

The preparation of future primary school teachers for the organization of pupils labor training

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Abstract:

The article scientifically substantiates and tests the theoretical and methodological concepts and pedagogical conditions of preparation of future teachers for pupils labor training in the educational process of primary school as a holistic pedagogical system; the essence and structure of the phenomenon "preparation of future teachers for the organization of pupils labor training in the educational process of primary school" are revealed; the system of criteria and indicators to determine the levels of preparation of future teachers to organize pupils labor training in the educational process of primary school, according to which selected methodological tools for studying the dynamics of the formation of this training is developed; the levels of preparation of future teachers for the organization of pupils labor training in the educational process of primary school are determined and characterized; a model of preparation of future teachers for the organization of pupils labor training in the educational process of primary school has been developed; the semantic characteristics of the conceptual and categorical apparatus of the research have been improved, the essence of the concepts "labor education", "professional and pedagogical preparation of future primary school teachers for the organization of labor education of primary school pupils" has been specified; the content and methods of preparation of future teachers for the organization of pupils labor training in the educational process in the dimension of the Concept of the new Ukrainian school are revealed.

Key Word: labor training, preparation, preparation of future primary school teachers.

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I. INTRODUCTION

Training a new generation of highly qualified specialists with an innovative type of thinking, a broad worldview, able to understand the place and role of socio-economic processes in the development of society, is a strategic guideline for modernizing the national education system. The Concept of the new Ukrainian school emphasizes the subjectivity of learning, the need for students to master the methods of educational activities, gaining experience of interaction with other people. The new state standard of primary education (dated 21.02.2018) is focused on the acquisition of competencies by students, not just knowledge. In this context, the modernization of labor training of primary school pupils and the actualization of the experience of organizing their productive work deserve special attention.

The need to develop theoretical and methodological foundations for the formation of future teachers for the organization of pupils labor training in the educational process of primary school in higher education is connected with today's realities and relates to reforming and modernizing the primary education system of Ukraine in the paradigm of the new Ukrainian school's conception and the requested increase of primary education quality. The study took into account national and global trends in reforming, updating and modernizing higher pedagogical education, in particular the process of preparing future teachers for labor training of primary school pupils.

In the professional pedagogical strategy of preparation of future primary school teachers for the organization of pupils labor training in the educational process of primary school the basis is formed by the interrelations and interdependencies in use of experience of labor training of pupils in classical pedagogics and the modern conceptual bases of use of pedagogical technologies of future teachers productive training, principles and methods of their integration in a complex of professional disciplines on productive and labor types of training of future primary school teachers.

The indicator of the formation of future teachers' preparation for the organization of labor training of primary school students is the relationship of theoretical and practical training both in the classroom (lectures, workshops, seminars, etc.) and in extracurricular (training, bivarinars, creative workshops, round tables, etc.) and independent work of students.

The organization of labor training has acquired a scientific basis in a number of studies by scientists (H. Buchkivska, 2019; V. Madzigon, 2009; L. Orshanskyi, 2014; D. Thorzhevsky, 2000; S. Tkachuk, 2013; etc.). Modern approaches to the development of theoretical foundations of the studied problem are represented in the works of O. Kobernik, 1999; L. Semenovska, 2012; N. Slyusarenko, 2009; and others. The works of N. Bibik, 2010; A. Bogush, 2017; V. Bondar, 2005; L. Khomych, 1998; E. Kovshar, 2019; I. Palshkova, 2019; L. Savchenko, 2019; O. Savchenko, 2007; and others are of fundamental importance in the field of general pedagogical training of primary school teachers.

Despite the undeniable achievements in the development of the problem of productive labor in national science, there is a lack of holistic research focused on preparing future primary school teachers for the organization of labor training of primary school pupils. The analysis of the pedagogical literature revealed a small number of studies from the standpoint of reassessment and understanding of the historical experience of the organization of labor training of primary school students. At the same time, the practice of solving the problem of organization and involvement of primary school pupils in labor training in primary schools contains significant scientific value for determining the theoretical, organizational and methodological foundations of labor training of primary school pupils in modern conditions, as well as the need to overcome a number of contradictions between the modern requests to future primary school teachers to the organization of pupils labor training and the lack of scientifically based concept and proven model and methods of organization of labor training of future teachers in pedagogical institutions of higher education; awareness of the urgent need for labor training in the formation of the personality of junior students and the lack of regulatory framework for the organization of labor training of teachers of primary education; the need for professional training of future primary school teachers for the implementation of pupils labor training and the lack of proper professionally oriented methodological support for such training.

