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## **ДОСВІД ПЕДАГОГІЧНОЇ ОСВІТИ НІМЕЧЧИНИ: УРОКИ ДЛЯ УКРАЇНИ**

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### **TEACHES' TRAINING EXPERIENCE OF GERMANY: LESSONS FOR UKRAINE**

Ukrainian teachers' training system exists, provides education and develops among the equivalent education systems in other countries and regions (West, East Europe North America Asia, est.). It provides cooperation with them and is influenced by them.

Thus, for the thorough consideration of the teachers' training development (evolution), in our society it's lines and character it is necessary to trace the conditions and trends of teachers' training system beyond the borders of Ukraine [3]. Paraphrasing the well-known expression, one can state: if you know only one teachers' training system, you know none.

One of the agents of Ukraine's integration into EU is education system reform. The evaluation of FROG experience, namely in the field of the teachers' training organisation, is of particular importance.

Ukrainian – German ties in the field of education have long-established traditions. The fight for Ukrainian national school was not confined to language and contents of education only. It was also aimed at searching the new forms of schooling organisation and proper education methods, which would have been used in the new school to provide its development and positive influence on national culture. Among other ones, the pedagogical ideas of Germany where great attention was paid to school affairs and adjustment of schooling to continuing cultural social and economic development of society, became the model for Ukraine.

The works of German educators Rein V., Kershenshtainer G., Levs J. [1]. Considering the question of unique school, which were published in the first decades of the 20-th century played an important role in the fight of Ukraine for national school. By providing new perspectives to the organisation of German schooling, they draw attention of the Ukrainian educators to this problem. Vaskovych I. considered the ideas of teacher

reformer Kershenstainer G. to be of great importance, like a rich source of professional knowledge for the creators of new school system. The influence of the German reformer was particularly significant in two spheres of schooling: in the organisation of Ukrainian education system as well as 7-year working school. The traditions of co-operation between the scientists of two nations are actual and perspective.

Modern teachers' training system is many-sided and well-planned. In FRG, as well as in Ukraine, teachers' training is provided by universities; teachers training institutes; higher teachers' training art, music, sport and technical schools [3, 5]. School administration and inspection staff training is provided by refresher courses system (institutes, centres). Training in the higher education institutions is based on two specialities (in Bavaria – on 3), which are not always related.

The principal feature of German teachers' training system is well-balanced combination of theoretical and practical training. The course of teachers' training in Germany is generally longer and makes 3-7 years. This fact reflects general long-term course of education in the German higher education institution. The average course of studies at the universities is 14 terms, in the institutes – more than 9. In Ukraine the students graduate from the university at the age of 28,5. The mean age of the graduates from higher education institutions is 26,9. Federal Ministry is consistently working at achieving such levels and contents of education and diplomas that would be acknowledged not only over the FRG lands, but also in the West European States [3].

German teachers' training system as well as Ukrainian one has two levels (though not in the object of education but in the academic sphere). After the first academic stage of teachers' training future teachers take the first state examination [3, 5]. Within the first stage the students have weekly school practice as an equal part of education curriculum and syllabuses. In addition, the theoretic stage includes general scientific, special, psychological and teachers' training. The second stage is 1,5-3 year practice, i. e. refresher courses. They are conducted by experienced teacher-mentor.

Combining theory with practice on the final stage of education is of great importance, because, while taking the second final examination future teacher must display not only teaching techniques but critical awareness of his or her professional activity. Academic education in the German higher educational school is more specialised than in the Ukrainian one. But unlike Ukraine it does not award the academic degrees of Bachelor and Master; future teachers at complete secondary school study fewer professional subjects but pay more attention to mastering of education subjects. The choice of education courses is narrower. But the tendency to the education extension as well as differentiation and individual approach to education is observed.

In June 1993 the FRG and Ukrainian Governments signed an agreement on co-operation in the education field. Since that time the Ukrainian Ministry of Education has been elaborating the modernisation of higher schools systems, enabling the university to meet the international standards. To make certain they have chosen the right way, the Ukrainian educators asked western colleagues for their assistance. They should, first of all, learn how the higher education institutions are accredited.

The German Academic Agency of Exchange (DAAD) and its British partner –

Consortium for English Universities international activity are appointed by European Commission as consultants, (advisors).

Annually the Days of the German language teachers organised by the Ukrainian teachers of the German Language Society (UDF) take place. Inter Naciones which publishes teaching aids and materials is well-known in Ukraine. All the above-mentioned agencies have been working in Ukraine since 1993, so the results of their work are significant. Numerous seminars on area studies take place; teaching aids and materials as well as original German literature are presented to the educational establishments and libraries in some regions of Ukraine. The projects on new teaching aids and material elaboration are under consideration.

The fact that Ukraine has got independence requires some changes in education research work. The attempts to establish some state higher education institutions that correspond to the Ukrainian ones are considered expedient. It would be the beginning of the Ukrainian and German teachers co-operation.

On the basis of the national programme «Osvita» and taking into consideration the German model of the two-level teachers' training, for training and refresher courses of Ukrainian teachers it is necessary:

- to develop the network of higher teachers' training educational institutions, to elaborate the new concept of teachers' training and to carry out the teachers' training reform on its basis.

- to appraise the two-level teachers' training system efficiency.

- to update the contents of professional training on the basis of curricula's comparison.

- to develop the system of educational techniques.

- to develop the education techniques meeting the requirements of European Standard, to develop the modern psychological and pedagogical activity in a group course as, a part of the refresher courses for specialists of higher education.

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