

PROFESSIONAL EDUCATION

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Nataliya Pazyura**PROGRESSIVE IDEAS IN UPDATING TEACHER TRAINING IN DEVELOPED COUNTRIES**

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Abstract. *The article presents the results of comparative pedagogical analysis of the peculiarities of teacher training, ensuring highly professional activity of teachers in some developed countries. Especially urgent question is the updating the contents of education in higher educational institutions according to the principles of personality-oriented approach targeted at development of teachers' personality, their common and professional competence. It is directed at revealing progressive ideas in teachers' professional development, the role of cooperation between universities, schools and teacher professional organizations. Special attention is paid to the strengthening practical component in curriculum in the process acquirement of theoretical and practical knowledge and skills.*

Keywords: curriculum; life-long learning; pedagogical practice; professional education; teacher.

1. Introduction

Nowadays the development of Ukrainian society is marked by the search of the innovative trends in teacher training, and it is stressed in many state documents and legislative acts. The special attention is paid to the problems of professional training of teachers, whose activity should be directed to the harmonious development of every personality, forming in their students ideals, values of modern society, and also to the preparation of rising generation for an active social life.

The issue of working out general standards in higher education and principles of standardization in systems of pedagogical education in the countries with developed economy is very important. It brought to the creation of general principles of organization of educational process: individualization of studies, its recurrence, providing creative activity of future teachers, and others. A student, in his turn, becomes an active object of studies, who independently chooses kinds and rate of studies and carries complete responsibility for quality and speed in the process of mastering knowledge. The main peculiarity of modern comprehensive schooling lies in that a student is «armed» not by just factual knowledge, but by basic conceptions, methods of analysis, by important principles to figure out conformities to law, which draw his attention to deep cognition of scientific, cultural heritage, train critical thinking, ability to make conclusion and to master the methodology of basic disciplines.

2. Theoretical framework and research methods.

In the context of integration of Ukraine in European community the importance of the search of progressive ideas in modernization of education systems in different countries especially grows. It induces increasing number of comparative-pedagogical researches. Main trends in the development of higher pedagogical education and teachers' professional development were studied by I. Zadorozhna, Yu. Kischenko, T. Kuchay, A. Parinov (Grait Britain), T. Vakulenko, N. Kozak, A. Turchin (Germany), O. Bocharova, O. Golotyuk, O. Romanenko (France), T. Koshmanova, T. Osadcha, R. Roman, L. Smal'ko T. Chuvakova (USA), I. Kovchina, L. Yurchik (Poland). But special attention should be paid to revealing peculiarities and innovative methods in the area of forming teachers' pedagogical skills.

3. The aim of the study

The main aim of the article is on the basis of comparative pedagogical analysis to define peculiarities of teacher training and their professional development in the countries with developed economy, analyze the contents of education and the influence of challenges of modern society on it, reveal the role of traditional educational establishments and other organizations in professional development of teachers.

4. Results

While studying the questions of pedagogical education in the world, it is possible to come to the conclusion, that its structure and contents of

education have their own specific features in different countries, but there are four components that are present in the contents of education of future teachers in all countries: general subjects; special subjects; teaching method; pedagogical practice. We consider strengthening practical part to be an important tendency in a block psychological - pedagogical disciplines. It is possible to say, that in 90s years of the last century the value of practical part of curriculum was revised, universities activated the development of researches and strengthened the practically oriented curriculum.

Canada, Great Britain and the Netherlands, in the last ten-year period of the last century increased the practical component in curriculum, due to diminishing theoretical one in the contents of education. In Great Britain reforms of pedagogical education took place at the beginning of 1990s, and more than half of time of pedagogical training began to be devoted to practical activity at school. In Hungary, a governmental order to the certification of teachers defined that a not less than 40 % of pedagogical training must be practical [1].

The primary purpose of curriculum in the Netherlands – not only cognitive and emotional development, and yet the development of creative, social, cultural and physical skills. Educational establishments within the limits of their programs, have a right to decide independently what amount of hours and when should be devoted to different subjects in curriculum. Important trend in curriculum in Scotland is training students to a few professions, that is confirmed by certificates. In the conditions of rapid socio-economic growth it gives them possibility to change a profession in the case of necessity [2].

