

## EUROPEAN EXPERIENCE OF PROFESSIONAL TRAINING OF PRIMARY SCHOOL TEACHERS

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**Abstract:**At the present stage of the society development there is a reform of education at the global level, unification of national educational standards, diversification of educational models, improvement of learning technologies. At the same time, each country seeks to enrich its historically accumulated educational potential by actively studying the innovative experience of organizing and content of education in other countries. The purpose of the research: to study the features and trends of professional training of primary school teachers in Great Britain, Sweden and Germany. The methods of the research: theoretical analysis of scientific literature, analysis, synthesis, generalization, grouping, description, comparison. Results. It has been revealed that there is a two-stage structure of professional training of a future primary school.

**Keywords:** professional (vocational) training, primary school, education system, bachelor, master, education, teaching internship (practice).

### 1 Introduction

Analysis of the state and dynamic development of European educational systems shows that the current stage of social advancement is an era of global education reform on a world-wide basis. The unification of national educational standards, diversification of educational models, improvement of learning technologies is carried out. However, at the same time, each country seeks to enrich its historically developed educational potential by actively studying the innovative experience of the organization and content of education of other countries.

In this context, the issue of professional training of primary school teachers is raised in a new way; forasmuch as it is the primary school that guides not only students' basic knowledge, but also moral and personal qualities. The primary school teacher teaches children, organizes their leisure, recreation and creative development. It often depends on the primary school teacher how the child will study in the future and how he / she will be socialized in the children's team. Therefore, the quality of education of the future primary school teacher and the level of his professionalism are criteria for the effectiveness of the process of higher pedagogical education, its compliance with the needs of modern society for the formation and development of professional and personal competence of the specialist.

European countries are facing the issue of modernizing the training of teachers, including the training of primary school teachers, in accordance with the challenges of the time; consequently, each of the countries is taking certain steps in this direction.

The purpose of the research is as follows: to investigate the features and trends of professional training of primary school teachers in the UK, Sweden and Germany.

The research objectives are as follows:

1) to get acquainted with the structure of the national education systems of Great Britain, Sweden and Germany and the peculiarities of the functioning of primary school in these countries;

2) to consider the basic principles of professional training of primary school teachers in Great Britain, Sweden and Germany.

### 2 Literature Review

The study of theoretical aspects of professional training of primary school teachers shows that this issue is extremely diverse and relevant; it is investigated by numerous scientists.

P. Musset notes: "Initial teacher's education is the first entry point to the teacher's professional career, it plays a fundamental role: the way it is organized determines both the quality and the quantity of teachers. Its content allows giving to all teachers in a particular context (the national one for the majority of the OECD countries) a set of characteristics and skills, that they will need in order to perform their work correctly. To give the same initial education to all teachers is the way in a country to achieve uniform level of qualification between all school teachers, and to control the overall provision of education in this country" (Musset, 2009).

Villegas-Reimers E. considers the positional and functional elements of the teacher's development. Positional development is a process of modification of the teacher's attitude to his work, functional one means a process of improving his professional activity. Positional development combines intellectual and motivational aspects, and functional development combines procedural and productive aspects (Villegas-Reimers, 2003).

L. S. Shulman studies the sources of knowledge on which the future teacher's professional activity is based: the content of the discipline he will teach; materials necessary for the organization of training; investigation of various social-cultural phenomena that affect the educational process; practical experience (Shulman, 2005). J. L. G. Ortega and A. R. Fuentes believe that of all the skills that a teacher must possess, soft skills (communication skills) are particularly important (Ortega & Rodríguez, 2015). A. A. Syahid, I. I. Isrokatun and D. Nugraha note that primary school teachers should use a variety of information and communication technologies, forasmuch as the application of such technologies in practice will increase students' achievement and motivation to learn (Syahid et al., 2019).

J. Murray and R. Passy note that primary school teachers in modern conditions should have a broad and flexible worldview and practical skills of providing information to children of primary school age, taking into account all the psychophysiological characteristics of children of the information age (Murray & Passy, 2014). T.-M. Zoulikha, considering the issue of primary school teachers' training, notes that "training a teacher means preparing him to carry out his educational functions very effectively, and to achieve such event depends on the ability of the teacher to give, and create and interact, and mastering sciences and the application of the different methods of teaching according to each learning situation, and it happens when the teacher manages his class firmly and successfully, and this management relies also on the teacher's personality and his style in dealing with students inside and outside the classroom; consequently, all real educational reform must be based on the teachers' training" (Zoulikha, 2014).

Jo. M. Fernandez-Batanero, Ju. Cabero and E. Lopez in their scientific work "Knowledge and degree of training of primary education teachers in relation to ICT taught to students with disabilities" investigate the issue of introduction of information and communication technologies in the educational practice of primary school. According to researchers' viewpoint, in the context of professional training, teachers should be instructed on the use of information and communication technologies in the educational process, which will improve the learning of students, as well as give the opportunity to students with special educational needs to study (Fernandez-Batanero Jo et al., 2019). N. B. Ghrycaj and S. B. Kupchak, investigating the features of professional training of future primary school teachers, note that in the process

of learning future teachers should master a number of project technologies, forasmuch as almost all educational institutions use design technologies to improve students' mastery of the material (Ghrycaj & Kupchak, 2019).

