

Some aspects of teachers' training models in Western Europe countries

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Abstract. Main peculiarities of vocational education in Western Europe countries are described. The author presents the practical features of vocational teacher's training in Germany, France and Great Britain. Professional education in any country is inextricably linked to its cultural traditions, socio-economic and political situation. At the end of the 20th century in each of the countries of Western Europe the national education system was formed, represented by a set of different structural units (types and levels of educational establishments). Among the different concepts and views on education of teachers there are two approaches: academic and pedagogical. A notable trend in the last decade in the development of European teacher education is increasing of its professional orientation.

Keywords: *system of professional education, pedagogical activity, professional mobility, curriculum of teacher training*

The current system of professional education is influenced by the period of the change of the entire system of higher education in the country. In the pre-reform phase the system of vocational education in universities was to train professionals with a specific set of professionally significant qualities that meet the demands of the future workplace of a graduate. Training generally was seen as a process of preparing the specialists with pre-specified properties.

Today such a scheme of training can not work effectively as market relations do not always guarantee employment by specialization, received in an educational institution. In addition, the qualifications obtained in higher

education do not always meet the requirements of the future job. This follows from the enigma of economic activity in today's diversity and professional requirements of employers.

Many Ukrainian and foreign scientists underline the great role of becoming real specialists for further pedagogical activity (I. Zyazun, K. Levitan, L. Lesohina, T. Polyakova, G. Selenko, S. Sysoeva). Different approaches to teacher's training in higher school were formed (I. Babansky, T. Illin, P. Pidkasy, P. Pidlasyy).

The formation of European Higher Education area has a long twenty years history. The integration process, encompassing all sectors of all the countries - members of

European Union -actively manifested itself in the direction of education. Development of combining educational trends was fixed both in legal basis of the process, socio-economic base, and policy of governing bodies. Professional mobility, which is a part of one of the main principles of the EU - free movement of people – now is in big question. Elimination of inter-state borders means three obstacles for professional exchange among countries:

1. Obtaining authorization to start work in the host country.
2. National restrictions on professional activities (preference in employment to citizens of their country).
3. The differences in national requirements for professional qualifications and competencies [5]

Models of vocational education in Western Europe, which have developed at this time, have historical roots that reach far into the past. Professional education in any country is inextricably linked to its cultural traditions, socio-economic and political situation. Thus, for continuing professional activities in another country, you have to certify it by the qualification criteria for evaluation. The integration process required the creation of a unified system of vocational assessment tools to enhance mobility of specialists in the European labor market.

In the history of Western social and cultural space several paradigms of education have changed. At the end of the 20th century in each of the countries of Western Europe the national education system was formed, represented by a set of different structural units (types and levels of education).

In Western Europe, you can choose a future teacher profession only after receiving the highest overall three-year basic education (France, UK) or after graduating from high school or equivalent education (Germany). As acknowledged by most scholars the certificate of graduating from high school (Germany), a diploma from the three basic university course (UK, France) is not the indicator of the presence of some abilities for studying at pedagogical universities. This decision is the result of the research conducted by the Union of German universities in 1987 among German teachers. As a result of the research scientists had extracted a number of skills that form the basis of the general culture of the student, which is of particular relevance in obtaining teaching profession. Modern society needs professional pedagogical specialists who could carry on related knowledge and "even distant from each scientific field". [7, p.37]

According to German scientists, in addition to a special talent, desire for success in learning, interest in it, the future teacher must possess the following qualities that are personal factors, partly laid down by nature and partly acquired during socialization: a thorough knowledge of basic working techniques, the ability to teach and express their views correctly, the ability to write presentation, positive motivation in learning, the ability to criticize oneself, willingness to break free from habitual thinking and go his own way, a sense of teamwork.

On the basis of personal characteristics in the general education it is necessary to acquire serious base of common knowledge required for further teaching, which includes: knowledge of the dates of major events in European history, knowledge of two foreign languages, knowledge of the history of European literature, European

art history, important periods of European music and the basic characteristics of musical styles, knowledge of national and alternative systems of education, basic pedagogical theories of past and present, basic knowledge of evolutionary and genetic biology, theoretical physics, knowledge of at least 20 chemical elements and their atomic structure, knowledge of synthetic elements, the history of religion, basic functions of healthy and sick bodies [4, p.201-202].

This list is the basis of knowledge of the subjects of the canon of high school in Germany, public university course of study in France and the UK, it is extremely necessary for modern educator, whose profession requires high activity of his abilities, knowledge, and skills in a situation that is rapidly changing.

German Union of Universities compiled a list of the main characteristics required for those who are going to get a teaching degree. Among them there are the following: the willingness and ability to communicate with people, willingness and ability to deal with other people not bothering them, the willingness and ability to help people regarded as part of professional activities, special voice talent during the transfer of knowledge, depending on the circumstances, the ability and willingness to work without time frame, the ability and willingness to control their feelings in difficult conflict situations. This list of personality traits of future teachers suggests that teaching profession should be got by people endowed with great power [4, p.201-202].

Among the different concepts and views on education of teachers there are two approaches: academic and pedagogical. The first focuses on strengthening of the general education of future teachers on the basis of their own needs, and the second - the expansion and deepening of vocational and educational training, its practical orientation, attachment to school curricula and plans.