II. MATERIAL AND METHODS

As it is said above, the purpose of the study is to substantiate scientifically and to test the theoretical and methodological concepts and pedagogical conditions for preparing future teachers for labor training of primary school students.

A set of experimental methods was used in the research process. Theoretical methods are analysis (retrospective, comparative) of psychological and pedagogical literature and generalization and classification of scientific data in philosophical, psychological and pedagogical, educational and methodical and instructive sources to clarify the status and theoretical justification of key concepts and categories of research, pedagogical conditions for future teachers to the organization of pupils labor training in the educational process of primary school. Empirical methods are the study of the state of preparation of future teachers for the organization of labor training used diagnostic (questionnaires, surveys, testing), observational (targeted observation of professional and pedagogical activities of teachers) methods, analysis of curricula and educational programs; to determine the effectiveness of pedagogical conditions and methods of training future teachers for the organization of labor training is the pedagogical experiment (exploratory, ascertaining, formative, final stages), the analysis of the products of students; quantitative and qualitative analysis of empirical data. Statistical methods like the methods of mathematical statistics (λ -Kolmogorov-Smirnov criterion) were used to generalize empirical data, test working hypotheses and reliability of experimental results, outline trends and regularities of their change.

III. RESULT

3.1. Definition of basic research concepts. The analysis of publications, which reveal the problems of preparing future primary school teachers for the organization of labor training of primary school students in various aspects, allows us to identify the most common approaches to the theory and practice of vocational education at the present stage. The study is focused on the following methodological approaches: personal-activity, systemic, contextual and technological.

The content of the personal-activity approach embraces socially significant motives of professional activity; pedagogical abilities; completeness, depth of pedagogical, methodical and psychological knowledge and skills; social activity of the personality of the future primary school teacher. We understand the system approach as a complex study of the most significant patterns of development of this phenomenon as a whole, a system where a set of interconnected parts gives it new properties and qualitative features. Implementation of a contextual approach in the process of preparing future primary school teachers for the organization of labor training of pupils, promotes the development of professional skills of future professionals, helps to more objectively and accurately determine their professional suitability. Technological approach is a complex open system of certain techniques and methods, conceptually united by priority educational goals, which are interconnected tasks and content, forms and methods of organization of the educational process, where each element of this system leaves an imprint on all other elements. These approaches today determine the main

trends and principles of building the content and technology of training future primary school teachers, as the analysis of theoretical developments and issues of practice indicates the need for its modernization.

We provide an interpretation of the semantic characteristics of the conceptual and categorical apparatus of research, which include: labor training, professional and pedagogical training of future primary school teachers to organize labor training of primary school students, preparation of future teachers to organize pupils labor training in primary education.

We consider labor training as a process of systematic, organized activities that contribute to the formation of a holistic system of labor knowledge, skills, abilities of the student, obtaining a specific product, the ability in the process of reproduction to produce material, spiritual goods and services, aimed at developing personal and psychophysiological qualities, social motives, values, positive education attitude to work.

Professional and pedagogical training of future primary school teachers to organize labor training of primary school students is defined as a process focused on the formation of the teacher's personality, who understands the goals and content of this type of professional activity, has the operational structure of its implementation through integration of general, psychological, pedagogical and methodical knowledge, skills and abilities.

We understand the preparation of future teachers to organize pupils labor training in the educational process of primary school as a result of students mastering a holistic system of knowledge, the formation of their work skills and abilities through the latest technologies; ability to self-development, the presence of such personal qualities as self-esteem, self-evaluation, creativity, initiative in the organization of labor training of pupils.

In the structure of preparation of future primary school teachers to organize pupils labor training in the educational process of primary school, motivational-value, cognitive-cognitive, activity-creative, reflection-analytical components are singled out. The motivational and value component characterizes the moral and psychological preparation of future primary school teachers for pedagogical activities in general, and for labor training of primary school pupils in particular. Cognitive and acknowledge component combines a set of knowledge of the future teacher about the goals, objectives, content, principles, forms and methods of organizing pupils labor training in the educational process of primary school. The activity and creative component characterizes the presence of practical skills and abilities of future teachers: organizational skills, skills of emotional self-regulation, creative potential. The choice of the reflection and evaluation component is due to the need for students to acquire skills to analyze their own work on learning (reflection skills), work of primary school students (analytical skills), the ability to adequately evaluate the products of primary school work (assessment skills).