Jo. Olofsson and D. Persson study the features of the Swedish model of vocational education and training. In the course of the study conducted, scientists have come to conclusion that "changes in the Swedish model of vocational education and training that have taken place during the 20th century can be seen as a movement from unregulated apprenticeship to regulated, school-based vocational education at the post-compulsory level. There have been ambitions to complement the initial, school-based vocational training with final, qualified workplace training that is regulated by collective agreements. These ambitions, however, have been only partially fulfilled" (Olofsson & Persson, 2014).

### 3 Methods

The implementation of the goal outlined involves the use of the following research methods, namely:

- theoretical analysis of scientific literature and investigations in order to clarify the state of the research problem;
- system analysis for a holistic study of the research problem.
- analysis, synthesis, comparison to study the basic components of professional training of future primary school teachers;
- grouping, description, comparison to study the peculiarities of the functioning of primary school and the basic principles of professional training of primary school teachers in Great Britain, Sweden and Germany;
- generalization of the European experience of training primary school teachers.

In order to summarize, compare and analyze the research issue, information from such information resources has been used, namely: Department for Education, Department of Education for Northern Ireland, European Agency, Eurostat, Athrofa Professional Learning Partnership, Cardiff Partnership, DiscoverTeaching, Education Workforce Council, General Teaching Council for Northern Ireland, General Teaching Council for Scotland, Grundlärare F-3, National Recognition Information Center for the United Kingdom, Swedish Confederation of Professional Associations, Universities and Colleges Admissions Service, European Commission, Universities and Colleges Admissions Service and others.

### 4 Results

For a long time, European countries have carried out differentiated training of teachers: teachers for secondary schools and primary school teachers. Accordingly, the level and quality of their training differed. Currently, in all European countries, teachers' training for general secondary schools is carried out within the framework of higher education.

In the context of revealing the practical principles of professional training of primary school teachers, let's consider the dynamics of the number of children enrolled to school from the age of 4 to the age of primary school in Sweden and the United Kingdom (Table 1).

**Table 1:** Proportion of children enrolled to school from 4 years of age to primary school age, % to the total number of children in this age group

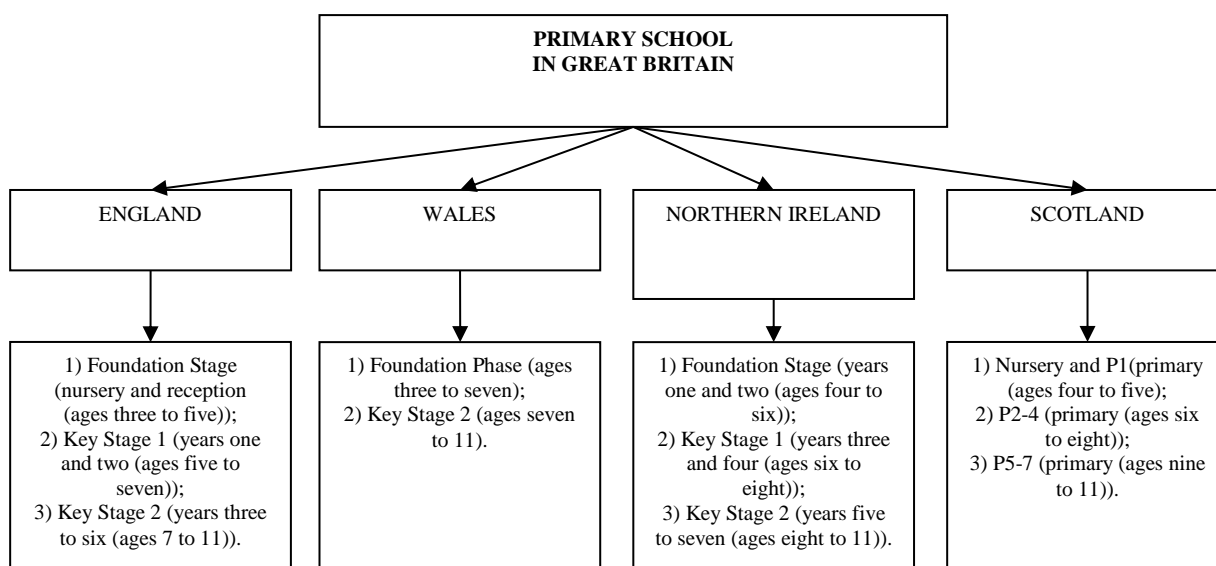
Country	2014	2015	2016	2017	2018
The United Kingdom	98,2	100,0	n. etc.	100,0	100,0
Sweden	95,9	95,0	95,6	96,3	95,9

Source: Compiled by authors based on the data of Eurostat (<https://ec.europa.eu>).

In the United Kingdom, during the study period, except for 2014 and 2016 (when 1,8% of children were not involved in education), 100% participation of all children in education is observed. In Sweden, on the other hand, the proportion of children aged 4 to the age of primary school is lower. The largest share of enrolled children was in 2017 (96,3%); in 2018 there was a slight decrease in this indicator (by 0,4%).

