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DEMANDS TO PRIMARY SCHOOL TEACHERS' TRAINING IN JAPAN

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In the process of building a modern democratic society the role of teachers, their functions, their training and activity are changing rapidly. In the international legal acts of a global nature (UNESCO documents, Council of Europe, the International Cooperation and Development Organization, the International Labour Organisation and other) the teachers of the 21st century are declared to be the bearers of social changes. Formation of the educational elite, the level of their qualification, their general culture and spirituality significantly affect the future of any country. It is the teacher who is the main ingredient in the formation of the state human potential and its competitiveness, as the basic moral and civic values as well as the knowledge of future scientists, doctors, engineers, managers, musicians, designers are laid down at school.

During the years of independence, Ukraine is experiencing dramatic social and economic changes and reforms in educational sphere, the successful implementation of the latter is associated with the study of positive world experience. Considering this the important factor is the study of the theory and practice of teacher education in leading countries, mainly in Japan, which for many decades has gained a considerable positive experience in shaping the educational elite, creative learning, synthesis and critical analysis of the latter can help to overcome the problems and negative effects of modern teacher training in Ukraine to increase the prestige of education in Ukrainian society and, consequently, to ensure the successful integration of national education to European and world educational space.

The search for an educational ideal at the turn of the millennium became a common problem to develop by educators from different countries. They analyze the existing value orientations that guide school practice, record the new trends, predict the future of their development. There are West European,

North American and Japanese educational systems in the world, all of them have a significant impact on teaching practice in different countries.

The special appeal of the Japanese education system lies in its high efficiency in the field of economic and intellectual development of the nation.

In the western world they consider Japanese "economic miracle" to be a result of postwar second reform of the education system that was focused on American standards. However, the Japanese themselves consider the advances of modern education to be the outcome of their own functioning education system created over a hundred years ago, which takes into account national traditions. From this time the knowledge, wisdom and morality began to determine the wealth of the nation. And now, education is the focus of the family, society and state.

In Japanese theory and practice of teacher education the original experience of training teachers is accumulated as well as improving their practical skills, taking responsibility for the results of their work and high social status [1].

Some aspects of the higher education system in Japan, including: challenges of educational reform, the history of educational institutions, the status of teacher management issues educational institutions, etc. are highlighted in the scientific publications of such native scientists as Yu.Boyarchuk, O.Halahan, O.Hluzman, I.Zyazyun, T. Ilyina, M.Rodionov, M.Konstantynov, N.Kosminska, O.Myhaylychenko, N.Repetyuk, V.Orzhehivskyi, T.Pavlova, O.Prasol, V.Pronnykov, I.Ladanov, P.Pyzhykov, Yu.Romanovska, O.Romanovskyi, O.Suholytkyi, V.Semychenko et al.

General and psychological aspects of education and teacher training in Japan are revealed in the works of Ukrainian scientists (O. Ozerska, T. Swerdlowa et al.) as well as Russian scientists (O. Zheleznyak, S. Koretska, A.Kochkina, O.Marynyna et al.).

The nature of professional teachers' activity under the new conditions requires new pedagogical thinking, focused on the priority of individual and creative over algorithmic, the transition from manufacturing to a humanistic approach, personal-oriented paradigm of teacher education.

We cannot just focus on elementary school teacher, as all the educational activities of man and his life depends mainly on the competence of this particular teacher.

The social transformation of modern Ukrainian society is fundamentally linked to the dynamics of the education system. A teacher is the main figure, who determines the positive changes in the latter. There exist high requirements to the personality and the level of professionalism of the teacher who works in the XXI century. Primary school teachers should be prepared to respond flexibly and creatively to the socio-economic conditions that change rapidly and affects the nature of educational activities; they should strive for

continuous education and self-education and be primarily focused on the personal development of the growing child.

Only a teacher with formed readiness to psychological and educational interactions can teach and educate worthy younger generation as well as raise people to transform the existing hopeless sociocultural situation. It is the teacher who is able to find new strategies to upgrade the country, ways of building humanism-oriented educational process at school.

Japan is one of the leading economic powers of the world, which today is the country that has maintained its original culture. The Japanese were able to find such a model of development in which the public work force has become national history and culture, cohesion and unity of the nation in achieving common goals, the entire system of values, ideals, attitudes, traditions and customs, style and quality of life.

