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Modern Trends in the Development of the US Teachers' Skills in the System of Postgraduate Pedagogical Education

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Abstract

In the article on the basis of the analysis of scientific literature, the tendencies of teachers' advanced training in the system of post-graduate pedagogical education of the USA are determined: orientation to higher education as the most important condition for mastering the profession of a teacher, strengthening of psychological and pedagogical preparation; improvement of the system of professional development of pedagogical staff and the possibility of simultaneous improvement of qualification in different educational institutions.

Keywords: professional training, postgraduate pedagogical education, retraining, advanced training of teachers of the USA

Introduction

The urgency of our study is conditioned by modern changes in the paradigms of social development, the novelty of personal and social requirements to the system of professional education of the teacher and its readiness for professional development in the system of continuous professional education. This approach justifies the in-depth study of the importance of professional development of the teacher in the system of continuous education as an objective pattern.

Problem definition

As it was defined by us in previous researches, in the modern world of information systems and technologies, the teacher should constantly update and replenish knowledge. These factors caused the need to create a system of educating teachers throughout their lives, improving their qualifications. and in view of this – the improvement of the system of postgraduate pedagogical education (Voitovska, 2015, p. 179–186).

Analysis of recent research and publications

Problems of continuing professional education of teachers, advanced training of teachers and their professional development were studied by scientists: Bredeson (2003), Day (1999), Glatthorn (1995), Guskey (2002), Shaha (2008) and others. The analysis of scientific literature on the advanced training of teachers in the United States system of continuing education shows the in-depth interest of scientists in this problem and a broad discussion of the future of the pedagogical profession at the beginning of the 21st century.

The aim of the article – on the basis of analysis of scientific and pedagogical literature, determine the current trends in the advanced training of the US teachers in the system of postgraduate pedagogical education.

Presentation of basic material of the research

At the beginning of the 21st century. In the United States, the main trends in the development of pedagogical education: the orientation to higher education as the most important condition for mastering the profession of a teacher; complication and strengthening of psychological and pedagogical preparation; variety of specialized areas in the training programs; improvement of the system of professional development of pedagogical personnel; simultaneous preparation in different educational institutions. The US educational system focuses on general trends in the development of foreign higher education, adapted to the socio-cultural conditions of American society, for which the system of continuous pedagogical education has been intensively developed in the country over the past decades. American society needs a teacher who is the subject of continuous professional development, the creator and researcher who is responsible for the effective intellectual, spiritual, social and physical development of all their students, regardless of their racial and ethnic origin and socio-economic status. The American system of pedagogical education, in order to fulfill this social order, began an active search for the most effective ways of teacher training: the reorientation of professional training on the acquisition of a certain amount of knowledge, skills for the formation of future teachers of pedagogical thinking, the development of professional reflection as the basis of the ability to absorb, integrate and apply new knowledge and skills throughout your life. The notion of postgraduate education of pedagogues in the US is interpreted more widely. Postgraduate pedagogical education is associated with teachers' advanced training in the context of the permanent renewal of the school system and the continuous professional and personal training of teachers. Under the advanced training of an American teacher is meant the process of its gradual growth as a personality and specialist throughout his professional career. The main purpose of the postgraduate education system in the United States is to familiarize high school teachers with the latest developments in the theory and practice of teaching,

advanced teaching technology, and to consolidate their skills for independent learning, which is necessary for professional growth. Among the most effective forms of teaching of working teachers qualify: individual teacher training within the school; methodical seminars, conferences, “round tables”, discussions; group development of curricula, programs, didactic materials; days of professional development; leadership of research work of a teacher, etc.

Postgraduate pedagogical education in the United States is a complex cooperation of many organizations: educational institutes, voluntary organizations, sponsors, teachers' unions, schools and teachers themselves. In the United States, there are federal state and public institutions that deal with continuing education, postgraduate education, but they are not subordinated to the Department of Education. These institutions and organizations that fund them do not depend on the state, the state administrations and are not related to each other. Numerous committees, foundations, and institutions play an important role in determining the direction of postgraduate education. The world-famous non-governmental organizations include: 1. The Carnegie Foundation for the Advance Training of Teachers, founded by Andrew Carnegie in 1905 as an independent research center in the field of education. 2. The Charles F. Kettering Foundation, created by Charles Franklin Kettering in 1927 to support education, research and development. 3. Fund Ford (The Ford Foundation), founded by Edsel Ford in 1936 to fund scientific, educational and charity projects.

These and other funds and voluntary organizations strongly support teacher education programs, but the real success of the post-graduate education system depends on the development of its structural elements at the regional and local levels. In the structure of postgraduate education in each state, training and development agencies for schools (TDAS), which deal with teachers' upgrading and are responsible for the implementation of government policy in the field of post-graduate education for teachers and other school staff, are organized. Each agency conducts diagnosis of schools and colleges, examines the effectiveness of training programs, finds out the problems of improving the work of the teacher, school administration, etc. In addition, these agencies widely advertise effective forms and educational programs, organize co-operation between schools and universities, provide assistance to numerous teaching centers, set up advisory groups and commissions on postgraduate education, etc. The activities of agencies are advisory and recommendational, but their impact on post-graduate education policies is significant, since financial leverage is at the disposal of the state administration.