Organization "Universities and Colleges Admissions Service", the main purpose of which is to manage the application procedures for British higher education institutions, notes that the basic competence of primary school teachers is to teach students aged from 4 to 11. The primary education program includes three key subjects: English, mathematics, and natural sciences. In primary school, children are provided with religious education; consequently, daily collective worship services are held.

The structure of primary school in the United Kingdom is shown in Figure 1.



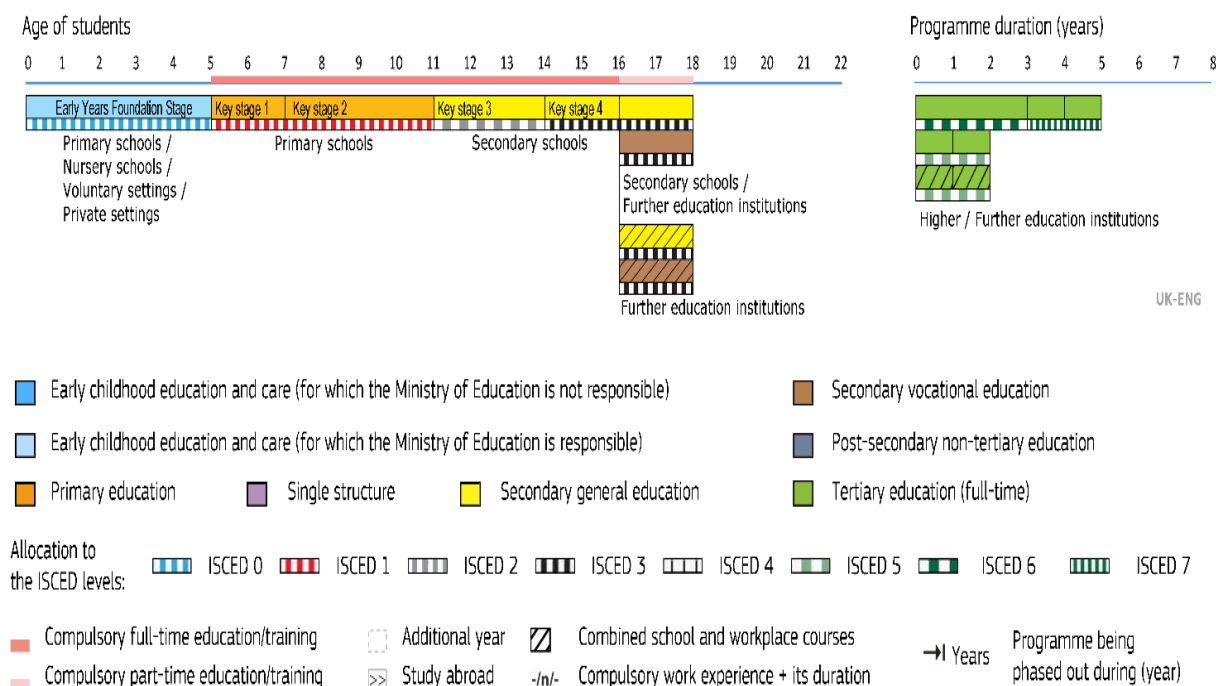
**Figure 1.** The structure of primary school in the United Kingdom

(Source: Compiled by authors based on the data of Prospects (<https://www.prospects.ac.uk>).

As it can be seen from the figure, each of the parts of the United Kingdom (England, Wales, Northern Ireland, Scotland) has features related to the age of primary school children. For

instance, Figure 2 shows the structure of the national education system of England.

## United Kingdom – England – 2020/21



**Figure 2.** Structure of the national education system of England

(Source: Compiled by authors based on the data of National Education Systems (<https://eacea.ec.europa.eu>))

The Department for Education of the United Kingdom has identified ways to obtain the appropriate level of qualifications for teaching in primary school, namely: 1) familiarization with pupils in the context of the acquisition of appropriate teaching skills applied in primary school; 2) acquiring the skills of a primary specialist in physical education of pupils; 3) acquiring the skills of a mathematics specialist to teach a vital subject from an early age.

It should also be noted that without a Bachelor of Education (BEd) or a BA / BSc with Qualified Teacher Status (QTS), primary school teachers in the UK find it difficult to obtain Qualified Teacher Status (for instance, in Scotland, a teacher should obtain the Standard for Provisional Registration and, without it, he should register as a teacher who wishes to teach in a sector supported by local authorities).

If a teacher works in a private school, then he does not need to acquire Qualified Teacher Status. However, as practice shows, recruitment benefits are provided to teachers with Qualified Teacher Status.

