position, and to engage in discussion. Given the importance of this type of activity, we tried to involve future educators in the most diverse research work possible.

The most challenging tasks for students turned out to be those related to *finding arguments to prove a fact, law, or formula*. Such work is most often necessary to prove seemingly obvious things, to confirm models and regularities that work in practice but lack strict theoretical justification. In this case, the problem is already outlined, and the tasks are practically set – they just need to be solved. This is quite complex work that requires scientific intuition based on knowledge in the field, as well as large-scale thinking, since the argument being sought may have a systemic (multi-component and complex) or indirect (mediated) nature.

Answers to the questions help students realize their own role in solving professional tasks and *encourage them to engage in active intellectual cooperation*, which should take place tactfully, without unnecessary coercion, thereby preparing future educators for more complex forms of collaboration.

Great attention is paid to students' independent work while studying the course «History of Pedagogy». For each topic, a series of interesting research tasks was offered1.

1. Compare approaches to education in the philosophical teachings of Ancient Greece (choose from: Democritus, Socrates, Plato, Aristotle). What do you see as the reasons for their polar differences? Create a comparative table.

2. Analyze the ethnographic activities of O. Dukhnovych. Do you agree with all of his approaches? Which ones and why?

3. Describe John Locke's empiricist-sensualist concept of education. What elements of this concept have been inherited by modern education?

4. Create and analyze a comparative table of the requirements for teachers formulated by M. Quintilian and V. Sukhomlynsky. What significant differences did you find?

5. Write an extended annotation of J. A. Comenius's book «The Great Didactic».

6. Prepare an essay on the topic: «Waldorf Free School: Pros and Cons».

The discussions following these tasks were always lively, and students themselves suggested introducing the preparation of presentations using Microsoft PowerPoint, Canva, and other tools as a form of independent work. The best student projects were later used during classes in the courses «Pedagogy», «History of Pedagogy», and «Introduction to the Teaching Profession».

The research-oriented nature of educational and pedagogical activities as an important condition for the development of a student-teacher acquires special significance. In almost every class in the above-mentioned courses, strategies for *deepening knowledge* were applied (selection of additional literature; ability to observe and analyze phenomena; summarizing observations while identifying the most important elements, etc.); *intellectual enrichment* (integration of acquired knowledge and skills into practice; use of interdisciplinary connections with psychology, sociology, philosophy, and cultural studies, based on the joy of collaborative learning and communication); and a *multilevel approach* (a «step-by-step» complication of the content of future teachers' research activities by narrowing or expanding the «information field» of research tasks).

Thus, the first step in engaging future educators in research work involved the implementation of the following tasks:

1) developing a positive attitude among students toward the selection of research tasks (explaining their content and stimulating the need to choose them);

2) encouraging academic achievements of future educators**;**

3) teaching students to independently plan their activities and achieve set goals**,** developing basic research and cognitive skills, and providing algorithms for initial actions;

4) forming a research culture and familiarizing students with the specifics of a teacher-researcher's professional activity.

Given the targeted nature of pedagogical support for future educators, it should be noted that this contributed to an understanding of cause-and-effect relationships in the educational material, justification of their positions, the development of their scientific potential, and the acquisition of skills in comparing, analyzing, and generalizing material through the use of cooperation, mutual assistance, and peer review techniques during research activities.

The personalization and dialogization of the educational process in higher education institutions require significant deepening and expansion of students' knowledge and skills in scientific communication, as well as gaining experience in information exchange. The experience of implementing dialogic-discussion technologies of a professional orientation transforms the educational process into co-learning and mutual learning, where the future teacher gains the opportunity to express and realize their individual and personal standpoint.

We attach great importance to scientific discussions in the preparation of a teacher-researcher. In our case, acquiring experience in conducting dialogue at this stage took place through the development of a system of practical classes called «Scientific Communication Dialogue Training» for first- and second-year students. Each session was designed for one class period (1 hour 20 minutes). The initial sessions focused on the following objec-

tives: familiarization with the basic rules for conducting dialogue; development of students' communicative skills, empathy, and tolerance; formation of self-awareness and self-organization of future educators through mastering the features of scientific dialogue; and practicing practical dialogue skills. During the execution of communicative exercises, students developed automatic skills and increased awareness of performing actions in a specific sequence.

