



**THE FORMS OF STUDY ORGANIZATION IN THE
GERMAN MODEL OF FUTURE FOREIGN LANGUAGES
TEACHERS' TRAINING**

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845 Higher Education/Evaluation and Research

Abstract: The article deals with the specific forms of future foreign languages teachers training in the system of higher education in Germany. The features of lectures, seminars, practical classes, workshops organization and holding are considered.

Introduction: Education and science are complex hierarchical systems, strategic priorities, the basic elements for socio-economic development of a society. The aim of the national educational policy is to create the conditions for personal development and creative self-realization for each citizen of Ukraine, to raise the generation of people able to work effectively and learn throughout life, to defend and promote the values of national culture and civil society, to develop and strengthen a sovereign, independent, democratic, social country as an integral part of the European and world community. [3] The state tends to prepare qualified personnel capable to provide creative work, professional development, information technology implementation, competitive at the labor market. Especially important in this situation is to train at high level future teachers in general and foreign languages teachers in particular. The question of teachers' training in different countries and Ukraine is multidimensional and its different aspects have been studied by many Ukrainian and foreign researchers. For example, Ukrainian researcher Abashkina N. V. investigated the development of vocational education in Germany in the late nineteenth - early twentieth century.

Gamanyuk V. A. considered the pre-service teachers' training system development and their in-service further qualification promotion in Germany. Russian researcher Borysov N.I. made a critical analysis of the communicative theory of education and upbringing in German principles of education. His compatriots Borovyk V., Belykov G., Kalashnykov S. compared educational standards in Russia and Germany. Russian researchers that work in the sphere of comparative pedagogics Volfson B. L., Voskresenskaya N. M., Malkova Z. A. provided the research of education reforms in the modern world and particularly in Germany. [2; 5] The aim of the article is to determine the characteristic forms of future foreign languages teachers training organization in the system of higher education in Germany.

Materials and Methods: While preparing the article the set of methods were used that provide systematic study of German experience of teachers training and among them: methods of data collection, the analysis of educational and methodical papers (curricula, studying programmes), modeling, the analysis of the educational papers content.

Results: Traditionally prevailing form of educational process organization during future teachers' training in German universities are lectures that take up to 30 hours a week. The Scientific Board suggests that the number of people present at a lecture should not be more than 25-30 persons [1].

While preparing each lecture the following 4 didactic criteria must be considered: target projection, addressee analysis, didactics of information sharing, results control.

During the consideration of components together with systematizing and generalizing are used the examples introduction for material visualization, simplification.

A lecture can reach its optimal perception and studying effect when basic issues and definitions are presented with the help of simple visual ways and that makes the report structure more intelligible. Students also get various hand-out cards that contain important studying materials. Very often students are given the script of a lecture which contains key moments and links for literature references as basic texts and studying materials that sets concrete and additional tasks and

presupposes self-control.

Future teachers during a lecture work very often in groups. Groups are formed depending on the type of tasks and the number of persons necessary for their solving. As we know, according to the number of participants groups can be big, middle and small. G. Goyerzen noticed that during didactic work of a small group (a report preparation) 4 moments are taken into consideration: the aim of this class definition, addressee analysis, communication didactics, progress control [5].

Giving a lecture its due it is necessary to show the dominating role of seminar classes that give many opportunities for cognitive and upbringing tasks solving.

A lecturer during a seminar enriches the knowledge students already have and spreads the new one, teaches the research methods, forms the skills of scientific work, promotes social activity formation, drawing at the same time conclusions about the results of some period in a young specialist's cognitive activity.

There are the following types of seminars in German experience of their conducting: "disguised lecture", a long talk according to the previously given to the students plan, seminar-discussion, problem-oriented seminar, research seminar, seminar on a manufacture, seminar-colloquium [3].

The experience shows, it is very difficult to distinguish different types of seminars. They are all connected to some extend and transform one into another.

In future foreign languages teachers' educational process organization such forms as an excursion, optional classes, consultation are also used.

Optional classes are a form of studying when a major is connected with a subject of general education. There are such forms of optional classes: deep studying of subjects, additional subjects studying, additional subject studying with a speciality acquisition, optional classes combining knowledge from various subjects. Experienced associate professors and professors usually conduct optional classes. Best specialists from some branch of industry or business are invited with this purpose as well.

