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DEVELOPMENT OF FUTURE TEACHERS' PEDAGOGICAL SKILLS: COMPARATIVE ANALYSIS OF FOREIGN AND DOMESTIC EXPERIENCE

ABSTRACT

The issue of developing teachers' pedagogical skills is raised in various countries around the world. The paper reveals the results of the comparative study of domestic and foreign experience in the development of future teachers' pedagogical skills and highlights the best practices of European countries. Due to the analysis of scientific researches, the general tendencies of modern pedagogical education development have been outlined. The principles of implementing innovative approach to pedagogical education for the development of future teachers' pedagogical skills have been substantiated. The peculiarities of higher pedagogical education in Germany and Great Britain have been analyzed, as it is in these countries that modern innovative systems of future teachers' training have been designed. It has been found out that the prevailing methods of teaching while developing future teachers' pedagogical skills in our country are interactive methods that contribute to practical consolidation of acquired knowledge, skills and abilities. The importance of forming pedagogical skills in the process of professional training of future teachers has been emphasized. The main components of the development of future teachers' pedagogical skills in Great Britain and Germany as well as personality qualities of teachers necessary for the development of pedagogical skills have been characterized. As a result of the comparative analysis of the foreign countries experience, it has been found out that training focused on the development of professional competence of a specialist is carried out effectively only under conditions of productive relationship between the teacher and students, positive psychological climate, equal partnership based on dialogue and joint activities. The development of pedagogical skills is facilitated by active forms and methods of teaching. It has been determined that the system of professional development and in-service training of teachers is in the need of improvement.

Keywords: *pedagogical skills, pedagogical experience, teaching methods, system of future teachers' training, future teachers, Great Britain, Germany.*

АНОТАЦІЯ

Питанню розвитку педагогічної майстерності вчителів приділяється увага в різних країнах світу. У статті розкрито результати порівняльного дослідження вітчизняного та зарубіжного досвіду проблеми розвитку педагогічної майстерності майбутніх учителів та виокремлено кращі практики європейських країн. На основі аналізу наукових праць дослідників виокремлено загальні тенденції розвитку сучасної педагогічної освіти. Обґрунтовано принципи реалізації інноваційного підходу у педагогічній освіті для розвитку педагогічної майстерності. Проаналізовано особливості систем вищої педагогічної освіти Німеччини та Великобританії, оскільки саме у цих країнах створено сучасні інноваційні системи підготовки



майбутніх учителів. Встановлено, що пріоритетними методами навчання в системі розвитку педагогічної майстерності в нашій країні стають інтерактивні методи, які сприяють практичному закріпленню набутих знань, умінь і навичок. Наголошено на важливості формування педагогічної майстерності в процесі професійної підготовки майбутніх вчителів. Схарактеризовано основні складові розвитку педагогічної майстерності педагогів Великобританії й Німеччини та особистісні якості, які необхідні для розвитку педагогічної майстерності учителів. У результаті порівняльного аналізу досвіду зарубіжних країн було з'ясовано, що навчання, орієнтоване на розвиток професійної компетентності спеціаліста, здійснюється ефективно лише за умови налагодження продуктивного взаємозв'язку між викладачем та здобувачами освіти, позитивного психологічного клімату, рівноправного партнерства, побудованого на діалозі, спільній діяльності. Розвитку педагогічної майстерності сприяють активні форми і методи навчання. Водночас, потребує удосконалення система професійного розвитку та підвищення кваліфікації вчителів.

Ключові слова: педагогічна майстерність, педагогічний досвід, методи навчання, система підготовки майбутніх учителів, майбутні вчителі, Велика Британія, Німеччина.

INTRODUCTION

Considering current development of Ukraine and revival of spiritual culture of the Ukrainian people there is an urgent need for education of the developed person capable of focusing their activities onto the humanistic development of the society and self-development by means of assimilation of universal values. In this process, pedagogical educational institutions are very important as they strengthen the requirements for the personality of the teacher, their ability to develop the spiritual realm of students.

