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**THE IMPORTANCE OF BRITISH TEACHING EXPERIENCE
(LATE 20TH – EARLY 21ST CENTURY) FOR MODERN TRAINING
OF UKRAINIAN PRIMARY SCHOOL TEACHERS IN RURAL AREAS**

ABSTRACT

The article deals with peculiarities of primary schools teachers' professional training in the UK (late 20th – early 21st century) in terms of European integration, analyses development priorities, substantiates the possibilities to use the ideas of the British experience in the training of local primary schools teachers in rural areas. The ideas which have been determined as leading are: development of unified system of standards and teachers training in the context of general integrated requirements for its competence; teachers' skills to manage their teaching and training activities; modernizing the content of professional training; ensuring continuity of professional training for primary school teachers and their close cooperation with universities, schools and local education system, etc. The results of theoretical research confirm that the development of primary schools in Great Britain has always being and remains a leading factor in the modernization of teacher training. Teacher Education in UK has considerable experience in combining traditional and modern innovation in the time of reforms in that sector, updating the organizational and semantic principles taking into account the European dimension of education. The experience of Great Britain as an active member of formation processes in common European education space, with a rich history, cultural traditions and innovative achievements in terms of professional training of primary school teachers will provide an opportunity to identify and use positive ideas to upgrade the pedagogical education in Ukraine and present its achievements in the European education space. The UK has implemented its own national approach to the modernization of primary school teachers' professional training on the basis of common European integration processes and changes.

Key words: *professional teacher training, modernization, standards, primary school in rural areas, Great Britain, European integration.*

INTRODUCTION

Modernization of education requires improving of teacher's professional training, which should make them more competitive and mobile to perform multifunctional educational activities. Special mission entrusted on primary school teachers in rural areas, they have to provide all children in the school community with an opportunity to "equal start": identification of cognitive needs, interests, educational opportunities, foresight difficulties in learning, determine the prospects for personal development and preparation to the next stage of education.

Obvious growing requirements for equal access to quality education has not yet become the norm for the majority of primary school children in rural areas, requiring innovative changes to the social and educational functions and status of teachers, holistic



process of professional and personal training of teachers through the appropriate content of all their constituents, in particular, coordination of psychological, pedagogical, methodical, social and cultural component.

It should be noted that since the 1990s Ukraine has been carrying out structural reorganization of higher education, which fully applies to the training of primary school teachers in the educational establishments of III and IV levels of accreditation transition to dual training in the professions and training for primary school teachers with additional qualifications. Obtaining by primary school teachers double specialties and additional specializations designed to promote rural primary schools with qualified teaching staff. Expansion of teacher professional functions requires additional expenditure of time, effort, intelligence.

In terms of European integration personality of the teacher acquires new characteristics that are interpreted by experts as core requirements for teacher profession in Europe of 21st century. As noted in the complex of Common European Principles concerning the competence and qualifications of teachers, the teaching profession has become highly skilled, mobile, based on partnership, one that encourages lifelong learning (Пуховська, 1997).

Professional training of primary school teachers in rural Ukraine in terms of European integration needs to be updated and to have fundamental changes. In our opinion, the study of educational systems of developed in European countries, including Britain, which has good-old cultural and educational traditions, the experience of successful schooling reforms in modern conditions and innovative achievements in the training of teachers to work in primary schools can be an important source of modernization of teacher training for national primary school.

The study of training peculiarities of primary school teachers in Britain in the late 20th – early 21st century, will provide an opportunity to identify and use positive ideas of experience to upgrade teacher education in Ukraine and present its achievements in the European education space.

THE AIM OF THE STUDY

The purpose of the article is to highlight key aspects related to the training of primary school teachers in the United Kingdom for the purpose of scientific reasoning, positive comprehension of ideas with the possibility of further use in building a unified educational and informational environment of professional training of primary school teachers in rural areas of Ukraine.

