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## Pedagogical technologies for the development of the life and professional maturity of future teachers

### ПЕДАГОГІЧНІ ТЕХНОЛОГІЇ РОЗВИТКУ ЖИТТЄВО-ПРОФЕСІЙНОЇ ЗРІЛОСТІ МАЙБУТНІХ УЧИТЕЛІВ

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#### Abstract

The article defines the essence and structure of the phenomenon "development of life and professional maturity of the future teacher", substantiates the concept of development of life and professional maturity of future teachers, defines the components, criteria, indicators and characterized levels of vital and professional maturity, development and maturity higher education institutions. The purpose of the article is to substantiate and experimentally test the system of pedagogical technologies for the development of life and professional maturity of future teachers. The components of development of life and professional maturity of future teachers are defined: age maturity, professional orientation, creativity and initiative in solving life situations, high level of realization of life events. The levels of development of the life and professional maturity of future teachers are grounded on the criteria of the quality of their professional training. Five levels of development of future teachers' life and professional maturity have been identified and characterized: excellent; Very good; good; sufficient; satisfactory. The peculiarities of the periodization of the development of life and professional maturity of future teachers in the educational space of a pedagogical institution of higher education in three leading stages (adaptation, individualization, integration) and the corresponding system of pedagogical

#### Анотація

У статті визначено сутність та структуру феномену «розвиток життєво-професійної зрілості майбутнього вчителя», обґрунтовано концепцію розвитку життєво-професійної зрілості майбутніх учителів, визначено компоненти, критерії, показники та схарактеризовані рівні життєво-професійної зрілості, обґрунтовано етапи її розвитку у майбутніх учителів у педагогічних закладах вищої освіти. Метою статті є обґрунтування та експериментальна перевірка системи педагогічних технологій розвитку життєво-професійної зрілості майбутніх учителів. Визначено компоненти розвитку життєво-професійної зрілості майбутніх учителів: вікова зрілість, професійна спрямованість, креативність та ініціативність у вирішенні життєвих ситуацій, високий рівень реалізації подій життя. Рівні розвитку життєво-професійної зрілості майбутніх учителів обґрунтовано за критеріями якості їхньої професійної підготовки. Визначено та схарактеризовано п'ять рівнів розвитку життєво-професійної зрілості майбутніх учителів: відмінний; дуже добрий; добрий; достатній; задовільний. Обґрунтовано особливості періодизації розвитку життєво-професійної зрілості майбутніх учителів в освітньому просторі педагогічного закладу вищої освіти за трьома провідними етапами (адаптації, індивідуалізації, інтеграції) та

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technologies of development of life-professions are substantiated. Experimental and experimental verification of the system of pedagogical technologies for the gradual development of the life and professional maturity of future teachers proved their effectiveness, which was reflected in the difference between the levels of development of the life and professional maturity of students of control and experimental groups. The prospective direction of further research is to study the theoretical and methodological foundations of the development of life and professional maturity of graduates of pedagogical institutions of higher education in the age of early maturity in the process of their adaptation, individualization and integration in primary educational positions in general educational settings.

**Keywords:** future teacher, life and professional maturity, pedagogical technologies, stages of development.

## Introduction

A priority area in socio-economic, spiritual and cultural development is education, designed to ensure a person's personal development according to his or her individual abilities and needs through lifelong learning. A key role in the education system belongs to the teacher, whose activities ensure the development of the intellectual and spiritual potential of the nation. The effectiveness of the teacher's decision of professional tasks is determined by the level of his life and professional maturity - prognostic in nature and able to respond flexibly to social changes. Inquiries of the modern education market to the professional mobility of the teacher's personality outline new principles for the development of his life and professional maturity, which makes it relevant to determine the nature, structure and features of its development in future teachers.

