

CZU: 371.14

DOI: 10.36120/2587-3636.v17i3.148-152

## **A PEDAGOGIST'S PROFESSIONAL DEVELOPMENT: WORLD TRENDS IN POSTGRADUATE EDUCATION OF UKRAINE**

**Iryna ZHOROVA**

Municipal Higher Educational Establishment

«Kherson Academy of Continuing Education» of Kherson Regional Council

**Abstract.** The article deals with the world experience of professionalization of pedagogical activity. The author presents the British system of continuing pedagogical education which consists of three levels. The organization of postgraduate teacher education in Germany is characterized by a wide variety of traditional and innovative forms of improving pedagogical skills. The predominance of the development of professionalism of teachers in the USA is the effectiveness of teacher's pedagogical activity, which is determined by the level of academic achievement of students.

**Keywords:** pedagogical professionalism, postgraduate education, world experience.

## **DEZVOLTAREA PROFESIONALĂ A PEDAGOGULUI: TENDINȚE MONDIALE ÎN ÎNVĂȚĂMÂNTUL POSTGRADUAL AL UCRAINEI**

**Abstract.** Articolul tratează experiența mondială de profesionalizare a activității pedagogice. Autorul prezintă sistemul britanic de educație pedagogică continuă, format din trei niveluri. Organizarea învățământului postuniversitar al pedagogilor din Germania se caracterizează printr-o mare varietate de forme tradiționale și inovatoare de îmbunătățire a abilităților pedagogice. Predominanța dezvoltării profesionalismului profesorilor din SUA este eficacitatea activității pedagogice a profesorilor, care este determinată de nivelul de realizare academică a elevilor.

**Cuvinte cheie:** profesionalism pedagogic, educație postuniversitară, experiență mondială.

The national education system at the beginning of the third millennium is characterized by a change in the educational paradigm, updating of content and learning technologies. Achieving positive results of humanization of education, realization of the human-centered orientation of education and training are primarily possible thanks to the professionalism and professional and creative activity of the teacher.

According to European experts, in the coming decades, the development of education on the continent will largely depend on the recognition of the importance of continuing professional development of teachers, on the support of real initiatives aimed at its institutional improvement. Against this background, the education of teachers is being modernized on an international level, based on a program-based approach that takes into account all aspects of teachers' professional development. That is why it is quite appropriate to appeal to the modern world experience of organizing work on the professional development of teachers.

There are active processes of professionalization of teaching work throughout the XX century, with particular acceleration in the early XXI century in most countries of the West. Interesting from the point of view of comparative analysis of the professionalism of teachers in different educational systems are the scientific works of L. Pukhovska. She analyzes the concepts of "wide" and "narrow" professionalism, which were introduced

into the scientific circulation in the mid 70's, and concludes that both categories of teachers are represented in the educational space of each country. Despite the fact that the social and pedagogical conditions of teacher professional development and activity around the world have undergone significant changes since then, the fundamental differences between the two concepts persist. The main difference between them is the different vision of the goals of pedagogical activity, which is a key factor that drives the overall movement of teacher's pedagogical activity.

Wide professionalism is characterized by the following indicators: skills are derived from a combination of practice and theory; the field of activity provides for a broad social context of education; classroom events are viewed in relation to school policies and goals; teacher values are based on professional cooperation; involvement in extracurricular pedagogical activities is high; work with professional literature is carried out regularly; work on advanced training is active, including the study of theory; teaching is seen as a pedagogically appropriate activity.

Narrow professionalism is characterized by follows: skills are derived from experience; the field of activity is limited in time and space; the events in the classroom are understood and viewed in isolation from the environment; teacher values are based on his or her autonomy; involvement in extracurricular pedagogical activities is limited; references to professional literature are made occasionally; work on advanced training is limited to a specific course; teaching is regarded as an activity based on intuition [3, p. 17].

In the context of the creation of a European educational space, there is a clear demand for the development of a wide professionalism of a teacher able to work in different educational systems.

The UK is one of the initiators and active participants in this process, which causes the implementation within the British national system of European initiatives created by the participants in the Bologna Process. That is why the process of reforming teacher training in the UK and European countries (related in particular to the quality assurance of continuing education) is carried out taking into account both national and European needs, aimed at improving the educational system in order to enhance the competitiveness of each national system of education and every specialist in particular.

Today, the model of British teacher includes not only professional qualities, but also his/her professional and personal development in the process of preparation and training.

The studying of the structure of the British system of continuing education showed that it consists of three levels.

The first level includes non-university and university pedagogical education programs at two educational levels: accessible (after secondary education) and

postgraduate (based on the Bachelor's Degree obtained at higher educational establishment).

The second level of continuing teacher education in the UK involves theoretical and practical training for the trainee during the “trial year”, for the period of adaptation of a university or college graduate to the school conditions. Internships in British pedagogical studies are characterized as a process whereby graduates of educational institutions receive developmental support in order to demonstrate their skills and abilities during the first year of teaching. A graduate of the higher educational establishment during this period is called an “trainee”. This program, aimed at becoming a teacher as a specialist, is effective because it is based on a progressive model of teaching, pedagogical support and improvement of skills.

The third level of continuing pedagogical education includes passing short and long-term courses at institutes of pedagogy of higher educational establishments, at independent advisory groups, at the Department of Education and Science, at training centers, at local educational authorities, at schools [4, p. 21–22].

