



Талалай Юлія Олегівна –

*аспірантка Інституту іноземних мов Дрогобицького державного педагогічного університету імені Івана Франка, магістр за спеціальністю «Мова і література (англійська)», спеціаліст за спеціальністю «Мова і література (англійська, німецька)», мовний сертифікат (англійська): рівень C1 (Pearson Edexcel Level 2 Certificate in ESOL International (CEF C1)). Сфера наукових інтересів: лінгводидактика, навчання іноземних мов в умовах мультилінгвізму в країнах-членах ЄС. Автор 7 наукових праць.
e-mail: jutal@ukr.net*

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SYSTEM OF PEDAGOGICAL EDUCATION IN EU MEMBERS COUNTRIES: COMMON AND DIFFERENT FEATURES

The phenomena and processes that accompany the process of European unification predetermined the necessity to reform the previous system of education and improve the skills of teachers in some countries of the European Union (EU). European integration requires convergence of educational systems both in terms of structural, substantive and methodological approaches. At this time, there was a need to increase the level of qualifications and the general training of the teaching staff in the Member States. The future of Europe will depend on the quality of education, its volume and level.

The purpose of the article is to describe the common features in the system of teachers' education in the Member States.

According to this goal, it is necessary to perform the following tasks:

- 1) to describe the requirements that apply to teachers of foreign languages in the Member States;
- 2) to highlight the differences in the system of teacher education in the Member States;
- 3) to cover the duration of training teachers of foreign languages in the Member States;
- 4) to describe the priority policies and objectives of teacher education in the Member States.

Despite the different qualifications, working conditions, the teacher in schools in the Member States have to meet the general requirements, such as:

1. A teacher should be a good expert on perfect knowledge and scientific culture, giving you not only transmit knowledge but also arouse interest and propensity of students to learning.
2. In his/her didactic work, teacher must skillfully use the latest technological advances, such as sources of new information and skills, and encourage students to use these technological advances in the educational process.
3. A teacher should advise the students and their parents professionally in complex conflict situations, such as choosing a career, etc.

4. Teachers should encourage their students to organize various activities in educational and cultural fields, such as regional youth programs.

5. Through the continuous and the comprehensive improvement, a teacher should remain the authority for students; have a positive impact on students.

6. Teachers should be open to changes in the scientific, technical, educational, social and cultural spheres.

7. A teacher should love their work.

Keywords: EU Member States; system of teachers' education; common requirements; foreign language teachers; duration of teaching and educational process; education and training program; priority tasks.

The problem setting. The events and processes that are connected with the process of uniting of Europe caused the necessity of the reformation of the educational system and the improvement of the pedagogical skills of teachers in some EU members countries.

The analysis of the researches on the scientific problem. The foreign and Ukrainian scientists have written much on the problem of education in the EU members countries: K.-B. Boeckmann, H.-J. Krumm, V. P. Kemin, M. P. Vynarchyk, T. V. Bodnarchuk. K.-B. Boeckmann [4], H.-J. Krumm analyzed the system of teaching a foreign language as the second or the third in Austria [6]. V. P. Kemin investigated the schooling system in Central, Eastern and South-Eastern parts of Europe [3]. M. P. Vynarchyk analyzed the system of a polycultural education in France [2]. T. V. Bodnarchuk researched the bilingual education in Austria [1]. The topicality of the researched problem consists in the analysis of the system of the pedagogical education of foreign language teachers in EU member countries.

The goal of the article is to characterize the common and different features of the system of a pedagogical education in EU members countries. The goal of the research requires the fulfillment of certain **tasks**:

1. To characterize certain demands for the foreign language teachers in EU members countries.

2. To single out the differences in the educational systems in EU members countries.

3. To elucidate the term of education for a foreign language teacher in EU.

4. To determine common priority policy and tasks of EU members countries in the system of a pedagogical education.

The main part. The European integration causes a certain unification of these educational systems in the structural as well as methodological aspects. Under such circumstances there grew the necessity to improve the level of the qualification and education of a pedagogical staff. The future of Europe depends upon the quality and level of education of the teachers. To improve the quality of education is not an easy task, though the pedagogical staff works in similar types of schools in EU members countries, the teachers have different qualifications, different working conditions and salaries etc. In spite of different qualifications and salaries, there are several common demands for the foreign language teachers in EU schools, for instance:

1. A teacher must be a good specialist with perfect knowledge, must know the history, culture, traditions of a certain country. A teacher's task is not only to teach but to evoke the interest and desire to learn among the pupils, to evoke the desire for self-learning as well.

