



# PROFESSIONAL AND PEDAGOGICAL TRAINING OF THE TEACHERS IN THE CONTEXT OF INTERNATIONALIZATION OF EDUCATIONAL SPACE IN GREAT BRITAIN

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**Abstract.** Using the comparative and content analysis of European and British normative documents and regulatory laws the main approaches to improving the professional training of the British teacher ready to work in the context of internationalization have been defined: namely, competence, modernization of the content of vocational training, practical-oriented.

The implementation of the competence approach involves the development of new standards for the professional teacher training of the British teacher based on European professional competences, including the following components: European identity, European knowledge, multiculturalism, European professionalism, European citizenship and European academic mobility of teachers.

The modernization of the content of vocational and pedagogical training of the British teacher is carried out through the introduction the international dimension into the basic professional disciplines and disciplines of the social and humanitarian cycle, the introduction of special courses of international orientation ("European space", "Pedagogy and European space in education").

The implementation of the practice-oriented approach to improving vocational and pedagogical training provides the performance of internships for teachers in higher educational institutions in Europe, organization of pedagogical practice of the students in one of the higher educational institutions of Europe or the world.

**Keywords:** *professional and pedagogical training of the teachers, internationalization, European educational space, professional competence, practical-oriented approach.*

**Introduction.** The problem of formation of pedagogical staff adapted to the modern conditions of a globalized society requires the improvement of the system of vocational and pedagogical teacher training for activities in the context of internationalization of the educational space. The strategic directions of the development of the educational system of Ukraine are to increase the quality of professional and pedagogical training of future teachers. The contemporary socio-economic conditions and dynamic transformations in education require a high level of teachers' professionalism, a creative approach to professional activity, social-professional activity and ability to lifelong learning. The new generation of teachers should have a high level of theoretical and practical

training to meet the challenges of time, needs of a globalized society and the demands of modern educational reality.

**Materials and methods.** The Laws of Ukraine "On Higher Education" (2014), "On Education" (2017), the National Strategy for the Development of Education for the period up to 2021 (2013), the Concept of the New Ukrainian School (2017) and other regulatory documents have stressed the need for a comprehensive development of a personality, preparation of a competitive and qualified specialist, creation the favorable conditions for creative self-realization of every person. As the teaching staff is the driving force in reforming the education, there is a public need for initiative, comprehensively educated professionals

capable of further professional development. In these conditions the problem of improving the quality of education is actualized in educational institutions that train teachers. Studying the experience of European countries in the context of educational reforms and implementation of the progressive ideas of foreign experience in domestic practice will contribute to the improvement of Ukrainian vocational and pedagogical training system of future specialists.

The review of scientific literature has shown that various aspects of the above problem are the object of thorough study. The essence of professional formation and development of a personality as an integral process is considered by O. Asmolov, T. Bocharnikov, E. Zeier, P. Kosenko, A. Markov, N. Mukan and others. In contemporary scientific works theoretical aspects and practical solutions to the problems of professional development of the future specialist is highlighted in the context of the new personality oriented paradigm and subject-subject interaction of the participants of the educational process (I. Bech, O. Bondarevskaya, N. Borysko, A. Budarny, V. Hashimova, S. Podmasin, V. Serikov, M. Chobitko, I. Yakimanska, S. Yatsenko and others).

The theoretical and methodological principles for improving the professional training of British teachers are emphasized in the works of foreign researchers N. Annan, A. Byrne, S. Ball, J. Davies, B. Campos, A. Kelly, A. Ogg, S. Tomlinson, G. Whitty, C. Higginson and others. The analysis of the works of the mentioned authors testifies the correspondence of the modernization of vocational and pedagogical training of the British teacher to the requirements of the European policy of internationalization of educational space.