3.2. Theoretical substantiation of the model of preparation of future teachers for the organization of pupils labor training in the educational process of primary school

Theoretical research of the problem of preparation of future teachers for the organization of pupils labor training in the educational process of primary school, analysis of the State standard of educational-professional program and work plans of training of students of the faculty of primary education, the results of the ascertaining stage of the research. pedagogical education.

The model of preparation of future teachers for the organization of pupils labor training in the educational process of primary school, in our opinion, should contain three interrelated blocks: target (purpose and methodological approaches on which the process was based), content (pedagogical conditions, stages (theoretical-enriching, practice-oriented and self-creative) and forms, means and methods of their implementation) and effective (the result of work and methods of its fixing) (Fig. 1).

The target block provides the purpose of experimental research efforts, namely: the preparation of future teachers for the organization of pupils labor training in the educational process of primary school and methodological approaches to this process: personal-activity, systematic, contextual and technological.

The content block covers the complex implementation of pedagogical conditions at the theoretical and enriching, practice-oriented and self-creative stages. At the first - theoretical and enriching - stage, the means of implementation were lectures, seminars, discussions aimed at providing students with theoretical knowledge about labor training in primary school. In the second - practice-oriented - stage, the purpose of which was to acquire future teachers practical skills and abilities necessary for the implementation of pupils labor training in the educational process of primary school, used business and role-playing games, solving pedagogical situations, conflict resolution, virtual tours etc. The third - independent-creative - stage was aimed at acquiring students' skills to perform independent creative activities and involved students in the work of the pedagogical group "Pedagogical Workshop of Primary School Teachers", holding master classes, exhibitions of students' work, application of acquired knowledge, skills and abilities acquired during the pedagogical practice in the camp and at the secondary school of the first degree, which contributed to their acquisition of some experience in the organization of labor training of primary school pupils.