2. In his teaching practice a teacher must use new technical achievements as the main sources of receiving new information. A teacher must also teach his students to use these modern technical achievements during the process of learning.

3. A teacher must be good at consulting parents and pupils in the conflict situations, in choosing the future career by pupils etc.

4. A teacher must inspire his pupils, he must organize and participate in different programmes on educational and cultural sphere (youth regional programmes).

5. A teacher must always be an authority to his pupils, constantly improving his teaching skills. A teacher must have a certain influence on his pupils.

6. A teacher must be open to changes in scientific, technical, pedagogical, social and cultural spheres.

7. A teacher must love his pupils and have some love of his work.

To correspond to the standards of a modern teacher, to fulfill the abovementioned demands, a teacher in EU countries must acknowledge the necessity of a constant learning, the necessity of the improvement of his professional skills [5]. One more important item of the educational policy in EU is the attempt to standardize, to unificate the system of education of teachers.

Current educational systems in EU members countries are caused by economic, historical, national and demographic factors. The differences in educational systems in EU members countries are connected with some problems:

1. The process of teaching of a pedagogical staff: teachers graduate from different types of schools (high schools, secondary schools etc.).

2. The difference in the very term of education of teachers in different EU members countries.

3. Different amount of hours in the curriculum for the discipline “Methodology of Teaching”.

4. Different age of students who enter pedagogical universities, institutes etc.

5. Different educational programmes for teachers in EU member countries.

The differences concern some aspects of the system of pedagogical education in EU members countries [8]. In EU member countries future teachers finish different types of schools, graduate from different higher pedagogical schools. To become a teacher in a kindergarten one must graduate from a higher pedagogical school in Great Britain, Portugal, Germany, Belgium, France, Austria and Denmark. But in Greece, the Netherlands and Italy one must finish a secondary school (Level II) to become a teacher in a kindergarten. A pedagogical course must be included into the curriculum of a secondary school. In the Netherlands one-year practice is obligatory for future kindergarten teachers.

In the majority of EU member countries teachers of primary schools must graduate from higher schools. Greece, Spain and France are the exceptions: to become a teacher in a primary school one must graduate from university. Italy is the only EU member country where teachers of primary schools must finish a secondary school or three-, five-year pedagogical schools. To enter these three-, five-year pedagogical schools one must have 8 years of a compulsory education.

There are some differences in the system of a pedagogical education for secondary school teachers. In the majority of EU members countries to become a teacher of a professional school or technical school one must finish a higher professional school. The exceptions are Denmark and Luxemburg. In Denmark to become a teacher of a professional technical school one must have a five-year professional experience and also finish a pedagogical course. In Luxemburg teachers of professional technical schools must have a five-year professional practice and finish a three-year pedagogical studying.

A general secondary education does not require have any differentiated demands to teachers in EU members countries. The Netherlands is the exception. Teachers of

secondary schools must have a higher professional education. In France there has been made the attempt to standardize the system of a pedagogical education by introducing the obligatory demand for future teachers – to graduate from a pedagogical university (four years of studying are obligatory).

One more difference in the system of a pedagogical education consists in the very term of education. In Great Britain, France, Denmark, the Netherlands, Ireland, Italy and Germany 5 years of studying are obligatory. But in Luxemburg, Belgium, Spain and Portugal – 3 years of studying are obligatory, in Greece – from 2 to 4 years. To get a diploma of a teacher of all types of secondary schools one must study for 7 years in Luxemburg, in Denmark, Spain, France, the Netherlands and Germany – for 6 years, in Belgium, Greece and Portugal – for 5 years, in Great Britain, Ireland and Italy – for 4 years.

Less differences concern the very age of candidates for a teaching career who start a professional studying. At the age of 14–18 the process of studying begins in Italy (for future primary school teachers); at the age of 17–21 the process of studying begins in Ireland (for future primary school teachers); at the age of 18–20 the process of studying begins in Greece (for future primary school teachers); at the age of 18–21 in Portugal, Spain, Belgium; at the age of 18–22 in Great Britain, France, Greece, the Netherlands; at the age of 19–22 in Luxemburg; at the age of 19–23 in Denmark; at the age of 19–24 in Germany. To become a secondary school teacher the process of studying begins at the age of 17–21 in Ireland; at the age of 18–22 in Great Britain; at the age of 18–23 in Belgium, Greece, Portugal; at the age of 18–24 in France, Spain and the Netherlands; at the age of 19–25 in Germany, Denmark; at the age of 19–26 in Luxemburg [8].

