



EUROPEAN EXPERIENCE OF TEACHERS TRAINING OF GENERAL EDUCATION INSTITUTIONS (ON THE EXAMPLE OF GERMANY, FRANCE AND ITALY)

Taras Olefirenko¹, Mykola Pryhodii², Daria Voronina-Pryhodii³

¹ Candidate of Pedagogical Sciences, Professor,

Dean of the Faculty of Pedagogy of the National Pedagogical Drahomanov University, Ukraine,

<https://orcid.org/0000-0002-3278-8125>, e-mail: to@npu.edu.ua

² Doctor of Sciences in Education, Professor, Head of the Laboratory of Electronic Learning Resources of the Institute of Vocational Education of the National Academy of Educational Sciences of Ukraine, Ukraine,

<https://orcid.org/0000-0001-5351-0002>, e-mail: prygodii@ukr.net

³ Researcher of the Laboratory of Foreign Systems of Vocational Education and Training of the Institute of Vocational Education of the National Academy of Educational Sciences of Ukraine, Ukraine,

<https://orcid.org/0000-0003-0545-1727>, e-mail: voronina.pryhodii@gmail.com

Abstract

Relevance: the integration processes in the relations between Europe and Ukraine on the organization of education and public life actualize the need to analyse the European experience in training future teachers, but the process of reforming the education system today has many problems in training highly qualified specialists in the field of education.

Aim: determining the specifics of vocational teacher education in the leading countries of the European Community.

Methods: analysis to determine the state of professional and pedagogical training of future teachers in Germany, France and Italy; generalization to formulate conclusions about the state of training of future teachers.

Results: it is established that the ultimate goal of introducing inquiry-based learning in German teacher education is to increase the professionalization of future teachers, which can be described by two internationally known concepts: "teacher as a reflexive practitioner" and "teacher as a researcher"; it is determined that in France there are uniform standards of teacher education throughout the country, integration of theoretical, practical and research components of professional training; passing a competitive exam to fill a vacant position in educational institutions of various types due to the fact that teaching staff belong to the category of civil servants, a competency-based approach to the expected learning outcomes; the article reveals that the Italian teacher education system is based on a "sequential model" for secondary school teachers, which requires a strong disciplinary competence, followed by a one- or two-year training program.

Conclusions: Germany has announced significant investments in the digitalization of education. The country is preparing for fundamental changes in the skills of its workforce by implementing digital initiatives and reorienting the adult education system. The teaching staff is aging, and Germany faces the challenge of replacing a large number of teachers.

In France, efforts continue to improve educational outcomes and reduce inequality, with support for teaching staff and increased funding measures. Authorities face the challenge of balancing the rapid pace of reform with the need to consult with stakeholders to ensure optimal impact.

The proportion of Italian teachers satisfied with their jobs is among the highest in the EU, but only a small proportion feel that their profession is valued. The level of higher education is low, and the transition from education to work remains difficult even for highly qualified people.

Keywords: *teacher training, German system of teacher education, French system of teacher education, Italian system of teacher education, peculiarities of vocational teacher education*

Introduction. It is worth noting that the geographical location of our country and its cultural proximity to Europe gives us the opportunity and advantage to integrate into the European education system. However, the process of reforming the education system today has many problems in training highly qualified specialists in the field of education (Pryhodii, 2015).

In most countries of the Organization for Economic Cooperation and Development (OECD), the level of higher education has increased significantly among people aged 25-34. The average proportion of young people with a higher education increased from 27 percent in 2000 to 48 percent in 2021. In this age group, the proportion of people with higher education is 7 percentage points higher than the proportion of people with secondary education (OECD, 2022, p. 36). If current trends continue, in a few years, higher education will become the most common achievement among working-age adults in OECD countries.

In most developed countries, there are large regional differences in educational attainment. Urban regions tend to have a much higher proportion of people with higher education than rural areas, with the capital region often having the highest concentration of higher education.

The educational attainment rate measures the percentage of the population that has a formal qualification of a certain level as the highest level of education. It is often used as a proxy for human capital, even though formal qualifications do not necessarily mean that their holders have acquired the relevant skills that are in demand by employers (Lutz et al., 2014, pp. 14-15).

In many professions that are regulated at the national or professional level (e.g., teachers, doctors, etc.), achieving a certain formal qualification is an important requirement for entry. But even in professions where formal qualifications are not mandatory, employers tend to perceive formal qualifications as the most important signal of what knowledge and skills potential employees have acquired. They are especially important for recent graduates, but they often affect individuals' careers throughout their working lives.

Highly educated people tend to be more socially engaged, have higher employment rates and relative incomes. While educational attainment measures formal educational achievement rather than learning outcomes, higher levels are closely associated with higher literacy rates (OECD, 2022, p. 9).

