

Palaguta Iona Vasylivna

English Teacher

Pavlo Tychyna Uman State Pedagogical University, ilonapalaguta@i.ua

PROFESSIONAL TRAINING OF FUTURE ENGLISH TEACHERS IN GREAT BRITAIN

Tasks for the future teachers' professional training in Great Britain are the formation of a scientific world view, an appropriate system of knowledge and skills of creativity, professionalism. Solving these problems applies directly to the training of future English teachers.

The problems of higher education in Great Britain are dedicated to scientific researches of G. Agapov, G. Andreeva, A. Gluzman, I. Zadorozhna, V. Kornienko, T. Moiseenko, A. Sergeeva, A. Sitnik, and others. However, organizational peculiarities of future English teachers at universities of Great Britain are not the object of special researchers.

The professional training of future English teachers has two basic models: "consistent" when the future teacher gets the qualification of Bachelor of Arts in English Philology and later he specializes in teaching of English and "coherent" when a student specializes in the academic discipline of specialty - English language and its teaching methodology. As a result, he will get the qualification of Bachelor of Arts in English Philology and a diploma of English teacher. For the Bachelor of English Philology, it is possible to get a qualification of an English teacher immediately, working at school under the guidance of an experienced teacher.

The concept of a continuous pedagogical education in Great Britain is based on the following key points of future teachers' training:

- a fundamental pedagogical education is provided during the training in pedagogical colleges or universities;
- young teachers' professional development should be under the guidance of experienced teachers;
- teachers should practice their skills by undergoing special training at universities and specialized training institutions, teachers centers and organizations;
- teachers should prove their self-education, working at libraries, consulting with more experienced colleagues, exchanging views at seminars and conferences[4].

Professional training of future English teachers is carried out in colleges and universities. But today there is a tendency of transition to the academic model of teacher education. A significant factor in the professional training of future English teachers in Great Britain is a high level of the professional competence.

Questions, what knowledge, abilities, skills and other qualities, which should have the future English teacher during his professional training, it is the subject of many scientists' discussion. Most of them think that training programs should form students:

- fundamental knowledge of philosophy, history, sociology of education and educational psychology;
- substantive competence;
- the ability to apply an appropriate educational technology, methods, techniques, technology training, to evaluate educational students' achievements;
- experience of the pedagogical activity.

Suitable future professionals' features are formed in the learning process, on lessons, organization of an independent work, students' practice. In the practice of future English teachers' training, the group and micro groups lectures and seminars forms of training, individual counseling, workshops, and various practices are dominated at British universities.

At the first lesson of the particular discipline, the teacher introduces students requirements for the particular discipline, offers " a discipline's description": a list of the main topics of the study in the course of the discipline; forms of the knowledge control; an evaluation criteria, requirements for the performing oral and written tasks; deadlines for independent written works; recommended literature and teacher's data (name, position, phone and e-mail).

Much time is given to students in performing independent tasks, mostly written, oral presentations, organizing consultative sessions, teachers' individual work with their students, as well as the implementation of tests.

The efficiency of future English teachers' professional competence is growing in the process of realization innovative approaches to organize lectures, including problematic lectures, lectures with premeditated errors, lectures-press conferences, lectures-debates and so on. According to the organization of interdisciplinary, problematic, thematic workshops, promotes the interdisciplinary approach to the process of foreign language's professional competence of future English teachers in the course of their trainings. The aim of these workshops is to analyze the problem under the studying, from the position of various sciences, the formation of students' analytical and critical thinking, skills of the comprehensive assessment of scientific problems. Applying these kinds of workshops in the educational process, promotes students' motivation to study new aspects of the problem, productive learning of the material.

"Consistent" and "coherent" models of future English teachers' professional training in Great Britain prefer active teaching methods in the classroom, aimed at the integration of theoretical knowledge with practice: the individual and group projects, organized presentations, didactic games, discussions, various trainings.

Trainings and presentations are mostly held in larger students' groups. As for the didactic games, they are used in small students' groups. "Brainstorming" proved its effectiveness, working in both small and large educational groups.