Today, the British education system is reforming the organization and implementation of various forms of continuing education. In particular, the grant system with its budget and software is becoming increasingly relevant. There are various organizations in the country that offer colleges and schools the opportunity to provide additional education and further professional development of teachers. These include autonomous educational counseling centers and various INSET services, as well as all sorts of innovative schools or groups of schools.

Studying the European approach to the organization of postgraduate education has shown that pedagogical practice (internships) occupy a special place in teacher training programs in EU countries. It should be noted that its importance is constantly emphasized in European-wide documents. The internship is the main link in the professional development of the student-teacher and throughout the teaching process. The British option gives the teachers the opportunity to develop their own pedagogical skills at 5 levels: beginner - advanced young teacher - specialist - proficient - expert.

The training program for teachers in the form of internships includes three elements: 1) intraschool internships provided by professional mentors and instructors; 2) a two-week internship based at a teacher training center; 3) a one-year open university internship course in terms of content and structure of study.

The organization of teaching practice in the UK is interesting for the national postgraduate education system, especially providing trainee teachers and their supervisors with an opportunity to evaluate the advantages and disadvantages of the internship program, which are discussed at individual meetings of trainees, supervisors and project coordinators.

Researches, conducted within the personal school, are considered by specialists as the most promising direction in improving the quality of teachers' continuing education, because they reinforce the focus of educational policy to solve the personal needs of teachers in pedagogical and school life issues [4, p. 22-23]. Also interesting and relevant is the practice of organizing postgraduate teacher education in Germany.

Today, the German teacher training system is represented by a wide variety of traditional and innovative forms of improving pedagogical skills. Traditionally, teacher training in the country is carried out in academies or training institutes. In addition, the in-school and extracurricular activities aimed at updating pedagogical, methodological and didactic issues, remain the traditional forms of advanced training.

The experience of introducing technology of supervision (mentoring) is interesting and relevant. Supervision is now regarded by professionals as intense, interpersonal, one-on-one relationships where one person is called upon to foster the professional competence of another. The main function of pedagogical supervision is to improve the skills of the teacher. The supervisor assists in learning new knowledge, shares his/her experience, clarifies, directs, helps to find the right solution, advises, proposes new techniques and technologies, and helps teachers eliminate professional difficulties. In Ukraine, supervision is hardly used as a method of teacher training. Purposeful training for supervisors was started only within the framework of the implementation of the New Ukrainian School Concept for elementary school teachers, there are no requirements for compulsory supervision, there is also practically no scientific research in this field, while in Germany pedagogical support and supervision are compulsory elements in the educational process of higher education.

It is noteworthy and needs study for practical application such innovative form of teacher training as “moderation”. Today, “moderation” is quite widespread in European countries and is used in the state system of professional development, in-school teacher training and management activities of school leaders. Special attention in moderation as a form of professional development of a teacher in Germany is given to the personality of the moderator, who acts as a referent, consultant, manager and who has a high level of professional and professional competence [2, p. 60-61].

The US teacher education system is based on standards developed by the National Staff Development Council. It is the standards of professional development that provide for the system of planning, organizing, managing, and evaluating the professional development of American general school education teachers in the system of continuing education, professional development policies, and the development of its programs. Dominant development of teacher professionalism is the effectiveness of teacher's pedagogical activity, which is determined by the level of academic achievement of students. Professional development standards determine: gaining knowledge of the

subject and methods of its teaching; responsibility for managing and monitoring students' educational process; systematic analysis of their own activities and the development of knowledge based on daily practice; responsibility for working with colleagues to improve school efficiency; developing knowledge of the social environment as a powerful resource in the learning process.

The standards of professional development of US teachers are constantly updated on the basis of proposals submitted by teachers and practitioners and on the basis of student performance data, which is the basis for planning the content of continuing vocational education and its impact on the development of education at the school, school district, state, and state levels.

One of the foundational elements of teacher professional development aimed at improving student achievement is the use of information and research findings by teachers in the field of education. Practical research promotes the application of positive pedagogical experience in own practice of school, school district, state; developing their own pilot projects to increase the effectiveness of teacher professional development.

One form of professional development for US teachers in continuing education is collaborating with colleagues in professional communities based on the school or school district. Organized teacher groups provide for social interaction that is often dependent on learning and interpersonal support and is the basis for decision-making on complex problems that arise in the learning environment. Such groups help to avoid teacher isolation and help make important decisions [1].

The experience of foreign countries on the implementation of innovative forms of professional development of teachers in the system of continuing education can be useful for the national system of postgraduate teacher education in the context of integration into the European educational space.

## **Literature**

1. Mukan N. Professional Teacher Development Standards in the United States. URL: <http://nvd.luguniv.edu.ua/archiv/NN1/r4/07mnvrps.pdf> (accessed 24/08/2019).
2. Nos N. System of teacher training in Germany: traditions and innovations. In: Development of continuing education: materials of the IV International scientific-practical conference. Krasnoyarsk, 2013. p. 59–61.
3. Puhovska L. Professional development of teachers in the world and European educational space: Master's degree. In: L. Pukhovska. Path of education. 2008. № 2. p. 16-19.
4. Sabirov D. Quality assurance of continuing pedagogical education in Great Britain (second half of the twentieth century): abstract of PhD thesis. Kazan, 2009. 40 p.