Conclusions and Recommendations. Thus, based on the specifics of the goals and objectives of the orientation and research stage of experimental training, it was intended to create an innovative psychological environment aimed at developing future educators' need to engage in research activities; forming and consolidating their knowledge about pedagogical science; fostering an understanding of the professional significance of research work; and realizing the role and importance of solving research tasks in a teacher's professional activity.

Therefore, the development of a strategy for pedagogical support during the orientation and research stage of organizing research activities for future educators was expected to primarily influence the development of their specific personal qualities and the adoption of appropriate scientific and pedagogical positions.

In summary, research activity is an important component of the professional training of future educators and is a key factor in shaping their readiness for innovative activity, ensuring the development of critical thinking, analytical culture, scientific reflection, and the ability to make well-founded professional decisions. Our analysis revealed that the effective organization of research activity among future educators requires systemic pedagogical support, integration of research components into the structure of academic disciplines, the use of active and interactive learning methods, and the creation of scientific inquiry situations. The conducted empirical study made it possible to determine that pedagogical support for research activities is critically important for developing motivation for research work, forming a research culture, and fostering independent knowledge acquisition. The main barriers reducing the effectiveness of students' research activities include fragmented methodological support, insufficient development of methodological culture, and the lack of an individualized approach.

Prospects for further research include exploring the development of future educators' creative potential through research activities in the context of professional training.

Сущенко Л. О., Зубцова Ю. Є., Сиваш С. В. Дослідницька діяльність як механізм розвитку інноваційного потенціалу майбутніх педагогів у професійній підготовці

У статті розглядається дослідницька діяльність як один із ключових механізмів розвитку інноваційного потенціалу майбутніх педагогів у процесі професійної підготовки. Дослідницька діяльність майбутнього педагога розглядається як чинник інтелектуального зростання, що сприяє формуванню цілісного професійного мислення, готовності до інноваційної діяльності та створення нових освітніх продуктів.

Доведено, що науково-дослідна діяльність педагогів на сучасному етапі виступає не лише інструментом професійного самовдосконалення, а й ключовим чинником модернізації змісту освіти, розроблення інноваційних педагогічних технологій, забезпечення якості освітнього процесу.

Визначено пріоритетні особливості педагогічного супроводу поетапної організації професійно спрямованої науково-дослідної роботи майбутніх фахівців, зокрема: збереження цілісної сукупності усіх визначених і науково обґрунтованих етапів як складного цілого, пов'язаного з оновленням майбутньої професійної діяльності та забезпечення глибокого усвідомлення майбутніми фахівцями науково-дослідної роботи як цінності; стимулювання розвитку усіх сфер особистості майбутнього педагога, його професійної самосвідомості за рахунок поступового набуття досвіду науково-дослідної роботи як чинника його професійної самореалізації у процесі фахової підготовки. Визначені й науково обґрунтовані особливості було покладено в основу побудови поетапного процесу організації пошукової роботи студентів, проведення змістовних акмеологічних заходів і досліджень, пов'язаних з розвитком інноваційної компетентності майбутніх педагогів-дослідників. Окреслено зміст і функції педагогічного супроводу як цілісного процесу стимулювання, мотивації, методичного та консультативного забезпечення науково-дослідної роботи здобувачів освіти.

Зроблено висновок, що впровадження дослідницької діяльності як складової професійної підготовки вимагає системного підходу до її організації та методичного забезпечення. Акцентується, що дослідницька діяльність не лише розвиває інноваційний потенціал майбутнього педагога, а й забезпечує його конкурентоспроможність на ринку праці, професійну мобільність та здатність до безперервного саморозвитку.

Ключові слова: *науково-дослідна робота, методи педагогічного дослідження, дослідницька діяльність, майбутній педагог, інноваційний потенціал, професійний саморозвиток, інноваційна парадигма професійної підготовки.*

Дата першого надходження рукопису до видання: 22.09.2025
Дата прийнятого до друку рукопису після рецензування: 23.10.2025
Дата публікації: 27.11.2025