In the United Kingdom, Qualified Teacher Status can be obtained by:

- 1) obtaining a Postgraduate Certificate in Education (PGCE) (in Scotland a Professional Graduate Diploma in Education (PGDE)) as a result of obtaining a relevant education in a country's higher educational institution or through teachers' training, provided by school authorities (except Scotland, as there are school councils in this part in Great Britain);
- 2) participation in training provided by school authorities (excluding Scotland) which, in addition to Qualified Teacher Status, enable teachers to obtain a Postgraduate Certificate in Education;
- 3) teachers' training is practiced in England and Wales; however, the teacher is not always awarded a Postgraduate Certificate in Education;

4) participation of teachers in a 2-year program, which operates only in England and Wales, according to which graduates of higher education institutions - future teachers first teach in primary school; and after the program expires, they get the opportunity to continue their studies (there are cases when graduates, after such practice, receive a different education and form a different career).

In Wales, a potential primary school teacher can obtain the appropriate level of qualification by participating in undergraduate programs, namely:

- Initial Teacher Education or Training (ITET);
- Initial Teacher Training (ITT);
- Initial Teacher Education (ITE).

In Wales, a potential primary school teacher can obtain the appropriate level of qualification by participating in undergraduate programs (Qualified Teacher Status). Qualified Teacher Status (QTS) in Wales is a professional accreditation based on the standards set by the Government of Wales for the minimum level of practice to be followed by primary school teachers. The process and features of the provision of Qualified Teacher Status are not influenced by the age of the pupils of the potential primary school teacher, nor by the subject taught in primary school.

Potential primary school teachers, having acquired the appropriate level of academic qualification, should successfully complete and master the study of a number of programs, according to which Qualified Teacher Status is assigned; in the process of learning, they should acquire skills and abilities to work not only with mentally developed children, but also with children with additional learning needs.

The primary school teacher in the United Kingdom should:

- 1) be knowledgeable about educational material, which he teaches in primary school and which is determined by the relevant curricula;
- 2) be responsible and purposeful towards achieving primary school pupils a high level of success;
- 3) organize and encourage students to learn based on the use of various educational resources and innovative technologies;
- 4) plan and conduct lessons at the appropriate level in order to successfully and effectively teach pupils;
- 5) motivate pupils to learn;
- 6) maintain an appropriate level of discipline in the classroom;
- 7) make suggestions for improving pupils' performance and achieving positive development;
- 8) properly assess pupils' knowledge;
- 9) to inform pupils' parents and guardians about their performance achievements and development;
- 10) cooperate with other primary school teachers in order to coordinate activities and resources for the implementation of curricula;
- 11) be knowledgeable about information about existing and potential changes in curricula;
- 12) organize and participate in various school activities;
- 13) cooperate with parents and guardians of pupils, as well as with school principals.

The primary school teacher should possess the following skills, namely: a) be able to communicate and have interpersonal abilities; b) organizationally and timely manage the learning process; c) be energetic, enduring, stress-resistant, patient, self-disciplined; d) show initiative, be able to work in a team and for the result; e) have an analytical mind; f) be able to think creatively, be able to reflect the course of the educational process in the imagination; g) be physically and spiritually healthy; h) have additional knowledge in the field of art, music, sports, languages, information technology, etc.

Educational institutions, providing vocational training of primary school teachers in Wales, should work in partnership in order to develop and implement joint Initial Teacher Education programs. Such aspects of the activities of educational institutions are clearly regulated by the Criteria for the accreditation of initial teacher education programs in Wales.

It should also be noted that the Government of Wales has set a quota that limits the number of potential students for acquisition of the profession of primary school teacher. The quota for enrollment to the higher educational institution on a specialization "primary school teacher" is calculated on the basis of the demand for this profession in Wales. The Education Workforce Council (EWC) distributes Initial Teacher Education and Postgraduate Certificate in Education bachelor's programs among the relevant educational institutions that are members of accredited partner organizations (accredited partnerships), namely: Chester/Bangor North Wales Partnership (CaBan), Cardiff Partnership and Yr Athrofa Professional Learning Partnership.

The accredited partner organization CaBan is a partnership between Bangor University, the University of Chester, the Regional Consortium GwE, the research institute CIEREI and the schools of this partnership, the main purpose of which is to prepare highly qualified teachers for primary schools.

CaBan offers training courses for potential teachers in order to obtain the level of Qualified Teacher Status, namely: 1) PGCE Primary (3-11 years) with Qualified Teacher Status (CaBan at

Bangor: PGCE Primary (3-11 years) with Qualified Teacher Status; CaBan at Chester: PGCE Primary (3-11 years) with Qualified Teacher Status; BA (Hons) Primary Education with Qualified Teacher Status (3-11) – Bangor University); 2) PGCE Secondary with Qualified Teacher Status (CaBan at Bangor: PGCE Secondary with Qualified Teacher Status).

The Accredited Partner Organization Cardiff Partnership is a partnership between Cardiff Metropolitan University and its partner schools and between the University of Oxford, Cardiff University, Central South Consortium, Education Achievement Service and City of Cardiff Council in order to help potential primary school teachers achieve the right a Qualified Teacher Status level that would not only meet the Qualified Teacher Status standards, but also exceed the requirements defined to achieve Qualified Teacher Status.