Japanese education is a unique and very peculiar phenomenon. The special appeal of the Japanese education system lies in its high efficiency in the field of economic and intellectual development of the nation. Success in a Japanese's life depends mainly on his education.

Japan is the most educated country in the world, a country that has taken a leading position in the field of education in the world. The system of public education looks a lot like American one. However, this only applies to formal construction of the school. The contents and the spirit of Japanese education are unique. It has never been a narrowly pragmatic means of solving any particular problems, it has always kept generic nature - worked in a wide value-semantic context [2].

The system of teacher training in Japan has a very long history. Significant changes in this system occurred in Japan after World War II. Alongside with other democratic reforms an educational reform (including reform of teacher training) was carried out in the country.

In 1968 the Central Council of Education of Japan identified the groups of qualities that characterize teachers: individual (to develop their own individuality, to be independent, to keep control over their feelings and knowledge); qualities of the member of the family (to be able to turn one's own house into the fold of love, recreation and education, make it open to the public); qualities of the member of society (be committed to work, to promote the welfare of society, to be a creative person, respect social democratic achievements); qualities of the citizen of a nation (to be a patriot, to respect state symbols, to appreciate and promote national heritage culture). Moral qualities of a teacher and his abilities for teaching activities are checked by a special psychological test. Interviewing is one of the most important stages of the exam. The teacher should identify practical skills, perform a fragment of a lesson, deliver a lecture, take part in group discussion or business play [1].

In the twentieth century, Japan has acquired the status of one of the most developed economic powers. Japan has achieved a high level of development, particularly in certain areas of innovation technologies; economic achievements of Japan became possible due to the high growth rates of labor productivity efficiency due to continuous raising of the educational level of workers.

Education is one of the priorities of the state policy, an important factor in the modernization and development of a dynamic society. In Japan, there is the highest secondary level of education per capita, where more than 90% of Japanese workers have 14 years of education. Almost 95% of the students continue their education in a second-degree high school up to 18 years old; 33% of graduates of high school begin to work, and only 4% of Japanese students begin working at the age of 15; 70% of the Japanese enter the labor market with a certificate of higher education. The system of academic education prepares professionals with high educational level of knowledge, while the responsibility for professional training is laid on the company.

The system of higher education in Japan includes universities and colleges (Daigaku), junior colleges (Nanki-Daigaku), technical colleges (Koto Senmon Gakko) and specialized training institutions (Senshu Gakko), all of them being under the Ministry of Education, Science and Culture of Japan. The entrance to all higher education institutions is carried out by taking the entrance examinations. Training is based on the full secondary education for 4 years (6 - for medical and veterinary professions). A characteristic feature of the educational process in Japanese universities is a clear division of general scientific and special subjects. The first two years all the students acquire comprehensive training that enables students to understand better the nature of the chosen profession, and for teachers it is the chance to ascertain the correctness of the choice of the student, to determine their scientific potential. Theoretically, after the general scientific cycle student may change specialization and even faculty. In reality, however, such cases are very rare and occur only within one department, while the initiator is the administration, not a student. For the last two years of study, students study specialized subjects [3].

The need to strengthen the teaching of vocational and practical component of teacher education in Japan led to the establishment of links between teacher training institutions, local governments, (Bureau of Education) and schools to supply the students with the place of teaching practice. Having realized that teachers' education should be a continuous process, the countries in East Asia are developing relationship between pre-service training and professional development programs. The content of learning becomes more integrated, the process of establishing links between

teacher training institutions for the sake of exchanging the resources and teaching staff takes place [4].

Some achievements, forms and methods of vocational teacher education in Japan with some restrictions can be successfully used in the process of education reform. The current experience of the Japanese education system confirms that the determining factor in the successful development of the country at the turn of XX-XXI centuries is the achievements in this particular field.

At the heart of educational change there is always a school teacher, because the way engineers, managers, lawyers or economists increase the country's achievements depends on the teacher's professional skills, knowledge and ability to find the way to the soul of every child, to awaken the interest in knowledge, to teach students to extract this knowledge.

To prevent some gaps in the pedagogical training of teachers in Japan, there is a required exam for the teacher meaning to obtain a certain teaching position in a particular prefecture, and there is certainly another highly effective measure introduced after III Education Reform - a Programme for initial teachers to enter the profession (hereinafter - PITEP).