The process of integrating Ukrainian education into the European educational space predetermines the need for critical reflection and creative use of the positive experience of foreign countries, in particular of Great Britain, which has a rich history, traditions and heritage in the system of training future teachers. Training in Great Britain has suffered numerous changes and reforms. This country has survived the ups and downs, but nowadays it takes the first place in the world for the quality of higher education. That is why using the experience of this country will help to justify approaches for updating the system of training future teachers in Ukrainian institutions of higher education.

Research methods: comparative and content analysis of normative and regulatory documents – to determine the state of the development of the investigated problems, in particular problems of managing internationalization of higher education at European, national and institutional levels; analysis and synthesis – to identify the main approaches to

improving the professional and pedagogical training of the British teacher; system analysis – to define the components of the internationalized curricular of the professional and pedagogical training of the British teachers.

**The aim of the paper** is to define and characterize the main approaches to improving the professional and pedagogical training of the British teacher to work in the conditions of internationalization of educational space: in particular, competence, modernization of the content of vocational training, practical-oriented.

**Results and discussions.** The detailed analysis of the European strategy for the development of vocational and pedagogical training and official documents of Great Britain on the outlined problem allows us to define the main approaches to improving the professional training of the British teacher to work in the context of internationalization of the educational space: in particular, competence, modernization of the content of vocational training, practical-oriented (Chernyakova, 2013).

The current stage of development of the European educational policy in the field of vocational teacher training is connected with the development of knowledge society and qualitatively new requirements for the professional qualification of a specialist, which becomes a productive force for increasing the competitiveness of the state. In the conditions of internationalization of the educational space the updating of vocational-pedagogical training is carried out through the introduction of key competences that a modern teacher must possess. The implementation of the competence approach involves the inclusion in the new standards of vocational and pedagogical training of the British teacher European professional competences containing such components as European identity, European knowledge, multiculturalism, European professionalism, European citizenship and European academic mobility.

The need for the introduction of new approaches to the practice of vocational teacher training for a European teacher was announced in May 2000 at a meeting of the European Commission in Lisbon and proclaimed by the program "Strategic Framework for Education and Training 2010" (Council Conclusions on a strategic framework for European cooperation in education and training, 2009). The Lisbon Strategy has identified priority areas for the development of the European Union's educational policy aimed at strengthening the EU's global competitiveness by means of the renewal of the economic and social spheres, in particular, of vocational education.

The main document of the Council of Ministers of Education of the EU, which specifies the Lisbon Strategy's task and identifies the prospects for the

development of vocational education in Europe, is the Concrete Future Objectives of Education Systems (2001). The analysis of the Concrete Future Objectives of Education Systems (2001) proposes that the first step in implementing the main ideas of the Lisbon Strategy is the coherence of the actions at the national (state), institutional (educational institution) and personal (student) levels in order to improve the quality of education and training in each of the EU member states (Communication from the Commission: Making a European Area of Lifelong Learning a Reality, 2001).

Thus, in the "Detailed Work Programme on the Follow-up of the Objectives of Education and Training Systems in Europe" (2002) the need for the formation of national educational priorities for the improvement of professional training of teachers in accordance with European requirements is emphasized. The evidence of the coherence of the national policy of internationalization of education in Great Britain with the European requirements is the initiative of the Ministry of Education and Science of the United Kingdom to implement the European dimension in the system of vocational and pedagogical training of future teachers by means of internationalization of the curriculum and the introduction of common professional qualifications (White Paper: Excellence in Schools, 1997). According to the new initiatives, teachers are responsible for forming the international competencies of the students that are necessary for life in a modern globalized society.

The next step in implementing the main principle of the Lisbon Strategy in Europe was the meeting of the Ministers of Education in Barcelona (2002) and the signing of the work program "Draft Strategy Paper on Key Competencies". The programme provides thirteen important vital goals and relevant indicators for the development of professional competencies and is aimed at:

- ✓ improving the quality and efficiency of vocational training (improving the professional and teacher training of teachers and methodists, increasing the number of young people involved in the field of scientific and technical research);

- ✓ the development of continuous and accessible education (ensuring the free access of every citizen of the EU to qualitative education and training, raising the level of foreign language competence of European citizens, the development of academic mobility and European cooperation) (Eurydice, Key Competencies: A developing concept in general compulsory education, 2002).