The benefits of higher achievement offer strong incentives for people to continue their education. At the same time, many governments have adopted policies to expand access to education because of the social and economic benefits. Together, these have led to significant increases in educational attainment in the OECD and partner countries in recent decades.

While increasing educational attainment has brought important economic and social benefits, in some countries higher education levels may have grown faster than the labour markets' ability to absorb graduates. Moreover, even if raising educational attainment is beneficial on average, higher education will not bring equal benefits to everyone. As educational attainment is likely to continue to rise, it is important for governments and education providers to continuously improve how higher education meets current and future labour market needs in order to provide attractive education options beyond the higher education sector.

Integration processes in the relations between European countries and Ukraine on the organization of education and public life actualize the need to analyse the European experience in training future teachers (Voronina-Pryhodii & Kravets, 2022).

The objective of the article is to determine the specifics of vocational and pedagogical education in the leading countries of the European Community.

Research methods: analysis to determine the state of professional and pedagogical training of future teachers in Germany, France and Italy; generalization to formulate conclusions about the state of training of future teachers.

Results and discussion. The structure of teacher education in Germany is determined by the specifics of different educational systems in 16 states.

According to H.-G. Kotthoff and E. Terhart (2014, p. 79), J. Bauer, U. Diercks, L. Rösler, J. Möller and M. Prenzel, (2012, p. 107) after primary school, which is comprehensive for all students, lower secondary school is vertical. This school system, which can be described as a "mixed model" of a horizontally and vertically structured system, is also reflected in the teacher education system.

Thus, at the secondary school level, one can identify vertically differentiated areas of teacher education and a horizontally structured, comprehensive stage of teacher education for the primary school level. As a result of this mixture of horizontal and vertical structures there are many teaching degrees in different lands, ranging from

teaching degrees for a specific type of school (e.g. in Bavaria) or teaching degrees for a combination of different school types (e.g. the teaching diploma for Hauptschule and Realschule in Baden-Württemberg) to teaching degrees for a specific school level (e.g. primary or lower secondary school) (Terhart, 2013, p. 6).

Despite the many different teaching degrees, the Abitur is a prerequisite for admission to all teacher education courses at the university. As the multifaceted structure indicates, teacher education in Germany is not a federal issue and is therefore organized and controlled by 16 lands.

To guarantee a minimum of uniformity and comparability in the teaching of educational courses and degrees across Germany, the Standing Conference of Ministers of Education and Cultural Affairs coordinates structural issues related to school education and teacher education (Kultus Minister Konferenz, 2022). However, this does not include the definition of admission requirements, which are determined by individual universities for certain subjects and/or teaching degrees.

Teacher education in Germany is divided into two stages.

The first stage is conducted at the university and ends with the so-called "First State Examination" (Erstes Staatsexamen). Baden-Württemberg is an exception in this regard, as it is the only state that provides separate "universities of education" (Pädagogische Hochschulen) for the training of primary and lower secondary school teachers (Ministerium für Wissenschaft, 2022).

Overall, depending on the individual regulations of each land, the first university stage can last 6-7 semesters for primary school teachers and 8-9 semesters for upper secondary school teachers. In Germany, there is a tendency to harmonize the standard length of training between the different levels of teaching (e.g., Baden-Württemberg) and in some lands (e.g., North Rhine-Westphalia) this has "already" been achieved.

This can be seen as an important step towards raising the status of primary school teachers, as the length of the standardized training period is crucial for the teacher's subsequent salary. As for the curriculum of university teacher education, future teachers study two or three subjects closely related to the relevant academic discipline.

In addition, future teachers take classes in educational studies (including school pedagogy, educational psychology, philosophy and/or sociology

of education) and undergo regular internships at schools. Depending on the lands and the degree of the teacher, these courses, together with practical internships, can account for up to 30 percent of the total study time (Mantel et al., p. 3).

While the first phase is clearly aimed at acquiring subject knowledge and relevant subject didactics (Fachdidaktik), the second phase is more practical and aims to prepare young teachers for their professional duties and school work.

The second stage, which lasts from 1.5 to 2 years, is independent of universities and is organized by special "Teacher training seminars" and "Training schools" under the supervision of the Ministry of Education of each Land (Deissinger et al., 2018, p. 34).

At this stage, during which prospective teachers are paid a moderate salary, they are expected to demonstrate their abilities in lesson planning, classroom teaching, and other responsibilities (e.g., assessment, school development) associated with the job of a teacher. The work of teachers and the development of their competencies are regularly and systematically evaluated and monitored by teacher training seminar instructors and teachers (sometimes principals) of the relevant school. The "Second State Examination" (Zweites Staatsexamen) is taken after the successful completion of this second stage. Both the first and second exams are supervised and regulated by regulations issued by the Ministry of Education of each land, not the university (Kultus Minister Konferenz, 2022).