PITEP involves all initial teachers who received the first professional appointment of full-time teachers (with full weekly loading) in public and private elementary, junior and senior high schools and schools for children with malformations. This program was approved and funded after review and approval of the Education Act. It obliges all initial teachers to spend approximately 90 days to this programme during their first year of work. The program enables novice teachers to systematize the knowledge and skills obtained in educational establishments and accelerate entry into the profession. This is particularly important because the students at educational institutions in Japan are more focused on theoretical knowledge, while the content and scope of teaching practice does not meet the social needs. In particular, as novice teachers emphasized during the survey, they lack communication skills with children and their parents the understanding the limits of the application of environmental knowledge, information sciences, responsibility for his words and behavior.

The guidance over the PITEP is performed by the Ministry of Education, Science, Culture and Sports of Japan, giving certain autonomy to reflect local circumstances to prefectural and municipal education departments and schools. Also there is feedback from lower levels of management to the Ministry of Education through the Internet.

PITEP includes:

1. Training at school, which runs for at least 60 days under the guidance of a designated teacher-mentor (actually 2 days each week).

2. Training outside school, which is not less than 30 days under the guidance of Prefectural Education Center (actually 1 day per week).

In addition, initial teachers at the municipal level have seminars for 5 days and educational cruises, involving individual teachers recommended by prefectural educational councils.

The program content includes familiarizing and mastery of the fundamental principles of education and school life, methods of class leadership, academic teaching, moral education, special activities and guidance over students.

The accomplishment of PITEP is provided by:

1) Teacher-mentor who is assigned to each initial teacher and is responsible for the program at school.

2) Subject teachers who are assigned to help initial teacher when teacher-mentor and initial teacher teach different subjects.

3) The schoolmaster who is solely responsible for the school part of the program and provides direct guidance of the collaboration and help of other school teachers to school mentors and novices.

4) To facilitate mentoring and increase responsibility for teaching initial teachers the schoolmaster lowers the weekly hourly load of teachers-mentors and subject teachers as well as their administrative duties. To cope with the mentioned above tasks the prefectural or city Board of Education (which has a special status) hires additional teachers-instructors, who are funded both by prefecture and the government.

5) The Japanese prefectural or city Boards of Education Board of Education are responsible for annual plans of training initial teachers, and take into account the local specificity of work at that. The annual plan includes both school and non-school curriculum. The Ministry of Education of Japan requires the prefectural Boards of Education to hold conferences of schoolmasters and other administrative staff, teachers-mentors, subject teachers in order to provide the appropriate content of the annual training plan. In addition to the plan the prefectural Boards of Education develop texts and tutorials for beginners [5].

The experience of the Japanese people in the education of the younger generation has a long history, which has been created as the most important national tradition for centuries. Addressing to the experience of this country will contribute to the understanding of the Japanese national character, which combines adherence to traditions, and at the same time clearly expressed desire to follow successfully the demands of the modern civilized world. When solving complex problems the Japanese society is facing today, people are constantly drawn to their history combining modern education experience with the traditions of the people.

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**"ГРАЙЛИВІ" ФОРМИ НАВЧАННЯ НІМЕЦЬКОЇ
МОВИ НА СПЕЦІАЛЬНОСТІ «ПЕРЕКЛАД»****Жанна ЛАКТІОНОВА (Кременчук)**

Сучасні інноваційні тенденції в освіті відкривають перед викладачем широкий вибір філософії навчання та шляхів вирішення практичних завдань. Відбувається перехід від навчання фактів до розвитку світогляду, набуття навичок застосування у житті накопичених знань, що уможливорюється в умовах використання таких засобів інтерактивних технологій, як ігри. При правильному використанні „грайливі” форми навчання можуть викликати довготривалий ефект і глибокозакорінений досвід [3]. Надважливими видами ігор при навчанні іноземної мови філологічних спеціальностей є рольові (ділові), імітаційні ігри, драматизації тощо. В цій статті ми намагаємося провести межу між рольовими та симулятивними іграми в навчанні.

Від англ. simulation - моделювання, відтворення. Є чимало визначень симулятивних ігор, зупинимось на наступному: симуляції - ігри, у яких слухачі відтворюють стандартні ситуації професійного життя