The accredited partner organization Athrofa Professional Learning Partnership operates on a partnership basis between school and university staff in England and Wales. It offers three innovative programs in order to obtain the appropriate level of Qualified Teacher Status, namely: 1) Postgraduate – PGCE Primary (with Qualified Teacher Status); 2) Postgraduate – PGCE Secondary (with Qualified Teacher Status); 3) Undergraduate – BA Education (with Qualified Teacher Status).

In other parts of the United Kingdom, for example in Scotland, the application for a Postgraduate Certificate in Education is submitted through Universities and Colleges Admissions Service (UCAS). In Northern Ireland, in order to obtain a Postgraduate Certificate in Education, one should complete the appropriate courses, which are mainly held in November-December each year. In England, in order to obtain a Postgraduate Certificate in Education, one should submit an application through the subsidiary UCAS Training Teacher of the Universities and Colleges Admissions Service.

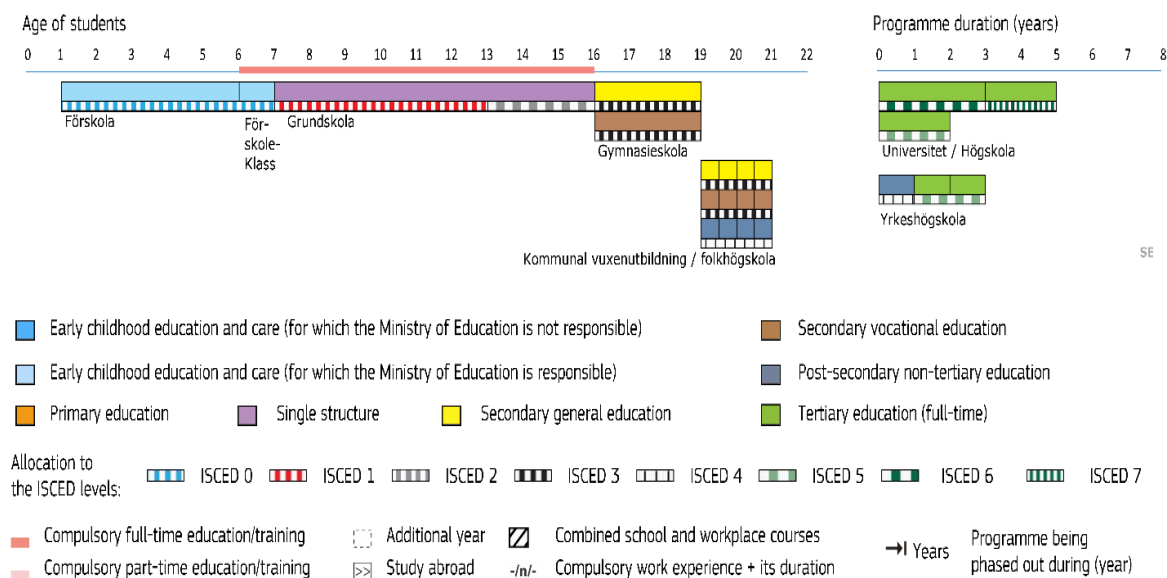
In the United Kingdom, the level of qualification of teachers, including primary school, is determined by the UK NARIC (National Recognition Information Centre for the United Kingdom). Qualified Teacher Status is officially recognized if it is obtained by the teacher in Australia, New Zealand, Canada, or the United States. In this case, the teacher applies for a test of his qualifications at the National College for Teaching and Leadership.

Information on teachers' training in Northern Ireland, Scotland or Wales is provided by the Department of Education for Northern Ireland (DENI), Teach in Scotland and DiscoverTeaching (Wales).

In order to work at school, teachers should be members of the appropriate pedagogical council. In particular, in order to teach in Wales, a teacher should register with the Education Workforce Council; in order to work in Northern Ireland, a teacher should register with the General Teaching Council for Northern Ireland (GTCNI), in Scotland - at the General Teaching Council for Scotland (GTCS).

In Sweden, compulsory education has a unified structure that corresponds to primary and lower secondary education for children (International Standard Classification of Education, ISCED, levels 1 and 2). Figure 3 reflects the structure of the national education system of Sweden.

## Sweden – 2020/21



**Figure 3.** Structure of the national education system of Sweden

(Source: Compiled by authors based on the data of National Education Systems (<https://eacea.ec.europa.eu>).

The teaching profession in Sweden is governed by school law. The teacher should possess a scientific degree, and in some cases - a certificate certifying his qualifications.

In Sweden, a teacher's training involves the acquisition of general basic competence, which is combined with specialization. The specialization of a primary school teacher includes knowledge of basic subjects for younger age groups. The teacher's curriculum lasts from three to five and a half years, the preparation of a primary school teacher lasts at least three and a half years.

The general program (curriculum) that the future teacher should pass includes the following three educational directions, namely:

- 1) general education direction, which is common for all students and includes the study of basic subjects (study period 1,5 years);
- 2) subject oriented direction includes disciplines that the future teacher studies in accordance with his future specialization (study period 1 year);
- 3) the direction of specialization in which the future teacher studies in depth the subjects that he will teach at school (the term of study is at least 1 year).

