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TEACHER TRAINING MODERNIZATION AS INNOVATIVE TENDENCY OF EDUCATION DEVELOPMENT IN THE USA

In the modern world, it is impossible for society to work without highly qualified specialists, therefore modern education in all countries of the world is important. Education is the basis for raising the country's economic level, influencing the culture and self-knowledge of the people. The professional activities of American educators are becoming increasingly difficult due to the different ethnic and social backgrounds of students, the diversity of languages, cultures, styles of learning activities, as well as individual preferences and potential. At the same time, there has been a decline in success rates among ethnic minority students. Failure to learn often encourages students of diverse ethnic backgrounds, African Americans, and Mexicans to drop out of school and lose the ability to get a high school diploma. It was revealed that the main causes of the above problems are a high level of poverty among ethnic minorities, unequal access to education, as well as low expectations of teachers from students of other linguistic and cultural backgrounds. The quality of education that students receive directly depends on the personal characteristics and qualifications of the teacher. To better meet the needs of today's students, teacher training requirements and expectations continue to grow, while school funding is reduced. Simply put, today teachers must work as much as possible while giving work, and receive less, which led to a decrease in interest in teaching among young people and a lack of licensed pedagogical specialists. The combination of all these factors is a serious problem for the teaching profession as a whole, not to mention the training of teachers. According to the reform of the American system of primary and secondary education, the broader priority is the training of competent specialists who can inspire young people, realize their potential and transfer to them the skills necessary for success in college and in the workplace. The country needs training programs that train teachers who not only understand and are able to meet the diverse needs of modern youth, but can also teach, evaluate content that 21st century students should learn and use in a multicultural environment.

Keywords: trends, quality of education, branch training, innovative trend, ethnic origin, training programs.

Problem Statement. In the modern globalised world the role of the highly qualified workers is very important. Therefore, the education is becoming increasingly important and teachers are

becoming the main agents of innovative transformations in the economy and society. The developed countries with a competitive economy and a democratic society are aware of the important role of teachers and, accordingly, are modernizing their teacher training systems to meet today's challenges. The education policy in the United States places a great attention on the issue of teacher training. In particular, the No Child Left Behind Act (2001) considers students' educational achievements directly in relation to teachers' competencies.

Literature review. The research results indicate that such Ukrainian comparative education scholars as N. Lavrychenko, O. Lokshyna, N. Pazyura, O. Pershukova, L. Pukhovska analysed a wide range of theoretical and practical issues of education in the world and in the USA. In particular, the general and distinctive features in the development trends of teacher training in the USA in the modern world context have been studied. The scholars underline that teacher training sector is rather efficient in the U.S. This makes the study of the American experience in the teacher training area is topical. Its comprehensive analysis will provide opportunity to identify ways/approaches/ best practices that can be used for reforming teacher training system in Ukraine.

The purpose of the article. The purpose of the study is to analyse the secondary school teacher training in the United States through the prism of teacher training sector modernisation.

Main Results. To solve certain problems and achieve the goal, the following methods were used: analysis, synthesis, and comparison, generalization (for studying and generalizing the scientific literature on the specific scientific methodology of the problem, conducting a categorical analysis of basic concepts and determining the relationship between them)

The professional activities of American educators are becoming increasingly difficult due to the students' different ethnic and social backgrounds, the diversity of languages, cultures, styles of learning activities, as well as individual preferences and potential. At the same time, there has been a decline in success rates among ethnic minority students. Failure to learn often encourages students of diverse ethnic backgrounds, African Americans, and Mexicans to drop out of school and to lose the ability to get a high school diploma. It was revealed that the main causes of the above problems are a high level of poverty among ethnic minorities, unequal access to education, as well as teachers' low expectations from students of other linguistic and cultural backgrounds. The education quality that students receive directly depends on the personal characteristics and qualifications of the teacher. To meet the needs of today's students, teacher training requirements and expectations continue to grow, while school funding is reduced. In one word, today teachers must work as much as possible and to receive less, which will lead to decrease interest in teaching among young people and a lack of licensed pedagogical specialists. The combination of all these factors is a serious problem for the teaching profession as a whole, not to mention the teachers' training [1].

