

Проте аналіз різних визначень даного поняття і моделей дає підстави стверджувати, що більшість науковців, по-перше, все ж дійшли згоди у тому, що невід'ємними характеристиками цього явища виступають оригінальність і цінність (М. Боден, Дж. Брунер, Р. Качія, Т. Любарт, І. Пуні Р. Стернберг, А. Феррарі, НАСССЕ та ін.), і, по-друге,

мають схожі погляди щодо структурних компонентів креативності особистості, що і дало нам змогу виокремити їх.

Подальшого ж вивчення потребує питання співвіднесення вживання терміна «креативність» у вітчизняних і європейських науково-педагогічних джерелах.

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THE GENESIS OF PEDAGOGICAL EDUCATION IN SWEDEN

The modern higher pedagogical education (teacher training) should be oriented to harmonize the fundamental and theoretical and practical training of future teachers, providing knowledge of the genesis of national and international education and educational search as an important field of spiritual culture. Within the development of the Ukrainian higher education system and science, it is appeared the special interest to specific organizational and pedagogical conditions of teacher training in higher education systems of well-developed European countries in which the national educational factor organically is combined with the requirements for the quality and scope of knowledge dictated by the concept of the Bologna educational model.

The system of teacher training education in Sweden is a cultural uniqueness in creating the conditions for forming spirituality and social morals. Historically, Swedish teacher education was aimed at serving the identity of the Swedish, displaying a respectful and

tolerant attitude towards other nations. Swedish state is the steady guarantor of the social status of science and education, strongly promoting the protection of honor, dignity and professional rights of teachers.

Experience of organizing the system of future teachers training in Sweden allows to affirm the positive trends of its development. This is primarily the dialogical nature of the forms and methods of educational process, clearness of pedagogical practices invariant definition of the content and variability in training courses, integration of teaching and research, partner schools as a condition for dialogue between science and practice.

Analysis of scientific and theoretical sources — the works of famous Swedish scientists — K.-G. Ahlstrom, E. Anderson, G. Berglund, K. Brusling, R. Berndtson, B. Gran, A. Linke, O. Olson, K. Sederblad, B. Hammer, O. Holmberg, T. Husen and others certifies the innovative processes of this country in the field of theoretical and practical training

of teachers. It actualizes the need to introduce creative elements of this experience in the practice of the national vocational education and teacher training needs integration with global educational imperatives.

The need for objective reporting problems shows the interest of Ukrainian and Russian researchers to various problems of teacher training system in Sweden. Thus, N. Karpenko researched the problems of vocational and educational training of preschool education specialists, E. Ismailov – the system of secondary vocational education, Y. Sokolov – nationally-oriented educational content, V. Davydova – vocational adult education.

As G. Linde points out, teacher education can be a service activity for the education system. It is there for recruiting competent staff for schools, and for providing in-service education for teachers. As what goes on in schools is contextually bound and as thinking about the role of schools differs between cultures, it is not surprising that teacher education looks different in different countries. Teacher education has to be analyzed and understood in the context where it takes place [9].

The formation of the teacher training system in Sweden is associated with development of the national education system and explained primarily social and political events of the XVI–XVII centuries that took place in Europe, where the legal gains of the Reformation was the concept of natural law, freedom of conscience, and teaching – the principle of individualization, impulses humanistic oriented education. In Sweden, it was a period of progressive changes which are associated with the names of the Swedish king Gustav Vasa (1521–1560) and Gustav Adolf (1611–1632). In the first of them it was the liberation of the country from political and economic dependency of Denmark – the Hanseatic League (“Hansa” – The Union of developed German cities that controlled the Baltic Sea), was reunification. It is important that the Swedish “middle class” at that time was formed by the free peasantry and petty chivalry. All this was a prerequisite for rapid economic development in Sweden, which gradually turned into one of the most powerful states in Europe [3].

The Riksdag (Parliament) adoption in 1527 of the Lutheranism as the state religion of Sweden was an important step. As you know, the dogmas of European Protestantism predicted self development believers Scripture that was impossible without at least primary education, the ability to read and write, to direct or correspondence participate in discussions with members of the opposite camp. Country’s economic growth was directly related to the democratization of society and the advanced development of education and science, which consisted in an effort to put people at the heart of education, attract generation to the national culture of language, literature, secular education for approval. This led to the development of not only schools, but also high school. Thus, in the first third

of the XVII century on the initiative and support of King Gustav Adolf created the first school [3].

