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Descriptive analysis of preschool teachers profesional training in Western European countries: prosetual aspect

Introduction. Changes in educational systems in the context of globalization include the search for new approaches to the educational process in different educational institutions. The main aim of pedagogical education in these conditions is to prepare a teacher who is capable of long life personal and professional development with the prospect of becoming a scientist of a special type, a scientist who represents a teacher-researcher, a teacher-experimenter, theorist and practitioner simultaneously.

New social requirements for vocational training of European teachers in the integration enshrined in the leading European documents, including a «Common European principles concerning the competence and qualifications of teachers» (European Commission, 2005), «Improving the Quality of Teacher Education» (European Commission, 2007 g.) and others [2, p. 3].

In the international process of Ukrainian national education system into the European educational space, the goal of the new generation of

teaching staff is to train real competitive professionals who combine deep fundamental knowledge and practical training, provides research and investigative activities, creatively uses of the past experience and predicts the future of scientific research basis. An important role in this context takes preschool teachers' professional training as they are responsible for the first stage of future generation education. Thus, the preschool teachers' training in Western European countries is an obligatory point of scientific analysis and debate because the problem of the introduction of elements of international experience in the practice of teacher training in Ukraine becomes evident. Scientific appealing to Western European countries experience is explained by those countries of this region (Germany, France and Great Britain) have significant successes in preschool teachers training and professional development of teachers through the staged pedagogical education which combines as a national tradition as unified European traditions of pedagogical education.

The actuality of the problem. Firstly, it should be mentioned that the problem of increasing importance of researches devoted to the optimization of pedagogical education of all educational branches, beginning from preschool as well, goes through all of the basic documents of the European Higher Education dimension formation (Great Charter of Universities (1988), Sorbonne Joint Declaration «On the harmonization of the structure of Europe higher education» (1998) Joint declaration of European Ministers of education (Bologna, 1999), Communication Conferences of Ministers of higher education in Europe (Prague 2001, Berlin 2003, Bergen 2005, London 2007, Leuven, 2009, Bucharest, 2012) [2, p. 5].

As noted in the Bergen Communiqué of the Conference of Ministers of Higher Education in Europe «European Higher Education Dimension – achieving the goals» (2005), the introduction of structural change and improve the quality of education in modern conditions should be supplemented by strengthening research and innovation, improved interaction between higher education and various research activities in all participating countries as well as between the European space [7, p. 66].

Scientific solving the improving teacher training problem and modern trends of pedagogical education in Ukraine and abroad has been already presented in different Ukrainian authors' researches (V.P. Andrushchenko, N. V. Abashkina, O. A. Abdullina, I. A. Zyazyun, M. B. Evtukh, N. V. Kuzmin, V. H. Kremen D. F. Nikolenko, N. H. Nychkalo, L. P. Puhovska) and development trends in university education (A. M. Aleksyuk, V. V. Saharda, O. V. Gluzman, L. G. Koval, A. P. Myeschaninov)

[3, p. 3-4.].

However, Ukrainian pedagogy is lack of information about preschool teachers' training in high developed European countries experience which can be a fundamental basis for improving the national pedagogical educational system and its optimal corresponding to general standards of teachers' education. Some aspects of the study are presented in few researchers of Ukrainian scientists: O. Sulyma studied the preschool teachers' professional competence formation in Germany, N. Postrygach and L. Pukhovska analysed the problem in the context of competence approach to teachers training in Great Britain and European region [1, c. 87]. Some general questions of professional preschool teachers training in Western Europe (France and Germany) are issued in scientific articles of N. Melnyk [6]. Nevertheless, Ukrainian scientific periodic is a lack of systemic analysis of preschool teachers' professional training in the context of staged Higher pedagogical education with European dimension aspect that points out *the main aim* of the given *article*.

The methodology of research. Purpose: Through the descriptive analysis to present general peculiarities of preschool teachers' training in West European countries and to characterize the principle stages of pedagogical education of preschool establishments' future staff through the description of profession's title which is typical for each country (France, Germany and Great Britain), establishments and duration of getting professional diploma, category of children whom the graduators can work with after finishing of studying.

The findings of the investigation are outlined by two directions: the analysis of the preschool teachers' professional training in different European countries such as Germany, France and Great Britain in the context of staged pedagogical education; the distinguishing of the strategy of Ukrainian future preschool specialists' training in order to correspond to European Commission's recommendations for teachers' qualifications. As it has been already indicated, the reasons for such comparative search is laid in its perspectives to create a new specific ways or mechanisms to transformation of Ukrainian pedagogical education system to European level and connected with different factors that influence the effectiveness new preschool teachers' professional training system formation as:

- the adaptability of National occupational standards to the European Qualification Framework;
- the peculiarities of preschool teachers' training in Europe and Ukraine (similarity and differences);

- the integration process in Ukrainian pedagogical higher education system into European with preservation of national tradition preschool teachers training.