After successfully passing the "Second State Examination", most new teachers are appointed to a vacant position by the responsible school administration, mainly on the basis of their two exam grades and, to some extent, also taking into account personal data (e.g., marital status) and/or additional relevant qualifications.

In addition, since around 2005 (depending on the land), teachers can also apply for vacant teaching positions, and the individual school selects, in cooperation with the local or regional school authorities, the best and/or most suitable candidate according to its preferences (OECD, 2022, p. 147).

As a rule, teachers in Germany are civil servants and receive tenure three years after entering the service. If a newly qualified teacher does not want to be promoted, he or she can continue teaching throughout his or her career until retirement without being formally evaluated again (European

Commission, 2022).

Consequently, in most cases, especially in primary schools, teaching is a "profession without a career" (Terhart, 2003, p. 144).

In terms of teachers' professional careers, German researchers M. Keller-Schneider and U. Hericks (2014) show that the first years of work are crucial for the further professional development of teachers. In studies of teachers' professional biographies, it is a fact that newly qualified teachers, in response to stress and insecurity, often adapt to the level of professional practice and competence of their colleagues. The change from the rather progressive attitudes acquired during initial teacher education to more traditional practices and routines that are primarily aimed at "survival in the classroom" is an expression of the process of "re-socialization" that occurs during the transition from university to the teaching profession (p. 306).

However, the specific ways in which teachers cope with stress and uncertainty during the first years of teaching depend on their personal traits and the professional experience they have and how they use it.

There is much less empirical evidence on the later stages of teacher professional development in Germany. According to S. Herzog (2014), the traditional assumption that a teacher's career will inevitably reach a "bitter end" should be questioned, as teachers experience increased levels of stress and their overall well-being deteriorates. He notes that this is partly due to the increase in life expectancy in general, but also to different patterns of work in the teaching career (p. 322).

To summarize, the ultimate goal of implementing inquiry-based learning in German teacher education is to increase the professionalization of future teachers, which can be described by two internationally known concepts: "teacher as reflexive practitioner" and "teacher as researcher."

Teacher education in France has undergone three reforms in less than twenty years. Each new government that comes to power, in accordance with its party manifesto, seeks to restore teacher training, which is considered partly responsible for the failures of the French education system. These reforms have caused mixed reactions among professionals involved in the teacher education system (Lapostolle & Mabilon, 2022, p. 51).

In France, a teacher training reform was launched in 2019, amending the previous reform introduced in 2013. Its main goal is to create a cur-

riculum that tries to better combine academic and professional learning, for the benefit of all teachers (Education and Training Monitor, 2019, p. 6).

This reform applies to teachers of the first level, who teach students aged 3 to 11 years (nursery school students aged 3 to 6 years, primary school students aged 6 to 11 years); teachers of the second level, who teach college students aged 11 to 15 years; and teachers of general, technical and vocational secondary schools, who teach students aged 15 to 18 years. First-level teachers receive multidisciplinary training in the subjects they will teach, while second-level teachers specialize in a single academic subject (mathematics, life and earth sciences, foreign languages, etc.). All these teachers are also undergoing internships in educational institutions (Wen Chong, 2010, p. 89).

Since 2010, teachers have been required to have a Master's degree. However, the current reform is accompanied by a new structure for MEEF (Métiers de l'enseignement, de l'éducation et de la formation / Teaching, Education, and Training Professions) Master's programs to prepare students who choose the teaching profession. This reform also introduced changes to the exams required for teacher recruitment, as in France teachers are recruited as civil servants and must pass written and oral exams. The importance of professional tests in these exams is especially appreciated.

The so-called INSPE (Institut national supérieur du professorat et de l'éducation) was created to replace the former ESPE (Ecole supérieure du professorat et de l'éducation). Like ESPE, INSPEs are centers (schools) affiliated with universities, but they are supposed to work more closely with the employing state, the Ministry of Education, which employs teachers. The new measures are expected to make more places for professional participants in INSPE governance. It is worth noting that political programs always value pragmatism and experience drawn from reality to the detriment of academic knowledge, which is considered too theoretical to be immediately useful (Former les enseignants de demain, 2020, p. 3).

Teacher education programs have three goals: to provide students with research training; to provide students with professional training; and to prepare students for the national recruitment exam.

However, it was difficult to simultaneously achieve these three goals related to the Master's program. The 2019 reform is aimed at solving these problems. According to it, professional training is placed at the centre of the Master's pro-

gram, with exam preparation and research training organized around it. In practice, this means that the exam is held at the end of the second year of the Master's program, which means that the preparation time for it is two years. Thus, by the time they take the exam, students have more experience and will be more familiar with the realities of their future profession, as they will spend more time on internships in their first and second years. Professional training, which was less important in the first year due to exam preparation, could be given a more prominent place. The tests included in the exam also became more professional in nature (Lapostolle, & Mabilon, 2022, pp. 55-56).