Certain differences concern the programmes of studying of future pedagogues. During the process of studying great attention is paid to a practical training (for future secondary school teachers). This kind of practical studying is practiced in Ireland, Denmark, the Netherlands, Belgium, Italy, Austria, Great Britain, Luxemburg and Portugal. But in France, Greece, Spain and Germany the reform of the educational system was made and as a result of this reform future secondary school teachers must study at pedagogical universities.

Future teachers of primary classes in secondary schools have some practical training during 1 term up to 4 terms in Belgium, Denmark, Spain, the Netherlands, Germany, Greece, Ireland, Luxemburg, Portugal and Italy.

The process of training teachers of senior pupils in secondary schools in EU member countries is based on different principles – as a rule, after 4 years of studying in the university, future teachers practice their skills working at schools for 6–18 months. The process of studying and special upgrade qualification courses are organized for teachers during the whole period of their professional activity: the seminars, the courses, the laboratory classes. In other words – that is the system of training during the whole period of a professional pedagogical career. This form of a special upgrade qualification is not obligatory (except of Finland) but very popular in Portugal, France, Italy and Germany. French teachers improve their skills by having some language courses abroad. In Portugal a teacher who takes part in the process of a professional growth may obtain a higher pedagogical grade. In Greece special TV courses are elaborated to improve pedagogical skills of teachers. Greece is the only country among EU members countries where this kind of form upgrading pedagogical qualification is used. In Denmark and Ireland special courses are recommended to teachers who are in search of their jobs [7].

Conclusions. Having analyzed the system of a pedagogical education in EU members countries in particular – the process of teacher s' training, we come to the following conclusion: there are no common, unified programmes for teachers' training.

The differences in the system of a pedagogical training can be explained by the following fact: a national system of a pedagogical training is the reflection of certain social, economic, cultural demands of the population in this or that EU member country. Each country has its own traditions, methods of teaching which have been used for a certain period of time. Our point of view is the following: it is necessary to unify the term of teachers' training, the programmes taking into account a cultural identity of each EU member country.

Common priority policy and tasks of EU members countries in the system of a pedagogical education are the following:

1. To improve the system of primary school teachers education by increasing the term of a professional training.
2. To develop the professional skills of teachers by obtaining language certificates, different awards.
3. To increase the amount of teachers' salary.
4. To help teachers to requalify their diploma in case this necessity happens due to some demographic changes in a certain region.
5. To make the process of studying affordable for everyone who has the desire to study.

One more common characteristics in the system of a pedagogical education in all EU member countries is the following: the system of upgrading qualification courses must be changed. All educational institutions must aim at the formation of a new intellectual personality of future teachers. During the integration processes not only the duties of teachers change but a new experience in the sphere of cooperation is obtained. Owing to politicians, parents and even pupils on the one hand, teachers have the chance to enrich their experience. On the other hand, teachers' duty is to develop the interests and skills of pupils. Teachers in European Union must unite their efforts to form the basis of pedagogical knowledge and skills. The tempo and quality of the integration processes in EU depend on the development of the national educational systems.

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Талалій Ю. О.

СИСТЕМА ПЕДАГОГІЧНОЇ ОСВІТИ В КРАЇНАХ-ЧЛЕНАХ ЄС: СПІЛЬНІ ТА ВІДМІННІ ХАРАКТЕРИСТИКИ

В статті аналізуються спільні та відмінні характеристики в системі педагогічної освіти в країнах-членах ЄС. Описано загальні вимоги до підготовки вчителів іноземної мови в країнах-членах ЄС; охарактеризовано відмінності в системі підготовки вчителів іноземної мови в країнах-членах ЄС; аналізується тривалість підготовки вчителя іноземної мови.

Ключові слова: країни-члени ЄС, система педагогічної підготовки, загальні вимоги, вчитель іноземної мови, тривалість підготовки вчителя.

Талалай Ю. О.

СИСТЕМА ПЕДАГОГИЧЕСКОГО ОБРАЗОВАНИЯ В СТРАНАХ-ЧЛЕНАХ ЕС: ОБЩИЕ И ОТЛИЧИТЕЛЬНЫЕ ХАРАКТЕРИСТИКИ

В статье анализируются общие и отличительные характеристики в системе педагогического образования в странах-членах ЕС. Описано общие требования к подготовке учителя иностранного языка в странах-членах ЕС; охарактеризованы отличия в системе подготовки учителей иностранного языка в странах-членах ЕС; анализируется длительность подготовки учителя иностранного языка.

Ключевые слова: страны-члены ЕС; система педагогической подготовки; общие требования; учитель иностранного языка; длительность подготовки учителя.