Professional training of primary school teachers is carried out according to the following basic areas, namely:

- 1) theoretical knowledge of the curriculum and didactics;
- 2) history of development, peculiarities of organization and conditions of activity in schools, based on the provisions on freedom and human rights;
- 3) social relationships, ability to behave in conflict situations, leadership skills;
- 4) features of personal development, training and education;
- 5) monitoring changes in development and learning;
- 6) evaluation of the results of the educational process;
- 7) methodology of teaching educational material.

In Sweden, there are three specializations of primary school teachers, namely: 1) teaching in F-3 forms (classes); 2) teaching in 4-6 forms; 3) teaching in leisure centers (facilities).

In order to teach in F-3 forms (for children 1 to 3 years old), the teacher should complete 240 credits of higher education and,

while teaching, he should master the full range of knowledge about reading skills, writing and mathematics skills, as well as learn how to transfer them to pupils.

In order to teach children from 4 to 6 years old, the teacher should also complete 240 credits of higher education and, in the learning process, he should master the basics of Swedish and English, mathematics, natural, social, art subjects taught at primary school.

In order to teach at leisure centers (facilities), the teacher should complete 180 credits of higher education, which provide for the acquisition of knowledge from extracurricular subjects related to the practical field or the field of art.

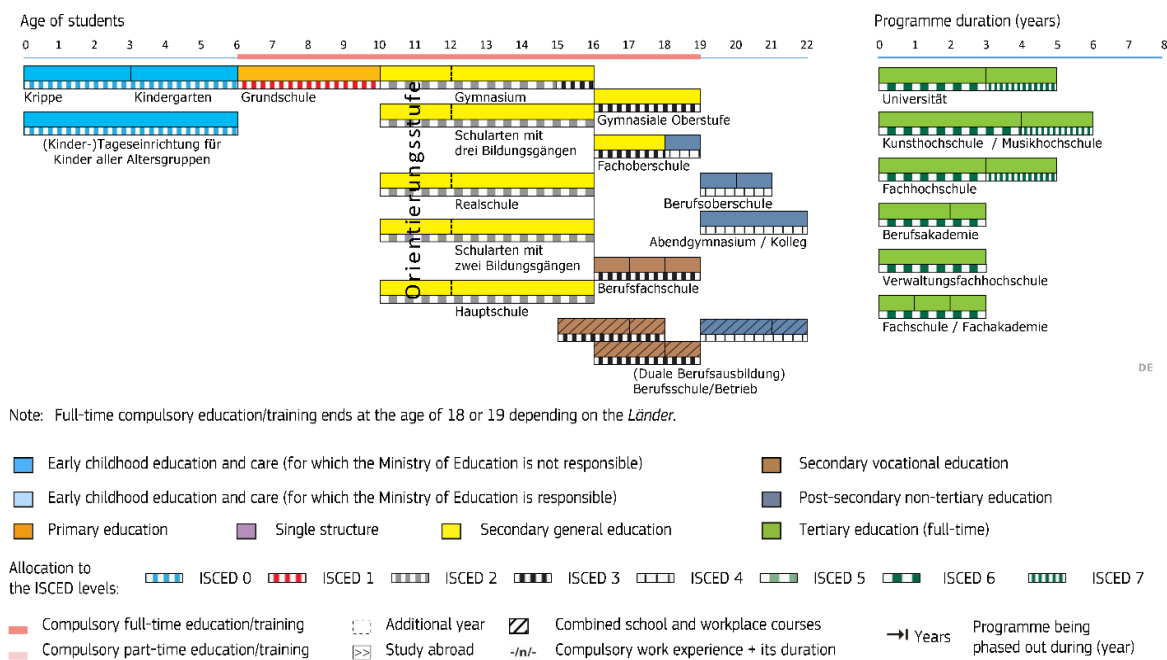
If a teacher has the appropriate level of education obtained abroad, he or she should apply to Skolverket in order to register as a future teacher in Sweden.

In Germany, in almost all regions, primary education covers 1-4 forms, in Berlin and Brandenburg 1-6 forms. Primary school provides basic school education as part of a joint educational program for all children; it includes key reading, writing and mathematics competencies. The structure of the national education system in Germany is shown in Figure 4.

In Germany, future teachers are trained at pedagogical faculties of universities, at technical colleges (Technische Hochschulen), at technical universities (Technische Universiteit), at pedagogical colleges (Pädagogische Hochschulen), and at higher art and music schools (Kunst-und Musikhochschulen).

The training of teachers, including primary school teachers, is regulated by the legislation of the individual regions. Relevant statutory provisions include laws and regulations on teachers' training, Studienordnungen (teaching regulations) for teachers' training courses, Prüfungsordnungen (examination regulations) for Erste Staatsprüfung (First State Examination) or for bachelor's and master's degree examinations, Ausbilenngs ) Vorbereitungsdienst (preparatory service) and regulations on the Second State Exam.

## Germany – 2020/21



**Figure 4.** The structure of the national education system of Germany

(Source: Compiled by authors based on the data of National Education Systems. (13))

Responsibility for teachers' training lays on the Ministries of Education and Culture and the Ministry of Land Sciences, which regulate training in accordance with the regulations on teaching, regulations on training and examinations or relevant statutory provisions.