The organization of professional training of teachers in France is carried out in one of four specialties (Le site du Ministère de l'éducation nationale, 2022): nursery and primary school teacher; secondary school teacher; chief advisor on educational work; theory and practice of education.

The main provisions of the teacher training system in France include (Saltykova, 2021, pp. 186-187): unified standards of teacher education throughout the country; integration of theoretical, practical and research components of professional training; passing a competitive exam to fill a vacant position in educational institutions of various types due to the fact that teaching staff belong to the category of civil servants; competence-based approach to expected learning outcomes.

The modern period of teacher education in Italy began with the reforms of the 1990s. In 1999, the "Inter-academic Higher School for Secondary School Teacher Education" (Scuola di Specializzazione Interateneo per la Formazione degli Insegnanti di Scuola Secondaria – SSIS) was introduced.

With the introduction of this institute, all future teachers in the Italian school system had to receive special training at the academic level. The SSIS was a regional institution formed by a consortium of universities in the region and managed by a director. One school for each region of Italy, with the exception of Valle d'Aosta (merged with Piedmont) and Molise (merged with Abruzzi) (Bernardi, 2009, p. 5).

This decision to merge the only universities was to avoid the spread of uncontrolled teacher training practices and the resulting unemployment of most graduates. SSIS had a close number of students set by the Ministry of Public Education in line with labour market trends.

The curriculum was designed for a two-year

period (Pastore, 2020, p. 217):

– in the first year, the courses of the so-called "General Training" – Area Comune (four disciplines: General Education, Teaching Methods, Educational Psychology, Sociology of Education; all of them are accompanied by a laboratory program of practical classes) and some disciplines and their didactics (in many SSIS, courses are organized in three parts: Discipline Fundamentals, Discipline Didactics, and Didactics Laboratories of the Discipline; in the first part, students receive or deepen the content, in the second they begin to reflect on the content of teaching, in the third they begin to practice organizing the educational process and learning environment);

– in the second year of "Specialization" (Area di indirizzo), only the disciplines and didactics of school subjects that will be taught in secondary school are studied.

At the end of the training course and after the national exam, students are assigned to "subject groups" (classe di concorso), which qualifies them to teach a specific subject in a particular area of the secondary school system (Barbieri, 2010, p. 327).

The "subject groups" are established by the Ministry of Public Education: Italian language and literature; Latin language and literature; Greek language and literature; foreign languages and literature; mathematics and sciences; chemistry; computer science; technology; history; philosophy; education and social sciences; physical education; and fine arts.

The SSIS staff is made up of both academic faculty and experienced secondary school teachers hired on a part-time contract as school practice supervisors. This exchange of personnel partially closed the gap between the two institutions, the university and the high school: in terms of curriculum, the university filled the curriculum with high-quality disciplinary knowledge, sometimes unrealistically applicable in high school, and the high school provided the real context in which the theories were presented, sometimes contrasting the traditional way of doing things with methodological innovation and cultural deepening (Monticelli, 2017, pp. 249-250).

The Italian system of teacher education is based on a "sequential model" for secondary school teachers, where a strong disciplinary competence is required, followed by a one- or two-year training program. At the same time, special attention is paid to the main objects of learning and teaching

(Severini, 2022):

- psychological foundations of learning and teaching;
- beliefs of teachers at the beginning of their career;
- modular organization of the curriculum;
- the impact of ICT in the teacher training system;
- didactic communication and educational relationships;
- assessment and improvement of teaching quality.

Teachers who have obtained a pedagogical qualification abroad (EU and third countries) and wish to practice the teaching profession in Italy can apply for recognition of their professional title in accordance with Directive 2013/55/EU, which is implemented in Italy by Legislative Decree No. 15 of January 28, 2016 (Ministère dell'Istruzione e del Merito, 2021).

You can apply for recognition in the following professions: kindergarten teacher; primary school teacher; secondary school teacher; high school teacher.

Recognition can be applied for teaching qualifications for which the person concerned is legally qualified in the country that issued the diploma and provided that the teaching qualifications are in line with the Italian school system (relevant profession). In the case of a discrepancy between the vocational training required in Italy and the training received by the person concerned, compensatory measures may be applied, in particular in the form of an aptitude test or the introduction of a period of adaptation in Italian educational institutions.

List of references

Пригодій, М. А. (2015). Використання компаративного аналізу в дослідженнях з порівняльної педагогіки. *Вісник Чернігівського національного педагогічного університету. Серія: Педагогічні науки*, 124, 292-294.