In 1649 the prominent Czech teacher, humanist, philosopher and a citizen of the world, the author of productive time on educational systems, religious and civic leader, John Amos Comenius (1592–1670) was invited in Sweden. The purpose of his visit was to assist teachers in transforming school education, including language, packing of the design of special legislation for Swedish schools. In Sweden J.A. Comenius initiated and intensified creating modern, accessible textbooks for pupils in Swedish schools [2].

Of particular note among the prominent Swedish educators in the second half of the XVII century there was a famous German jurist and historian Samuel von Pufendorf (1632–1694), who taught philosophy (at that time pedagogy was highlighted in philosophy as ethics and psychology) and the history of law at Lund University. Until recently, a little-known aspect of his scientific work was to study the history of Ukraine XVII century, which, in his opinion, changed the balance of power in Eastern Europe and impacted on the overall political and educational and cultural process in the region.

In 1686 the Riksdag passed a law under which the ministers of every church in general obliged to provide children joining primary religious education (T. Berg, S.-E. Hansen) [5].

Swedish researcher B. Johansson in his thesis “Pedagogiska samtal i vardutbildning. Innehåll och spakbruk” (“Teacher study of the educational process”) notes that a significant role in the formation of the Higher Education played some Swedish universities: Uppsala – the first in Northern Europe (founded in 1477), Lund (1688) and University Colleges: Stockholm (1877) and Göteborg (1891), which in the mid-twentieth century were given the status of universities.

It is made the contribution to the development of teacher education in Sweden teachers’ seminaries, including Nees seminary as a leading educational institution in Sweden (1872). It is shown that the basis of the seminary content of teacher training students was laid a pragmatic character that displayed by the actual content, including clearly defined academic subjects (mathematics, drawing, wood processing, joinery) and practical training [8; 9].

Based on the statistical data the Swedish Research Institute shows the dynamics of educational establishments. Thus, in 1905 the number was 14 (total population of Sweden – 5.4 million people), and in 2005 – 25 institutions of higher education for teacher training (total population of Sweden – 8.6 million people) [1].

Further development of teacher education in Sweden is associated with changes in the professional grades teachers that occurred in the early twentieth century and resulted in the differentiation of educational institutions by sharing teachers into 4 categories: teachers of senior classes in preparation reach the degree

Doctor of Science (8 years studying at university), teachers of junior classes for which was sufficient degree of availability (3 years at university), teachers of music, singing and gymnastics who were educated in special schools, teachers of the Law of God, which should receive appropriate education in the university and publicly defend a thesis in theology. Swedish scientists I. Carlgren and T. Hauge noted that a similar distribution of educational institutions by the nature of training was observed in Sweden in the first half of the twentieth century [3].

Analysis of teacher training education institutions in Sweden during the 50's – early 80s of the XX century showed its a few steps, determining certain differentiation in professional teachers' classification. M. Drakenberg, a Swedish specialist in the field of teacher training, identifies the following categories of teachers:

1. Teachers are exclusively female, who were educated in seminaries, and later themselves taught in the “school of kids” (the first two classes of folk and three classes of common schools).

2. “Classroom Teachers”. They received the seminary education and worked with children at public schools, so-called “additional school” and in 4–7 grades of a single school (teacher-universals who taught all academic subjects).

3. Subject—teachers who after graduating from the university have the right to work in 7–9 grades in a single school or high school, teaching academic subjects only one profile [9].

Since the school year of 1985, the problem of teacher training in Sweden was determined with characteristics of secondary school, where educational process in 1 – 3 grades was being realized by one teacher. From the 4th grade the teacher is changed, but who solely continues teaching different subjects, except physical education, music, painting. Starting from the 7th grade secondary education is presented by several teachers who specialize simultaneously in 2–3 disciplines.

The analysis of curricula and educational programs of educational institutions in Sweden indicates that the universality teacher training fueled by a lack of teachers in rural schools, forcing teachers to take on the responsibilities of teaching children not only subjects of general cycle, but also specialized disciplines. Swedish researcher B. Gran and American – Charles Fritzel – found that this feature of teacher training has a traditionally feature and standards of construction content of teacher education in Sweden [5].

Based on the study of public legal documents in the field of education in Sweden it is studied the educational reform in Sweden, held in connection with European integration processes in the late of XX – early the XXI century. The essence and importance of the main results of teacher training in higher education in the context of educational reforms which were the decentralization, autonomy for educational institutions, empower individual students choose

elective courses, the introduction of two-cyclic training, rethinking the content of training on fundamental principles, the reorientation of the educational process by motivating them to lifelong education, self-education, development of skills, knowledge and skills that meet the educational standards accepted in society, education personality traits that are necessary for the active life of the individual in society.

