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PEDAGOGY

Kosharna N.

Peculiarities of Modern Pedagogical Education in Ukraine

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Abstract. This article considers the concept of pedagogical education in Ukraine. It is paid attention of scientists and all public teaching auditory to such leading focuses of higher pedagogical education as the development of pedagogical orientation of the student's personality and the students' preparedness of higher pedagogical institutions for their future professional education activities, for a lifelong continuous pedagogical self-training in terms of the dynamics of social, educational and pedagogical process. The national programme of teacher training a new generation requires certain theoretical study of general concepts and basic principles of learning and teaching the disciplines of pedagogical cycle.

Keywords: pedagogical education, higher pedagogical institutions, teacher training, a language teacher, integration

Relevance of the Topic. Today the development of teacher education institutions in Europe is responding to very different social, political and educational pressures from times past. Schooling is much altered and improved, children and young people have very different beliefs about how they should be taught and so have their parents. Society has higher expectations than ever for the results of schooling, so does the world of commerce and industry. Each pursues its concern for ever rising standards of developed aptitudes and skills with a vigour driven by economic, political, technological and social necessity honed and sharpened by the shifts in the balance of the political and economic power of recent decades [2].

These concerns and circumstances create new conditions not only for schools and teachers but also for teacher educators. Nowadays Ukraine as an independent country in the way of integrating in Europe and cooperating with many European countries in the sphere of education and teacher training put the same question *How best to educate teachers in changing times?* [5]

The Analysis of the Research. Problem principles of theoretical and methodological basis of pedagogical teacher training were investigated by a great number of native and foreign scientists-pedagogues such as O. Abdulina, A. Akusok, L. Vovk, V. Lozova, V. Lugovyi, A.V. Slastionin, I. Ziaziun and others. They have made great contributions to the development of the subject. A special attraction to the professional training future teachers in Ukraine is presented in researches of O. Kotenko, S. Karaman, V. Semychenko, S. Sysoyeva, M. Sheremet and others.

In spite of some intensive researches of different aspects of improving the content of pedagogical education in Ukraine, learning the foreign experience in this field (Germany – V. Gamayuk, T. Vakulenko; France – O. Golotiuk, L. Ziaziun; Great Britain – Y. Alfiorov, A. Sokolova; Greece – Y. Korotkova; the USA – T. Koshmanova; and others) this topic still needs learning.

The Purpose Formulation of the Article. The article purpose is to explain some peculiarities of modern pedagogical education in Ukraine. Updating the pedagogical content of future teachers' training and professional goals, meeting the modern social and cultural projects, relate to the requirements for the formation of the teacher-leader who realise the nation-building ideas for democratic change, human and professional culture.

The Main Material. Nowadays all public teaching auditory to such leading focuses of higher pedagogical education as the development of pedagogical orientation of the student's personality and the students' preparedness of higher pedagogical institutions for their future professional education activities, for a lifelong continuous pedagogical self-training in terms of the dynamics of social, educational and pedagogical process. The national programme of teacher training a new generation requires certain theoretical study of general concepts and basic principles of learning and teaching the disciplines of pedagogical cycle [1, p.1].

The universitisation of teacher education has progressed hand in hand with the professionalization of teaching. Both aim at affecting the quality of teachers, not solely their academic background but also their general approach to education. Professionalization in teaching had its beginnings in institutions of teacher education with the development of pedagogy and pedagogical sciences through which problems of teaching and learning could be researched [8].

Teacher education has always made ready, adaptive responses to changing situations of teacher supply and demand as well as to the educational needs of pupils.

In modern Ukrainian pedagogy we can point out some concepts each of them considers the personality's education from different positions. These positions do not argue with themselves, but focus accents upon different sides of teacher training process. The necessity of a new paradigm appears because there are certain reasons; the most important is a new type of thinking which has formed as a result of growing social-labour conditions [4].

Depending on understanding the purpose of education (in a large sense of this word) paradigmatic models can be different: traditional, rationalistic, and humanistic.

Traditional paradigm is founded on the background of a conservative role of the school. Its goal is in transmitting to young generation the quintessence of the human civilization's cultural heritage: knowledge, skills, ideals, values, ways of industrial activity; everything that encourages an individual development as well as saving the right order in the socium. This approach is considered to be academician. Within such approach the person is valuable not because of himself (herself) but as a transformer of certain knowledge, as an example of certain behaviour.

