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## PROFESSIONAL PREPARATION OF TEACHERS IN THE USA AND IN UKRAINE: COMPARATIVE ANALYSIS

**Formulation and justification of the relevance of the problem.** Modernization of the system of compulsory secondary education reveals contradictory tendencies in the sphere of professional preparation of teachers in Ukraine which determine new demands for teachers because the task of preparation of secondary school graduates for world market integration, formation of comprehensive world idea, and adoption of cognitive and communicative methods of activity, ability to receive information from different sources is delegated to them.

Integration of Ukraine into European and world educational spheres the features of which are related to the nature of global processes, and also with the specific terms of development of social, economic, political, cultural and educational life of our country predetermines the demand of different problems decision. According to The National Doctrine of Development of Education [2] these problems

include improvement of quality of education; monitoring of effective practice of educational system at the national level; decentralization of management of education through expansion of government-public partnerships in social sphere; structural reformation of the system of education according to the demands of continuing education; preparation of teachers and educational institutions for innovative activity; development of market of educational services; development of international cooperation; monitoring and use of the best foreign experience in education.

The education system is assumed to contribute significantly to integration of Ukraine to the European Union. Despite growing understanding of the urgent need for systemic reforms in the system of education proclaimed reforms are not yet institutionalized. With the secondary education reform providing an opportunity for systemic modernization of the system of education in Ukraine,

it is paramount to alter the approach to decision-making on the reforms and to their implementation process. Realization of tasks of professional preparation of teachers depends on the condition of pedagogical education that demands objective analysis of the accumulated international and national experience of pre-service and post-graduate preparation of teachers as the major source of modern professional pedagogic preparation strategy determination.

**Analysis of recent researches and publications.** American researchers contributed into theory and practice of teacher preparation in such aspects as: foundations of education research (D. Baker, A. Bandura, G. LeTendre, and others); teachers' role in education reform (H. Beare, B. Caldwell, R. Millikan, and others); teachers' preparation curriculum (D. Ball, D. Cohen, F. Forzani, and others); quality of professional preparation of teachers (W. Bergquist, J. Armstrong, and others); university-school collaboration (H. Austin, A. Bermudez, B. Dwyer, P. Freebody, and others); skills, abilities and knowledge of teachers (S. Barab, T. Duffy, D. Jonassen, S. Land, and others); professional development of teachers (B. Berry, D. Montgomery, R. Curtis, M. Hernandez, J. Wurtzel, J. Snyder, and others); motivation of teachers (J. Atkinson, D. Birch, N. Feather, and others).

**The purpose of the article:** The purpose of this paper is to make a comparative pedagogic analysis of the modern systems of professional pedagogic preparation of USA and Ukraine and use of the best American experience in education system of Ukraine.

The USA has convincing pedagogical achievements and the developed system of professional preparation of teachers. Theory and practice of education in the USA is based on old multinational and historical traditions and depend on public policy in the sphere of education.

**The main material of the study.** Integration of Ukraine into international education sphere, essentiality of study and implementation of human experience in the sphere of professional preparation of teachers defined the problem of our research that consists in study and analysis of experience of professional preparation of teachers in the USA.

America has tried many strategies over the decades to reverse the slow, steady decline in its public schools. Few of these have delivered real results. The 2002 No Child Left Behind requirements, for example, were supposed to guarantee that every kid learned at least the "three R" basics. English and math scores for elementary students did inch up, but the scores of average American high scholars on international science and math tests continued to sink [6]. Now President Obama has launched the Race to the Top campaign to improve schools by holding students to higher standards, paying bonuses to teachers whose students excel, and replacing the worst schools with charter

schools.

New approaches need considerable strategic and procedural reforms of both the system of public higher education and the state general system that will be resulted in modernization of long-term strategies and methods that do not answer modern demands. These reforms will need collaboration of leaders of higher education, governors and public school administrators in overcoming of political barriers and support of new idea of professional preparation of teachers.

The USA president Barack Obama and vice-president Joe Biden are convinced that America faces more important problems than preparation of children to compete in global economy. Their vision of education in the 21<sup>st</sup> century begins with requirements of greater reformation and stronger accountability of resources for realization of education reforms; making parents responsible for their children academic progress; recruiting, retaining and rewarding of new teachers for the purpose of filling new effective schools that will prepare American children for successful study in college or productive activity at their workplace [4].

In the process and theory of globalization school plays an important role as the basic formal agency of knowledge transmission. Distribution of education as a component of globalization process is considered to be the contribution to the process of world democratization. From position of globalization tendency of professional preparation of teachers the problem of multicultural education is extraordinarily challenging. The research «Problems and Possibilities of Multicultural Education in Practice» by B. Ngo from the University of Minnesota proves that school multicultural practice is constantly contradictory. It sharpens the problems and makes teachers the opponents of multicultural education [5, p. 473–495]. The author of this research marks that it is necessary to reduce practice of conflicts and tension that certainly appears as the result of cultural differences. He is deeply convinced, that pedagogical education must offer approaches and possibilities of multicultural education.