Салтикова, Т. О. (2021). Особливості організації професійної підготовки вчителів у Франції. *Інноваційна педагогіка*, 38, 182-187. <https://doi.org/10.32843/2663-6085/2021/38.36>

Barbieri, N. (2010). Teacher Training in Italy. *Universitat Valencia*, 315-339. https://www.uv.es/atlantis2011/2011_2012/Teachers%20Training%20in%20Italy%20by%20NS%20Barbieri.pdf

Bauer, J., Diercks, U., Rösler, L., Möller, J. & Prenzel, M. (2012). Lehramtsstudium in Deutschland: Wie groß ist die strukturelle Vielfalt? *Unterrichtswissenschaft*, 40, H. 2, 101-120.

Bernardi, C. (2009). Le «SSIS», Scuole di Specializzazione all'Insegnamento Secondario: riflessioni su un'esperienza decennale. *Matematica nella Società e nella Cultura*, 2, 1-18. <https://www.researchgate.net/publication/268215639>

Deissinger, Th., Braun, V., Melnyk, O.; Deissinger, T. & Braun, V. (Eds.). (2018). VET teacher education in Germany. Structural issues and fields of conflict in Business and Economics Education. In *Improving teacher education for applied learning in the field of VET* (pp. 29-72). Münster: Waxmann.

Education and Training Monitor 2019. France. (2019). Vol. 2. Luxembourg: Publications Office of the European Union. https://education.ec.europa.eu/sites/default/files/document-library-docs/et-monitor-report-2019-france_en.pdf

European Commission. (2022). *Conditions of service for teachers working in early childhood and school education* (Last update: 24 August 2022). <https://eurydice.eacea.ec.europa.eu/national-education-systems/germany/conditions-service-teachers-working-early-childhood-and-school>

Conclusion. Germany has announced significant investments in digitalization, higher education and research in the next decade, as well as in school education. The country is preparing for a fundamental shift in the skills of its workforce by implementing digital initiatives and reorienting its adult learning system. The teaching staff is aging, and Germany faces the challenge of replacing a large number of teachers. Young people from unfavourable socioeconomic backgrounds and/or migrants continue to lag behind in education.

In France, work continues to improve educational outcomes and reduce inequality, with support for teaching staff and increased funding measures. The new law on education increases the duration of compulsory education and training from 3 to 18 years. The authorities face the challenge of balancing the rapid pace of reforms with the need to consult with stakeholders to ensure optimal impact. Implementation of the vocational education reform is well underway.

Italy's investment in education, especially in higher education, is well below the EU average. The share of teachers satisfied with their jobs is one of the highest in the EU, but only a small proportion believe that their profession is valued. Mandatory on-the-job training in vocational education and training could help provide more structured learning for students and ease the transition from education to work. The level of higher education is low, and the transition from education to work remains difficult even for highly skilled people.