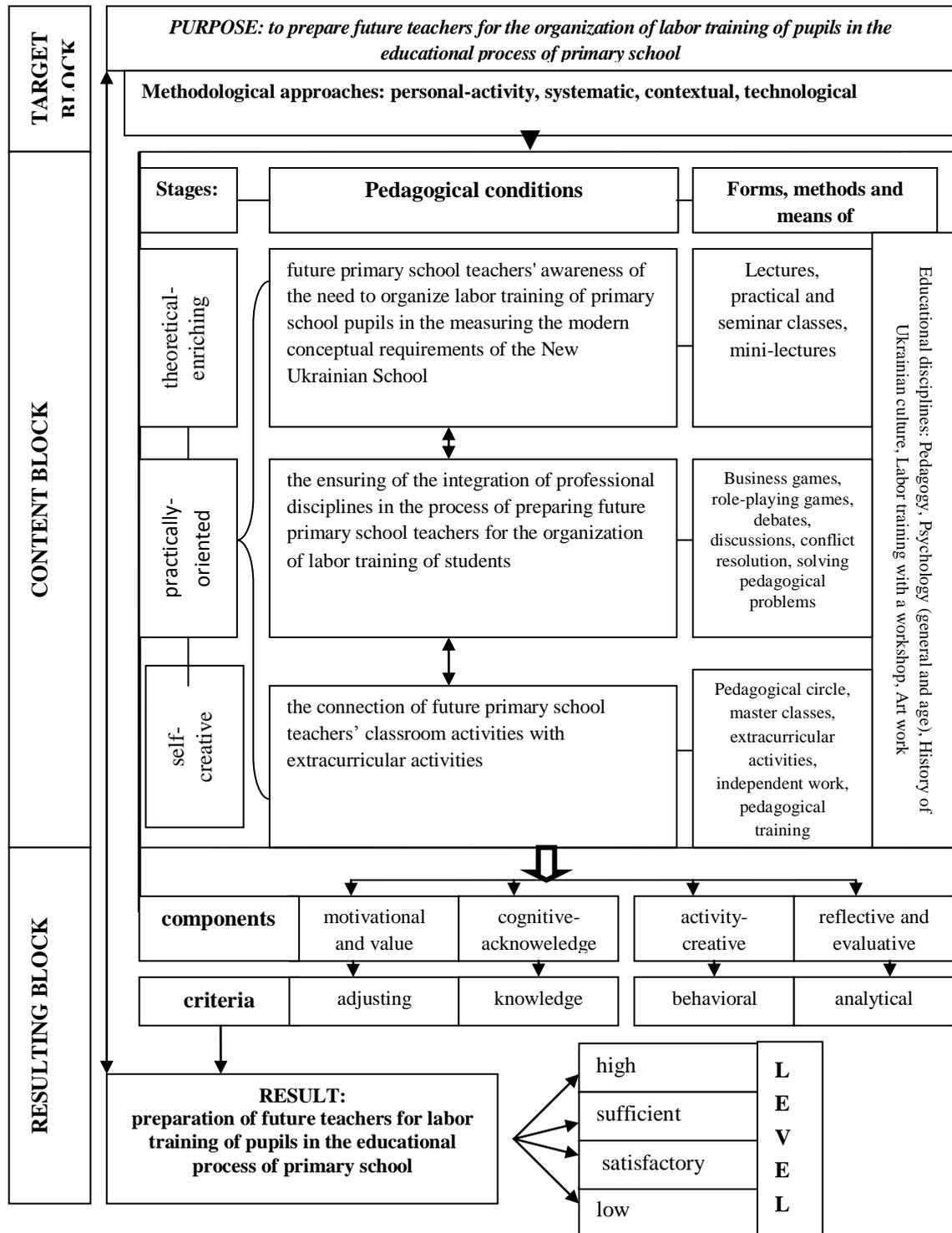


Fig. 1. Model of preparation of future teachers for the organization of labor training of pupils in the educational process of primary school

The resulting block of the model shows the dynamics of the process of future teachers' preparation for the organization of pupils labor training in the educational process of primary school, the formation of students' professional and personal qualities and skills defined in the structure of preparedness of future teachers for the organization of pupils labor training in the educational process of primary school, components of which are motivational, cognitive cognitive, activity-creative, reflection-evaluation and which are necessary for further professional activity.

The preparation of future teachers to organize the pupils labor training in the educational process of

primary school was measured by appropriate criteria: instructional, knowledge; behavioral, analytical (see table. 1).

Table no 1: Component structure of the formation of future teachers' preparation for the organization of labor training of pupils in the educational process of primary school

Components	Criteria	Indicators
motivational-value	guiding	presence of interest and need in the organization of labor training of primary school pupils
		value attitude of future primary school teachers to the results of work
		focus of students on labor training in future professional activity
cognitive-acknowledge	knowledge	knowledge of key concepts (labor training, labor education, work)
		awareness of the types and products of pupils labor training in primary school
		awareness of labor training technologies
activity-creative	behavioral	presence of organizational skills of future teachers
		presence of emotional self-regulation skills in future teachers
		presence of creative potential in future teachers
reflective-evaluative	analytical	analytical availability of analytical skills in future teachers
		presence of reflection skills in future teachers
		availability of assessment skills of future teachers

On the basis of certain components, criterias and indicators, a qualitative description of the levels of preparation of future teachers' preparation for the organization of labor training of pupils in the educational process of primary school is given: high, sufficient, satisfactory and low.

The high level of preparation characterises the students with a high degree of interest and need in the organization of labor training of primary school pupils, value attitude to the results of labor activity, focus on labor training in future professional activity. Future teachers at this level have a deep and solid knowledge of key concepts of labor training, they are able to predict the work of junior pupils, are well acquainted with the types and products of labor training in primary school and focused on the introduction of modern labor training technologies in future careers. Such students have a high level of organizational skills, they have the ability to organize the activities of the whole team and each pupil individually, taking into account his individual abilities, while feeling psychologically comfortable and adequately respond to the actions of others, show the ability to control emotional state. own and their pets. Future teachers have a high creative potential, offer non-standard, interesting tasks for students, arousing their interest in making handicrafts. Students of this level of preparation are characterized by highly developed reflective skills, they are able to adequately analyze their activities and the activities of their students; to adequately evaluate the results of achievements of junior schoolchildren in labor activity.