In Germany, a degree system of education operates, namely: bachelor - master. During the first 6 semesters (bachelor's degree) students study profile subjects; during 2-year study according to master's program, they study methods of teaching. At this stage, the student is awarded 300 credits, which replace the first state exam. Undergraduate practice lasts 18 months. Upon completion of the master's program, the student receives a master's degree.

The training of future primary school teachers has not changed in the universities of Saar, Saxony-Anhalt, as well as in the region (land) of Baden-Württemberg. The first stage - the theoretical phase (studium); it lasts 6 semesters and includes the study of pedagogical and social disciplines, several special subjects, including teaching methods, and introductory pedagogical internship at primary school. Training ends with the First State Exam. The second stage - the practical phase - two years of pedagogical internship under the guidance of a Methodist ("preparatory service" or "referendariat"); during its passage the future teacher conducts 10 lessons a week at school and at the same time he attends classes on methods and pedagogy (2-4 hours a week), which are held in the form of seminars-discussions. The practical stage ends with the Second State Exam.

The first and second state examinations are conducted by state examination bodies or land boards. In the bachelor's and master's courses, confirming the qualifications required for entry into the preparatory service, the responsibility of the state for the content of the training of future primary school teachers is ensured by involving a representative of the higher body of state education on the school system in the accreditation procedure. Any accreditation of individual training courses requires the approval of this representative.

After graduating from the university, graduates receive the position of a teacher of the first (I) degree (teacher of 1-4 forms of primary school, the first age level).

It should be noted that different educational institutions have their own rules regarding the terms of professional training of future teachers, requirements for the content of education (number of hours in each discipline), forms of state exams, qualifications assigned to future teachers.

In German universities, much attention is paid to the independent work of students, which consists in writing essays, performing creative tasks, projects, preparing reports, with which students speak at seminars and which are admission to exams and tests. In German universities a steady trend is observed towards a reduction in the number of lectures and, accordingly, an increase in the number of seminars; preparation for seminars by students is practiced, the role of individual forms of work with students in the educational process is growing.

Summarizing the results of the study, it can be argued that all European universities have actually switched (or are completing the transition, as in Germany) to a multi-level structure of the educational process. At the same time, it should be noted that the duration of the training cycle for primary school teachers is different, which is connected with the peculiarities of education systems of schools. In the United Kingdom, the cycle of undergraduate and graduate studies is the shortest (3 years + 1 year), in Germany - the longest (3-4 years + 1-2 years).

All countries have one common aspect: in the preparation course of primary school teachers, the main emphasis is paid on the practical component of the future profession.

In the British system of primary school teachers' internship, there are two forms of pedagogical internship: traditional practice - long-term practice with a break from classes; serial practice - short-term without a break from classes, which can last half a day, a day, a week.

The feature of pedagogical education in England is that after graduation the university is obliged to monitor the work of its graduates at school for at least a year after graduation. That is, in the English system of practical pedagogical training, a close connection is established between the university and the school.

In Swedish higher educational institutions, practical training is provided in partner schools. Teachers' training programs provide

a significant number of hours for students to undergo practical internship at schools. In the first year of study, students undergo propaedeutic practice; in the second year - educational practice, in the third year - educational practice within the technological level; in the fourth year - a comprehensive educational pedagogical practice. All the material collected during the four levels of practice is used by students when writing a thesis, which is performed on the basis of partner schools.

During training of primary school teachers in German higher educational institutions, the practice is closely related to the teaching of pedagogy or methodology and has the following forms, namely: school internship, which involves weekly attendance of several lessons, followed by discussion under the guidance of university teachers; work at school during the holidays.

Thus, practical pedagogical training of specialists - future primary school teachers in European countries is the main direction of professional pedagogical education.

## 5 Discussion

The content of professional and pedagogical training of teachers is a combination of general, special and theoretical disciplines and the use of acquired knowledge in practice.

The actual problem of training primary school teachers in the United Kingdom, Sweden and Germany is the level of knowledge of core academic disciplines. Along with this, these countries strive to adhere to a reasonable balance between the two basic components of teachers' education - knowledge of the core discipline and psychological and pedagogical training of the future teacher. In this context, P. Musset (1) notes that in the training of primary school teachers a mixed typological approach is dominated, which is based on:

- mastering the theoretical foundations of pedagogical science (plus academic study of a narrow range of disciplines);
- mastering the practical experience of teaching primary school children through the cooperation of academic institutions with schools;
- research approach to the teaching profession, critical analysis of reality and self-criticism, emphasis on professional autonomy, on the one hand, and skills of cooperation, interaction in the teaching staff, on the other;
- mentoring, mastering the practical skills of teaching experienced teachers, the so-called "on-the-job" training. (1)

The school plays an important role in the system of professional and pedagogical training of future teachers. The higher educational institution and the school should jointly develop and implement: teachers' training programs (curricula); structure and content of teaching internship; methods of teaching special disciplines that students study in universities and disciplines provided by the school curriculum; methods of testing students' knowledge; methods of assessing the practical work of students; the procedure for checking the final result of professional and pedagogical training; teachers' programs of training and skills enhancement.