Rationalistic paradigm sets in the focus not a content of education but effective ways of learning different knowledge by pupils and ways of intellectual actions. The goal such teaching is to form in pupils so called "adaptive behaviour repertoire" which follows the norms and standards of West European culture [3].

Both the first and the second models even possessing some advantages don't set the pupil/student in the centre of teaching-learning process and don't consider him/her as a subject of own life.

Humanistic paradigm is oriented to developing and culturizing the pupil's external world, to interpersonal communicating, a dialogue, to help him in personal development. The pupil is considered to be a subject of his own life, who has and realize the necessity in self-development.

So, what are methodological backgrounds of personal-oriented learning? They are:

- Personal-oriented learning must provide the development and self-development of the pupil's personality as a subject of educational activity.
- Personal-oriented learning must provide every pupil (basing upon his capacities, interests, values and subjective experience) with a chance to realize himself in different kinds of activity.
- The content of education, its ways and methods are organized in the best way for the pupil to choose the subject/lesson material, its kind and form.
- To be a well-educated person means a formation of individual accepting the world, an ability of creative lifelong learning.

So, personal-oriented learning is focused on helping students to develop understanding, to build their own conceptions and knowledge [6].

For example, within the system of training teachers of foreign languages in Ukraine we realize that majority of foreign language classrooms in Europe consist of teachers and learners sharing a mother-tongue. This situation is changing and is likely to change even more rapidly in the future, due to the movement of teachers and learners in Europe, and immigration from outside. The rich multilingual and multi-cultural nature of European society, including both indigenous European and immigrant non-European populations, is recognized and welcomed [7].

The strategic competence language teachers need refers to their ability to process language data efficiently and appropriately under the constraints that characterize natural interaction. In foreign language communication, which is of necessity cross-cultural, our strategic competence needs to be cross-cultural as well: we need to learn to use another foreign knowledge than we use in our mother-tongue.

The basic question to ask when discussing language teacher education is what we want to achieve by it. We would suggest that the answers proposed will be valid for all those concerned in language teaching and language teacher education: the learner, the student teacher, the teacher and the teacher educator. If education is to have any real meaning, it involves all those concerned, be it in different degrees and to different extents. Basically we are all learners engaged in lifelong learning and this is likely to involve the need for us to find ways of growing in understanding ourselves, other people and the world around us.

If adolescents are to move as effectively and enjoyably as possible from childhood to adulthood, it has been suggested that there are some areas in which they need to grow: social, vocational, philosophic. It is fundamental to our thinking that all education, including language education, should contribute to this growth [5].

Our students at pedagogical universities or colleges and educators who teach them – all of us are lifelong learners and that professional development is a lifelong process. Teachers and their educators should continually improve the knowledge, attitudes and skills they need as professionals, including knowledge of curriculum development. During their professional development teachers should constantly re-examine and keep up to date objective of their teaching. They need to develop conscious learning styles and a healthy confidence in themselves as learners in order to do so successfully.

The focus in language teacher education and training is on preparing future teachers for creating optimal conditions for their learners to learn. This implies helping learners to discover their own needs, to set their own aims, discover their own learning styles and eventually be involved in assessing their own successes or failures. Giving this help may be realized in a variety of ways. Helping learners to develop autonomy in learning is a process in which various procedures, from communal work to small-group work and individual work or counselling are helpful procedures. Assessment of success or failure is equally to be done in a variety of settings, although, of course, it is the individual's performance that will decide if aims have been reached.

Teachers need to initiate the learning the learning process, subsequently to advise and guide the learners and generally work towards the development of the learner's autonomy in handing their own learning process. In this context teachers should be able to set realistic goals without losing sight of the fact that it is the learner who does the learning. Finally they need to research the effectiveness of the selection of their teaching techniques and materials. In order to be able to do all this teachers need specific skills. There are some of them, for example, foreign language teachers:

- are aware of pedagogy and teaching methods as well as knowing the foreign language;
- are able to organize lessons into steps taking account of insights into learning didactic variety and language acquisition processes;
- are able to select and design learning activities and materials in keeping with the needs and aims of the learners as well as demands of a national curriculum, etc.