It should be noted that the realization of the main provisions of the Lisbon Strategy has been implemented into practice in European indicators of the national plans for the development of vocational

and educational training of the EU countries, primarily the United Kingdom (Europa Forum, Common European Principles for Teacher Competences and Qualifications, 2005).

In 2004 in a joint report of the Council and the EU Commission on the implementation of the goals of the Lisbon Strategy in the context of professional training, it was stated that "the motivation, skills and competences of the teachers, faculty, administration of the educational institution are key to achieving quality educational outcomes" (Council of the European Union, The Success of the Lisbon Strategy Hinges on Urgent Reform, 2004).

The problem of forming the teacher's European competences is highlighted in a number of educational normative and regulatory documents: "European Qualification Framework for the European Higher Education Area"; "Common European Principles for Teacher Competences and Qualifications"; "Teachers Matter: Attracting, Developing and Retaining Effective Teachers"; "Improving the Quality of Teacher Education" and others, the analysis of which indicates the relevance and dynamism of the investigated process, the existence of consistent changes that determine the nature of the transformations in the awareness and specification of European professional competences of the teacher.

Thus, within the framework of the "European Qualifications Framework for the European Higher Education Area" (2005), the main groups of professional competences of the modern teacher have been presented, namely:

- ✓ competences in the field of civic education of the students (readiness for life in a multicultural society, awareness of the European identity, knowledge of the specific features of cultures, traditions, religions of the people of the world, and the ability to impart such knowledge to the students);

- ✓ competences that promote the development of student learning skills needed for lifelong learning (motivation for learning, ability to use ICT in the educational process, communicative skills);

- ✓ interdisciplinary competencies (first of all, the ability to develop internationalized curricula) (Europa Forum. Common European Principles for Teacher Competences and Qualifications, 2005).

The key competences of a modern teacher are outlined in the European Commission's Directives "Common European Principles for Teacher Competences and Qualifications" (2005). In particular, the key competence is recognized as an ability to work with modern information technologies; presence of diplomatic abilities of the person (knowledge of the basics of psychology, tolerance, ability to work in a group), an ability to carry out an educational mission (preparing students for the role of active citizens of

the EU, respect and understanding of different cultures and their values) (Europa Forum. Common European Principles for Teacher Competences and Qualifications, 2005).

Further characterization of the competences of a modern European teacher is presented in a document "Teachers Matter: Attracting, Developing and Retaining Effective Teachers" (2005). The mentioned document outlines the newest requirements for the teacher's profession in accordance with the organizational, methodological and educational aspects of his activity (OECD, Teachers Matter: Attracting, Developing and Retaining Effective Teachers, 2005).

The systematization of the basic ideas of the analyzed position allows us to determine the complex of competences that a modern teacher must possess in the context of the internationalization of the educational space. This is, in particular, the availability of an appropriate level of education which corresponds to the international standards; the ability to perform professional duties in a multicultural environment, to use innovative educational technologies in the conditions of multicultural Europe; to teach in accordance with the cross-cultural transformations of the curriculum; an ability to international partnership through means of participation in international educational projects.

The comparison of competences recognized in the analyzed documents of vocational and pedagogical training of the teachers has allowed us to present the general characteristics of the profession of modern European teacher, in particular, the availability of a relevant document on education and professional qualifications, guaranteeing continuity in education (self-education and lifelong education), academic mobility (the desire to increase the personal qualification level in educational institutions of Europe), promotion of regional and international cooperation with the educational institutions of the country and the world that were presented in the document "Common European Principles for Teacher Competences and Qualifications" (Europa Forum, Common European Principles for Teacher Competences and Qualifications, 2005).