The main work of the investigation has accumulated analytical methods: during the first stage of the investigation, when the information about different systems of preschool teachers' professional training gathering – analysis of the scientific researches, sorting out different approaches to the distinguishing of the profession in the European context etc; on the second stage, when the strategy of Ukrainian preschool teachers' training system reformation has been distinguished – comparative methods was used in order to find out better practice recommendations in the preschool teachers' professional preparation. The empirical methods were used as well – visiting West European universities (German, France, Great Britain), observing their practice preschool teachers training, interviewing practitioners and teachers in high schools, testing future preschool teachers and practitioners.

Results of the research. Teacher education in West European countries (German, France, Great Britain) is different from types, but in the established education sector, which is based on the characteristics, needs and peculiarities of schooling. The different types of teacher education remain in mentioned countries, as there are different universities, higher educational institutions, teachers colleges and schools which train different types of preschool teachers. Each type of training inheres their status, their terms of training and the quality of received education.

Preschool education in France is one of the special points in the structure of general education, as evidenced by the special attention of the state on this link, which manifests itself in different ways, and especially in the training of teachers.

Higher teacher education preschool teachers in France includes two independent and interrelated levels of future teachers training in universities and institutes of the university type. For admission to these institutions must have a diploma on a three-year university degree (licentiate degree in the chosen discipline) or equivalent national diploma university.

Higher teacher education in France comprises two independent but at the same time interrelated levels of future teachers training in universities and institutes of university type. In order to enter these institutions, the person must have a diploma of a three-year university degree (licentiate degree in the chosen discipline) or equivalent national diploma university.

diploma of another university. Most of the candidates entering the IUFM, with a master's degree, which indicates the completion of their second-level higher education (4 years at university). The time for studying at IUFM is 2 years. The first course is mainly devoted to theoretical and practical training of students to one of six competitions for getting one of the following diplomas: parent and teacher primary school (CAPE); high school teacher (CAPES), which makes it possible to work as a teacher in high school or college, or teacher documentary centers Information and Documentation school institutions; teacher technological subjects in high schools or colleges of technology; Head of Academic Lyceum (CRCPE) [4]. As it was mentioned above there are his different types of preschool teachers education as different universities, higher educational institutions, teachers colleges and schools which train different types of preschool teachers to prepare various teachers, the are:

Instituteurs are trained during 2 years in pedagogical training schools and get the qualification which allows to work with 2-6yrs old children;

Professeurs des écoles are trained during 3 years in Licence, should be rain at IUFM and get the qualification which allows working with 2-6yrs old children;

Agents territorial spécialisé des écoles maternelles are trained during 1-2 years during and after school in Early childhood CAP (Curriculum Alignment Project) and get the qualification which allows to work with 2-6yrs old children;

Puéricultrices are trained during 1 years after «Nurse or midwife» courses and get the qualification which allows to work with children at all ages, especially those under 3;

Educateurs de jeunes enfants – are trained during 27 months courses after «post-bac education» in «training centre» and get the qualification which allows to work with children under 7;

Auxiliaires de Puériculture – are trained during 1 year post-BEPC_L and get the qualification which allows working with children of all ages, especially those under 3;

Assistantes maternelles – are not obliged to have some training to work in preschool establishments but in perspective they should [9].

According to P. Oberhuemer investigation, the higher education of preschool teachers in Germany is greatly connected with the pedagogical education at all [10]. That is proved by T. Krystopchuk scientific research, the investigator mentions that the main institutions for getting a pedagogical education are universities which provide 3 or

4 years studding. The author also distinguishes that, potential teachers of preschool children can get higher education in universities, institutes colleges and professional social teachers' schools [5, c. 138], which train the following categories of preschool teachers:

- Integrative teachers (*Insegnante di sostegno*) - are trained during 4 years in university and get the qualification which allows working with special needs children from 3 to 6;
- Preschool teachers (*Educatrice*) - are trained during 4 years in university and get the qualification which allows working with children of two ages groups from 0 to 3 and from 3 to 6 [10];
- Teacher in Nursery Education – are trained during 1-2 years in teachers training centers after graduate education and get the qualification which allows working with children from 0 to 3.
- Graduator Social Educator (Approved Educator (Social Educator)) – are trained during 1-2 years in professional social teachers' schools and get the qualification which allows working with children from 3 to 6.
- Childcare Provider - are trained during 1-2 years in professional teaching training high schools and get the qualification which allows working with children from 0 to 6 [11].

