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## **Sociocultural components of the educational systems in nordic countries in the sphere of technology teachers training**

In accordance with world educational standards and European integration perspectives Ukrainian society has a request to the system to change the process of training future teachers in general and Technology teachers in particular. Since the current focus on primary education systems of knowledge acquisition, which was traditional and justified a few decades ago no longer meets for modern social order, which requires separate training, initiative and responsible members of society, able to interact effectively in addressing the social, industrial and economic problems.

In most developed European countries will not stop searching ways to improve the training of young generation for future work. Realizing the importance of common work and professional training of young people and their technological education for the economic stability of society, many states allocate much costs for their development and are trying to create conditions to support technology education students. As an example, these aspects can bring experience of the Nordic European countries (Sweden, Denmark, Finland, Norway and Iceland) who are recognized as world leaders in this segment of education. The most common, in explaining the high educational achievements of these countries, are following factors: each of them recognized in time value of education as one of the most important social values and a prerequisite for further development of the state students longer to learn together and their development is based on the principles of individualization, in all Scandinavian countries and Finland adopted modern national educational standards, schools receive all possible types of external support (state and municipal), but have self-government focus of attention is the preparation of teaching staff, increase their skills and assistance in organizing the educational process.

However, each of these Scandinavian countries passed their own historical way, made their own values and priorities before to take its place in education among its neighbors'.

Comparing the three Scandinavian countries, H. Scoie notes that they came to a developed higher education network in different ways: Denmark – by expanding the existing institutional structures; Sweden – through greater decen-

tralization of basic university education, Norway – by creating a new system of regional colleges. Accordingly, different attitudes and approaches to higher education and conducting of research are distinguished [Skoie 2000: 409].

The basis of theoretical and practical training of Scandinavian technologies teachers are scientifically based pedagogical approaches, concepts, principles which determine the choice of modern educational process, content, technology of teachers training.

Thus, the methodological foundations of pedagogical education and stages of historical development of Norwegian pedagogical education are interdependent. The relationship shows that each historical epoch contributed their corrections in understanding the basic principles and approaches of learning. Independent Norwegian government has aspired to form a free, creative personality that will be able useful to society. The priority of formation of students personality determines the choice of technology teachers teaching process that allows not only to give those who study theoretical and practical training, but also to create necessary conditions for their potential possibilities.

In addition to that all these countries recognize the fundamental values of human rights, equality, democracy, preserving the diversity and vitality of the natural and social environment, as acceptance and understanding of values enriched by acquaintance with different cultures in modern society, which transfer the rising generation is provided mainly educators education promotes learning through the collectivization of society, a responsibility and respect for human rights and individual freedom.

The origin education usually has the culture of each of the Scandinavian countries, which was formed in close cooperation with their ancestral culture and cultures of the Nordic European nations. The educational process must take into account national and local features, as national languages, two national churches, ancient culture and titular nation of minorities. In continuing education diversity of local culture, enriched by the presence of immigrants of different cultures. Through the learning process is the formation of ethno-cultural identity of students, their training to participate in the life of the Finnish society to the modern world of globalization. It brings up the ability to accept and understand other cultures.

Basic education contributes to territorial and social equality in society. During the study included individual characteristics of students, and guaranteed equality of sexes. School should use the acquired skills and ability to use the rights and obligations subject to daily, employment and public life.

Based on this, the Nordic European countries form valuable world of the young citizens through its educational system in the process of spiritual and practical activities of students, while providing one of the leading roles of sociocultural creative function to common work and professional training of

younger generation. Culture, in turn, determines certain level of human practical activities in each country in its quality categories.

Also, it should be said that not all activities promote the spiritual and financial culture, but only that when the child can most fully self-affirmative and realize their potential opportunities, it means in a creative activity. So we can talk about special requirements in the Scandinavian countries and Finland to the activities of the teacher in general and teachers in particular technologies. These requirements puts a modern society in these countries through tasks to achieve a new quality of education, which in turn depends on how new knowledge, skills ensure a successful graduate school life activity in changing conditions present, and future of nation and state. A striking proof of the success of such approaches is the system of education in Finland, which is constantly in the center of international attention. To a large extent this is due to excellent results, demonstrated that Finnish students in the Program on International assessment educational achievements of pupils (PISA), which since 2000 is the undisputed world leader.