The implementation of a competent approach to improving the professional teacher training of a modern teacher involves the inclusion in the new standards of vocational and pedagogical training of the British teacher the European professional competencies, the main components of which are set out in the European Network (ENTEP) – "What is a "European Teacher" (2008). In particular, the following components have been established:

- ✓ European identity (awareness of a person of his national origin and belonging to the European community of people);

- ✓ European knowledge (teacher's awareness of the specifics of educational development in European countries and the peculiarities of the national education system);

- ✓ multiculturalism (knowledge of own national culture and understanding and respect for traditions, customs of the people in the world, fluency in teaching foreign subjects);

- ✓ European professionalism (the ability to teach educational material in accordance with the European requirements);

- ✓ European citizenship (awareness of educational, moral, legal, social values of Europe, ownership of the rights of a European citizen, fulfillment of civil obligations of a modern European);

- ✓ European academic mobility of teachers (improving their own qualifications abroad, intensive study of foreign languages, participation in international academic exchange programs (ENTEP, Schrats, 2006).

Within the framework of the competent approach to improving the teacher's professional and pedagogical training, a great deal of attention is paid to the formation of a teacher's foreign language competence, which, according to the "Council of Europe on Language Educational Policy" (2003), is recognized as readiness and ability of a person to the professional activity in a multicultural society; the ability to function in real conditions of foreign communication.

The professional teaching of the British teacher in the context of internationalization of educational space involves the process of covering the main stages of the professional activity of the teacher, which is the basis of continuous pedagogical education, namely:

- ✓ preparatory (ITE) – includes the professional formation of the future teacher, that is his studies at a higher educational institution during two years;

- ✓ induction (Induction)– the period of adaptation, or induction, which includes the year of study in a pedagogical institution and the year of internship at school (this stage is the introduction of a profession, the adaptation of a young specialist to a school, a pedagogical team and, especially, to pedagogical activity);

- ✓ basic (INSET) – a period of professional development and professional careers (Polishchuk 2011).

The next approach – modernization of the content of vocational and pedagogical training of a British teacher in the context of internationalization of educational space involves providing an international dimension to the basic professional disciplines, disciplines of the social-humanitarian cycle, the introduction of special courses of international orientation and takes place within the framework of training in higher educational institutions (preparatory stage).

There is a strengthening of the government's support for international transformations of the system of vocational training of the teacher, the introduction of state initiatives to increase the prestige of the pedagogical profession. According to the White Book "Success at Schools" (2008), the problem of modernization of the system of pedagogical education of the country becomes a priority (White Paper, Excellence in Schools, 1997).

Thus, Teacher Training Agency was created in the UK in 1995, which was the result of the reforms in the field of vocational and pedagogical teacher training. The priority directions of the agency's educational policy were the coordination of the actions in the system of continuous professional development of teachers through the definition of competencies, professional development of management personnel.

The Government's interest in improving vocational and educational training reflects the development of professional standards for elementary teacher education in 2009 with the support of the Department for Children, Schools and Families and the Agency for Preparation and Development of Schools in England. Such actions contributed to the increase of the prestige of the teaching profession in the country, which confirms the fact that the number of students in England has increased, who has received education in the specialty "Primary Teacher Education". So, according to the statistics in England in 2010, about 40,000 students were studying in the specialty "Primary Teacher Education" (Polishchuk 2011).

It should be noted that the Agency for Preparation and Development of Schools of England seeks to increase the number of students of higher educational institutions in the country in the field of "Pedagogical Sciences", which contributes to raising the national level of education in the state. According to the researcher G. Whitty the specific structure of the country's education system implies the variability of opportunities for primary teacher education through a centralized educational training. Leading consortia of schools or other educational institutions (higher pedagogical institutes, scientific associations, educational societies), in accordance with the specialty, develop a unified curriculum involving different schools. Upon completion of the course, the students or interns receive a diploma stating their qualifications, which gives them the right to continue their education in higher educational institutions (Whitty, 2000).

