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APPROACHES, PRINCIPLES AND METHODS FOR IMPROVING THE MODERN TEACHERS PROFESSIONAL TRAINING AT HIGHER EDUCATION ESTABLISHMENTS OF UKRAINE

The transformation of the Ukrainian higher education requires adequate changes in the professional training of future specialists, the search for and implementation of innovative methodological approaches and technologies for the formation of a new generation of specialists. We believe that the methodological problems of the modern teachers' professional training are of urgent solving, taking into account the European demands.

Under the conditions of the Ukraine's European Integration process, there are many demands for the teachers' university training process, so as students to be more competitive in the pedagogical labour market and have better opportunity for professional self-realization in future, as: 1) European identity that is the combination of teacher's national affiliation and a general European identification, in other words, a teacher should be not only the patriot of its state, but a specialist of the European level, which could perform a pedagogical work in any European country; 2) European multiculturedness, because every modern teacher should realise and understand the multicultural character of European society, but first of all the culture of the native land; 3) European knowledge, because every modern teacher should know the history, functioning and development of different European educational systems, general issues and main problems of states' education policy; 4) European level of language competency, because nowadays a teacher should master more than one European language and improve them cross life constantly in order to widen the ability to teach in foreign languages, to join traineeship programs abroad or experience exchange etc.; 5) European professionalism, because a teacher should know and use all the possible world trend educational approaches and methods in its every day work, study the theory and practice constantly, should cooperate with European colleagues in order to organise a studying process effectively, should participate in joint programmes of different educational establishments of European countries; 6) European level of the quality of teachers' training, because a teacher should have the opportunity to be educated and taught as in foreign countries, that supposes the use of European system of the education quality evaluation, the cultural exchanges, the teachers' and students' mobility and others.

Mentioned all above, we define important approaches for the professional training of Ukrainian teachers in the European context as: 1) systemic, 2) credit-module, 3) person-oriented, 4) competence, 5) communicative, 6) culturological, 7)

andragogical, 8) environmental. There are some important principles for the professional training of Ukrainian modern teachers: 1) systematicity and continuance, 2) context studying, 3) mobility, 4) activity, 5) creativity, 6) profession-directedness, 7) integration, 8) informatization, 9) motivation, 10) educational environment's variety.

The practice proves that the specialists' professional training is always more effective if it includes the use of intense and active methods, for example educational games, creative discussions, trainings, etc.

Our research of using modern methods of foreign language training at the institutions of higher education in Ukraine gave it possible to identify five the most essential trends as: 1) communicativeness; 2) student-centeredness; 3) interactivity; 4) emphasis onto students' creativity, motivation and self-study work; 5) the modern technical means' usage [1: 108], those are also promising and effective and could be used as basic principles for training teachers of different specialties. The basis for organizing the future teachers' training should be formed onto fundamental principles, interactive methods, and enhanced by a widespread use of modern technical means.

We believe such methods for foreign languages teachers' training should be named as prospective in their effectiveness, according to forms of work with students, for example, as during:

1) lectures:

– «Break for an Idea» – before explanation a teacher asks a question, and students think about the probable answer a minute, write it; that encourages students to take part in the problem-solving process.

– «Check the Notes» – teacher stops a lecture allowing students to compare their notes with the other group mates', fill in gaps, and develop joint questions.

– «Word Cloud Guessing» – before introducing a new topic, a teacher shows students a word cloud on it, presenting key words, a concept, a paragraph or a text, and challenges them to guess the name of the topic (any word cloud generators and tag cloud generators could be used here, like Wordle, Tagul, Tagxedo, ABCYa! Word Clouds, Tricklar, WordItOut).

– Storytelling – a teacher illustrates a concept/theme with a real-life story.

– «Opposites» – a teacher asks a group to examine two written versions of a theory (topic line of a lecture), where only one is correct, and the students will have to decide which from the opposites is correct and which is not, thinking about the problem from all the sides.

2) group work:

– «Circle Brainstorming» – a teacher gives every student a paper and asks to write any question on the studied topic and then, after teacher's signal, to give it to a student next to the right, which should answer this first question and write the second question to the other student to the right. The last teacher's signal would be when all papers find their first authors and it will be the whole circle.

– «Quick Talk» – (a group divides onto two teams) «hosts» are sitting at their tables and waiting for «visitors» which should sit down at a table and answer the

«host's» question (or have a discussion on a particular theme, concept etc.). All the «visitors» have only a minute or two to have a conversation with the table's «host», get the note at their papers and find a new table for a second (discussion) question. The «hosts» take notes for «visitors» and, after talks, lead discussions and draw ideas about results. Then teams change their places.

– «Secret Numbers», which motivate students to be attentive and participate fully, – a teacher gives every student a number (1, 2, 3...), without announcing it to the group at the beginning of the lesson, and during a discussion period names a number and its owner (student) should answer the question quickly.

– «Pass the Problem» – a teacher divides a group into teams and gives the first one a case or a problem and asks them to identify (and write down) the first step in solving the problem or analyzing the case (3 minutes), then a teacher passes the problem on to the next team which should identify the next step, the next steps will be defined by the next teams.

– «Lesson Reaction» – a teacher divides a group into teams (during practical lesson after lecture): «questioners» (must ask two questions related to the material), «example givers» (provide applications), divergent thinkers (disagree with some points of the lecture), «agreers» (explain which points they agreed with), and then they should discuss their reactions on a previous lesson.

– Group Modeling – students create scenes from the life of their group (also of inanimate objects) which relate to the lesson's concepts or discussions.

– Simulation – students should make a long-term simulation (like as a business) to enable Problem-Based Learning (PBL).

– «Group Instructional Feedback» – a teacher's assistant or the other person (teacher) instructs a group on a topic of the lesson, where and how to find the needed material, what to do with the information, and then they should report the result of fulfilling the instructions to their teacher.

– «Role-Playing and Reversal» – 1) a teacher gives students the roles they should research at home and then act them out in class with further discussion, analysis and asking questions; 2) then a teacher could be a student, asking questions, those could be answered collectively by students (as a teacher).

– «Interview» – a teacher should answer all the students-interviewers' question on the topic of the lesson (students should find mistakes, fluffs, lies, contradictions, hounding a teacher with follow-up questions) and others.

The authors believe that the implementation of the defined approaches (systemic, credit-module, person-oriented, competence approach, communicative, culturological, andragogical, environmental), principles (systematicity and continuance, context studying, mobility, activity, creativity, profession-directedness, integration, informatization, motivation, educational environment's variety) and interactive methods will improve the professional training of modern Ukrainian teachers, help them to meet the European demands, contribute their professional and personal formation and self-improvement.

REFERENCES

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