Analysis of determining the quality of educational services to Scandinavian universities shows that the list of indicators specified by the national Department of Education, contains 10–15 key indicators. These indicators can be represented by three groups: indicators of the conditions of the educational activity (the concept of institutions, staff, educational resources, financial security) process indicators (Management of the institution, content of educational programs, social infrastructure, education quality assurance mechanism etc.); outcome indicators (quality bachelors, masters level their job, efficiency of research and scientific activities).

So, the Swedish educational system functions according to laws, government decrees, curriculum and programs. These documents defined goals and objectives on all aspects of education. Curriculum of compulsory education begins with a section on core values and objectives of the school. Technology teachers training as an independent phenomenon with its specific characteristics and features also based on a certain set of values.

Technological progress, economic, social and cultural changes in society sometimes can lead to devaluation of valuable plants and guidelines of youth to settle another type of human relations culture, quality of social consciousness, etc. These changes, and an increasing level of violence in the world shape the focus of attention in the Norwegian system of pedagogical education on Christian and humanitarian values [Emelyanova 2004: 53].

The educational process of Scandinavia and Finland mentions that the individual human development is not naturally programmed it is a social phenomenon and takes place sufficiently pupil master the achievements of human culture.

Figuratively speaking, the technology teacher by results makes his identity as a professional with material culture, which provides society as a whole. Forming moral behavior of schoolchildren, teacher should be professionally prepared

to create conditions in which there is a natural necessity to take decisions by the students. The habit of taking independent decisions in the process of labor problem develops in students the internal need of moral behavior without enforcement from outside. Assessment of behavior based on analysis of motives that influenced on the decision to act one way or differently, encourages students to considerable action. Ability to think over first than to act, encourages students to self-analysis, and of course, have started on a military need to work on a personality, which enshrines educational impacts on personal, creates hard subsoil for realized moral behavior in any lifestyle.

In these conditions significantly changed the role of teacher. From knowledge transmission and ways of activity it should go to the design of individual routes of intellectual and personal development of each student, support educational advancement of students on their own way in the educational environment. The general nature of relations between teacher and students, future teachers in the Nordics system of teacher training technology is determined primarily democratic relations and professionalism as the principle underlying such a relationship. The student with his inner world, interests, needs, skills, opportunities undoubtedly recognized core value of the whole society. In this connection the special importance acquires the ability of future teachers to assist in its formation as a subject of culture, through the conscious observance of pre-defined strategy cooperation, develop common approaches to „harmonize” values, contents, forms and methods of education.

The experience of Scandinavian countries and Finland demonstrates that teacher training technologies aimed at the formation of certain values, integration into the social system requirements may significantly affect the transfer of the younger generation of culture, knowledge and practical experience accumulated generations of creation, increased its openness.

## Literature

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### **Abstract**

The article reveals the most characteristic features of social and cultural components of Nordic countries educational systems in the sphere of future technology teachers training. Also, it is examined the experience of the Nordic countries national educational systems in conditioning for successful development of pedagogical education in accordance with national traditions and European educational space.

**Key words:** social culture, technologies, social environment, culture, social values, education.

### **Socjokulturowe komponenty systemów edukacyjnych w krajach nordyckich w kształceniu nauczycieli techniki**

#### **Streszczenie**

Artykuł wskazuje najbardziej charakterystyczne cechy społecznych i kulturalnych komponentów systemów edukacyjnych krajów nordyckich w kształceniu nauczycieli techniki. Jest to sprawdzone doświadczenie narodowych systemów edukacyjnych tych krajów warunkujące pomyślny rozwój edukacji nauczycieli zgodnie z tradycjami narodowymi i europejską przestrzenią edukacyjną.

**Słowa kluczowe:** kultura społeczna, technologie, środowisko społeczne, kultura, wartości społeczne, edukacja.