It is necessary to mention that for teachers of secondary schools of the country it is mandatory to increase professional qualification, professional self-improvement, which involves a purposeful two-year study under the national program "Teacher" (the first year – study according to the postgraduate education

program for teachers, the second one – according to the international teacher training program), which ends with obtaining a certificate of postgraduate pedagogical education. In addition, each teacher has to deal with international activities, cooperate with partner educational institutions.

The scientific research of foreign works make it possible to state that the internationalization of British vocational education is carried out through the europeanization of its content and the ratification of EU professional qualifications (Buchberger, Campos, Kallos & Stephenson, 2000). The researchers assert that the formation of a united educational space requires the introduction of internationalized content in the system of pedagogical education, preparation of teachers for the teaching the newest educational disciplines, in particular, "Multiculturalism", "Citizenship".

Based on the analysis of the official website of Roehampton University, London, we have identified the directions of internationalization of vocational and pedagogical training of future teachers in the context of Europeanization of its content:

- ✓ enriching the international dimension of curricula (introduction of the special course "European Space");
- ✓ obligatory internship of teachers in one of the higher (pedagogical) educational institutions in Europe (from 2 weeks to 1 academic year);
- ✓ organization of pedagogical practice of the students in one of the higher (pedagogical) educational institutions of the world or Europe;
- ✓ development and introduction of the modular course "European Space", "Pedagogical Issues and European Space in Education" on the basis of the Faculty of Pedagogy (Postgraduate Courses. Roehampton University, 2019).

On the basis of the analysis of the site of the University of London, the Europeanisation curriculum changes of the professional training of future teachers, are aimed at introducing the subjects with an international dimension. In the context of the Europeanization of the content of vocational education, the course "Civil Education" has been enriched with an international dimension. First of all, the thematic plan of the course has introduced the following topics: "Democratic form of government in Europe and in the world", "The rights of European citizens", "Civil society – social freedom of the person" (Postgraduate Courses. Roehampton University, 2019).

Curricular changes are aimed at forming a citizen with a global and critical thinking capable of respecting different cultures and traditions, ready to accept innovations, mobile, able to play the role of the leaders in a multicultural society.

In the context of the internationalization of the content, international educational standards for the training of literature and language teachers include the study of classical, modern, ethnic literature, historical periods of the development of the culture of other countries; analysis and comparison of the social and cultural aspects of the texts with the presentation of the cultural region; development of communication skills in a multicultural environment (Postgraduate Courses. London Metropolitan University, 2019).

Thus, the modernization of the content of pedagogical education in the context of internationalization of educational space occurs through the introduction of internationalized curricula, programs, courses of professional and pedagogical preparation of British teachers.

The implementation of the practice-oriented approach to improving the professional teaching of the British teacher provides the introduction of internships in higher educational institutions in Europe, the organization of pedagogical practice of the students in one of the higher educational institutions of Europe or the world.

The comparative analysis of the sites of Cambridge and Oxford Universities and the London Institute of Education has allowed us to determine the specifics of the international programs for the training of future teachers in the above-mentioned institutions of higher education. For example, at Cambridge University the training of future Masters Teachers in the educational direction "Master of Education" is carried out under the program "PGCE". Education involves a compulsory stay (from two weeks to six months) in one of the partner regional schools in eastern England or in educational institutions in the USA, Germany and France. The main purpose of this program is to get practical experience working with the children's team, studying culture, traditions, and specific features of the language in different countries of the world. In addition, since 2010 the Cambridge University has a new program aimed at gaining pedagogical education and increasing the number of highly educated citizens in the state. After completing the course certified teachers have the opportunity to work in one of the country's partner schools. It should be noted that at the initiative of the government and supported by the Faculty of Education of Cambridge University of the Faculty of Pedagogy, partner schools have formed "The Cambridge Area Teaching Schools Alliance", whose activities contribute to increasing the number of masters in the country and activating the process of internationalization of educational space.