Contemporary pedagogical studies have covered such aspects of future teachers' life and professional development as: the maturity of the individual (Ананьев, 2001; Анциферова, 1981; Бардин, 1986; Bergen, 2003; Гусева, 1991; Радул, 2013; Штепа, 2008); professional maturity (Бодалёв, 1998; Деркач, 2004; Drobotenko, Duka, Kurdumanova, Chekaleva, Sharov, Durka, 2019; Маркова, 1996; Plöger, Krepf, Scholl, Seifert, 2019; Реан, 2000; Хмурина, 2014; Яворська, 2005); technological approach in professional training

відповідну їм систему педагогічних технологій розвитку життєво-професійної зрілості майбутніх учителів. Дослідно-експериментальна перевірка системи педагогічних технологій поетапного розвитку життєво-професійної зрілості майбутніх учителів довела їхню ефективність, що виявилось у суттєвості різниці між рівнями розвитку життєво-професійної зрілості студентів контрольних та експериментальних груп. Перспективним напрямом подальших досліджень визначено вивчення теоретико-методичних засад розвитку життєво-професійної зрілості випускників педагогічних закладів вищої освіти у віковий період ранньої зрілості у процесі їхньої адаптації, індивідуалізації та інтеграції на первинних педагогічних посадах в освітньому просторі загальноосвітніх навчальних закладів.

**Ключові слова:** майбутній учитель, життєво-професійна зрілість, етапи розвитку, педагогічні технології.

(Беспалько, 1995; Kameneva, Bondarenko, 2018; Rieser, Naumann, Decristan, Fauth, Klieme, Büttner, 2016; Huda, Hashim, Shukri, Shankar, Ayshwarya, Nguyen, Hashim, Maselena, 2019; Gilbert, Talt-McCutcheon, Knewstubb, 2020; Коберник, 2007; Wischgoll, Pauli, Reusser, 2019; Підласий, 2010; Пометун, 2006; Селевко, 2006); structural and functional aspects of life and professionally mature professional-pedagogical activity (Андрієнко, 2002; Zakharova, Kapachova, Mezinov, 2019; Климов, 2003; Лебедик, 2003; Маркова, 1996; Платонов, 1986; Радул, 2013; Темрук, 2006; Шадриков, 1996; Шрамко, 2009).

At the same time, the question of the development of the life and professional maturity of the future teacher by means of modern pedagogical technologies is still open. In particular, aspects of integration of conceptual and technological principles of development of life and professional maturity of future teachers in the educational environment of a pedagogical institution of higher education need consideration.

Analysis of psychological and pedagogical research, quality of professional training of future teachers in pedagogical institutions of higher education revealed the contradiction between the need to introduce effective pedagogical technologies for the development of

life and professional maturity of future teachers in the pedagogical process and lack of professional knowledge.

The purpose of the article is to substantiate and experimentally test the effectiveness of the system of pedagogical technologies for the development of the life and professional maturity of future teachers.

### Theoretical basis

In the context of the study, we identify the substantive components of the concepts of "development", "life and professional development", "maturity", "life and professional maturity" as the leading components of the phenomenon of "development of the life and professional maturity of the future teacher".

Analysis of psychological sources (Костюк, 1989; Максименко, 2007; Платонов, 1986) made it possible to conclude that within the framework of this study the concept of development is considered as a socio-phenomenological process and the result of regular changes in the personal and professional neoplasms of future teachers who are directed by the influence of the educational space of the pedagogical space. higher education, by the individual's own activity, determine his consciousness, education, vitality and professional maturity.

As a result of generalization of subjective (Абульханова-Славская, 1995; Брушлинский, Петровский, Ярошевский, 2006; Митина, 2004), activity (Zakharova, Karachova, Mezinov, 2019; Рибалка, 2009; Рубинштейн, 2000), professional (Климов, 2003; Кузьмина, 1990; Маркова, 1996; Слостеннин, Мищенко, 1991) and acmeological (Бодалёв, 1998; Деркач, 2004; Кузьмина, 2001) approaches have established that the phenomenon of "life and professional development" is defined as a process achievement of the future teacher of personal maturity, creativity and initiative in solving life and professional situations, self-actualization, Self-realization and self-organized on the basis multikontceptual individualized educational and professional activities.

Analysis of philosophical (Иконникова, 1982; Коган, 1985; Бардин 1986), sociological (Поліщук, 2007; Радул, 2013; Яворська, 2005), acmeological (Bergen, 2003; Бодалёв, 1998; Деркач, 2004; Кузьмина, 2001), psychological (E. Erikson, 1992; Платонов, 1986; Rogers,

1961) approaches to the concept of "maturity" makes it possible to define it as an integrative indicator of the quality of personality and continuous process and result of the development of personality states at different stages of human life, characterized by the highest indicators of complete self-actualization, self-realization and self-development of their functions, qualitative traits and the full realization and stabilization of the systemic properties of the personality as components of its integration into society.