In the United Kingdom, in the course of preparation of primary school teachers, special attention is paid to teaching methods, mastering specific skills of teaching and educational work, which future primary school teachers acquire in the process of traditional seminars, practical, laboratory classes and by using new forms and methods of working with pupils.

P. Musset (1) identifies traditional and new models of a future teacher's training. The author refers the following models to traditional ones, namely:

- "Normal school tradition" - traditional conception of primary school teachers' education, in which the curriculum provides for the acquisition of basic skills through practical training (field experiences, methodology courses, subjectmatter pedagogy);

- "Academic tradition" - traditional conception of lower and higher secondary school teachers' education.

New models are as follows:

- "Professionalization" of teaching - dynamic conception of teaching that focuses on professional autonomy and standards;
- Alternative pathways into the profession - training and certification based on the possession of skills that do not come from a teacher education program, but from the personal experience and characteristics of each aspirant. (1)

J. Murray and R. Passy also emphasize the current problem of transition from adaptive models of primary school teachers' teaching to the so-called "developmental" model, which is based not on mastering ready-made conceptual paradigms of teaching at the primary school level, but on inquiry and investigation principles. (6)

The study of the practical principles of professional training of primary school teachers in Sweden makes it possible to identify the basic areas of their professional training, namely: mastering theoretical knowledge in the context of studying the disciplines provided by the curriculum; acquiring skills to interact with pupils and motivate them to learn; professional teaching of school subjects in order to improve pupils' performance.

The process of preparing a primary school teacher by German universities is characterized by the individualization of the learning process, the study of individual characteristics of the student, his strengths and weaknesses, and the construction of individualized tasks on this basis. An important role in the organization of the educational process, increasing the level of theoretical and practical preparation for innovative activities at school belongs to seminars, trainings, group discussions, project activities.

It should be noted that in all countries, a mandatory component of the training of primary school teachers is passing by students of pedagogical internship, during which future primary school teachers get acquainted with various ways of preparing for the lesson, improve the skills and abilities of organizing younger schoolchildren during the lesson, acquire applied experience.

## 6 Conclusions

According to the results of the conducted study on the specifics of professional training of primary school teachers in the United Kingdom, Sweden and Germany, it has been established that these issues are regulated by a number of institutions and organizations, among which the leading place is occupied by the European Agency and European Commission.

It has been established that in the UK there is a two-stage structure of professional training for future primary school teachers: bachelor's and master's. Training of specialists in the field of pedagogy is carried out by institutes and colleges of higher education, institutes of pedagogy at universities, faculties of pedagogy of polytechnic universities and colleges. Qualified Teacher Status gives the right to teach in the field of preschool, primary and secondary education, both in public and private structures.

In the course of the research it has been proven that in Sweden the professional training of a teacher presupposes the acquisition of general basic competence, which is combined with specialization. For primary school teachers, the specialization includes knowledge of basic subjects for younger age groups. The issues of organizing the professional training of primary school teachers belong to the competence of the Skolverket.

The bachelor's degree in primary school education has three directions of specialization, namely: work in preparatory and 1-3 forms; work in 4-6 forms; work in institutions of additional education, which requires knowledge of its features and one or more applied or artistic subjects.

Pedagogical training programs (curricula) in Sweden include the following integrated blocks, namely: general pedagogical education, study of a certain subject area or disciplines of one block, which the student plans to teach in the future; specialization, which provides in-depth study of the previously selected discipline of the second block, or additional subjects.

In Germany, the training of future teachers is carried out at the pedagogical faculties of universities, in higher technical schools, in technical universities, in pedagogical higher schools, as well as in higher art and music schools. The Ministry of Education and Culture and the Ministry of Land Sciences are responsible for teachers' training. In Germany, a two-stage education system operates: bachelor - master. At higher educational institutions in Saar, Saxony-Anhalt, in the region (land) of Baden-Württemberg, the training of future primary school teachers consists of two stages: theoretical and practical, each of which ends with the First and Second state examinations conducted by state examination bodies or land boards. After graduating from the university, future primary school teachers receive the position of a teacher of the first (I) degree (teacher of 1-4 forms of primary school, first age level). Various educational institutions have their own rules regarding the timing of professional training of future teachers, requirements for the content of education, forms of state examinations, qualifications, assigned to future teachers.

Further investigations in this area may be aimed at studying the issue of continuous professional development of teachers, including primary school teachers. Primary education, even at the master's level, cannot provide a teacher with all the competencies he or she needs throughout his or her career. In the modern dynamic world, teachers need to annually update their competencies, develop, expand knowledge in accordance with new scientific developments and teaching methods. In addition, surveys show that many primary school teachers are insufficiently prepared to work with pupils with special needs; they possess little knowledge of modern information and communication technologies. Lifelong teachers' learning and training is a tool for developing the skills needed for pupils to achieve higher performance results.

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**Primary Paper Section: A**

**Secondary Paper Section: AM**