Besides, schooling meets individual demands too, which means «age, capabilities, possibilities», and is directed to the development of «personality, talents, mental and physical abilities of children and young people, for the fullest realization of their potential». The Scottish system of education assists development of a person's independent thinking, and at the same time provides him possibility to carry out various roles in the conditions of socio-economic changes. But it means responsibility for own studies, healthy way of life, welfare, growth and cultural enriching of society, support of national values and participation in democratic processes. In 2004 the Curriculum of Irreproachability was given out, that determines aims and principles of education for children and young people in age from 3 to 18. In accordance with this document education is to

provide development of successful student, self-assured personality, responsible citizen, and effective worker.

However the existing system of teacher training does not always provide high quality of training. This problem can be settled by different ways: - more intensive pedagogical practice to get a certificate; – widening pedagogical qualifying standards for the improvement the quality of the programs to get pedagogical qualification (especially simultaneous programs); - participating junior classes teachers in the mentoring programs with more experienced colleagues [3].

One more outstanding tendency in modernization of the contents of education of future teachers is the increasing use of IKT, that begun with the first half 1990s of the past century. But different countries direct their attention to different levels of pedagogical system. For example, in Austria the use of e-learning takes place in universities and in-training of pedagogical personnel.

In England all the teachers, who get qualification are to master the set of IKT competences. In Finland studying information technologies is integrated in all practical courses of pedagogical education.

In the Netherlands the experimental programs of pedagogical education began to include some innovations in courses for primary school teachers, with attention to the use of IKT and tele-programs. In Romania new tasks of the effective use of IKT in everyday pedagogical activity were set for teachers.

Irrefutable fact is that new interactive technologies must play an important role in practical part of education. Some establishments of higher education, especially open universities, adapt this role. But a question remains indefinite to what extent establishments of higher education will render on-line support in teacher training and their professional development.

The analyzed materials allow us to draw a conclusion, that continuous professional development of teachers has turned out another important tendency in modernization of pedagogical education. At the same time, our research testifies the absence of the generally accepted forms of continuous education of teachers, as it is characteristic of teacher training programs in universities. There is an enormous amount of forms of in-service training in European countries, but not all existing forms can satisfy the needs of working teachers, thus investments in most countries are directed to their professional training [4].

It is obvious that in the process of modernization of pedagogical education attention can be moved from traditionally important education in universities toward professional development of teachers. In most countries continuous professional development is offered to the teachers by different providers, with the tendency to the increase of amount of private establishments. However, the contents of education is not always relevant to the modern needs of pedagogical workers, and access to the courses of in-service training is complicated for habitants of distant areas. In this connection more clear determination of form and character of higher education establishments activity in professional development of teachers is necessary, if they are going to take part in these new forms of the programs.

In 2007 a document of "Skills for Scotland: strategy of continuous studies" defined main directions of preparation of future specialists: development of personality, preparation in accordance with the necessities of economy and employer. For the achievement of this aim it is necessary to balance the employer's and student's demands, to place the object of studies in the center of educational activity, to provide equal access to the studies regardless of race, sex, sexual orientation, age, religious looks, and also for vulnerable groups of population [5].

But in spite of certain faults there is a number of interesting ideas that are worth mentioning. For example, in some countries certain days are set for professional development of teachers. In Canada some schools encourage teachers to do researches and focus attention on their professional development. Teachers adjust their professional development to priorities of their school. In Croatia, in the context of collaboration with schools, teachers are offered the catalogue of thematic courses.

Monitoring is carried out according to the variety of courses and the level of teachers' participation. In England the courses of professional development are considered national priority. For the period of 1998–2001 years the considerable investments were done in the development of primary schools teachers, and the achievements of students considerably grew. In France professional development of teachers was brought in the general educational plan of every academic establishment. The main priority was defined at the national level, but the ways of its realization were worked out at local levels. In 1999 priorities of teacher professional development were stipulated by the Ministry, that envisaged the use of IKT in school practice, implementation the results of

scientific researches for upgrading teachers' knowledge, psychological and pedagogical support of just skilled teachers. In Hungary a government turned the special attention to the importance of professional development, for what schools get grants for every teacher. In addition schools get a right to elect providers independently at the market of educational services among accredited programs.