The next point of descriptive analysis is the preschool teachers training in Great Britain. According to T. Krystopchuk investigation teachers training in Great Britain is provided in different types of pedagogical establishments: 4-years Institutions and Colleges of Higher Education; 1-year of Institutes of Education of universities; 2-years facultative courses of pedagogy in Polytechnic Departments of Education; 4-years of Central Schools of Speech and drama; 2-years of Colleges of Education Technical [5, c. 180]. As for preschool teachers training it is characterized by the parallel model of studying that provides 3 years of studying and ends with the 1-st stage of higher education and getting the Diploma of «qualified teacher» [5, c. 180].

The analysis of «Qualifications List» of International education and care qualification report allowed distinguishing of preschool teachers' profession titles and peculiarities of age groups which every qualification is allowed to work with:

- Pre-school Practice, Pre-school Provision, Children's Care, Learning and Development, Child Care and Education: Group Care and Education – are mainly trained during 3-4 years in universities and get the qualification which allows working with children at all

diploma of another university. Most of the candidates entering the IUFM, with a master's degree, which indicates the completion of their second-level higher education (4 years at university). The time for studying at IUFM is 2 years. The first course is mainly devoted to theoretical and practical training of students to one of six competitions for getting one of the following diplomas: parent and teacher primary school (CAPE); high school teacher (CAPES), which makes it possible to work as a teacher in high school or college, or teacher documentary centers Information and Documentation school institutions; teacher technological subjects in high schools or colleges of technology; Head of Academic Lyceum (CRCPE) [4]. As it was mentioned above there are his different types of preschool teachers education as different universities, higher educational institutions, teachers colleges and schools which train different types of preschool teachers to prepare various teachers, the are:

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- Pre-school Practice, Pre-school Provision, Children's Care, Learning and Development, Child Care and Education: Group Care and Education – are mainly trained during 3-4 years in universities and get the qualification which allows working with children at all

ages;

- Primary with specialization in Infants, Early Years Care and Education, Nursery Nursing, Early Childhood studies with Practitioner Option, Educational and Professional (Primary) Studies with QTS (Early Years), Early Years Practitioner and specialization in Nursery and Infants, Early Years (Senior Practitioner Status) [11].

In Northern Ireland, as a part of United Kingdom, preschool teachers school teachers are trained and qualified through State-supported and approved training courses. Such has been the case for over 100 years. In 1974, what had been a 2-year course was extended to a three years and 1977 saw the conferral of degrees (Bachelor of Education, B.Ed) on students. These degree courses are now offered by five third level colleges and are conferred by the University of Limerick, Dublin City University, and Trinity College. The Irish National Teachers Organisation (INTO, the main trade union for primary school teachers) identified a desire for more pre-service and in-service training among teachers of infant classes (INTO, 1995). The Working Group on Primary Pre-service Teacher Education reported in early 2002 (DES, 2002b). Among its recommendations is the restructuring of B.Ed courses and their extension to 4 years, a rebalancing of the content of courses between education based and academic subjects as well as between various modes of teaching [8].

The comparative analysis allowed to distinguish the preschool teachers and teachers of kindergartens in West European countries are trained in high schools, institutes, pedagogical colleges, universities different teachers' training centres etc. The professional education of preschool teachers in France, Germany, and Great Britain usually takes about 3 or 4 years with 180 ECTS scores for getting Bachelor degree, and plus 2 or 1 year for getting Diploma of Master.

The study of foreign scientific-pedagogical and methodological literature sources made it possible to describe the system of categories of teachers in West European countries. The system of categories of teachers in the West European countries pedagogical education system is as follows: *in France* – Instituteurs, Professeurs des écoles, Agent territorial spécialisé des écoles maternelles, Puéricultrice, Educateurs de jeunes enfants, Auxiliaires de Puériculture, Assistantes maternelles; *in Germany* – Integrative teachers (Insegnante di sostegno), Preschool teachers (Educatrice), Teacher in Nursery Education, Graduator Social Educator (Approved Educator (Social Educator)), Childcare Provider; *in Great*

Britain - Pre-school Practice teacher, Pre-school Provision, Children's Care, Learning and Development, Child Care and Education: Group Care and Education, Primary with specialisation in Infants, Early Years Care and Education, Nursery Nursing, Early Childhood studies with Practitioner Option, Educational and Professional (Primary) Studies with QTS (Early Years), Early Years Practitioner and specialization in Nursery and Infants, Early Years (Senior Practitioner).

