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V.A. SUKHOMLYNSKY'S PEDAGOGY ON TEACHER TRAINING

Annotation. This article analyzes V.A. Sukhomlinsky's pedagogical views on teacher training. Particular attention is given to the importance of a teacher's personal and professional growth, as well as their role in fostering a creative and humanistic approach to education. The necessity of combining theoretical training with practical experience is emphasized, along with the significance of a teacher's moral and ethical qualities. The article presents a comparative analysis of Sukhomlinsky's pedagogical experience and modern teacher training methods, highlighting similarities and differences. Special focus is placed on issues of student-centered learning, pedagogical ethics, and mentorship. The relevance of Sukhomlinsky's pedagogical legacy in the context of contemporary educational challenges is substantiated. The influence of pedagogical mastery on shaping students' moral values is examined. The article explores aspects of a teacher's professional development through the lens of Sukhomlinsky's ideas, including his views on the importance of speech culture, empathy, and pedagogical tact. Key principles of his pedagogical concept are discussed, along with their transformation in modern educational realities. Additionally, pedagogical principles aimed at forming a harmonious student personality through teacher interaction, fostering independence, and developing critical thinking are considered. The article also examines mechanisms for integrating Sukhomlinsky's ideas into modern educational strategies to enhance the effectiveness of teaching and upbringing.

Keywords: education; pedagogy; teacher training; teacher; mastery; personality; legacy; professionalism; creativity; student-centered learning; professional competence; pedagogical tact.

Introduction

Educator and thinker Vasyl Oleksandrovych Sukhomlynsky (1918–1970) was a significant figure in the Soviet Union, whose educational ideas and methods remain relevant today. His pedagogical legacy serves as a valuable resource for modern teachers striving to adopt a humanistic and student-centered approach to education. Sukhomlynsky's pedagogical philosophy continues to play a crucial role in contemporary teacher training methodologies. His works emphasize the formation of teachers who are not only knowledge transmitters but also mentors and spiritual leaders capable of shaping students' personalities. It is essential not only to impart information but also to cultivate children's critical thinking, social responsibility, and aesthetic and moral perception of the world.

The aim of this article is to explore Sukhomlynsky's pedagogical views on teacher training, compare and analyze his ideas in the context of modern educational practices, and assess their impact on the development of future teachers' professional competencies.

Sukhomlynsky believed that a teacher is not merely a knowledge provider but also a mentor and an inspirer who shapes the spiritual world of a student. In his works *On Education* [1] and *How to Raise a True Human Being* [2], he highlighted the key qualities of an educator:

- Love for children and dedication to the profession,
- Profound knowledge of psychology and pedagogy,



- Ability for self-development and self-reflection,
- Capacity to inspire students and lead them,
- High level of communication skills and pedagogical tact,
- Adaptability and flexibility in the educational process.

Sukhomlynsky's insistence that teachers must combine theoretical training with practical experience remains relevant today. He wrote: "A teacher must not only know the theory but also be able to apply it in the conditions of a real school" [3].

A teacher, according to V.A. Sukhomlynsky, must know and feel that the fate of every child is entrusted to their conscience, and that a student's intellect, health, and happiness depend on the teacher's spiritual culture and intellectual wealth. He believed: "Only one who never forgets that they were once a child themselves can become a true teacher" [4, p. 145].

Sukhomlynsky emphasized the importance of speech culture as a means of education: "A teacher's word is the finest touch to a student's heart" [3]. He maintained that a teacher must be able to speak effectively, as their ability to engage students and create an atmosphere of trust depends on it. In his book *I Give My Heart to Children*, he wrote: "A true teacher does not merely transmit knowledge—he awakens thought, shapes convictions, and influences through words that must be vivid and inspiring" [5].

A good teacher, according to Sukhomlynsky, is someone deeply knowledgeable in the scientific discipline underlying their subject, passionate about it, and aware of its latest research and advancements. He wrote: "Time—again and again I repeat—is a great spiritual wealth of a teacher" [6, p. 40].

Furthermore, Sukhomlynsky highlighted the connection between teachers' speech culture and their moral character. He stressed that teachers serve as role models and that their speech should be clear, expressive, and meaningful. In his book *One Hundred Pieces of Advice for Teachers*, he asserted: "A teacher who cannot speak clearly and passionately will never ignite the hearts of their students" [3].

The ability of a teacher to communicate effectively significantly impacts the quality of education, as confirmed by modern scientific studies. A teacher who can express their thoughts clearly and emotionally fosters students' motivation to learn and actively engage in the educational process. The principles set forth by Sukhomlynsky remain relevant and have been integrated into contemporary teacher training approaches.