Within the training of teachers of foreign language students should learn to appreciate the use and the value of whole class, small group and individual work for particular educational purposes. For example, they have both knowledge and experience of the possibilities of varying tasks, materials and forms of practice to suit the needs of different sets of learners in the same lessons etc.

Taking into consideration some foreign experience in pedagogical teacher training (Sweden as well) – the integrated aspect of learning – in Ukrainian National Pedagogical Dragomaniv University, the Pedagogical Institute of Borys Grinchenko Kyiv University the Ukrainian-English Dictionary of Educational and Pedagogical No-

tions and Terms is used as an instrument of realizing technologies of teaching psychological and pedagogical disciplines oriented to variety, subjectivity, individual creativeness, personally centralized contents and methods of training teachers under conditions of the modern higher pedagogical teacher training institution in Ukraine.

This text-book meets the requirements of a scientific and methodological version of teaching Pedagogy and History of Pedagogy. It is structured according to the Pedagogy Curriculum for a pedagogical university, oriented as a basic experimental variant for all faculties and specialties.

The material is structured according to the topics and syllabus contents (140 academic hours in accordance with the curriculum, 106 academic hours in-class hours, 34 academic hours for students' independent self-work).

The contents of the Dictionary represent notions of such sections as General Principles of Pedagogy, Teaching Theory (Didactics), Education Theory, School Science. The process of structuring the topics is approached to the tasks of training experts according to the system of integrating philological and pedagogical tasks as well as using the credit and module technologies of studying.

Studying the course by means of involving additional handbook aims at specifying knowledge of contents and information, stimulating under-graduate, master and post-graduate students in order to make them generally and professionally advanced people, at working out a strategy of their professional forming and transferring them to a diagnostic training level.

The dictionary is used in the process of training future teachers according to Specialist and Master educational programs under the condition of writing diploma, master papers and dissertation projects.

The translation of educational and pedagogical notions and terms in the English language, for example, allows using the text-book at English lessons. It is recommended to start teaching the first-year students with learning scientific and theoretic professional terminology. According to the curriculum the courses learning pedagogical branches take place in some time. The terminology trans-

lated into a foreign language assists students, masters, post-graduate students in their learning the material in Compared Pedagogy.

It's necessary to note the different meanings in translating some notions and terms. It is motivated by the content put inside the text of translation. For example, the Ukrainian word "parents" may be translated as "fathers" (in Russian "отцы") and "parents" (in Russian "родители").

We pay attention of the dictionary users' to using generally accepted terms and notions adopted in English speaking countries. For example, the English word "education" means in Ukrainian 1) «освіта» - learning, 2) «виховання» - upbringing as the process of upbringing in a micro social surrounding (in the family).

Working upon the translation we based upon textbooks in Pedagogy published abroad. They are: *Power Pedagogy and Practice* (Great Britain, 1997), *School Didactics and Learning* (Sweden, 1997), and *Dictionary of Contemporary English* (Great Britain, 2000).

The situation on educational market testifies the need for the experts in pedagogical disciplines, who are able to extrapolate scientific terms in different social and cultural conditions, and in the sphere of international educational co-operation.

Taking into consideration the tendencies of Pedagogical Science that is an integral approach to teaching and educating, tasks of a teacher's future activity under condition of a multicultural environment with an orientation toward national and educational priorities and values determined by Bologna Process, is a strategic basis of a system of studying pedagogical disciplines [1].

Conclusion. The system of teacher training should aim to help the future teachers to grow in self-awareness, self-respect, and respect for their environment and, on the basis of this, to develop awareness of and respect for others. Pedagogical education has an important and unique contribution to make in helping future teachers to develop awareness and respect for themselves and for representatives of other cultures throughout the European community and the world [8].

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Кошарная Наталья Владимировна. Особенности современного педагогического образования в Украине

Аннотация. Концепция педагогического образования обращает внимание ученых и всего педагогического общества на такие ведущие ориентиры высшего педагогического образования как развитие педагогической направленности личности студента и обеспечение готовности студентов высших педагогических учебных заведений к профессиональной деятельности, к непрерывной педагогической самоподготовки в условиях динамики общественного и образовательного процесса. Подготовка национальных педагогических кадров нового поколения требует теоретического обоснования общей концепции и основных принципов обучения и преподавания дисциплин педагогического цикла.

Ключевые слова: педагогическое образование, высшее педагогическое учебное заведение, подготовка учителя, учитель иностранного языка, интеграция