A sufficient level of preparation is inherent for students who are mostly interested in and need to organize labor training of primary school pupils, consciously, with understanding of the results of labor activity, aimed at labor training in future professional activities. Future teachers at this level have sufficient knowledge of key concepts of labor training, mostly familiar with the types and products of labor training of students in primary school and the essence of modern technologies of labor training. Instead, they still have difficulty applying the acquired knowledge and skills in their professional activities. Such students have developed organizational skills, they are able to organize the activities of the whole team and each pupil individually, taking into account his individual abilities, they are friendly to others, not conflicted with them, they are able to control their emotional state, but sometimes inadequately evaluate emotional state of primary school pupils, which leads to minor mistakes in decision-making in situations that arise during work lessons. Future teachers are creative in the organization of work at labor lessons, offer interesting tasks for students. Students have reflective skills, they are able to analyze their activities and the activities of their students; instead, when evaluating the performance of younger students, they will sometimes show uncertainty.

A satisfactory level is typical for students who are focused on pedagogical activities related to the organization of labor training of primary school pupils, but this interest is situational in nature; their desires largely depend on the circumstances. The activities of students are mostly contemplative, they have no initiative in studying. Knowledge of the specifics of the work of primary school children and the types and products of this activity are sporadic. They insufficiently skillfully use the acquired knowledge in practice. Students are able to implement modern technologies of labor training in practice only by analogy, strive for standard actions. Future teachers do not know how to control their emotional state and the emotional state of pupils; relationships with others are unstable, they are capable of conflict. Such students are not creative enough, they have serious

difficulties in managing students' interest, concentration, they are clumsy in selecting and composing educational material that is necessary for the organization of labor training of primary school students. Such students do not have sufficiently developed reflection skills, their assessment of their own activities is either too high or, conversely, too low. They do not know how to adequately analyze both their own work and the activities of pupils during work lessons. They have Ex difficulties in assessing the work of pupils and the results of their productive work.

The low level is typical for passive students who do not show interest in pedagogical activities related to the organization of labor training of primary school pupils; do not show a value attitude to its results. They have a vague idea of the content of labor training, unformed initiative in education, they are irresponsible to perform tasks related to the work of primary school pupils. Such students have a superficial knowledge of key concepts, types and products of labor training, do not know how to use them in practice. It is difficult for them to implement modern innovative technologies in practice, these students experience significant difficulties in performing such activities, do not feel the need to acquire new knowledge. Future teachers do not know how to control their emotional state and the emotional state of their pupils; relationships with others are mostly negative; such students often come into conflict, there is a rapid change of mood; do not know how to establish relationships with people. Students of this level do not show creativity, and therefore do not know how to interest pupils in work, they do not know how to select the educational material necessary for the organization of labor training of primary school pupils. Such students mostly do not have reflective skills, clumsily analyze both their own work and the activities of primary school pupils. In assessing the performance of students and the results of their productive work need help from the teacher or fellow students.

3.3. Organization and results of pedagogical experiment. The study, which lasted during 2015-2020, involved 1-4 years of study students of the specialty 013 Primary Education of the State Institution "South Ukrainian National Pedagogical University named after K.D. Ushinsky", Kharkiv National Pedagogical University named after G.S. Scovoroda with a total of 428 people. Students were randomly divided into experimental groups (EG - 212 students of these universities), which were diagnosed and implemented by methods of preparation for the organization of labor training of primary school pupils, and control groups (CG - 216 students), which were only stated the state of this training.

Based on the identified components, criteria and indicators, appropriate diagnostic tasks and methods were selected, which were used in the experimental work to determine the existing levels of preparation of future teachers to organize labor training of pupils in the educational process of primary school (see Table 2).

Table no 2: Methods for determining the levels of preparation of future teachers to organize labor training of pupils in the educational process of primary school.

components	criteria	indicators	methods
Motivational - valuable	instructive	the presence of interest and need for the organization of labor training of pupils in the educational process of primary school	Modified test of motivation of attitude to professional activity (A. Karelin)
		value attitude of future primary school teachers to the results of work	Methodology "Motivation for success" (T. Ehlers)
		focus of students on labor training in future professional activity	Methods of diagnosis of professional orientation (B. Bass)
Cognitive - knowledgeable	knowledgeable	awareness of key concepts of labor training	Tests made by the author
		awareness of the types and products of labor training of pupils in the educational process of primary school	Tests made by the author
		awareness of labor training technologies	Test tasks concluded by the author
Activity-creative	behavioral	availability of organizational skills of future teachers	Methods of psychological assessment of organizational abilities of the individual (N. Fetiskin)
		the presence of skills of emotional self-regulation of future teachers	Diagnosis of "emotional intelligence" (N. Hall)
		the presence of creative potential of future teachers	Test "Your creative potential" (O. Potemkina)
Reflexive - evaluative	analytical	availability of analytical skills of future teachers	Diagnostic map of the formation of analytical skills (T. Osipova)
		the presence of reflective skills of future teachers	Self-assessment of the level of ontogenetic reflection (Fetiskin N.P.)
		availability of assessment skills of future teachers	Tests made by the author

The study also used observations of the behavior and relationships of future teachers, surveys and conversations with students, seminars, discussions, role and business games, virtual tours, case studies, and so on.