Analysis of various studies (Б. Аманьев 2001; Андриенко, 2002; Бодалёв, 1998; Деркач, 2004; Dyrka, Drobotenko, Duka, Kuznetsov, Kurdumanova, Chekaleva, Sharov, 2019; Кузьмина, 2001; Овчарук, 2004 and Коломинский, 2000), gave us the opportunity to define the "life and professional maturity" of the future teacher as a process and result of personal and professional development of integrated quality, characterized by a high level of creativity and initiative of realization of life events and professional competence (ability to productively perform professional activities by generalized by means of professional-pedagogical actions), which is divided into three classes by modern national pedagogical science: subject, basic and key.

The aforementioned statements form the basis of the author's formulation of the concept of "development of the life and professional maturity of the future teacher" as the formation of an integrative quality of personality - a life and professional competence that reflects its components (age maturity, professional competence, creativity and initiative, a high level of self-actualization, self-development and self-realization of life events).

### Methodology

To determine the state of development of life and professional maturity of students, criteria, indicators and its levels have been substantiated (Якобсон, 1981; Plöger, Krepf, Scholl, Seifert, 2019). The degree of development of life and professional maturity of future teachers is characterized by the levels of its formation on the basis of the productivity of educational and professional activity and the development of professionally significant qualities. The degree of manifestation of these features is determined by indicators of life and professional maturity.

The research offers the author's diagnostic tool for determining the levels of vital and professional maturity in the form of a description

of qualitative indicators of the degree of manifestation of its formation.

Five levels of development of the life and professional maturity of future teachers are characterized: 50-54 points - a satisfactory level; 55-64 points are sufficient; 65-79 points - good level; 80-89 points - very good; 90-100 points is an excellent level (Довідник користувача Європейської кредитно-трансферної системи (ЄКТС), 2009; Про методичні рекомендації щодо запровадження Європейської кредитно-трансферної системи та її ключових документів у вищих навчальних закладах, 2010).

The *excellent level* of life and professional maturity development for future teachers is characterized by a high level of realization of life events; professional competence is characterized by creative operation of educational material in the field of vocational-pedagogical activity, revealing a basic general knowledge of modern methods of its research and analysis, showing the ability to predict and perform professional-pedagogical activity in new educational conditions. A *very good level* of development of future professional maturity of future teachers is characterized by creativity in dealing with life situations; professional competence is characterized by knowledge in the field of professional and pedagogical activity with a high degree of generalization, understanding of modern methods of its research and analysis, orientation in new situations for the student, development of their own ways of professional actions, sometimes taking into account minor consultations of the teacher, argumentative formulation and reasoning on the development and implementation of preventive and prompt professional and pedagogical measures in professional activity. A *good level* of development of the life and professional maturity of future teachers is characterized by initiative in solving life situations; professional competence is characterized by specialized factological and theoretical knowledge in the field of professional and pedagogical activity, understanding of its principles and processes, demonstration of the ability to analyze and make decisions on the introduction of pedagogical technologies, spiritual maturity: empathy and depth of experience. For a *sufficient level* of development of life and professional maturity of future teachers, professional competence is characterized by the possession of specialized factological and theoretical knowledge in the field of professional-pedagogical activity, revealing knowledge of its principles and

processes, demonstrating the initial skills of analysis and decision-making in the field of decision-making. For a *satisfactory level* of development of life and professional maturity of future teachers professional competence is characterized by formulating the definition and properties of the requirements of professional and pedagogical activity, the reproduction of some fragments of the content of pedagogy as a branch of knowledge, which is a certain complete, but a small part of the content to identify equal typical professional tasks, performing the simplest tasks of professional and pedagogical activity under the guidance of the teacher.

The experimental study was carried out at the Poltava V.G. Korolenko National Pedagogical University (Ukraine). Statutory diagnosis, which included 311 students, enabled us to identify, through quantitative and qualitative data analysis, steady growth of 8,9% very good and 17,4% of good levels of vitality. The dynamics of the development of life and professional maturity in the process of vocational training is confirmed by the analysis of the success of training according to the results of semester examination sessions: the quality of education increases from 57,3% in the first year to 62,4% - in the second, and further - to 66.7% - in the third. Such results of vocational training, together with the desire for employment, testify to the increased orientation of students to increase their own life and professional maturity.