- Former les enseignants de demain.* (2020). Institut national supérieur du professorat et de l'éducation. d'Aix-Marseille. https://inspe.univ-amu.fr/sites/inspe.univ-amu.fr/files/media-ressources/livret_accueil_inspe_a4.pdf
- Herzog, S. (2014). Über den Berufseinstieg hinaus: Berufsbiografien von Lehrerinnen und Lehrern im Blickfeld der Forschung. In E. Terhart, H. Bennewitz, M. Rothland (Hrsg.), *Handbuch der Forschung zum Lehrerberuf* (pp. 314-338). Münster – New York: Waxmann.
- Keller-Schneider, M. & Hericks, U. (2014). Forschungen zum Berufseinstieg. Übergang von der Ausbildung in den Beruf. In E. Terhart, H. Bennewitz, M. Rothland (Hrsg.), *Handbuch der Forschung zum Lehrerberuf* (pp. 296-313). Münster – New York: Waxmann.
- Kotthoff, H.-G. & Terhart, E. (2014). «New» solutions to «old» problems? Recent reforms in teacher education in Germany. *Revista Española de Educación Comparada*, 22, 73-92.
- Kultus Minister Konferenz. (2022). *Standing Conference of Ministers of Education and Cultural Affairs*. <https://www.kmk.org/>
- Lapostolle, G., & Mabilon, B. (2022). The reform of initial teacher training in France: between requirements and realities. *Academia*, 29, 51-62. <https://doi.org/10.26220/aca.4091>
- Le site du Ministère de l'éducation nationale, de la jeunesse et des sports. (2022). Être Enseignant Aujourd'hui <https://www.devenirenseignant.gouv.fr/cid98754/etre-enseignant-aujourd'hui.html>
- Lutz, W., Butz, W. P., & Samir, K. C. (2014). *World Population and Human Capital in the Twenty-First Century*. OUP Oxford.
- Mantel, C., Kamm, E. & Buschor, Ch. (2022). International teaching internships for future teachers: potential and challenges for learning. *Educational Research for Policy and Practice*, 1-13. <https://doi.org/10.1007/s10671-022-09313-4>
- Ministère dell'Istruzione e del Merito. (2021). *Recognition of the profession of teacher*. Legislative Decree № 15 of 28 January 2016. <https://miur.gov.it/recognition-of-the-profession-of-teacher>
- Ministerium für Wissenschaft, Forschung und Kunst Baden-Württemberg. (2022). *Die Studieninformation für Baden-Württemberg*. <https://www.studieren-in-bw.de/waehrend-des-studiums/hochschulen-in-baden-wuerttemberg/paedagogische-hochschulen/>
- Monticelli, L. (2017). Un esempio di percorso integrato tra Scienze e Matematica progettato per la formazione del personale docente. *Annali online della Didattica e della Formazione Docente*, 9 (14), 240-256. <https://doi.org/10.15160/2038-1034/1590>
- OECD. (2022). *Education at a Glance 2022: OECD Indicators*. Paris: OECD Publishing. <https://doi.org/10.1787/3197152b-en>
- Pastore, S. (2020). How Do Italian Teacher Trainees Conceive Assessment? *International Journal of Instruction*, 13 (4), 215-230. <https://doi.org/10.29333/iji.2020.13414a>
- Severini, C. (April 26, 2022). Becoming a secondary school teacher in Italy. *Italics Magazine*. <https://italicsmag.com/2022/04/26/teaching-becoming-a-secondary-school-teacher-in-italy/>
- Terhart, E. (2003). Teacher Education in Germany: Current State and New Perspectives. In B. Moon, L. Vlasceanu & C.L. Barows (Eds.), *Institutional Approaches to Teacher Education within Higher Education in Europe: Current Models and New Developments* (pp. 135-156). Bucharest/Romania: UNESCO/CEPES.
- Terhart, E. (2013). Teacher Education in Germany: traditional structure, strengths and weaknesses, current reforms. *Scuola Democratica*, 3, 1-9. https://www.researchgate.net/publication/303766987_Teacher_Education_in_Germany_traditional_structure_strengths_and_weaknesses_current_reforms
- Voronina-Pryhodii, D. & Kravets, S. (2022). Regional Features of the European Public-Private Partnership System in the Field of Professional (Vocational) Education. *Professional Pedagogics*, 1 (24), 42-50. <https://doi.org/10.32835/2707-3092.2022.24.42-50>
- Wen Chong, P. (2010). Comparative Analysis of Special Education Teacher Training in France and Norway: How effective, areas taught and recommendation for improvement. *Journal for Educators, Teachers and Trainers JETT*, 1, 87-95.

Translated & Transliterated

- Pryhodii, M. A. (2015). Vykorystannia komparatyvnoho analizu v doslidzhenniakh z porivnialnoi pedahohiky [The use of comparative analysis in research on comparative pedagogy]. *Visnyk Chernihivskoho natsionalnoho pedahohichnoho universytetu. Serii: Pedahohichni nauky [Bulletin of the Chernihiv National Pedagogical University. Series: Pedagogical sciences]*, 124, 292-294, [in Ukrainian].
- Saltykova, T. O. (2021). Osoblyvosti orhanizatsii profesiinoi pidhotovky vchyteliv u Frantsii [Peculiarities of the organization of professional training of teachers in France]. *Innovatsiina pedahohika [Innovative pedagogy]*, 38, 182-187. <https://doi.org/10.32843/2663-6085/2021/38.36>, [in Ukrainian].