An essential element of the pedagogical approach, according to Sukhomlynsky, is pedagogical tact, which embodies deep respect for each child's individuality. He wrote: "Pedagogical tact is sensitivity, delicacy, respect for a child's personality, the ability to find the right words and avoid harshness" [2]. Contemporary research indicates that teachers with high emotional intelligence, developed empathy, and the ability to regulate their emotions create a more positive classroom atmosphere and establish stronger, more trusting relationships with students.

Pedagogical tact and speech culture play a crucial role in shaping a teacher, as they define their interaction with students and establish the foundation for an educational environment that not only imparts knowledge but also fosters moral values. These principles, outlined by Sukhomlynsky, remain relevant today and are reflected in modern methodologies that emphasize the development of teachers' communicative and emotional qualities.

In the context of globalization and the informatization of modern society, M.V. Boguslavsky argued that the successful development of a teacher's professional qualities within Sukhomlynsky's pedagogical system is achieved through the unity of the spiritual lives of both teachers and students in fulfilling shared expectations and responsibilities [7, p. 103].

Although digital technologies did not exist during Sukhomlynsky's time, his ideas on differentiated instruction are applied in modern online platforms, personalized learning, and the use of interactive technologies. Digitalization allows teachers to adapt educational materials to



the individual needs of their students, fully aligning with the principles of Sukhomlynsky's humanistic pedagogy [8].

In his book *I Give My Heart to Children*, Sukhomlynsky emphasized the significance of an individualized approach to education: “A true teacher strives to understand the unique characteristics of each child and create optimal conditions for their development” [5]. Today, this principle is realized through adaptive learning, artificial intelligence, and big data analytics to personalize the educational process. AI-driven programs analyze students' academic performance and adjust materials based on their level of preparedness, reflecting Sukhomlynsky's vision for personalized education.

Furthermore, Sukhomlynsky's ideas on engaging students in active cognitive activities are reflected in the concept of project-based learning. In *One Hundred Pieces of Advice for Teachers*, he wrote: “Learning must be active; it must engage the child in creativity, exploration, and research” [3]. In modern schools, this is achieved through problem-based and project-based learning methods, as well as gamified educational technologies, which enhance student motivation and foster critical thinking skills.

The evolution of distance education also demonstrates the continuity of Sukhomlynsky's ideas. He emphasized that learning is inseparable from the emotional interaction between teachers and students. In *The Methodology of Educating a Collective*, he wrote: “A teacher who is deprived of contact with their students loses their primary mission—to shape their personalities” [9]. In the digital age, teachers must master technologies such as video communication, online discussions, and the creation of interactive educational content. The use of virtual laboratories, simulators, and multimedia courses makes the learning process more dynamic and effective while preserving the core principles of Sukhomlynsky's pedagogy [8].

Moreover, modern digital technologies enable the implementation of student-centered learning principles, which also form the foundation of Sukhomlynsky's teaching system. He wrote: “Every child is a world that must be discovered” [3]. Today, this principle is supported by the development of virtual learning environments, interactive simulations, and platforms adapted to the individual characteristics of students. In this context, his ideas about the necessity of considering individual interests, abilities, and learning progress are reflected in contemporary models of personalized and blended learning [10, p. 156].

Thus, Sukhomlynsky's teaching principles continue to be reflected in modern educational technologies. Their integration with digital tools, online platforms, and personalized learning methods can contribute to creating a more flexible and effective teacher training system focused on the individual development of students.

The pedagogical philosophy of V.A. Sukhomlynsky has had a lasting impact on the evolution of educational concepts. Many of his ideas on teacher training, teaching methods, and student interaction have been further developed in modern instructional approaches. It is essential to assess which elements of his teaching system remain relevant and which have undergone transformation in light of new educational challenges and technologies.

Materials and Methods

This study employs methods of analyzing the scientific works of V.A. Sukhomlynsky, the comparative-historical method, and content analysis of contemporary pedagogical strategies. The primary works examined include *I Give My Heart to Children*, *One Hundred Pieces of Advice for Teachers*, *How to Raise a True Human Being*, and others.

Research Results

Sukhomlynsky viewed the teacher not merely as a transmitter of knowledge but as a mentor capable of inspiring students. He emphasized the importance of speech culture, empathy, and pedagogical tact. In *One Hundred Pieces of Advice for Teachers*, he stated: “A true educator does not provide ready-made answers but guides the student toward meaningful inquiry” [3].



Mentorship in education plays a crucial role in fostering students' independence and responsibility. Sukhomlynsky stressed that a teacher should not impose personal views but rather help students find their own paths to knowledge. Modern educational practices, such as project-based learning and tutorial support, confirm the significance of this approach, enabling students to become active participants in the educational process.