Tendencies and challenges in professional activity of American teachers can be qualified as global, national and regional. Inevitable transformation of consciousness as the result of globalization changes content and form of education. School plays an extraordinarily important role in this process. The role of education in globalization became a spotlight of international financial institutions which assist development of education and effective support of teachers. The use of technological achievement, in particular of distance education, creates the tendency of transporting of western conceptions into new regions and to the population, giving them knowledge, generated by culturally dominant groups, and helping them to join consumer society. Another tendency of introduction

of world standards of professional education, practice and professional development in this context becomes urgent.

Quality of teachers' preparation is determined by The US Department of Education as the general direction of development of the system of professional preparation of teachers. The state demands from American secondary school teachers to be highly qualified, to have at least bachelor's degree from a four-year education establishment, to receive complete state certification, and to be competent in the subject.

Tendency of centralization of education is observed lately in the USA. The strategy of public policy in the sphere of national education is recruiting, retention and rewarding of teachers who prepare American children to compete in global economy. The state adopts decision to renew the value of secondary school certificates through improving of education standards and teachers' quality.

At federal level tendencies, related to professional practice of teachers, are determined as:

- Accreditation of all pedagogical educational establishments.
- Development of the voluntarily national system of evaluation of students' progress in order to determine the level of preparation of teachers.
- Development of the programs of teachers' residency (exceptionally prepared recruits to high needs schools).
- Expansion and refinancing of mentor program.
- Support of new and innovative ways of increase of teachers' salary.

The federal government controls and stimulates strict reforms that states perform in US public schools and provides substantial financing of educational sphere of those states that has adopted the requirements and accept programs of reformation.

Diverse nature of American nation created the tendency of organization of pre-service multicultural preparation of teachers and strategic recruiting and retention of teachers, representatives of minorities. In connection with the migratory tendencies of the US population in the search of work state certification, certification interrelation and teaching certificates acceptance by the states become extraordinarily actual.

Reforms in the sphere of pedagogical education are orientated at modernization of the programs of education, in which clinical practice occupies the basic position. It provides development of partner collaboration with school districts in which responsibility for teacher preparation is shared between public schools and universities.

One of the general tendencies of education despite strong centralization remains the tendency of decentralization of educational industry and the system of preparation of teachers. For example, state

governments and state departments of education are competent in: standard-setting of professional education; development of plans of modernization of ineffective schools; coordination of the programs of preparation and retraining of teachers; introduction of the special system of evaluation of teachers and school administrators; initiatives for increase of status of teachers, their reward, and support.

In the process of analysis of the system of professional preparation of secondary school teachers of the USA some problems that slow down the process of modernization of pedagogical education were found out:

- The problem of centralization of education and the tendency of decentralization of education as well as of the system of professional preparation of teachers;
- The problem of standardization of curriculum and diverse programs of professional preparation of American teachers;
- The problem of introduction of strict standards by federal government into professional education and the fact that education of a teacher in the college or university is neither basic nor obligatory requirements in professional preparation of teachers;
- The problem improvement of teachers and reduction of standards by the states concerning professional preparation of teachers;
- The problem of centralization of secondary education and professional preparation of teachers, that allows some states to accept teaching certificates from other states, and deficiency of compatible requirements that force the departments of education of the states to consult in every special case;
- The problem of the fact that there is no clear consensus in value and necessity of pedagogical preparation of teachers in American pedagogical science and shortage of effective and highly qualified teachers, and that universities and colleges of the USA unable to prepare competent teachers;
- The problem of conduction of reforms to improve secondary education quality, and slow process of American public schools improvement, which cannot provide students with essential contemporary knowledge;
- The problem of legal confirmation of alternative routes of pedagogical preparation and of the fact that most teachers of alternative certification are not highly qualified and unready to work in a class;
- The problem of globalization of professional preparation of teachers that makes the problem of multicultural education extraordinarily actual, and contradictory school multicultural practice which sharpens the problems and makes teachers the opponents of multicultural education [3; p.420].

The task of The National Strategy of Development of Education in Ukraine in 2012–2021 [1] is:

– Availability of high-quality competitive education for the citizens of Ukraine in accordance with the requirements of innovative steady development of society, economy and every citizen.

– Providing of personal development according individual potential, capability and needs on the basis of continuing education.

Basic directions of public educational policy of Ukraine are such:

– Reformation of the system of education on the basis of philosophy of humanism as of the national community strategy.