On the basis of the generalization of the structure of the mature activity of the individual, the following were designed: methodological approaches to the development of personality maturity (psychodynamic, analytical, sociocultural, dispositional, behavioral, cognitive, humanistic, phenomenological and socio-psychological) (Хьелл, 2007); stages of life and professional development (adaptation, individualization and integration) (Петровський, 1998); pedagogical technologies of development of life and professional maturity (technologies of adaptation to conditions of educational and professional activity; technologies of individualization and its fixation in educational and professional activity; technologies of integration of future teachers into educational and professional space) (Селевко, 2006; Huda, Hashim, 2019; Kameneva, Bondarenko, 2018; Rieser, Naumann, Decristan, Fauth, Klieme, Büttner, 2016; Wischgoll, Pauli, Reusser, 2019); the expected result is the individual style of the teacher's life and professionally mature activity.

## Results and discussion

The development of life and professional maturity of future teachers covered three leading stages: adaptation, individualization and integration (Петровский, 1987), each of which had relatively stable time intervals of vocational training in relatively stable educational spaces (high school student, junior high school senior, young specialist, etc.).

The purpose of the first stage of the formation of life and professional maturity - adaptation - was to actively master the future teachers in the separate stages and forms of pre-professional preparation of the normative requirements of educational and professional activity. The future teacher had an objective need to master the unified requirements of the educational space, adapting as much as possible at this stage (form of organization) of vocational training. In the educational space of the stage of adaptation, at each specific stage or form of organization of vocational training, favorable conditions were created for the formation of such personal and professional qualities, which the individual did not have before, but which are already available or are in the process of becoming other participants of educational and professional activity and meet the normative level of the requirements of state educational standards.

The second stage - individualization - was characterized by the intensification of the search for the means and ways of expression by future teachers of their individuality and its fixation in educational and professional activity. Realizing the need for a perfect representation of himself in the educational space, the future teacher mobilized his own personal and professional potential to manifest his personality, demonstrating awareness, courage, success in certain types of educational and professional activities, a special manner of solving educational and professional tasks. Thus, the student intensified in the reference educational and professional space for him the search for people who could provide him with optimal personalization.

The third stage - integration - was characterized by the trans-transformations of vital and professional maturity of the individual and the educational space: it was assumed that the educational space would take individual personality-professional expressions of personality or transform this space in accordance with the individual aspirations of future teachers. Educational space was approved and cultivated

only by those individual personality characteristics that are acceptable for the space and correspond to the values of mature vocational and educational activities, educational standards and contribute to the successful joint educational and professional activities of all participants in vocational training. The manifestation of integration was not so much that the future teacher adjusted his need for personalization to the needs of the educational space, but how much the educational space transformed his needs according to the needs of the individual, who thus manifests a leadership position.

The gradual development of the life and professional maturity of a future specialist involves the mutual influence of knowledge and skills, as well as genetically and socially determined personality traits: at the first adaptive stage, knowledge and skills determine the development of personal qualities; at the stage of individuation, their equivalent influence occurs; at the final stage of integration, personal qualities are a source of self-regulation as a conscious need to upgrade and update professional knowledge and skills.

Occurrence of vocational-pedagogical preparation to several state educational standards, which are relatively stable and reference for future teachers of educational spaces, causes repeated changes during professional and pedagogical activity, which are capable of both constructive and destructive influence on development. sufficiently stable its individual structure.

Degree educational spaces of a pedagogical institution of higher education, in which the development of the life and professional maturity of the future teacher are relatively stable due to constant regulatory, substantive and organizational-methodological changes. They open up new stages and levels of personal and professional growth for students, including future educators in new educational and professional situations and interpersonal relationships.

In the conducted study we proceeded from the hypothesis that the effectiveness of the development of life and professional maturity of future teachers is determined by the use, according to the stages of their adaptation, individualization and integration to the conditions of educational space, the system of innovative pedagogical technologies that must meet the sensitivity of sensitivity - the choice of



sensitivity participants of the educational process at each stage of development to the external influences of the educational space of the pedagogical institution of higher education. Supporting or inhibiting the introduction of pedagogical innovations is determined by the position of educators, educational institutions, colleagues, students and the learning environment (Gilbert, Tait-McCutcheon, Knewstubb, 2020).