THEORETICAL FRAMEWORK AND RESEARCH METHODS

The issue of professional teacher training in terms of innovative modernization processes has been reflected in scientific achievements of such Ukrainian scientists as L. Koval, L. Kondrashova, O. Komar, R. Prima and others.

Significant experience of studying foreign achievements of the professional education theory has been made by such Ukrainian scientists such as N. Bidyuk, O. Lokshyna, L. Pukhovska, V. Zhukovskyi and others. The leading areas of theory and practice of teacher training, modern higher education reform of Great Britain have been investigated by N. Avshenyuk, M. Bazuryna, L. Polishchuk, O. Voloshyna and others.

Important scientific achievements in the theory and methodology of teacher training in the UK in the context of integration processes in Europe belongs to such foreign scientists as T. Becher, P. Broadford, M. Haney, D. Hartley, A. Socket and others.

Research methods are classification and systematization of scientific literature to determine the source base on the study; normative documents of Ukraine and Great Britain



from the defining problem; interpretation and generalization with the purpose of updating and identifying opportunities and ways to use the ideas of the British experience in the practice of teachers' training for primary schools in rural areas.

RESULTS

Development and implementation of modern standards of pedagogical education in Ukraine is to create conditions for achieving the strategic goal – to improve quality, achieve new educational results for the further development of all parts of education. G. Vasianovych, while defining ideological and pedagogical component of modernization in primary school teacher training, emphasizes that “the standard of pedagogical education should not be the means of fixing the state of pedagogical education, and should focus on achieving a new quality to the contemporary (and even predictable) needs of individuals, society and the state” (Васянович, 2009).

The late 20th – early 21st century in Britain was marked by progressive reforms of school and higher education, the spread of European integration processes on the targeted and procedural aspects of professional training of primary school teachers: implementation of National Strategies for language and arithmetic literacy, the establishment of the Agency for teacher training, the introduction of important documents – National Teachers' Standards and the National Curriculum with its basic training, which includes training plans, programs, forms and methods of teaching and learning, teaching courses; quantitative and qualitative expansion of academic mobility of primary school teachers (Department for Education, 2013).

The National Teachers' Standards include key areas of standardization in UK, consisting of three sections: occupational; professional knowledge and understanding; skills, involving such professional quality as broad erudition, wide spiritual interests, creativity, etc., as well as knowledge of basic subjects and skills to manage their own educational activities, create favourable atmosphere in the education process. The Standard of qualified teacher includes national programs and training forms from the basic subjects. Study plans, programs, forms and methods of teaching and learning, teaching resources are included in the National Curriculum of basic teacher training (fundamental state document in of pedagogical education) (Поліщук, 2011).

The key affirmation of the standardization process in the UK is to determine the criteria for professional and pedagogical readiness of the graduate-young teacher (competence) is recorded in the qualifying characteristics. An important assertion of the reform is that the school should play the role of an educational partner in the system of professional and educational training, it means that higher education institution and the school are jointly responsible for the development and implementation of “training programs for teachers; structure and content of teaching practice; methods of teaching specialization subjects and disciplines of the school curriculum; methods of checking students' knowledge; methods to assess the practical work of students; joint inspection of the final outcome of professional and educational training; upgrading training programs” (Пуховська, 1997).

Professionalism of teacher training is evaluated by Standardization Bureau of Education and Teacher Training Agency. Evaluation of professional training of future teachers' procedure includes both internal and external review, which means the control can be done by both inspectors and administration of higher education institutions (Поліщук, 2011).

The main internal factor of changes in teacher training was done thanks to primary education reforms of Great Britain, in particular: the development of more effective organizational principles; improvement of the content; introduction of new forms and methods



of teaching which were needed to achieve the higher academic results. As rightly observes by O. Savchenko, “modernization of pedagogical education cannot be successfully solved only as a problem of higher school. Primary and Secondary education students are the main customers and consumers of teaching staff and they should become an active subject of improvement” (Васянович, 2009).