– Improvement of legislative normative base of the system of education, adequate contemporary requirements.

– Modernization of structure, content and organization of education according to principles of competency approach, transformation of the content of education on the purpose of steady development.

– Development and realization of various educational models, educational establishments of different types and patterns of ownership, various forms and facilities to receive education.

– Construction of the effective system of national education, development and socialization of children and young people.

– Provision of available and continuing education.

– Formation of healthy environment, ecologization of education, valeological culture of participants of the process of education.

– Development of scientific and innovative activity in education, improvement of education on innovative basis.

– Informatization of education, improvement of libraries and information resources of the sphere of education and science.

– National monitoring of the system of education.

– Increase of social status of teachers.

– Development of modern material and technical base of the system of education.

Last decade serious steps in realization of ideas and positions of the National Doctrine of Development of Education, reformation of education according to demands of the citizens and the state, improvement of quality, availability and competitiveness of education were provided in Ukraine. During this time public educational standards were implemented; content and organization of all spheres of education were improved; principles of the Bologna Process were introduced; credit-module system of education was developed etc.

**Conclusions and prospects for future research directions.** Analysis of the system of professional preparation of teachers in the USA showed that the general vector of the US pedagogical education is motion from substitute, second-rate education to total higher education, and the study of

tasks and content of the programs of pre-service and post-graduate preparation of American teachers confirms the right course of pedagogical education in Ukraine to variative, multilayered, module and fundamental.

Integration of Ukraine into international educational space, the demand to study and introduce international experience in the field of professional preparation of teachers require comparative research and analysis of foreign experience of preparation of teachers, in particular, organizational forms of preparation of teachers in the USA. The results of this research will give the complete picture of the modern system of pedagogical education of the USA, its content, organizational forms, technologies, internal and external factors of evolution. It will be instrumental in comprehension, generalization and introduction into practice of modern professional preparation of teachers in Ukraine the results of different innovative researches, techniques and technologies of preparation of teachers.

Positive experience of maintaining high quality professional preparation of American teachers, which was found out during research, correlates with specific tasks of modernization of national education, exposes new sources of innovation, management and improvement of pre-service and post-graduate pedagogical education in Ukraine.

Among the promising areas of further research professional preparation of teachers in developed countries, trends in the development of pedagogical education in the USA and Ukraine deserve special attention.

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## ТЕХНОЛОГІЯ СИТУАЦІЙНОГО НАВЧАННЯ У ПІДГОТОВЦІ МАЙБУТНІХ УЧИТЕЛІВ ІНОЗЕМНОЇ МОВИ

**Постановка та обґрунтування актуальності проблеми.** Сучасне суспільство потребує кваліфікованих професіоналів, задля чого висуває нові вимоги до їхньої підготовки у вищому навчальному закладі. У законах України «Про освіту», «Про вищу освіту», у Національній доктрині розвитку освіти, галузевих стандартах вищої освіти, Проекті Національної стратегії розвитку освіти в Україні на 2012–2021 рр. та інших нормативних документах наголошується на тому, що навчання у вищому педагогічному закладі має забезпечити якісну професійну підготовку майбутнього вчителя відповідно до державних освітньо-кваліфікаційних вимог, тобто засвоєння ним ґрунтовних професійних знань і вмінь, набуття досвіду застосування їх на практиці, формування готовності до неперервної освіти, самоосвіти й саморозвитку.

У зв'язку з цим певної значущості набуває системне запровадження у процес навчання інноваційних дидактично-лінгвістичних систем, методів, технологій, прийомів навчання, які відповідали б українським необхідним задачам та теперішній дидактичній парадигмі вищої освіти в

Україні щодо підготовки кваліфікованого фахівця. На нашу думку прогресивною у цьому руслі є технологія ситуаційного навчання, заснована на мультифункціональному опрацюванні студентами-філологами педагогічних вищих закладів ситуаційних завдань, основу яких становить реальна мовна ситуація. У ракурсі названої технології зміст педагогічної ситуації не тільки ставить певне завдання перед студентами, але водночас також поглиблює знання, розвиває вміння та навички (в тому числі творчого характеру), показує можливий потенціал практичної реалізації, сприяє отриманню власного досвіду, формує професійну компетентність.

**Аналіз останніх досліджень та публікацій.** Різні аспекти методологічного й теоретичного характеру, які стосуються навчально-виховного процесу у вищих навчальних закладах розкриваються такими вченими, як А.Алексюк, І.Бабій, Л.Березівська, А.Богущ, Я.Болюбаш, М.Бурда, Г.Ващенко, А.Вербицький, С.Вітвицька, О.Глузман, С.Гончаренко, Т.Грабовська, М.Євтух, В.Загвязинський, І.Зязюн, О.Козлова,