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THE ASSOCIATION OF TEACHER EDUCATION IN EUROPE

У статті розкривається роль Асоціації підготовки вчителів в Європі як мультикультурної організації, що зосереджує увагу на професійному розвитку вчителів в умовах євроінтеграційних процесів. Визначено структуру організації Асоціації підготовки вчителів в Європі.

Ключові слова: підготовка вчителя, європейський простір, організація, Асоціація підготовки вчителів в Європі, культурне взаєморозуміння.

The Association for Teacher Education in Europe is a non-governmental non-profit European organisation, which focuses on the information and the professional development of teachers and teacher educators, at all levels. With members from more than 40 countries, the ATEE is a multicultural association with a wide expertise on the various fields of teacher education.

The association is involved in a series of activities concerning research, practice, and collaborative work. The projects in which ATEE has had an active participation, either as a partner or as coordinator, are countless and varied in their scope, ranging from the preparation of events and publications, to the implementation of technology in teacher education, or the creation of networks.

The organisation of ATEE is structured in a double and complementary manner. On the one hand there is an administrative governing body, the Administrative Council, constituted by 10 members who help defining the policies and strategies, chaired by the President. On the other hand, the Research and Development Centres, currently 15, are specialised groups of professionals who work collaboratively in research and projects around specific themes, and constitute the heart of ATEE, which provides a dynamic allowing the permanent update of knowledge and interests.

Through its conferences and seminars, ATEE provides its members and other professionals in the field of teacher education, with important opportunities for debate and discussion, as well as the exchange of ideas and experience. The annual conference is held each year in a different country and covers a critically important issue. Two smaller events, the so-called Spring Conference and Winter Conference, are also organised each year. During these meetings new ideas, practices and research regarding specific topics are discussed.

The combined expertise of ATEE members facilitates the creation of key publications in the field of teacher education, with a European perspective. The *European Journal of Teacher Education* is a well-

recognised scientific publication, which provides valuable information on research, as well as important policy analysis.

Furthermore, several titles have been issued in the form of cahiers and treating specialised subjects, such as the mobility of teachers, attainment targets in the teaching of languages or beginning teacher educators in the ATEE publication 'Becoming a Teacher Educator, Theory and Practice for Teacher Educators' (Springer, 2009). Also, the association has produced, as part of its endeavour to foster the European dimension, manuals on the introduction of the European dimension in teacher education, as well as a catalogue of teacher education institutions and modalities in Europe.

Through its increasing involvement with Eastern and Central European countries, and its permanent endeavour to create new contacts in countries outside of the European space, ATEE expects to facilitate a better understanding among the peoples, the cultures and the mentalities. This meets one of the objectives of the association which is to constitute a force in the attainment of a harmonious global cognitive society, one which would benefit from the diversity of ideas, all aiming to reach a common goal, a better and more adapted education for all.

Throughout the years ATEE has participated in an active and committed way to the evaluation and betterment of the current policies in education, both at a national and at a European level.

Being loyal to its commitment to the creation of a Europe respectful of the diversity of cultures and identities, the ATEE has given a strong importance to the promotion of the European dimension, that is, to the better knowledge and understanding of the different cultural groups to achieve exchange and co-operation towards the construction of a society which would welcome the difference as a richness. A concept as abstract as that of European dimension was given sense and significance by the work fostered and produced within ATEE, trying to attain Unity in Diversity, to create a communication platform for all stakeholders in teacher education.

The annual membership of the Association provides the following benefits:

- Receipt of the publications of ATEE (**four issues of the European Journal of Teacher Education**, Newsletter) free of charge, and other publications at reduced rates;
- Access to specific information on the ATEE website, including all the past issues of our Journal;

- Opportunity to participate fully in the ATEE Research and Development Centres;
- Discount on the registration fee at the Annual Conferences and other Seminars;
- Establishment and maintenance of contacts with colleagues in other countries.

References

1. Association of Teacher Education in Europe. www.ateel.org

ЭРКУЛЬ Ю.

АССОЦИАЦИЯ ПОДГОТОВКИ УЧИТЕЛЕЙ В ЕВРОПЕ

В статье раскрывается роль Ассоциации подготовки учителей в Европе как мультикультурной организации, сосредотачивает внимание на профессиональном развитии учителей в условиях евроинтеграционных процессов. Определена структура организации Ассоциации подготовки учителей в Европе.

Ключевые слова: подготовка учителя, европейское пространство, организация, Ассоциация подготовки учителей в Европе, культурное взаимопонимание.

ERKUL J.

THE ASSOCIATION OF TEACHER EDUCATION IN EUROPE

This article describes the role of the Association of Teacher Training in Europe as a multicultural organization, focuses on the professional development of teachers in the European integration processes. The structure of the organization of the Association of Teacher Training in Europe is defined.

Keywords: teacher training, European dimension, the Association of Teacher Training in Europe, cultural understanding.

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ПЕДАГОГИЧЕСКОЕ ОБРАЗОВАНИЕ: ТЕНДЕНЦИИ РАЗВИТИЯ

В статье анализируются тенденции развития педагогического образования в институциональном, процессуальном, результативном контекстах.

Ключевые слова: педагогическое образование, образовательный процесс, требования к подготовке педагога.

Постановка проблемы. Система образования на европейском пространстве испытывает серьезные изменения, связанные с переходом общества в информационную постиндустриальную фазу развития. Для государств-участников СНГ этот период характеризуется еще и существенными социальными сдвигами, которые не могут не сказываться на целях, смыслах, ценностях образования. Педагог оказывается в центре этих процессов, а его подготовка и обеспечение условий для непрерывного совершенствования становятся важными компонентами социальной и экономической политики государств. Для понимания перспектив развития этих процессов необходим анализ тенденций развития педагогического образования в институциональном, процессуальном, результативном контекстах.

В институциональном плане педагогическое образование является серьезной отраслью эко-

номики. Обеспечение этой отрасли квалифицированными кадрами и их воспроизводство – необходимое условие воспроизводства человеческого капитала самого общества. Педагогическое образование как институт обеспечивает сегодня подготовку кадров для различных видов профессиональной деятельности в образовании, для разных ступеней и уровней образования. Оно становится востребованным, соответствующие программы профессионально-педагогической направленности реализуются сегодня не только в учреждениях педагогического профиля.

Отсутствие в России системы распределения специалистов, “прикрепления” выпускника к месту работы и достаточно низкий социальный статус педагога приводит к тому, что только 10-30% выпускников педагогических вузов страны идут работать в школу. Заметим, что в ряде государств-участников СНГ система распределе-