- Barbieri, N. (2010). Teacher Training in Italy. *Universitat Valencia*, 315-339. https://www.uv.es/atlantis2011/2011_2012/Teachers%20Training%20in%20Italy%20by%20NS%20Barbieri.pdf, [in English].
- Bauer, J., Diercks, U., Rösler, L., Möller, J. & Prenzel, M. (2012). Lehramtsstudium in Deutschland: Wie groß ist die strukturelle Vielfalt? [Teacher training in Germany: how big is the structural diversity?] *Unterrichtswissenschaft [Educational Science]*, 40, H. 2, 101-120, [in German].
- Bernardi, C. (2009). Le «SSIS», Scuole di Specializzazione all’Insegnamento Secondario: riflessioni su un’esperienza decennale [The «SSIS», Schools of Specialization in Secondary Education: reflections on a ten-year experience]. *Matematica nella Società e nella Cultura [Mathematics in Society and Culture]*, 2, 1-18. <https://www.researchgate.net/publication/268215639>, [in Italian].
- Deissinger, Th., Braun, V., Melnyk, O.; Deissinger, T. & Braun, V. (Eds.). (2018). VET teacher education in Germany. Structural issues and fields of conflict in Business and Economics Education. In *Improving teacher education for applied learning in the field of VET* (pp. 29-72). Münster: Waxmann, [in English].
- Education and Training Monitor 2019. France. (2019). Vol. 2. Luxembourg: Publications Office of the European Union. https://education.ec.europa.eu/sites/default/files/document-library-docs/et-monitor-report-2019-france_en.pdf, [in English].
- European Commission. (2022). *Conditions of service for teachers working in early childhood and school education* (Last update: 24 August 2022). <https://eurydice.eacea.ec.europa.eu/national-education-systems/germany/conditions-service-teachers-working-early-childhood-and-school>, [in English].
- Former les enseignants de demain [Train the teachers of tomorrow]. (2020). Institut national supérieur du professorat et de l’éducation. d’Aix-Marseille [National Higher Institute of Teaching and Education. from Aix-Marseille]. https://inspe.univ-amu.fr/sites/inspe.univ-amu.fr/files/media-ressources/livret_accueil_inspe_a4.pdf, [in French].
- Herzog, S. (2014). Über den Berufseinstieg hinaus: Berufsbiografien von Lehrerinnen und Lehrern im Blickfeld der Forschung [Beyond starting a career: professional biographies of teachers in the field of research]. In E. Terhart, H. Bennewitz, M. Rothland (Hrsg.), *Handbuch der Forschung zum Lehrerberuf [Handbook of Research on the Teaching Profession]* (pp. 314-338). Münster – New York: Waxmann, [in German].
- Keller-Schneider, M. & Hericks, U. (2014). Forschungen zum Berufseinstieg. Übergang von der Ausbildung in den Beruf [Research on career entry. Transition from education to work]. In E. Terhart, H. Bennewitz, M. Rothland (Hrsg.), *Handbuch der Forschung zum Lehrerberuf [Handbook of Research on the Teaching Profession]* (pp. 296-313). Münster – New York: Waxmann, [in German].
- Kotthoff, H.-G. & Terhart, E. (2014). «New» solutions to «old» problems? Recent reforms in teacher education in Germany. *Revista Española de Educación Comparada*, 22, 73-92, [in English].
- Kultus Minister Konferenz. (2022). *Standing Conference of Ministers of Education and Cultural Affairs*. <https://www.kmk.org/>, [in English].
- Lapostolle, G., & Mabilon, B. (2022). The reform of initial teacher training in France: between requirements and realities. *Academia*, 29, 51-62. <https://doi.org/10.26220/aca.4091>, [in English].
- Le site du Ministère de l’éducation nationale, de la jeunesse et des sports [The site of the Ministry of National Education, Youth and Sports]. (2022). *Être Enseignant Aujourd’hui [Being a teacher today]* <https://www.devenirenseignant.gouv.fr/cid98754/etre-enseignant-aujourd-hui.html>, [in French].
- Lutz, W., Butz, W. P., & Samir, K. C. (2014). *World Population and Human Capital in the Twenty-First Century*. OUP Oxford, [in English].
- Mantel, C., Kamm, E. & Buschor, Ch. (2022). International teaching internships for future teachers: potential and challenges for learning. *Educational Research for Policy and Practice*, 1-13. <https://doi.org/10.1007/s10671-022-09313-4>, [in English].
- Ministère dell’Istruzione e del Merito [Ministry of Education and Merit]. (2021). *Recognition of the profession of teacher [Recognition of the teaching profession]*. Legislative Decree № 15 of 28 January 2016. <https://miur.gov.it/recognition-of-the-profession-of-teacher>, [in Italian].
- Ministerium für Wissenschaft, Forschung und Kunst Baden-Württemberg [Ministry of Science, Research and Art Baden-Württemberg]. (2022). *Die Studieninformation für Baden-Württemberg [The study information for Baden-Württemberg]*. <https://www.studieren-in-bw.de/waehrend-des-studiums/hochschulen-in-baden-wuerttemberg/paedagogische-hochschulen/>, [in German].
- Monticelli, L. (2017). Un esempio di percorso integrato tra Scienze e Matematica progettato per la formazione del personale docente [An example of an integrated path between Science and Mathematics designed for the training of teaching staff]. *Annali online della Didattica e della Formazione Docente [Online Annals of Teaching and Teacher Training]*, 9 (14), 240-256. <https://doi.org/10.15160/2038-1034/1590>, [in Italian].
- OECD. (2022). *Education at a Glance 2022: OECD Indicators*. Paris: OECD Publishing. <https://doi.org/10.1787/3197152b-en>, [in English].

Pastore, S. (2020). How Do Italian Teacher Trainees Conceive Assessment? *International Journal of Instruction*, 13 (4), 215-230. <https://doi.org/10.29333/iji.2020.13414a>, [in English].

Severini, C. (April 26, 2022). Becoming a secondary school teacher in Italy. *Italics Magazine*. <https://italicsmag.com/2022/04/26/teaching-becoming-a-secondary-school-teacher-in-italy/>, [in English].

Terhart, E. (2003). Teacher Education in Germany: Current State and New Perspectives. In B. Moon, L. Vlasceanu & C.L. Barows (Eds.), *Institutional Approaches to Teacher Education within Higher Education in Europe: Current Models and New Developments* (pp. 135-156). Bucharest/Romania: UNESCO/CEPES, [in English].