According to the American system reform of primary and secondary education, the broader priority is the competent specialists training who can inspire young people, to realize their potential and to transfer them skills necessary for success in college and in workplace. The country needs training programs that train teachers who not only understand and are able to meet the diverse needs of modern youth, but can also teach, evaluate content that 21st century students should learn and use in a multicultural environment [5].

The new standards of the National Council for Accreditation of Teacher Education in 2009 determined the set of knowledge and skills that future teachers must possess in order to obtain a license for teacher activity. In accordance with the following requirements of society and standards, the following tasks should be taken into account in preparatory programs for teaching in a multicultural environment: 1) to teach students the culture of different racial and ethnic groups; 2) to ensure the study of ethnic minorities languages; 3) to create conditions for mastering the skills of working with culturally diverse students.

Therefore, in the preparation of competent teachers to work in a multicultural environment, focused efforts and partnerships between all systems that relate to the field of education and aimed at meeting individual and national needs are necessary and effectively influence the quality of future teachers training [1].

The country needs training programs that will train teachers who not only understand and are able to meet the diverse needs of modern youth, but can also teach, evaluate content that 21st century students should learn and use. Approximately 460,000-1 applicants were enrolled in traditional and alternative courses of certification programs for teacher training in 2013-14. Previously, future teachers did not have basic information about whether their programs were successful in employment terms, graduates of the programs tested themselves well prepared for the harsh working conditions in the classroom, as a result, student performance will improve. It is known that there is no more important school factor for student learning than having an excellent teacher, especially in high-needed communities, therefore it is very important that the state introduces various training programs that can generate new teacher conveyors with the right combination of knowledge and skills to satisfy all range of classroom requirements across the country. The rules are aimed at helping to achieve stronger results for all programs, including traditional ones, those that provide alternative paths to certification, and those that are provided through distance learning, and at the same time give the state significant flexibility in how they measure program performance based on local needs and priorities. In particular, the rules require new reporting from states - in addition to the basic activities that they are required to submit annually in accordance with the Higher Education Act - on the effectiveness of programs to ensure continuous improvement by facilitating continuous feedback between programs, potential teachers, schools and areas, states and the public. The rules are also aimed at providing more complete information to eliminate inconsistencies between existing teaching positions and the areas in which programs train teachers, and enable districts and schools to use their best teachers where they are most needed. This transparency also gives potential teacher candidates better access to information on the strengths of the various programs so that they can choose the training program that suits them. This rule focuses on pioneering work across the country to help all states, counties, determine whether their graduates are in college, how long they stay there, and how they study in class. States such as Delaware and Louisiana have implemented program-level performance reporting. Program providers also help maintain and improve, for example, at Arizona State University, which uses data to align various traditional and alternative route training programs with the needs of Arizona schools, and the Postgraduate School, which provides residency programs for teachers that require, so that teachers demonstrate evidence of classroom effectiveness before completing the course [4].

As a profession and as a discipline, however, teacher preparation is highly criticized and highly politicized. Many critics—including politicians, government officials, foundations, businesses and researchers—argue that on the whole, teacher preparation produces only mediocre results. They chastise universities for being too slow to improve teacher education programs and for using them to be little more than revenue generators for their host institutions. Meanwhile, state and federal entities alike have ramped up their accountability requirements for university based teacher education programs, even as they seem inclined to enable new pathways to teacher preparation that are exempt from established rules. While calls for the reform of teacher education have coexisted for some time with efforts to reform higher education on the whole, the focus has intensified on outcomes- and performance based measures of teacher education. Critics today argue for a more evidence-based approach to teacher training, for stricter standards for teacher licensure, and for better measures of teacher quality and P-12 student learning outcomes. But there is no consensus about what measures are meaningful and proven effective based on evidence [2].

If these criticisms are not enough to worry about, universities also find themselves with fewer students enrolling in teacher preparation programs, even as the educator workforce is suffering serious shortages in several fields and localities. The reasons for the enrolment decline vary, but some students understandably gravitate toward other fields with higher salaries, especially as ever-rising university tuition increases their chance of graduating with debt. Others may be discouraged by the low level of respect that society ascribes to both teachers and teaching, or by what some educators perceive as an over-emphasis on student testing and test scores [2].