Consultations are organized to satisfy students' need in deep studying of some subject and to fill the gaps in knowledge. They can be conducted in individual, group and collective form at the exact distinguished time. Students visit them according to their own will to clear out some questions, to deepen and broaden the knowledge of current, cycle and general themes.

The integrating element in future foreign languages teachers' training is scientific-research work during which students master scientific knowledge, study thoroughly psycho- pedagogical and specialized subjects. There are traditionally 2 spheres of students' individual work [6]. First of all, future teachers participate in complex themes development, theoretical and practical projects which leads to the structurezation and implementation of new knowledge, permitting exams and diploma papers writing, etc.

Another variant of individual work organization presupposes the students' use of theoretical-scientific data for practical tasks solving. Practical pedagogical tasks have, of course, great importance in teachers' training. As a matter of fact, theory and practice integration into students' activity, scientific motivated functional problems, connected with future profession peculiarities, solving is meant.

To individual forms of learning process organization belongs project work. Its aim is to create for a future teacher a possibility to design, to direct his scientific activity into the set problem solving. Project work presupposes information environment existence with the help of which it realizes. Earlier such environment was formed by communication, libraries, mass media, now its development is facilitated thanks to the information nets. It helps students to make necessary information exchange in several times easier and faster, specialists from different branches of science take part in this. Smart combination and use of information nets is one of the most important conditions of successful activity. Project work gets one more function of new ideas and knowledge generator and blurs boundaries between science and every day school life.

Multimedia learning forms are used more and more often in learning process organization at the German universities. Nowadays "Studium digitale" and on-line university are real things. The majority of the universities use them as an additional to the traditional studying learning option.

For teachers' training with the use of multi - media interaction and learning material visualization without taking into account time and place are characteristic. One of the variants to transmit the knowledge is video recorded lectures that are also available in the internet. Such lectures can contain motion pictures for explanation, hyperlinks. During virtual seminars students from different

universities that have never met before can study together themes using the help of a video supervisor and asking a lecturer or professor. In virtual laboratories the opportunities for experiments' encouragement are created.

For feedback usually are used e-mails with the help of which a student can get additional explanation or a "portion" of knowledge, express his point of view, send answers or the results of imitation model. The most talented young people can create their studying material and suggest its using in their Web-pages.

Studying in the Internet on virtual seminars, lectures or universities enables the formation of contacts in the form of a dialogue with well-known in the whole world scientific-studying process representatives. Moreover, a student can use rich electronic libraries of prestigious universities, etc. Boundaries and distance are no longer a barrier for students' scientific development.

Such an approach as acceleration in the studying of the talented youth gives a person an opportunity to study in his own individual tempo. It is well-known that there are externats for the accelerated studying at the universities- the most typical form of accelerated studying organization. According to O. Kodykova acceleration of studying at the externat is possible because of high reduction of studying hours in comparison with a traditional studying system. That is why such studying conditions should be created under which students could gain knowledge and skills corresponding the curriculum requirements in a shorter period of time.

This type of studying gives a student an opportunity to feel him more independent, to decide the amount of work to be done, to choose the individual studying tempo.

Acceleration is done through the choice of optimal content of studying with the aim of material filling up, learning activity organization improvement, new psychological technologies using. It is also necessary to take into account that not only the mentioned forms of work with talented students are accelerated but also basic forms of work at a university – lectures and seminars for their effective use.

When a talented student has finished the course of studying in an accelerated tempo, higher levels are suggested for him – post – graduate studies. Conducting his own research under the supervision of an experienced researcher he can develop and improve his skills as good as possible.

There are compact courses (Kompaktkurse) at some universities that are conducted in the time that is free from lectures at the beginning or end of a semester during which every day within 2 weeks one and the same theme is considered.

Discussion: The main forms of studying progress organization traditional for German universities are lectures, seminars, practical classes; such group forms of work as discussions, analysis of teachers' video recorded lessons, planning of future lessons are also spread. The development of communicative – informational systems has made an additional impulse in studying organization and now virtual seminars, video lectures, work in electronic libraries are widely used.

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