In the study of foreign experience and generalization of professional training of primary school teachers Z. Onyshkiv distinguishes the following main areas of modernization of higher education: the standardization of professional and pedagogical training of teachers; integration of pedagogical education of the European Union to the European education space; individualization of training of future teachers; forming the image of an effective teacher, etc. (Онишків, 2015).

All fundamental documents that presents psychological, educational and social requirements for primary school teacher – Teachers’ Standards (England) and Practising Teacher Standards (Wales) – contain important socio-cultural orientation and professional values associated with socio-cultural activities and teacher training: disclosure of spiritual forces of students; respect for the social, cultural, linguistic and religious characteristics of each student; tolerant and effective communication with parents and guardians; setting an example for students in establishing positive values – such as trust, respect, honesty, responsibility, ability to make a favour (Department for Education, 2013).

The socio-cultural orientation of integrated primary school teacher training, which has been traditional for the national education system, as reflected in its goals setting, content, forms, methods, etc., is the main line which passes through all the components of the content program for professional training in the standards of training primary school teacher, humanitarian and socioeconomic; natural science; professional and practical.

It seems to be essential for us that one of the key factors of modernization in organizational and semantic foundations of professional training of primary school teachers in the UK has been the development of socio-cultural component. Noteworthy the separation of socio-cultural teacher training in the UK, which O. Voloshyna represents as a complex and multidimensional phenomenon that runs through all the components of curricula, programs and defines as a combination of knowledge, beliefs, attitudes, skills, activities of future teachers of primary school, providing the opportunity to self-identification as a representative of national culture, the entry into equal dialogue with other cultures in national education space, turning into modern European and world civilization processes (Волошина, 2007).

We note that the priority development direction of Ukrainian education institution was bringing the forms and contents of teachers’ professional training in line with public demands. Changes to professional requirements in training primary school teachers in rural areas caused by the need to strengthen relationships with families of school students, rural communities, creating developmental learning environment of school on the basis of personality-oriented approach. We believe that the involvement of British experience in social and cultural teacher training will help to upgrade the socio-cultural component content of the national school system, variability of curricula and programs, strengthening ties with the school social and cultural environment, improving personal and professional characteristics of future teachers.

Scientifically valuable in terms of a researched problem is identification and justification made by L. Polischuk of the ways to use British experience of professional training of primary school teachers in Ukraine in terms of European integration, the most



important were named as such which provide the development of a unified system of standards and of professional teachers' training in the context of general, integrated requirements of competence, teachers skills to manage their teaching and training activities of students; modernizing the content of professional training of primary school teachers and reorientation of training programs in accordance with European standards, increased attention to methodological training and teaching practice; ensuring continuity of professional training of primary school teachers, close cooperation with universities, schools and local education authorities, etc., who are responsible for training teachers etc. (Поліщук, 2011).

Thus, the analysis of sources of scientific training of primary school teachers in Great Britain shows the modernization of professional and pedagogical training and the desire to consolidate efforts on formation of uniform standards in such training.

CONCLUSIONS

The results of the theoretical findings confirm considerable interest in the outlined problem. Teacher Education in UK has considerable experience in combining traditional and modern innovation in the time of reforms in that sector, updating the organizational and semantic principles taking into account the European dimension of education. The experience of Great Britain as an active member of formation processes in common European education space, with a rich history, cultural traditions and innovative achievements in terms of professional training of primary school teachers will provide an opportunity to identify and use positive ideas to upgrade the pedagogical education in Ukraine and present its achievements in the European education space.

Identification of positive trends in training of teachers in the UK, based on the national education system, in our view, may serve to justify the conceptual ideas and practices of improving the content and methodological training of primary school teachers in rural areas in Ukraine.

These theoretical positions may construct modernization of professional teacher training in primary school. Further scientific research in this area will include the training of future primary school teacher in rural areas to work in the socio-cultural environment.

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