*Adaptation technologies* ensure the acquisition of existing professional standards and mastery of the techniques and means of educational and professional activity that other subjects have at the level, at least the minimum necessary for the acquired qualification of the requirements of state educational standards. In accordance with the methodological approaches to personality development and taking into account the leading features of the adaptation stage, the study identified a group of pedagogical technologies for the development of life and professional maturity, aimed at adapting future teachers to the conditions of educational and professional space: human-personal technology of Sh. Amonashvili (qualitative characteristic of rating of students in an academic group on the results of mastering of each discipline); technology of full mastering of knowledge of J. Carroll and B. Bloom (the rate of learning is determined by students' abilities); technology of level differentiation (adaptation of the level of educational and professional activity to the level and features of development of different groups of students); technology of step-by-step training of M. Paltyshev (realization of educational and professional activity with support for the future profession); technology of concentration of training by means of symbolic-symbolic structures (mastering of knowledge using verbal and other symbolic-symbolic means of organization of object actions, increasing the likelihood of storing information in memory) (Селевко, 2006; Huda, Hashim, Shukri, Shankar, Ayshwarya, Nguyen, Hashim, Maseleno, 2019; Kameneva, Bondarenko, 2018; Wischgoll, Pauli, Reusser, 2019).

At the second stage of the development of life and professional maturity - individualization - a group of *pedagogical technologies of individualization* of educational and professional activity of future teachers was implemented, which intensified the search for the means and ways of expressing the students their individuality and fixing it in educational and professional activity. The realization of the need for a perfect representation of oneself in the educational and professional space mobilized the

student's own personal and professional potential to express his or her personality with the help of the following group of pedagogical technologies for the development of life and professional maturity: technology of productive education (students were offered socially significant types of educational and professional activity in the form of practical-social projects as individual educational and productive tasks of the highest level of complexity); technology of pedagogy of cooperation (creation of possibility for students to choose the options and directions of classroom and extra-curricular vocational training); technology of training of persons with signs of giftedness (acceleration of learning, expansion and deepening of students' knowledge by vertically enriching the study of courses with the involvement of gifted students to perform tasks with a high level of generalization on the subject of educational-productive projects or horizontal enrichment with expanding the content of the curriculum content students); technology of teaching on the basis of the individual teaching style of E. Oleksandrova and M. Alyoshina (independence of students' choice of different levels of individual tasks during practical classes); technology of individually oriented curricula (training on the basis of educational and professional interests of students, independent study of educational material and performance of individual long-term research tasks) (Селевко, 2006; Rieser, Naumann, Decristan, Fauth, Klieme, Büttner, 2016).

At the final stage of the life and professional development of future teachers - the stage of their integration into the educational space - *pedagogical integration technologies* were applied, which ensured the adaptation of individual differences of students to the requirements of the educational space of a pedagogical institution of higher education or constructively from a constructive type students' aspirations and needs. The following group of pedagogical integration technologies for the development of life and professional maturity of future teachers has been identified: pedagogical cooperation technology (freedom from any external unjustified coercion in the choice of types of educational and professional activity, free choice of levels of complexity of educational tasks, freedom of self-realization, independence from stereotypes in the norms of education); technologies of physical education, preservation and promotion of health (formation of socially necessary need for responsible attitude to own health, health of family and society, recognition of health and life of the person as the main social value and their priority); social integration and

personal development technologies (caring attitude of the educational space to future teachers by improving the healthy lifestyle of students (prevention of fatigue, hypodynamia, provision of normal nutrition and psycho-hygiene)); author's technology of teaching the disciplines based on the integrative principle of V. Herbutov (curricula are a way of seeing the European type of education, the basic provisions of which integrate not only the field of education, but also the whole life of the people of the continent on the basis of key provisions that unite not only the professional sector - pedagogical knowledge, but also the whole life of mankind) (Селевко, 2006).

The effectiveness of the use of the pedagogical technology system in the development of life and professional maturity of future teachers was determined by the personal qualities and professionalism of the teaching staff of the pedagogical institution of higher education and possession of the technique of subject-subjective interaction with all participants of educational activity.