So, at Oxford University the training of future masters is carried out under the PGCE program, which involves close collaboration between the Oxford

University School of Education, regional schools and educational institutions in Australia, France and Japan. This partnership allows changing the quality of teaching materials, improving the qualifications of teachers and gaining joint work skills between a higher education institution and a regional comprehensive educational institution in the country (Innovation and Partnership. Oxford University, 2019).

London Institute of Education offers master's programs for graduates from their home countries and foreign entrants from the European Union who want to become a teacher of a general education institution. It should be stressed that teaching at London Institute of Education involves a comprehensive training of the future teacher, namely: practical (assistant teacher of a comprehensive educational institution) and theoretical (comprehensive knowledge of specialty) (Postgraduate Courses. London Metropolitan University, 2001).

An important role in vocational teacher training is played by teachers "Thematic Network on Teacher Education in Europe" which brings together the ministries of education in Europe, national institutions, professional organizations, universities, training institutes of pedagogical staff. Distribution of distance learning contributes to the development of professional competences of an European teacher through the European Thematic Network for Teacher Education, the European School Network; at the national level – through the National Education Network in the UK, the Scottish Virtual Teaching Center, at the personal level – through multimedia programs, educational networks and so on.

**Conclusions.** The improvement of the professional training of the British teacher in the conditions of internationalization of educational space is carried out in accordance with the following approaches: competence, modernization of the content of education, practical-oriented. The implementation of the competence approach involves the development of new standards for the professional teacher training of the British teacher based on European professional competences, including the following components: European identity, European knowledge, multiculturalism, European professionalism, European citizenship and European academic mobility of teachers. The modernization of the content of vocational and pedagogical training of the British teacher is carried out through the introduction the international dimension into the basic professional disciplines and disciplines of the social and humanitarian cycle, the introduction of special courses of international orientation ("European space", "Pedagogy and European space in education"). The implementation of the practice-oriented approach to

improving vocational and pedagogical training provides the performance of internships for teachers in higher educational institutions in Europe, organization of pedagogical practice of the students in one of the higher educational institutions of Europe or the world.

Thus, the comparative analysis, systematization and summarizing of the progressive British experience in

improvement the system of vocational and pedagogical teacher training make it possible to conclude that similar approaches to the transformation of the organization of Ukrainian vocational and pedagogical teacher training can be successfully used at the national, institutional and individual levels in order to support the European policy of internationalization of higher educational space.

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## Професійно-педагогічна підготовка вчителя в контексті інтернаціоналізації освітнього простору у Великій Британії

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**Реферат.** Аналіз професійно-педагогічної підготовки вчителів у Великій Британії довів, що трансформація освіти відбувається відповідно до вимог європейської політики інтернаціоналізації освітнього простору. На основі порівняльного та контентного аналізу європейських та британських нормативних документів та регуляторних законів визначено основні підходи до вдосконалення професійної підготовки британського вчителя, готового до роботи в контексті інтернаціоналізації: компетентісний, модернізації змісту професійної підготовки, практико-орієнтований.

Реалізація компетентісного підходу передбачає розробку нових стандартів професійно-педагогічної підготовки британського вчителя на засадах європейських професійних компетентностей, що включають такі складові: європейська ідентичність, європейське знання, мультикультуралізм, європейський професіоналізм, європейська громадянськість, європейська академічна мобільність учителя.

Модернізація змісту професійно-педагогічної підготовки британського вчителя здійснюється через збагачення міжнародним виміром базових професійних дисциплін та дисциплін соціально-гуманітарного циклу, уведення спецкурсів міжнародного спрямування ("Європейський простір", "Питання педагогіки та Європейський простір в освіті").

Реалізація практико-орієнтованого підходу до удосконалення професійно-педагогічної підготовки полягає у запровадженні стажувань викладачів у вищих педагогічних закладах Європи, організації педагогічної практики студентів у одному з вищих педагогічних закладів Європи або світу.

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**Ключові слова:** професійно-педагогічна підготовка вчителя, інтернаціоналізація, європейський освітній простір, професійна компетентність, практико-орієнтований підхід.

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