Despite a century of professional teacher training specialists educational sector sphere of early childhood professionals training in Western Europe still needs improvement and review, including:

- There is a need to improve the quality of teacher education by means of workshops, training courses and seminars, which provided the formation of their competence to balance different aspects of pre-school children, harmoniously combining their mental, physical and intellectual development. Develop, build, improve current programs of preschool children on the basis of a balanced intellectual and physical development.
- There is an urgent need to improve the training and development of "assistant preschool teachers"; therefore there is a need for joining the network of employing "assistants" to the network of family care (RAM), the establishment of nurseries or form relationships with other agencies network of preschool institutions.
- There is a need to design and build a career lattice for early childhood professionals (balance quantitatively employers' demand for workers and supply of pre-school education, which is provided by higher educational institutions, which train these workers, develop mechanisms involving training, ie obtaining higher education of family day care centers for children, design a circuit improving the quality of education in pre-school level by providing quality practical training and promoting the professional potential of experts preschool education);
- There are also problems in training teachers and assistant teachers, pediatricians, and in particular, there is a need to develop mechanisms of transformation training these professionals with the possibility of teachers and teachers of preschool children.

Conclusions. The results of the research allowed identifying the general features of preschool teacher education in Western Europe, which are in the extensive network of institutions that provide educational services in preschool teachers' education and training. It was distinguished

that, according to features the networks of preschool teachers training institutions the gradutors have different qualifications: teachers, professors, schools, preschools local agents, educators, pediatricians, preschool teachers, assistant child mother's care assistants etc.

In the context of general European trends in the development of professional education of preschool teachers, the most difficult problem is seen in transferring of European education systems concept in the complex of educational activities contained in the paradigm of humanistic values. On the other hand, the readiness of teachers for teaching activities within the common European space is no less important, which largely depends on the ability of the preschool teacher to become over a national context, to develop a European consciousness and sense of individual moral responsibility in a pluralistic society. Thus preschool teachers training in West European countries educational is largely focused on the general European.

The analysis does not provide a holistic view of the features of the system of vocational education teachers in Western Europe. The study and analysis of network need of higher educational institutions in which the training of future employees of preschool education, which is the prospect of further work in this direction.

The analysis does not provide a holistic view of the features of the system of vocational education teachers in Western Europe. A more detailed study and analysis of network need higher educational institutions characteristic in which the training of future employees of preschool education and programs for Bachelor and Master of Elementary Education in Western Europe will be discussed, which is the prospect of further research studying in this area.

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Abstracts

NATALIA MELNIK. Analiza opisowa przygotowania zawodowego nauczycieli przedszkoli w krajach Europy Zachodniej. W artykule przedstawiono opis wspólnych cech kształcenia nauczycieli przedszkoli w różnych krajach Europy Zachodniej. Scharakteryzowano główne etapy edukacji pedagogicznej nauczycieli przedszkoli, nazwy tytułów zawodów, właściwości wspólne oraz szczegółowe edukacji w obrębie każdego kraju (Francja, Niemcy i Wielka Brytania), z uwzględnieniem rodzaju uczelni, czasu trwania studiów, zdobytych kwalifikacji i tytułu zawodowego. Uzyskane wyniki badań zostały opisane w kontekście analizy przygotowania zawodowego nauczycieli przedszkoli w różnych krajach europejskich - Francja, Niemcy i Wielka Brytania oraz w kontekście ogólnego kształcenia pedagogicznego.

Słowa kluczowe: nauczyciele wychowania przedszkolnego, kształcenie zawodowe, perspektywa doświadczeń zagranicznych, szkoły wyższe

НАТАЛІЯ МЕЛЬНИК. Описовий аналіз професійної підготовки вчителів дошкільної освіти в країнах Західної Європи.

ропи. У статті представлено характеристику загальних особливостей навчання дошкільних педагогів у країнах Західної Європи; охарактеризовано принципові етапи педагогічної освіти дошкільних педагогів, майбутніх співробітників дошкільних установ через характеристику назв професії, яка має свої особливості в межах однієї країни і для кожної зокрема (Франція, Німеччина і Великобританія), у відповідності до установи і тривалості навчання процесу отримання фахового диплому, категорія дітей, з якими випускники можуть працювати з після закінчення вищого педагогічного освітнього закладу. Результати дослідження викладені у контексті двох напрямів: аналіз професійної підготовки дошкільних педагогів в різних європейських країнах, таких як Німеччина, Франція і Великобританія в контексті загальної педагогічної освіти. Описовий аналіз дозволив встановити загальні особливості підготовки дошкільних педагогів і вчителів дитячих садків в країнах Західної Європи, які полягають у тому, що навчаються майбутні фахівці дошкільної освіти у в вищих школах, інститутах, педагогічних коледжах, університетах, різних практичних та тренувальних навчальних центрах і тощо. Професійне навчання педагогів (вчителів) дітей дошкільного у Франції, Німеччині та Великобританії зазвичай займає близько 3 або 4 роки з 180 ECTS балів для отримання ступеня бакалавра, і плюс 2 або 1 рік для отримання диплома магістра. Ретельний аналіз показав, що в країнах Західної Європи навчання освітні, дошкільні педагоги в значній мірі зосереджено на спільному європейському.

