

TEACHER'S TRAINING IMPROVEMENT IN GREAT BRITAIN: EXPERIENCE FOR UKRAINE

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The problem of teacher's training improvement is the main of current problems in the pedagogical science. Today, it is not enough to prepare a teacher who has relevant professional knowledge and skills of a professional pedagogical activity.

Today, in a world educational space, the value orientations towards specialists have changed significantly. The most valuable is recognized as a free, creative personality, who is able to work successfully in the environment, which changes. Teacher's functions also change significantly: from the knowledge translator, the teacher turns into the organizer and stimulator of students' independent cognitive activity.

The concept of higher pedagogical education defines the eventual goal of training a teacher who has the experience of a creative activity and methodology of a scientific knowledge, the ability to innovate the knowledge, expand outlook, and improve pedagogical skills. Thus, the system of a professional pedagogical education should be aimed at the teacher-researcher's training.

This is concerns with Ukraine, where there is a particularly deep contradiction between the need of teacher's national education which have research skills and the real teacher-researcher's professional development.

The experience of a professional training of such a teacher has been accumulated in many foreign countries, particularly, Great Britain has significant achievements in this problem. We consider that it will be appropriate to study the British experience.

Two main approaches to the training of a pedagogical staff were established in the British system of a pedagogical education:

1. A one-year course for those who have completed a three-year university degree, received a Bachelor of Science (Arts) and intends to become a teacher. During the year, students take a course in a professionally pedagogical training and usually study pedagogy, pedagogical psychology, teaching methodology (the duration of training is approximately 12–16 weeks) and pass practice at school (20–24 weeks). Students take exams in pedagogy, teaching methodology, write their graduate works.

2. A four-year course of study, which gives the opportunity to obtain an academic degree of a Bachelor of Pedagogy. This course provides two years of a basic science training and two years of a professional training during which the student pass practice under the guidance of a tutor.

A peculiarity of British University education is the introduction of combined degree programs which provide a combined degree or a joint degree. The training is based on the principle of combining one basic subject with several additional ones, which promotes the humanization of education, strengthening of integrative processes and connections between different disciplines.

The problem of improving the modern teacher's professional training is discussed by the Council of Europe, where, in particular, it was stated that the modern teacher should be in a constant creative search, engage in self-education, master new teaching methodology, develop innovative methods, improve curriculum, which is the evidence of the need to train a research teacher.

As a result of the world transformation and the British educational system in the 21st century, a new educational paradigm is established, which lies to change the emphasis of the modern teacher's position - from a functional executant, he is transformed into a teacher-researcher, who has a considerable creative potential, constant self-education, self-improvement of the professional and pedagogical activity.

In the research sphere of a pedagogical education, we consider research as a study of the teacher's actions in a professional activity that involves analysis, the teacher's thoughts about his work in order to improve it. This contributes to a significant positive motivation of participants of the educational process by reflecting the results of their own searches during the period of training at a higher education establishments and further continuing education.

The simulation of the British teacher-researcher's training process is based on three models proposed by British scientists (S. Borg, E. Kembell, D. Shaun): an «effective teacher» whose activity is aimed at creating a favorable psychological climate in the classroom, identifying the abilities and potentials of each student, promoting the creative development of children in the learning process, a «reflective teacher» who deeply thinks about his own professional pedagogical activity and colleagues, regularly evaluates its results, «a teacher capable for transformation» (transformative teacher), who is not only prepares students for a successful functioning in a society, but takes the position of an active figure, prepares students for participation in socially beneficial transformations in the state.

A new model of teacher-researcher's training in the context of British higher education has been constructed, which includes a number of interrelated components:

- values of the profession is an ethical component, which is based on the integration of knowledge about culture, values, social consciousness into professional practice;
- personal and professional qualities is a component of teacher's professionalism;
- a research position that determines a teacher's ability to educational transformations;
- key competencies that a teacher uses to achieve a professional purpose;
- research skills (gnostic, constructive, prognostic, reflective, communicative, perceptive, expressive, suggestive, etc.) which provide the content of the process and the result of the research;
- technologies of the professional training on the basis of a research activity;

- validity of research results.

The content of the British teacher-researcher's training technologies (internet-oriented technologies, unit training, case study training, co-operation training) is based on the idea of an academic autonomy, which is able to take a responsibility for own teaching and learning activities, including components of this activity: aim setting, content and sequence of actions determining, choice of methods and techniques, evaluation of results.

So, the main form of teaching at pedagogical departments, as well as at other faculties of British universities, is a lecture, in the process of which it is necessary to:

- to convey students information, which is inaccessible to them in other sources of information in a clear form;

- to present a logically scientific point of view on the subject of teaching, revealing not only the content and structure of the material, but also conceptual approaches to it;

- during the lecture to show the students the basic ways of a scientific thinking: analysis, synthesis, logical construction, conclusions, assessment;

- to encourage students to critical analysis and revising their own ideas about the subject;

- to stimulate interest in teaching.

The traditional form of a group work is a seminar, when one or more students prepare an abstract on a particular question, report it to the whole group, after which the subject is discussed under the guidance of the teacher.

There are different methods of conducting seminars in Great Britain, mainly by changing the subject matter. It is not only one student's report, but also a special film, audio recording, facts of school practice can be used as a subject.

It is widely used the traditional for British universities and, it is a unique, form of organization the educational process - tutorials.

The essence of the tutoring system is the following: when entering a university, a student attaches to a teacher who is called his tutor, that is, the head-tutor. In some cases, tutors are experienced teachers, but more often this duty is done by graduate

students or junior teachers. The tutor is not only conducts classes with students, but also tutors their success, mood, academic and intellectual advancement. Classes where the student meets with the tutor are usually held weekly, sometimes more often. As a rule, the tutor has 1 or 2 students, but in new universities it happens that the number of students in one tutor reaches 6 persons.

Forms of organization tutorials are diversified. They range from individual discussions, consultations to group discussions (if the number of participants allows). The main purpose of tutorials is not so much educational, but a personal development of a teacher. In addition, the purpose of the lesson may simply be the assessment of students' knowledge level.

Nowadays, the teachers' pedagogical competence is realized as a priority direction of work of the National Teacher Research Panel. The National Investment Strategy in the field of science and innovation among the main tasks anticipates a significant increasing of costs for scientific researches; enhancing cooperation between higher educational establishments and schools; improving teachers' professional skills in the field of modern technologies.

Consequently, modern pedagogical education in Great Britain involves the preparation of a teacher who masters not only the professional knowledge and professional pedagogical skills, but also the ability to conduct independent scientific researches.