The next step was to find out the levels of preparation of future teachers for the organization of labor training of students in the educational process of primary school at the ascertaining stage of the experiment. For

this purpose, the arithmetic mean data of the obtained results were calculated according to all criteria (see Table 3).

Table no 3: Levels of preparation of future teachers to organize labor training of pupils in the educational process of primary school at the ascertaining stage of the experiment

Group	High level		Sufficient level		Satisfactory level		Low level	
	abs.	%	abs.	%	abs.	%	abs.	%
EG (212 students)	21	9,9%	41	19,3%	76	35,9%	74	34,9%
CG (216 students)	22	10,2%	40	18,5%	76	35,2%	78	36,1%

As can be seen from table 3, most students at the statement stage of the experiment were at a low (34.9% EG and 36.1% CG) and satisfactory (35.9% EG and 35.2% CG) levels of preparation for the organization labor training of pupils in the educational process of primary school.

A sufficient level was shown by 19.3% of EG respondents and 18.5% by CG. Only 9.9% of future EG teachers and 10.2% of CG teachers are recorded at a high level.

The obtained results indicate the need for purposeful work, which will provide training for future primary school teachers to organize labor training of pupils in the educational process of primary school. Considerable attention in the training of students should be paid to the acquisition of the necessary theoretical knowledge about the peculiarities of the organization of labor lessons, work in extracurricular activities, as well as the acquisition of practical skills and abilities to organize interesting lessons on labor training of primary school pupils using modern innovative technologies, multimedia. in order to increase their motivation to engage in manual labor, increase their self-esteem, get pleasure from such activities in further personal and professional life.

Experimental techniques were introduced into the educational process of experimental groups. In the control groups, the training of future teachers was carried out according to the traditional program.

At the theoretical-enriched stage the pedagogical condition "Awareness of future primary school teachers of the need to organize labor training of primary school pupils in the measurement of modern conceptual requirements of the New Ukrainian School" was implemented within the elective courses "Labor training with practice" and "Art work". The elective course "Labor training with practice" contained 3 credits (90 hours) and provided for 14 hours of lectures and 16 hours of practical classes, 60 hours of independent work. Classes were held in the form of polylogues, discussions, students prepared mini-lectures, took part in competitions " Experts of labor training", "Tales of Shahrezad" using the method of "storytelling". For independent work, students were asked to interpret Ukrainian proverbs about work, which were discussed in one of the practical classes. The elective course "Art Work" contained 3 credits (90 hours) and provided for 10 hours of lectures and 20 hours of practical classes, 60 hours of independent work. Students created presentations, demonstrated fragments of lessons on labor training, developed integrated lessons, thought over the necessary material and equipment, the purpose and tasks, types of practical work of pupils, etc. In other practical classes, future teachers showed fragments of extracurricular educational activities on labor training, devised scripts, artistic and musical design, various competitions and tasks for the organization of competitions, awards for the winners. Considerable attention was also paid to the acquisition by students of the skills of organizing exhibitions of children's works. Future teachers got acquainted with the rules of creating various thematic compositions, features of exhibition design, prepared posters, invitations to the exhibition for parents and more.