"Business games" are widely used in the experience of future English teachers' training in Great Britain: for modeling different situations of future professional activity, applying appropriate theoretical knowledge in practice, studying the realization of certain technological processes, making assessment of the effectiveness of action's mechanisms. All teaching methods are implemented into the preparation of "business games": explanatory- illustrative, reproductive, method of a problem

exposition, exploratory. "Business games" are characterized by high students' motivation and emotionality, although in many cases - the lack of students' preparation to use this method of learning [1; 2].

The problem of the relationship between theoretical and practical components of future English teachers' professional training in Great Britain was always a subject of different discussions. At present, the curricula of certain faculties and schools include theoretical and practical components but the second is given special attention. Pedagogical practice reflects a consistent system of students' adaptation to the school terms, "immersion" in professional activity. The professional training of future English teachers in Great Britain proposes students to pass several practices: trial, "serial practice" – educational practice without a distance from the educational process in high school, "block practice" - educational practice at a distance from the educational process in high school. The organization of practice is performed on two dominant models: "school" and "academic".

Participants of the pedagogical practice for both models are: a coordinator, an instructor, a supervisor- head of a practice and students. Functions of a coordinator of the pedagogical practice: the implementation of a general control of students' practical training, determining students' place of practice. The duty of the coordinator is also to appoint supervisors on students' place of practice. He meets with the instructor and supervisor, coordinates their work. Actually, the coordinator provides students with some information about different places of student practice, needs and purpose of their practical preparation.

The instructor of students' pedagogical practice for both models, manages the process of planning students their individual programs of practice, analyzes the content of students' documentation, forms of assessment practice results, summarizes students' success in practice and achievements of its objectives, evaluates the students' professional training.

The instructor of students' pedagogical practice for the "school" model meets with students once or twice a week. The difference in the instructor's activity of the "school" model of practice is that it directs the work of students, which have practice at school in their place of work. This instructor is exactly informed with the specifics of the institution, works closely with a coordinator-supervisor of the practice, as well as being constantly present in the institution of the practice, and often has the opportunity to meet with students.

The supervisor of students' pedagogical practice should work closely with the instructor towards the effectiveness of the process of students practice; inform him about the availability of resources for students in order to achieve the purpose of the practice. There is a close cooperation and a feedback between the instructor and the supervisor of students' pedagogical practice if they work in the same institution. They will have the opportunity to meet more often to find appropriate resources, assessment for students' activity, to develop strategies of the process of students' practice. This factor affects the efficiency of the practical component of future English teachers professional training in Great Britain and distinguishes the "school" model of organization of students' pedagogical practice to the "academic".

After the professional training according to the certain educational qualification level, the university monitors graduates' professional activity at school for at least one year [3].

Thus, it should be noted that the benefits of using active learning methods in the practice of future English teachers' professional training in Great Britain determine the orientation of teachers' and students' cooperation, active students' participation in the learning process, increase their interest in activities and problems, which are discussing on these lessons, creative approach to training at school, rise students' objectivity in their independent researches, increase their motivation in the relation to the learning and mastering new information and new knowledge.

REFERENCES:

1. Mykytenko N.O. Peculiarities of the formation of students' professional competence in the US, Canada and UK / N. O.Mykytenko // Scientific Notes of the National University "Ostrog Academy". A series of "Psychology and Pedagogy". - 2010 - Vol. 15 - P. 316-326.
2. Oganessian N.T. Pedagogical psychology. The system of multilevel tasks: Textbook / N.T. Oganessian. – M., 2006. - 328 p.
3. Skorobogatova M.R. Teaching practice as a main component in a future teacher's formation / M.R. Skorobogatova. [Electronic resource]. - Access: 23.02.2012: http://www.nbu.gov.ua/portal/Soc_Gum/NiO/2011_6/2_rozd/Skor.htm.
4. British inform department of education // Teacher and employee education sphere. - 2010. – N. 1. - P. 3-5.