At this stage clearly traced the trend of humanization of teacher education - the number of hours for pedagogical disciplines and expanding the range of social science subjects, indicating the positivism of changes in the content of training compared to the previous period when the study of these sciences was at the second plan.

Comprehensive program had to broaden the horizons of a future teacher. In this regard, system of elective courses widespread: World Civilization, Religion, peoples of the world and their culture, science, media in society, modern science: achievements and problems of world culture, contemporary art, foreign languages, etc. that enhances the general outlook and raises the level of culture of the future teacher. Intellectual development of future teachers has become an important teaching goal not only in secondary, but also special education. Among the elective courses we can identify foreign languages, theater, teaching English as a foreign language, medicine, education of 16-19 year olds, games, education in Europe [3].

In this period the introduction of new courses marked, thus reflecting advances in science, technology and culture. Among the new subjects there were ecology, technology, art and design, computer literacy, design and technology, business, art, creativity, earth science, information technology, communication arts [2].

It should be noted that this general feature is hiding a large number of variants of the curriculum in different

schools with specific for each of these options axiological priorities. The differences are observed in the distribution of hours, in the basic course, in methods of examination and assessment of students knowledge.

During education students receive vocational and educational training, i.e. learning didactics (in English sources "methods of teaching" or "learning theory") and psychology. Primary school teachers study the unit of social science subjects taught in elementary school. During the second year of study additional elective courses included. During the third year students write a thesis (eight thousand words). After receiving degrees one year is given for obtaining the degree of "professional competence". Throughout the study period the teaching practice is mandatory, which is of different character in each stage.

Compulsory component of training teachers is psychopedagogical training. The emphasis is on practical application of knowledge in these subjects. The required level of training achieved by upgrading the content of theoretical courses in pedagogy, psychology, special organization of classes and teaching practices that can be used in a variety of complex forms and teaching methods that stimulate cognitive activity of students, as well as simulating the structure, content and technology diagnostic study of schoolchildren. "This work has provided the integrity of the psychopedagogical training of future teachers, because in the process of studying the diagnosis of significant changes occurred in students themselves: on an interdisciplinary basis specific theoretical knowledge of pedagogy systematized, more active became the formation of a large group of professional skill, actions and operations, which not only provide further diagnostic efficiency activities, but also focused on the development of general pedagogical skills of the specialist, pedagogical thinking of students was formed, and on this basis their professional reflection grew, which contributed to the establishment of a personal credo of future teachers ". [6, p.57]

Thus, on the basis of the analysis we can say that the factor which unites national system of teacher training, teacher education is a difference from other sectors of vocational education. It is shown in direct communication with a large number of scientific disciplines (language and literature, mathematics, biology, physics, etc.), which creates favorable conditions for the integration of different disciplines within higher education. At the same time it provides a solution to the actual problem of achieving meaningful harmonious balance between different components of the curriculum of teacher education. Practically, in all models of teacher training, we had examined, the structure of curriculum combines two units: substantive and professional. Substantive unit is the study of general and special subjects. Professional unit is the general pedagogical disciplines, methodology and teaching practice. One must take into account the variability of real substan-

tive content of these components, with the lack of common terminology used in all cultural contexts.

A notable trend in the last decade in the development of European teacher education is increasing of its professional orientation. This is reflected in the increase of the share of educational courses and practice in the curriculum, as well as closely related teacher training program of research in education. The unit of professional training aimed at mastering the theory and practice of future professions and includes classroom knowledge in general educational subjects, didactics, and methodology and practice periods.

Since the adoption of the Bologna Declaration the most important task of all sectors of higher education is to update the content of education and the movement to European educational standards. In the countries we are considering setting of goals and objectives of teacher training is in the competence of state bodies responsible for national education, defining general standards within which educational institutions are developing their own curricula.

Considering the problem of structuring the content and curriculum of teacher training, it is necessary to differentiate several key aspects common to Western European Education.

First of all, this is a close relationship between the standards of teacher training and school educational standards, as in most European countries in the system of pedagogical education students study to teach particular subjects.

The traditional curriculum content of preparation of teachers does not include the study of subjects very important for teachers of modern society. Among them there are information and communication technology, interdisciplinary approach to teaching, gender education, multiculturalism, communication methods. And if in the field of ICT in teacher education there is some progress, other aspects have not yet found a proper reflection in teacher training programs. [1, p.77]

In conclusion, we note that at present time in Germany, France, Britain and other Western countries some attempts to change the curricular content of basic modules of teacher education are made. Unlike traditional systems, based on the construction of the curriculum and individual courses it is not always possible to maintain the logic of the learning process, the new architecture provides optimization of educational programs. Within the modules developed by interdisciplinary interaction of different disciplines there are combined theoretical and practical aspects of the subjects studied, modified assessment techniques, transforming in control of acquired competencies. Among the important features of national vocational pedagogical education is the importance of appropriate level of competence of future specialists.

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Чепурна М.В. Некоторые аспекты подготовки учителей в странах Западной Европы.

Аннотация. В статье описываются основные особенности формирования системы подготовки учителей в странах Западной Европы. Подчеркивается, что к концу XX столетия в каждой из стран сформировались разные типы и уровни педагогических учебных заведений. Анализируются основные требования к будущим профессионалам, рассматриваются варианты построения учебного процесса, выделяются общие тенденции в подготовке учителей.

Ключевые слова. Система профессионального обучения, профессиональная мобильность, педагогическая активность, программа обучения будущих учителей.