Ключові слова: дошкільні педагоги, професійне навчання, професійна освіта, вихователі, перспектива зарубіжного досвіду, вищі навчальні заклади для дошкільних педагогів.

НАТАЛИЯ МЕЛЬНИК. *Описательный анализ профессиональной подготовки учителей дошкольного образования в странах Западной Европы.* В статье представлена характеристика общих особенностей обучения дошкольных педагогов в странах Западной Европы; охарактеризованы принципиальные этапы педагогического образования дошкольных педагогов, будущих сотрудников дошкольных учреждений через характеристику названий профессии, которая имеет свои особенности в пределах одной страны и для каждого в частности (Франция, Германия и Великобритания), в соответствии с учреждением и продолжительности обучения процесса получения профессионального диплома, категория детей, с которыми выпускники могут работать с после окончания высшего педаго-

гического учебного заведения. Результаты исследования изложены в контексте двух направлений: анализ профессиональной подготовки дошкольных педагогов в различных европейских странах, таких как Германия, Франция и Великобритания в контексте общей педагогического образования. Описательный анализ позволил установить общие особенности подготовки дошкольных педагогов и учителей детских садов в странах Западной Европы, которые заключаются в том, что учатся будущие специалисты дошкольного образования в в высших школах, институтах, педагогических колледжах, университетах, различных практических и тренировочных учебных центрах. Профессиональное обучение педагогов (учителей) детей дошкольного во Франции, Германии и Великобритании обычно занимает около 3 или 4 года с 180 ECTS баллов для получения степени бакалавра, и плюс 2 или 1 год для получения диплома магистра. Тщательный анализ показал, что в странах Западной Европы обучения образовательные, дошкольные педагоги в значительной степени сосредоточено на общем европейском.

Ключевые слова: дошкольные педагоги, профессиональное обучение, профессиональное образование, воспитатели, перспектива зарубежного опыта, высшие учебные заведения для учителей дошкольного образования..

NATALIA MELNYK. *Descriptive analysis of preschool teachers professional training in Western European countries.* The article deal with the characteristics of general peculiarities of preschool teachers' training in West European countries and to characterize the principle stages of pedagogical education of preschool establishments' future staff through the description of profession's title which is typical for each country (France, Germany and Great Britain), establishments and duration of getting professional diploma, category of children whom the graduates can work with after finishing of studying. The findings of the investigation are outlined by two directions: the analysis of the preschool teachers' professional training in different European countries such as Germany, France and Great Britain in the context of staged pedagogical education. The descriptive analysis allowed distinguishing general peculiarities of preschool teachers and teachers of kindergartens in West European countries are trained in high schools, institutes, pedagogical colleges, universities different teachers' training centres etc. The professional education of preschool teachers in France, Germany and Great Britain usually takes about 3 or 4 years with 180 ECTS scores for getting Bachelor

degree, and plus 2 or 1 year for getting Diploma of Master. The thorough analysis proved that, in West European countries educational, preschool teachers training is largely focused on the general European.

Key words: preschool teachers' professional training, professional education, preschool teacher, the prospect of foreign experience, preschool teachers training institutions.

Iryna SUHOPARA

Organization of educational environment as a condition formation tolerance of junior schoolchildren's in extracurricular activity

Formulation of the problem. Recent global developments in political, economic and social fields exacerbated the issue of coexistence of different peoples, nations, cultures, religions, political parties based on mutual understanding and mutual respect, tolerance, peace, partnership. There is a problem of education of tolerance as the basis of existence, communication, cooperation and peace among people. An important task of modern education raises the education of the person who knows and respects the history, culture, and traditions of their people and respect the cultural, political, religious peculiarities of other nations recognize as the tolerance value, the rate of communication and behavior important for a universal quality. The formation of human values, human qualities continues throughout life, but the most favorable conditions are created is in the early school years. Decisive impact on the education and development of the child is the organization of educational environment that enables every pupil and staff to actively participate in activities