University teacher preparation programs face other significant challenges. Expectations have grown for the duration, variety and depth of the field experiences that universities help provide for teacher candidates, even as funding dwindles and institutions generally continue to prioritize research over practice for faculty promotion and tenure. In addition, teacher preparation programs are being asked to increase the academic rigor of their programs, recruit and prepare more diverse student populations, and also diversify the ranks of the professors who instruct future teachers. At some institutions, too, state funds that may have once supported teachers in pursuing master's-level credentials have evaporated. Often overlooked in the criticism and politicization of teacher education is that, particularly over the last decade or so, university-based teacher preparation programs have avidly and actively sought to continuously improve their practices and policies, essentially pursuing reform through a constant focus on evolutionary change. Most universities now have robust and extensive partnerships with P-12 schools that support the clinical preparation of teacher candidates, including lengthy apprenticeships with teacher mentors. Teacher preparation programs have purposefully pursued channels that provide diverse clinical experiences for their teacher candidates—in both urban and rural areas, for example, and in schools with significant demographic diversity. Further, teacher preparation programs in higher education often utilize the most robust and current assessment protocols that exceed university requirements [2]

There are approximately 3.6 million public school elementary and secondary teachers in 90,000 public schools in the United States. More than 200,000 students complete a teacher preparation program each year. Little is known about these teacher candidates except that they are predominantly female and white. Aspiring teachers in the United States are prepared in many different kinds of programs, which in turn reflect many different kinds of career pathways. Between 70 and 80 percent are enrolled in “traditional” programs housed in postsecondary institutions; the rest enter the profession through one of the approximately 130 “alternative” routes. Yet however they are designated, teacher preparation programs are extremely diverse along almost any dimension of interest: the selectivity of programs, the quantity and content of what they require, and the duration and timing of coursework and fieldwork. Any pathway is likely to entail trade-offs among selectivity, the intensity of the training, and the obstacles it presents to teacher candidates. More selective pathways, and those that require greater effort and time to complete, may have the disadvantage of yielding fewer teachers to fill vacancies, for example, but the teachers they do produce may be more highly qualified. There is some research that suggests that there are differences in the characteristics of teacher candidates who are attracted to different pathways and types of programs. There is also some research comparing the outcomes for graduates of different kinds of programs. However, the distinctions among pathways and programs are not clear-cut and there is more variation within the “traditional” and “alternative” categories than there is between these categories. We found no evidence that any one pathway into teaching is the best way to attract and prepare desirable candidates and guide them into the teaching force. This finding does not mean that the characteristics of pathways do not matter; rather, it suggests that research on the sources of the variation in preparation, such as selectivity, timing, and specific components and characteristics, is needed [3].

Results Summarizing the material presented, we note that the teacher training aspect is the subject of research by both domestic and foreign scientists. The theoretical development of scientists is to determine the essential characteristics of teacher training aspect, which include 1) to teach students the culture of different racial and ethnic groups; 2) to ensure the study of ethnic minorities languages; 3) to create conditions for mastering the skills of working with culturally diverse students and the like.

Conclusion Thus, trends and alternative ways in the training of teachers in the USA are aimed at meeting individual and national needs, effectively affect the quality of training of future teachers. The main trends in obtaining the teaching profession by youth provide the opportunity to train qualified specialists in order to improve the qualitative and quantitative indicators of the provision of educational institutions with teaching staff in the states. The alternative certification usage for organizational and continuing professional development is a promising area for reforming teacher education.

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МОДЕРНІЗАЦІЯ ПІДГОТОВКИ ВЧИТЕЛІВ ЯК ІННОВАЦІЙНА ТЕНДЕНЦІЯ РОЗВИТКУ ОСВІТИ У США