Sukhomlynsky's humanistic pedagogy highlights the importance of trust-based relationships between teachers and students. He wrote: "Education is impossible without friendship and a spiritual bond with the child" [2]. It is essential not only to impart knowledge but also to cultivate moral values in children and support their personal development.

Contemporary research indicates that a high level of emotional intelligence in educators contributes to the creation of a positive learning environment. Teachers with well-developed empathy and communication skills instill confidence in students, enhance their motivation, and encourage a strong desire for learning. These principles are reflected in modern mentorship methods focused on students' personal growth and active engagement in the educational process.

Sukhomlynsky argued that teacher education should combine profound theoretical knowledge with practical experience. Modern teacher training programs incorporate pedagogical practice, reflective analysis, and project-based learning, confirming the relevance of his ideas.

An essential component of this approach is training future educators through real-life educational situations. Immersion in the school environment enables students to develop skills for working with diverse groups of learners, adapt to the demands of the educational process, and cultivate pedagogical flexibility.

Contemporary teacher training institutions actively employ case studies, role-playing exercises, and classroom scenario modeling, helping future teachers not only master theoretical concepts but also apply them in practice. The inclusion of internships, participation in teaching practicums, and collaboration with experienced mentors allows students to understand the importance of professional self-development and reflection.

Furthermore, the advancement of digital technologies has significantly contributed to the integration of theory and practice. Virtual classrooms, interactive platforms, and educational simulations enable future educators to refine their teaching skills in controlled environments, analyze their mistakes, and adapt their instructional methods. This approach aligns fully with Sukhomlynsky's concept of the necessity for meaningful pedagogical experience.

Table 1. Comparison of Theoretical and Practical Teacher Training

Approach	Theoretical Training	Practical Training
USSR (Sukhomlynsky's Model)	Lectures, seminars, textbooks	Teaching practice in schools
Modern Approach	Online courses, research	Project-based learning, simulations

One of the key principles of Sukhomlynsky's pedagogy is learner-centered education, aimed at unlocking the individual potential of each student. He emphasized that a teacher should see a child not only as a student but also as a unique personality with their own interests, needs, and capabilities. In his book *I Give My Heart to Children*, he wrote: "Every child is an entire world that must be understood and respected" [5].



Sukhomlinsky regarded an individualized approach as a means of fostering independence and responsibility. He proposed using diverse methodologies that take into account differences in the pace of material assimilation, cognitive interests, and students' level of preparation. This aligns with contemporary concepts of adaptive learning, inclusive education, and differentiated instruction.

An essential component of learner-centered education is the creation of an educational environment that promotes the development of creative thinking and self-expression. Modern methods, such as project-based and problem-based learning, as well as the use of digital technologies, enable the implementation of this principle in the educational process.

Furthermore, the learner-centered approach is closely linked to the teacher's emotional intelligence. Sukhomlinsky emphasized that educators should be sensitive to students' experiences, support them in difficult situations, and help them develop self-confidence. In modern educational settings, this is realized through psychological support, mentoring, and techniques for fostering a positive emotional climate in the classroom.

Thus, Sukhomlinsky's ideas on learner-centered education remain relevant and are reflected in contemporary pedagogical technologies aimed at the individualization of learning and the personal development of students.

In the modern educational landscape, digital technologies play a key role in improving teacher training quality. While such tools did not exist in Sukhomlinsky's time, his ideas about personalized learning, active student engagement in the educational process, and adapting teaching methods to individual characteristics have found their reflection in modern digital platforms.

The use of artificial intelligence technologies enables the analysis of student performance and the adjustment of the educational process to their needs. Data-driven adaptive learning helps teachers effectively modify teaching methodologies, aligning with Sukhomlinsky's principle of a differentiated approach to each student.

An important area of focus is the integration of interactive educational resources, such as virtual laboratories, online simulations, and game-based technologies. These tools facilitate the development of practical skills among future educators by simulating real-life educational scenarios and fostering critical thinking.

Digital technologies also open new opportunities for distance education. Online courses, webinars, and educational platforms enable future teachers to learn regardless of their location, enhancing their ability for self-education—one of Sukhomlinsky's key ideas regarding the continuous professional development of educators.

Innovative technologies not only expand the boundaries of traditional education but also contribute to the development of pedagogical expertise, helping future teachers interact effectively with students in a digital environment. Thus, Sukhomlinsky's ideas on the variability of teaching methods are reflected in modern educational realities, reaffirming the relevance of his pedagogical legacy.

