policy at the regional level (Sakalova et al., 2019), expanding the participation of scientists and students in international scientific and educational programs (Denysyk et al. al., 2019; Kolomiiets et al., 2020).

Our observations showed that the active participation of students of the Pedagogical University in various types of citizen science for several years contributed to an increase in the number of those willing to obtain master's degree, and among master's program students the share of those, engaged in scientific activities in the future, is significantly increased (from 13.2% to 24.8%).

Conclusions

Thus, despite some differences in the levels of personal readiness of future teachers of different specialties for research, citizen science at the Pedagogical University is one of the most effective methodological approaches to improve the quality of professional training of teachers, a means of integrating science and education, and a powerful tool for promoting scientific knowledge among young people and strengthening students' motivation for scientific research activity.

The main, most effective forms of intensification of research activities of students of pedagogical universities are defined as follows: interactive problem-based lectures that require analytical and critical thinking; performance of individual scientific-research tasks; solving practical problems that require scientific research; conducting a mini-experiment during practice in school; performance of term papers and thesis.

Personal qualities and skills formed by students while their study at the university, taking into account the basic conceptual provisions of civil science, form the personal and professional readiness of the future teacher to carry out innovative pedagogical activities in accordance with the principles of science, nature and culture. The teacher-researcher will always be interesting for students and will be able to form the relevant research personal qualities and skills.

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