At the second - practice-oriented - stage the pedagogical condition "Ensuring the integration of professional disciplines in the process of preparing future primary school teachers for the organization of labor training of pupils" was implemented. The introduction of this pedagogical condition provided the integration with such disciplines as "Pedagogy", "General and age psychology", "History of Ukrainian culture". Thus, the discipline "Pedagogy" (module "History of Pedagogy") was supplemented by the topic "Labor education in different historical periods", during which students considered the importance given to labor education of the younger generation in Antiquity, the Middle Ages, the Renaissance, in German, French, English pedagogy. At a practical lesson on the module "History of national pedagogical thought" with students was held a press conference "Look into the past", which was "attended" by prominent domestic teachers (students): K. Ushinsky, S. Rusova, A. Makarenko, V. Sukhomlinsky, S. Shatsky, who had to highlight their ideas about the importance of labor education of primary school pupils in the formation of their personality. Other students played the role of "journalists" who asked questions to "teachers". At another practical lesson, students solved pedagogical situations that may arise during labor lessons. At practical classes on the subject "General and age psychology" students played games and did exercises aimed at acquainting future teachers with different emotions, gaining skills to recognize other people's emotions and regulate their own emotions. Within the discipline "History of Ukrainian Culture" for the practical lesson "Artistic Crafts in Ukraine" students had to prepare virtual tours to

the Museums of Decorative and Applied Arts in Ukraine.

The third - self-creative - stage provided the implementation of the pedagogical condition "Relationship of classroom activities with extracurricular activities of future primary school teachers" and was aimed at acquiring students' skills to perform self creative activities, involving students in the pedagogical group schools, which included master classes, exhibitions of student works, visits to museums, applied the acquired knowledge, skills and abilities during the pedagogical practice in the camp and secondary school of the first degree, which contributed to their experience in organizing labor training of pupils.

After the implementation of the model of preparation of future teachers to organize labor training of pupils in the educational process of primary school with the introduction of certain pedagogical conditions, the second section was conducted to compare the results of students' preparation to carry out these activities on the final stages of the experiment. Note that on the final stage the same diagnostic techniques were used as at the ascertaining stage.

Based on the calculation of arithmetic data, the results of the formation of levels of preparation of future teachers to organize labor training of pupils in the educational process of primary school were calculated. Comparative data of the obtained results at the ascertaining and forming stages of the experiment are given in the table. 4.

Table no 4: Comparative results of levels of preparation of future teachers to organize labor training of pupils in the educational process of primary school at the ascertaining and final stages of the experiment

Group	Stage	High level		Sufficient level		Satisfactory level		Low level	
		abs.	%	abs.	%	abs.	%	abs.	%
EG	Ascertain.	21	9,9%	41	19,3%	76	35,9%	74	34,9%
	Final.	67	31,6%	80	37,7%	44	20,8%	21	9,9%
CG	Ascertain.	22	10,2%	40	18,5%	76	35,2%	78	36,1%
	Final	25	11,6%	46	21,3%	69	31,9%	76	35,2%

According to the Table 4, there have been significant positive changes in the level of preparation of future teachers to organize labor training of pupils in the educational process of primary school in the experimental group. Thus, 31.6% of students reached a high level (there were 9.9%), 37.7% of answers were found at a sufficient level (there were 19.3%), 20.8% were recorded at the state level (there were 35.9%), 9.9% of future teachers remained at a low level (there were 34.9%).

In the control group, the results changed slightly: a high level was witnessed by 11.6% of students (there were 10.2%), a sufficient level of record in 21.3% of respondents (there were 18.5%), the satisfactory level showed 31.9% of participants 35.2%), 35.2% of future teachers remained at a low level (there were 36.1%).

To verify the reliability of these results, the calculation of the λ -criteria between two empirical data (according to the λ -Kolmogorov-Smirnov criteria) was used (E. Sidorenko, 2000).

IV. DISCUSSION AND CONCLUSION

According to the results of the final stage of the formative experiment, it was found that the students of the experimental group showed significant positive changes in the levels of preparation of future teachers to organize labor training of pupils in the educational process of primary school. The results of the pedagogical experiment show that the proposed model of preparing future teachers to the organization of labor training of pupils in the educational process of primary school and the related pedagogical conditions are appropriate and effective.

The results of theoretical analysis of regulations, scientific literature, as well as pedagogical experiment made it possible to offer the following guidelines for improving the training of future teachers to organize labor training of primary school pupils: the educational process should be aimed at future primary school teachers to understand the need modern conceptual requirements of the New Ukrainian school; in the process of preparation of future primary school teachers for the organization of labor training of pupils it is necessary to ensure the integration of professional disciplines; the relationship between classroom activities and extracurricular activities of future primary school teachers is important.

We see the prospects for further research in the preparation of future primary school teachers for pedagogical diagnosis of the quality of labor education of pupils using computer software, scientific and theoretical justification of the formation of labor competence of modern teachers as a part of the professional competence and skills.

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