Table 2. Modern Technologies in Teacher Training

Technology	Application
Online Courses	Access to educational materials without territorial limitations
Artificial Intelligence	Analysis of students' individual progress
Virtual Classrooms	Simulation of real pedagogical situations



Conclusion

The study has confirmed that V.A. Sukhomlinsky's ideas on teacher training remain relevant. The competency-based approach, learner-centered education, mentoring, and practice-oriented learning continue to evolve within modern pedagogical systems. Contemporary education integrates the traditional values of humanistic pedagogy with innovative methods, aligning with the core principles established by Sukhomlinsky.

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Кекеева З.О.

МҰҒАЛІМДІ ДАЯРЛАУ ТУРАЛЫ В. А. СУХОМЛИНСКИЙДІҢ ПЕДАГОГИКАСЫ

Аңдатпа. Мақалада В. А. Сухомлинскийдің мұғалімді даярлауға қатысты педагогикалық көзқарастары талданады. Мұғалімнің жеке және кәсіби өсуінің маңыздылығына, сондай-ақ оның тәрбиеге шығармашылық және гуманистік көзқарасты дамытудағы рөліне ерекше назар аударылады. Теориялық дайындықты практикалық тәжірибемен үйлестіру қажеттілігі, сондай-ақ мұғалімнің моральдық және этикалық қасиеттерінің маңыздылығы атап өтіледі. Бұл мақалада Сухомлинскийдің педагогикалық тәжірибесін оқытушыларды даярлаудың заманауи әдістерімен салыстырмалы талдау жүргізіледі, ұқсастықтар мен айырмашылықтар анықталады. Тұлғаға бағытталған оқыту,



педагогикалық этика және тәлімгерлік мәселелеріне ерекше назар аударылады. Сухомлинскийдің педагогикалық мұрасының қазіргі білім беру сын-қатерлері жағдайында өзектілігі негізделеді. Педагогикалық шеберліктің оқушыларда тұрақты адамгершілік құндылықтарды қалыптастыруға әсері талданады. Сухомлинский идеяларының объективі арқылы мұғалімнің кәсіби қалыптасуының аспектілері, оның ішінде сөйлеу мәдениеті, эмпатия және педагогикалық әдептіліктің маңыздылығы туралы көзқарастары қарастырылады. Мақалада оның педагогикалық тұжырымдамасының негізгі ережелері және олардың қазіргі білім беру шындықтарындағы өзгеруі талданады. Сонымен қатар, мұғаліммен өзара әрекеттесу, Тәуелсіздік пен сыни ойлауды дамыту арқылы оқушының үйлесімді тұлғасын қалыптастыруға бағытталған педагогикалық принциптер қарастырылады. Сухомлинский идеяларын оқыту мен тәрбиелеудің тиімділігін арттыруға бағытталған заманауи білім беру стратегияларына интеграциялау тетіктері де талданады.

Кілт сөздер: білім; педагогика; мұғалімді даярлау; мұғалім; шеберлік; тұлға; мұра; кәсібилік; шығармашылық; тұлғаға бағытталған оқыту; кәсіби құзыреттілік; педагогикалық әдептілік.

Кекеева З.О.

ПЕДАГОГИКА В.А. СУХОМЛИНСКОГО О ПОДГОТОВКЕ УЧИТЕЛЯ

Аннотация. Статья анализирует педагогические взгляды В.А. Сухомлинского относительно подготовки учителя. Особое внимание уделяется важности личностного и профессионального роста педагога, а также его роли в развитии творческого и гуманистического подхода к воспитанию. Подчеркивается необходимость сочетания теоретической подготовки с практическим опытом, а также значение моральных и этических качеств учителя. В данной статье проводится сравнительный анализ педагогического опыта Сухомлинского с современными методами подготовки преподавателей, выявляются сходства и различия. Особое внимание уделяется вопросам личностно-ориентированного обучения, педагогической этики и наставничества. Обосновывается актуальность педагогического наследия Сухомлинского в условиях современных образовательных вызовов. Анализируется влияние педагогического мастерства на формирование устойчивых нравственных ценностей у учащихся. Рассматриваются аспекты профессионального становления учителя через призму идей Сухомлинского, включая его взгляды на важность культуры речи, эмпатии и педагогического такта. В статье разбираются ключевые положения его педагогической концепции и их трансформация в современных образовательных реалиях. Кроме того, рассматриваются педагогические принципы, направленные на формирование гармоничной личности учащегося через взаимодействие с учителем, развитие самостоятельности и критического мышления. Анализируются также механизмы интеграции идей Сухомлинского в современные образовательные стратегии, направленные на повышение эффективности обучения и воспитания.

Ключевые слова: образование; педагогика; подготовка учителя; учитель; мастерство; личность; наследие; профессионализм; творчество; личностно-ориентированное обучение; профессиональная компетентность; педагогический такт.