У сучасному світі суспільству неможливо функціонувати без висококваліфікованих спеціалістів, тому сучасна освіта у всіх країнах світу має важливе значення. Освіта є базою для підвищення економічного рівня країни, впливу на культуру та самопізнання народу. Професійна діяльність американських педагогів стає дедалі важчою у зв'язку з різним етнічним та соціальним походженням учнів, різноманіттям мов, культур, стилів навчальної діяльності, а також індивідуальних вподобань та потенціалу. В той же час спостерігається зниження рівня успішності серед учнів етнічних меншин. Невдачі у навчанні часто підштовхують учнів різноманітного етнічного походження, афроамериканців та мексиканців до припинення навчання у школі та втрати можливості отримати атестат про повну середню освіту. Виявлено, що основними причинами виникнення зазначених вище проблем є високий рівень бідності серед етнічних меншин, нерівний доступ до освіти, а також низький рівень очікувань у вчителів від учнів іншого мовного та культурного походження. Якість освіти, яку отримують школярі, прямо залежить від особистісних характеристик і кваліфікації вчителя. Щоб краще задовольняти потреби сьогоднішніх учнів, вимоги та очікування щодо підготовки вчителів продовжують рости, в той час як фінансування шкіл зменшується. Простіше кажучи, сьогодні вчителі повинні працювати максимально віддаючись роботі, а отримувати менше, що призвело до зниження інтересу до викладання серед молоді та до браку ліцензованих педагогічних фахівців. Сукупність всіх цих факторів є серйозною проблемою для педагогічної професії в цілому, не кажучи вже про підготовку вчителів. Відповідно до

реформи американської системи початкової і середньої освіти більш широким пріоритетом є підготовка компетентних спеціалістів, здатних надихнути молодь, реалізувати свій потенціал і передати їм навички, необхідні для досягнення успіху в коледжі і на робочому місці. Країні потрібні програми підготовки, які готують педагогів, які не тільки розуміють і здатні задовольнити різноманітні потреби сучасної молоді, але і можуть викладати, оцінювати зміст, які учні XXI-го століття повинні вивчити та практично використовувати у полікультурному середовищі.

Ключові слова: тенденції; якість освіти; підготовка вчителів; інноваційна тенденція; модернізація; програми підготовки.

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МОДЕРНИЗАЦИЯ ПОДГОТОВКИ УЧИТЕЛЕЙ КАК ИННОВАЦИОННАЯ ТЕНДЕНЦИЯ РАЗВИТИЯ ОБРАЗОВАНИЯ В США

В современном мире обществу невозможно работать без высококвалифицированных специалистов, поэтому современное образование во всех странах мира имеет важное значение. Образование является базой для поднятия экономического уровня страны, влияния на культуру и самопознания народа. Профессиональная деятельность американских педагогов становится все тяжелее в связи с различным этническим и социальным происхождением учеников, многообразием языков, культур, стилей учебной деятельности, а также индивидуальных предпочтений и потенциала. В то же время наблюдается снижение уровня успешности среди учеников этнических меньшинств. Неудачи в учебе часто подталкивают учащихся разнообразного этнического происхождения, афроамериканцев и мексиканцев к прекращению обучения в школе и потери возможности получить аттестат о полном среднем образовании. Выявлено, что основные причины возникновения указанных выше проблем – высокий уровень бедности среди этнических меньшинств, неравный доступ к образованию, а также низкий уровень ожиданий у учителей от учеников другого языкового и культурного происхождения. Качество образования, которое получают школьники, напрямую зависит от личностных характеристик и квалификации учителя. Чтобы лучше удовлетворять потребности сегодняшних учеников, требования и ожидания по подготовке учителей продолжают расти, в то время как финансирование школ уменьшается. Проще говоря, сегодня учителя должны работать максимально отдаваясь работе, а получать меньше, что привело к снижению интереса к преподаванию среди молодежи и к нехватке лицензированных педагогических специалистов. Совокупность всех этих факторов является серьезной проблемой для педагогической профессии в целом, не говоря уже о подготовке учителей. Согласно реформе американской системы начального и среднего образования более широким пріоритетом является подготовка компетентных специалистов, способных вдохновить молодежь, реализовать свой потенциал и передать им навыки, необходимые для достижения успеха в колледже и на рабочем месте. Стране нужны программы подготовки, которые готовят педагогов, которые не только понимают и способны удовлетворить разнообразные потребности современной молодежи, но и могут преподавать, оценивать содержание, которые ученики XXI века должны изучить и практически использовать в поликультурной среде.

Ключевые слова: тенденции; качество образования; подготовка учителей; модернизация; инновационная тенденция; программы подготовки.