Experimental verification of the effectiveness of the proposed system of pedagogical technologies for the development of life and professional maturity of future teachers envisaged the establishment of its dynamics with the help of appropriate pedagogical technologies, which were used at certain stages of the formation of life and professional maturity. The control

groups used traditional forms of learning organization and pedagogical technology.

At all stages of the experimental work, 598 students were selected who were randomly selected.

The establishment of cause and effect relationships regarding the influence of pedagogical technologies on the formation of life and professional maturity of future teachers was carried out during the formative experiment. During its three stages, pedagogical technologies were applied to them in order to develop the life and professional maturity of future teachers, to provide each of them with the opportunity to embody an individual style of mature professional and pedagogical activity.

Due to the use of 14 pedagogical technologies aimed at the gradual development of life and professional maturity, the dynamics of changes in this component of maturity showed its positive growth in the experimental groups at good (+ 6.0%), very good (+ 6.7%) and excellent (+13.2%) levels (see Table 1). And although, thanks to the widespread introduction into traditional higher education of technologies for the development of life and professional maturity, the dynamics of such positive changes in the control groups at the very good (+ 7.9%) and excellent (+ 15.5%) levels were higher than in the experimental ones groups, these changes occurred at lower total values of these levels, by 4.0% and 5.9%, respectively.

**Table 1.**

*Dynamics of development of life and professional maturity of future teachers before and after the forming experiment.*

Levels the development of vital professional maturity	Experimental groups		Dynamics	Control groups		Dynamics
	Ascending stage	Formative stage		Ascending stage	Formative stage	
Excellent, A, 90-100 points	20,1	33,3	+13,2	11,9	27,4	+15,5
Very Good, B, 80-89 points	21,3	28,0	+6,7	16,1	24,0	+7,9
Good, C, 65-79 points	22,0	28,0	+6,0	17,8	17,8	0
Sufficient, D, 55-64 points	14,1	3,0	-11,1	16,1	18,5	+2,4
Satisfactory, E, 50-54 points	9,8	2,3	-7,5	14,1	3,4	-10,7

At a good level, student growth in the control groups was zero, while in the experimental groups the number of students at this level increased, as noted above, by 6.0%. At sufficient and satisfactory levels, the component of life and professional maturity among students in the experimental groups had a negative decrease dynamics, by 11.1% and 7.5%, respectively, due to the transition of students to higher levels of life and professional maturity. In control groups, there was a 2.4% increase in the number of students. And only at a satisfactory level here was recorded a negative dynamics of reducing the number of students by 10.7%.

Although the dynamics of positive changes in the quality of life and professional maturity development in the control and experimental groups were the same (+ 3.7%), their magnitude was 20.1% higher in the experimental groups. We explain the uniformity of dynamic changes in the development of quality of life and professional orientation by modernization of modern traditional higher pedagogical education in the direction of understanding the scheme of vocational education as a process of movement, combination and modification of ideas, starting with a clear explanation of new material and associative knowledge and understanding of it. and the application of acquired knowledge.

These considerations led to a more intense positive trend in the growth of the number of respondents who showed signs of life and professional maturity in control groups (+ 3,1%) at excellent, very good and sufficient levels. At the same time in the experimental groups this dynamics, although smaller (+ 0.4%), but occurred at higher levels of its manifestation: excellent, very good and good.

As evidenced, the results and dynamics of the development of life and professional maturity of future teachers are presented in Table 1, as a result of the experimental work of the future teachers of the experimental groups showed higher indicators of the levels of development of the life and professional maturity than in the control ones. Despite the fact that changes in life and professional maturity among students of control groups are characterized by significant dynamic changes, the effectiveness of introducing a system of pedagogical technologies for the development of life and professional maturity of a future teacher is clearly illustrated by the positive dynamics of its growth in experimental and the good ones), and at the lower ones (sufficient and satisfactory) it was negative

due to the active transfer of students of these groups to higher levels.

Despite the specific areas of students' vocational training, their individual inclinations and abilities, the results of the forming experiment can be considered as a natural consequence of the implementation of the purpose, stages and system of pedagogical technologies for the development of future professional maturity.