Terhart, E. (2013). Teacher Education in Germany: traditional structure, strengths and weaknesses, current reforms. *Scuola Democratica*, 3, 1-9. https://www.researchgate.net/publication/303766987_Teacher_Education_in_Germany_traditional_structure_strengths_and_weaknesses_current_reforms, [in English].

Voronina-Pryhodii, D. & Kravets, S. (2022). Regional Features of the European Public-Private Partnership System in the Field of Professional (Vocational) Education. *Professional Pedagogics*, 1 (24), 42-50. <https://doi.org/10.32835/2707-3092.2022.24.42-50>, [in English].

Wen Chong, P. (2010). Comparative Analysis of Special Education Teacher Training in France and Norway: How effective, areas taught and recommendation for improvement. *Journal for Educators, Teachers and Trainers JETT*, 1, 87-95, [in English].

ЄВРОПЕЙСЬКИЙ ДОСВІД ПІДГОТОВКИ УЧИТЕЛІВ ЗАКЛАДІВ ЗАГАЛЬНОЇ ОСВІТИ (НА ПРИКЛАДІ НІМЕЧЧИНИ, ФРАНЦІЇ ТА ІТАЛІЇ)

Тарас Олефіренко¹, Микола Пригодій², Дар'я Вороніна-Пригодій³

¹ кандидат педагогічних наук, професор, декан педагогічного факультету Національного педагогічного університету імені М. П. Драгоманова, <https://orcid.org/0000-0002-3278-8125>, e-mail: to@npu.edu.ua

² доктор педагогічних наук, професор, завідувач лабораторії електронних навчальних ресурсів Інституту професійної освіти НАПН України, <https://orcid.org/0000-0001-5351-0002>, e-mail: prygodii@ukr.net

³ науковий співробітник лабораторії зарубіжних систем професійної освіти і навчання Інституту професійної освіти НАПН України, <https://orcid.org/0000-0003-0545-1727>, e-mail:

voronina.pryhodii@gmail.com

Реферат

Актуальність: інтеграційні процеси у відносинах країн Європи та України з питань організації освіти та суспільного життя актуалізують необхідність аналізу європейського досвіду з підготовки майбутніх учителів, однак процес реформування системи освіти на сьогоднішній день має безліч проблем в підготовці висококваліфікованих фахівців у галузі освіти.

Мета: визначення специфіки професійно-педагогічної освіти у ведучих країнах Європейської Співдружності.

Методи: аналіз для визначення стану професійно-педагогічної підготовки майбутніх учителів у Німеччині, Франції та Італії; узагальнення для формулювання висновків щодо стану підготовки майбутніх учителів.

Результати: встановлено, що кінцевою метою впровадження форм навчання на основі запитів у німецькій педагогічній освіті є підвищення професіоналізації майбутніх учителів, що можна описати двома міжнародно відомими концепціями – це «вчитель як рефлексивний практик» і «вчитель як дослідник»; визначено, що у Франції існують єдині стандарти педагогічної освіти на всій території країни, інтеграція теоретичної, практичної та дослідницької складових професійної підготовки; складання конкурсного іспиту на заміщення вакантної посади у навчальних закладах різних типів у зв'язку з належністю педагогічних кадрів до категорії держслужбовців, компетентнісний підхід до очікуваних результатів навчання; розкрито, що Італійська система педагогічної освіти базується на «послідовній моделі» для вчителів середніх шкіл де вимагається сильна дисциплінарна компетентність, за якою йде одно- або дворічна програма навчання.

Висновки: Німеччина оголосила про значні інвестиції в цифровізацію освіти. Країна готується до фундаментальних змін у навичках своєї робочої сили, впроваджуючи цифрові ініціативи та переорієнтовуючи систему навчання дорослих. Педагогічний колектив старіє, і Німеччина стикається з проблемою заміни великої кількості вчителів.

У Франції продовжується робота над покращенням освітніх результатів і зменшенням нерівності, з підтримкою викладацького складу та збільшенням заходів фінансування. Органи влади стикаються з проблемою поєднання швидких темпів реформ із необхідністю консультацій із зацікавленими сторонами для забезпечення оптимального впливу.

Частка вчителів Італії, задоволених своєю роботою, є однією з найвищих у ЄС, але лише невелика частка вважає, що їх професія ціниться. Рівень вищої освіти є низьким, а перехід від освіти до роботи залишається складним навіть для висококваліфікованих людей.

Ключові слова: підготовка вчителів, німецька система педагогічної освіти, французька система педагогічної освіти, італійська система педагогічної освіти, особливості професійно-педагогічної освіти

Received: 07 December 2022

Accept: 18 December 2022