The national system for the training of high school teachers in the United States consists of two main organizational models: on the basis of higher education institutions and directly at schools. Extensive introduction of short-term courses, which are highly specialized and primarily profile-based. In the process

of structuring the content of the programs, a technological approach is used, according to which special attention is drawn not only to forecasting the knowledge and skills of teachers, but also to the expected changes in the levels of development of students whose teachers will be trained in PC programs. A specific feature of structure of the teachers' advanced training is the introduction of flexible curricula and curriculum options, full-time and part-time studies, outgoing forms of retraining, free-of-charge education, time-based lay-outs from classes, indication of the position of an advanced worker in a particular volume, the establishment of special councils for professional evaluation, the introduction of certification procedures, etc.

Today, the main responsibility for improving the skills of teachers in the post-graduate education system in the United States belongs to numerous committees and commissions from the profession of teacher, whose important task is to "build a more consistent approach to professional retraining at the local level" (Americas Federation of Teachers, Teacher Salaries Fail to Keep Up with inflation: AFT Releases Annual State-by-State Teacher Salary Survey, 2012).

The main tasks for the organization of scientific work in the field of post-graduate education are assigned to the National Institute of Education. One of them is to conduct research related to raising the level of teachers' advanced training. Unfortunately, in the United States there is no single programmed and methodological center for secondary and higher education, and there is no single teaching methodology.

Consequently, there is a need for more generalized professional training and retraining of teachers to work with any programs and curricula that are used in various school districts and pedagogical colleges. Developments in the United States National Institute of Education (NIE) in Washington have been designed to help universities and schools that work under the postgraduate education program to address the important issues of organizing the learning process, qualifications of consultants, qualification methods and standards. exams, etc.

Modern retraining and advanced training for teachers are carried out in the appropriate postgraduate education units of colleges of education in the conditions of "summer schools", in professional development schools, in evening classes and professional college seminars during the school year or during several intensive days at weekends (Saturday-Sunday). In view of this, the content of education and the terms of study are determined, taking into account the existing higher education and features of the specialty from which qualification is obtained.

In modern American pedagogy, the special term "effective teacher" is used to describe a professional teacher, in other words, the one who achieves high quality work due to its positive personal qualities and professional skills. The American National Committee for Professional Teaching Standards has devel-

oped requirements for a National Teacher Certificate by defining five basic standards for effective teachers: 1. Teacher should take responsibility for students and their training. 2. A teacher must know his subject and be able to teach it. 3. A teacher must be a training manager and mentor for his students. 4. The teacher must improve his knowledge, based on practical experience. 5. Teacher must be a member of the educational community (National Board for Professional Teaching Standards / NBPTS, 2012).

Effective advanced training is characterized by both optimization of teachers knowledge and his pedagogical skills. Specific features of high-quality certification training are continuity, intensity, orientation towards students, improvement of knowledge of the subject (content knowledge) and gaining experience in using the method of scientific research (inquiry) in the lessons.

American researchers Brown, O'Donnell, Evans, Lewis, Shahs argue that raising the skills of high school teachers involves the professional development of a specialist teacher, formal education, training and informal support. There is a growing demand for advanced training, which is closely linked to the real requirements and capabilities of teachers; with a curriculum; which would fully justify the large expenditures spent on it (Shaha, Lewis, O'Donnell, Brown, 2008; Evans, 2002). In the study of Bredeson, an amount of 19 billions of dollars spent every year on the training of American teachers (Bredeson, 2003, p. 200–201).

In the United States, there is a strong need for teachers to teach children of different cultural and ethnic origin (diverse students). The idea of multicultural education has consolidated new social values. All participants in the pedagogical process should be tolerant of those who differ from them according to ethnic or racial characteristics. These ideas contributed to the adoption of the principles of humanistic education, the most popular in its content of the direction of pedagogy in the United States (Evans, 2002, p. 123–124; Guskey, 2002).

A profound understanding by the teacher of the idea of multicultural education in the United States, his psychological readiness and professional ability to work in a complex, diverse socio-cultural environment is an important prerequisite for the renewal of secondary school education. The modern management of retraining and advanced training of teachers in the United States is based on a flexible combination of centralized forms of development of directions, recommendations and oversight of activities in the field of advanced training by higher education organizations, with the broad use of the mechanism of horizontal coherence of action of their local authorities within the coordination and advisory groups, committees, trade unions, voluntary organizations, etc. According to American experts, a more distinct delimitation of the functions and responsibilities of all controlling systems require a lot of efforts (Evans, 2002, p. 123–124, Goldhaber, 2002, p. 50–55, US Department of Education. Improved basic programs operated by local educational agencies, 2009).

Conclusions

Revealed during the study of trends in teacher training in the system of postgraduate pedagogical education in the United States relate to the specific problems of the development of the domestic system of postgraduate pedagogical education, reveal new sources of innovations aimed at improving the quality of qualification and retraining of teachers in the system of postgraduate pedagogical education in Ukraine.

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