The results of experimental work make it possible to state that the proposed conceptual approaches, pedagogical technologies and stages of the development of life and professional maturity are necessary and sufficient for its development in future teachers.

### Conclusion

The results of the study confirm the achievement of its purpose and the achievement of the set tasks, which became the basis for formulating the following conclusions:

- The essence and structure of the multicomponent phenomenon "development of the life and professional maturity of the future teacher" are determined. It is proved that the effectiveness of the development of life and professional maturity can be ensured only by the integrated use of those conceptual approaches to the development of personality maturity, which have shown their effectiveness within the achievement of certain coordinated strategies for the development of certain life and professional maturity.
- The components of the development of the life and professional maturity of future teachers are determined, in particular: age maturity, professional competence, creativity and initiative in solving life and professional situations, high level of self-actualization, self-development and self-realization of life events. Levels of development of life and professional maturity of future teachers were determined by the criteria of quality of their professional training, namely: by professional orientation and creativity in the expression of its components. Five levels of development of future teachers' life and professional maturity have been identified and characterized: excellent; Very good; good; sufficient; satisfactory. As a result of the ascertainment experiment, it was found that only 76,7% of graduates (future teachers) showed qualitative (excellent, very good and



good) levels of development of life and professional maturity, while 21,2% of respondents showed satisfactory and sufficient levels of it, and in 2,1% of indicators of life and professional maturity maturity were missing.

- The peculiarities of periodization of the development of life and professional maturity of the maturity of future teachers in the educational space of a pedagogical institution of higher education in three leading stages are determined: expressions by future teachers of their individuality and their fixation in educational and professional activity) and integration (acceptance by the educational space of individual's personal and professional manifestation or transformation of this space to individual aspirations of future teachers).
- The system of pedagogical technologies for the development of life and professional maturity of future teachers is substantiated, which contains a subsystem of adaptation technologies that ensure mastery of the current educational and professional norms and mastering the techniques and means of educational and professional activity. In accordance with the methodological approaches to personality development and taking into account the leading features of the adaptation stage, the study identified a group of five pedagogical technologies for the development of life and professional maturity: humane-personal technology Sh. Amonashvili technology of level differentiation, technology of step-by-step training of M. Paltyshev, technology of concentration of learning by means of sign and symbolic structures.

The second subsystem is the technology of individualization, which activates the search for the future teacher of the means and ways of expressing their individuality and fixing it in educational and professional activity. The realization of the need for a perfect representation of oneself in the educational and professional space mobilized the student's own personal and professional potential to express his or her individuality with the help of a group of five pedagogical technologies for the development of life and professional maturity: technology of productive education, technology of pedagogy of collaboration, technology of learning, technology of teaching on the basis of the individual teaching style of E. Oleksandrova and M. Alyoshina, technology of individually oriented training x plans.

The third subsystem is the integration technology that facilitates the acceptance (or non-acceptance) of the educational space in which the training takes place, the individual manifestations of the future teacher. The stage of integration of future teachers into the educational space involves the use of pedagogical technologies of bringing individual differences of students in accordance with the requirements of the educational space of the pedagogical institution of higher education or the constructive change of this space in accordance with the individual educational and professional aspirations. A group of four pedagogical technologies for the development of life and professional maturity was identified: pedagogical technology of cooperation, technologies of physical education, preservation and promotion of health, social-integration and personality-development technologies, author's technology of teaching disciplines on the basis of integrative principle.

Experimental-experimental verification of the system of pedagogical technologies of the gradual development of life and professional maturity of future teachers proved their effectiveness, which was manifested in the difference between the average levels of development of the life and professional maturity of students of control and experimental groups. In the control groups, positive growth dynamics were found at all levels of the development of vital professional maturity except satisfactory. In the experimental groups, due to the introduction of the pedagogical technology system, the positive dynamics of change were recorded at three higher levels (excellent, very good and good), and at the lower levels (sufficient and satisfactory), it was negative due to the active movement of students of these groups to higher ones. levels.

Prospective direction of further research is the study of theoretical and methodological foundations for the development of life and professional maturity of graduates of pedagogical institutions of higher education in the age of early maturity (23-26 years) in the process of their adaptation, individualization and integration in primary education. The result will be the creation of a lifelong lifelong teacher education system, taking into account the requirements of today's information and technology society.

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