The directors of schools are to prepare five-year annual plans of pedagogical personnel training, and report about the results of in-service training annually. The most innovative part of the new system is the system of accreditation (accreditation chart). It envisages "the control for the process of entering" the market of educational services, but gives schools a right for the choice of a provider, training programs and criteria of assessments.

In Ireland in the Ministry of education the department of in-service training and professional development was open for co-ordination of activity in this sphere. Annually teachers get special days for attending the courses. In Italy twenty regional institutes under the supervision of national ministry coordinate their activity in planning, motivation, support of researches, realization of experiments in the sphere of professional development. These institutes operate in collaboration with universities, associations of teachers, trade unions of teachers in planning the programs of professional development.

In Poland the mentors are elected among experienced specialists by the teachers of the same subject. Mentors have less working hours for possibility to provide support and guidance to their colleagues.

In Romania "The teachers' houses" were open which operate as local centers of education and registration of documentation. The practice of creation of methodological commissions presents special interest as it provides the cooperation between specialists in certain sphere with those, who teach these subjects at school. At the same time, the system of the systematic in-service training does not function in Finland, though the need in such regular activity is admitted at all levels.

The establishments of higher education are encouraged to these initiatives, and in most countries remain the main resource of professional development. But we can say about distinct tendency of losing by them the monopolistic role of providers in the industry of teacher continuous professional development. National and regional institutes, non-state organizations, private organizations, begin to play the main part at the market of educational services. Traditional, but not

always effective establishments of higher education turned out to be more expensive.

5. Conclusions

Thus, the results of our scientific comparison of the educational systems in different countries give us possibility to reveal the progressive ideas that can be used creatively in future teachers training. They are: updating the contents of education on the basis of strengthening practical component, personality orientated approaches in teaching, encouraging students to research work, creation special circumstances for effective pedagogical practice, active introduction innovative forms of continuous pedagogical education for professional development and lifelong studies. Methods and organizational forms of studies with the use of information and communication technologies in pedagogical establishments provide the effective studies of students and readiness of future specialists to create educational environment at school. The development of democratic tendencies in the system of education extends possibilities of non-state organizations,

encourages social partners for modernization of teacher training and meets the educational needs of different categories of population.

Our further researches should be devoted to the activity of teachers' associations and other social partners in professional development of pedagogical personnel.

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Н. В. Пазюра. Прогресивні ідеї у модернізації педагогічної освіти в розвинутих країнах світу

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Представлено результати порівняльно-педагогічного аналізу особливостей педагогічної освіти, яка забезпечує високопрофесійну діяльність викладачів в розвинутих країнах світу. Особливо важливим є питання оновлення змісту навчання у вищих навчальних закладах відповідно до принципів особистісно-орієнтованого підходу, який націлений на розвиток особистості викладачів, їхньої професійної компетентності. Виявлено прогресивні ідеї у процесі професійного розвитку педагогів, а також роль співпраці між університетами, школами й професійними педагогічними організаціями. Особливу увагу приділено посиленню практичного компонента в навчальних програмах у процесі набуття майбутніми учителями теоретичних і практичних знань та навичок.

Ключові слова: навчальні програми; неперервна освіта; педагогічна практика; підготовка учителів; професійна освіта.

Н. В. Пазюра. Прогрессивные идеи модернизации педагогического образования в развитых странах мира

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В статье представлены результаты сравнительного анализа особенностей педагогического образования, обеспечивающего профессиональную деятельность педагогов высокого уровня в развитых странах мира. Особенно острым является вопрос обновления содержания обучения в высших учебных заведениях в соответствии с принципами личностно-ориентированного подхода, который нацелен на развитие личности учителей, их профессиональной компетентности. Выявлены прогрессивные идеи в процесс профессионального развития педагогов, а так же роль сотрудничества между университетами, школами и педагогическими профессиональными организациями. Особое внимание уделяется усилению практического компонента в учебных программах в процессе приобретения будущими учителями теоретических и практических знаний и навыков.

Ключевые слова: непрерывное образование; педагогическая практика; педагогическое образование; профессиональное обучение; учебные программы.

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