Göran Linde, the director of the department of teacher training in Malmo Independent University, emphasizes that higher teacher education in Sweden is developing under the influence of confounding factors of the world (the influence of internationalization, information society, the process of European integration) and local scale (autonomy of universities in addressing domestic issues, highly developed technical and provision of technological learning process of pedagogical universities, individualization of learning, personal orientation content and teaching methods, a high level of professional competence of teachers, the cooperation of teachers and students during the teaching and research work).

The research works of social and educational representatives are in the basis of the methodological foundations for the pedagogical teachers training in Sweden: B. Gran, T. Husen and others. They explained semantic thesaurus and made logical framework analysis of the concept “praktisk-pedagogisk utbildning” (“practical pedagogical training”). In Swedish scientific and educational sources in this notion it is discovered the essence of teacher training (I. Carlgren, K.E. Rosengren, B. Ohngren) [1], the affinity and differences defined the notion of “practical pedagogical training” with the concepts of “teacher training”, “general pedagogical training”, “vocational educational training”, “teacher training” used modern Ukrainian and Russian researchers (A. Abdullina, A. Akusok, V. Bondar, V. Slastonin and others).

Analyzing the nature, significance and influence on the content of teacher training basic philosophies XIX–XX centuries – traditionalism (V. Dilthey, B. Hammer), humanism (E. Key, V. Sjostrand), behaviorism (K. Brusling, K. Alstrem), it is emphasized on views of the Swedish pedagogy classic B. Hammer (“Experimental and Intuitive Pedagogy” (1909) – pedagogical research “Experimental and formal education”), who proposed three approaches to consider the nature of teacher training (philosophical, psychological and socio-cultural). A key provision in his concept is the claim that education should be considered in conjunction with philosophy, art, religion and psychology. It is this approach led to integration feature learning pedagogy as an academic discipline in the unity of philosophical, cultural and anthropological knowledge [1; 8].

For example, at the beginning of the twenties century, teacher education developed and a new content was added. The content of teacher education became more child-oriented. Ellen Key had written a book “The Century of the Child” researching child deve-

lopment and needs. The nature of teacher training is regarded as a system of formation specialist updates (humanistic) way of thinking.

The specific scientific methodology consisted of pedagogy in Sweden is structured as a historically and traditionally conditioned system of items is integrative in nature and is the basis for forming the content and nature of teacher training teachers.

According to the definition of the famous Swedish teacher-researcher Bertil Grana (the scientific work "Research on Swedish teacher training" (1990)), the cornerstone of a new modern training concept became a dialogue between teacher and pupil / lecturer and student. Later the development of problems dialogical learning, their active promotion significantly affected the revision of educational programs in secondary schools. In the context of teacher training, this meant that the emphasis shifted significantly towards not only in-depth study of future teachers of professional disciplines, but also in shaping them and skills teacher interaction, laying a solid foundation of pedagogical creativity and skill.

Swedish scientists G. Arfwedson, I. Carlgren, S. Lundgren, T. Husen define the pedagogical training as "... a complex dynamic system, the content and form of which to integrate educational, psychological, subject knowledge, develop professional skills, formation of national consciousness, humanistic attitude to the surrounding world in future teachers" [7; 9; 10; 11]. On this source base we can found the genesis of teacher training in the context of social, socio-cultural, scientific and educational activities; traced entity specifics conceptual framework of teacher training and the factors that contributed to the separation of thesaurus and the definition of such a phenomenon as pedagogical training of future teachers.

Using a comparative approach to the definition of "teacher training" gives an opportunity to focus not only on the knowledge, skills, which a master-teacher should possess, but also to ensure the formation of personal and professional qualities. This became the basis for determining the content and structure of teacher training.

The study of the genesis of teacher education in Sweden made it possible to identify the following major trends: focus on the needs of the school and society, improvement to the system of teacher education through the development and introduction of new variants of teacher training, improvement to management development of education, ensuring the quality of university education, the growth of the prestige of teaching profession.

Modern higher pedagogical education in Sweden is developing under the influence of confounding factors and different levels of scale. Leading of them are the impact of internationalization, information society, the process of European integration. High quality education degree in the country is due to the historical traditions of teacher education in Sweden, the fundamental material-technical base of higher educational institutions, the level of professional competence of teachers, science-based system of professional selection of entrants, the cooperation of teachers and students during the teaching and research work.

Received results allowed to state: in the process of training the students of universities become proficient and improve pedagogical training according to the system of "practical pedagogical training". The pedagogical education in Sweden as an integral categorical education which determines the quality dimension and results of educational system is worthy the further theoretical research.

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