Nowadays, the issue of the importance of teachers in society is of current interest. It should be emphasized that over time, new requirements are set for the teacher's personality and the quality of their professional and pedagogical activities (Zyazyun, 2016). The main task facing the teacher is a decent upbringing of the younger generation. They must be able not only to teach and educate, but also to find an approach to each student, skillfully using special pedagogical methods, demonstrating high level of pedagogical skills. This is emphasized in the Laws of Ukraine "On Education", "On the formation and placement of state order for training specialists, scientific and pedagogical staff, working personnel, their in-service, further training and refresher training", the National Strategy of Education Development in Ukraine.

The process of reforming modern education puts forward new requirements to the training of teachers, according to which the importance of their pedagogical skills is growing. In this regard, universities face the task of developing future teachers' skills because teachers are not only subjects of professional activities for the training of highly qualified professionals, but also act as active participants in political and socio-cultural processes and changes in the country.

The essence of pedagogical skills is reflected in the personality of the teacher, their ability to take creative initiative. Pedagogical skills of the teacher is the self-realization of the teacher's personality in educational activities that provide self-development of a student's personality. It is a synthesis of the teacher's personality traits necessary for the implementation of pedagogical activities at a high level.

Teacher's pedagogical skills are the highest level of teaching activity, a manifestation of the creative activity of the teacher's personality. Pedagogical skills are a



set of personality traits that provides self-organization of a qualitative professional activity on a reflective basis. Today, the teacher needs to develop the ability to take into account changing socio-economic conditions, the general situation in the education system and at the same time make decisions and predict the consequences of these decisions, be able to cooperate, etc. (Yunusova et al., 2020).

Analysis of teachers' experience shows that the future of students depends on their knowledge, skills and abilities. The most important thing is to improve the educational process, increase pedagogical skills of the teacher, who has always been and remains the core of any pedagogical system. The issue of developing pedagogical skills of the teacher is directly related to constant optimization of the educational process. This raises the problem of the ratio of the teacher's creativity and a certain algorithm of actions that they must constantly adhere to.

THE AIM OF THE STUDY

The aim of the paper is to analyze domestic and foreign experience in the development of teachers' pedagogical skills and highlight the best practices of European countries that can be borrowed and implemented in our country.

THEORETICAL BASIS AND RESEARCH METHODS

In domestic and foreign literature, serious attention is paid to the problem of pedagogical professionalism, as well as to the formation and development of teachers' pedagogical skills. Thus, studies of the role of the teacher, the meaning and content of their professional activity are reflected in the works of M. Acost, U. Dilafruz, M. Esteves, J. Galant, V. Hrynyova, L. Kaidalova, V. Kovalchuk, P. Lundgren, K. Melanie, N. Shchokin, T. Vakhrushchev, N. Volkova, A. Zafeirakou, I. Zyazyun, and others.

I. Zyazyun in his research revealed the essence and structure of professional and pedagogical activities in general, revealing the elements and techniques of pedagogical skills (Zyazyun, 2016). V. Kovalchuk substantiated theoretical and methodological principles of the development of pedagogical skills in the system of postgraduate education (Kovalchuk, 2014). L. Kaidalov explored the essence and components of pedagogical skills (Kaidalova et al., 2014). V. Hrynyova points out that today there is a problem of identifying the subjective characteristics of teachers that determine the productivity of their pedagogical activities and provide conditions for the development of pedagogical skills (Grinyova, 2013).

Despite the large number of publications on the formation and development of pedagogical skills, there is a need to compare domestic and foreign experience in the development of teachers' pedagogical skills and implement the best practices of the latter in higher pedagogical education of Ukraine.

The research was carried out with the use of general scientific methods (study, analysis and synthesis of reference, overview of scientific educational print and on-line sources), as well as systematization and generalization. The research is qualitative (descriptive) and is based on observation and narrative inquiry.

RESULTS

Under the conditions of the educational strategy changes, the issue of teachers' professional skills becomes relevant and increases the requirements for the quality of future teachers' training and further improvement of their professional teaching competence. A necessary condition for the professional development of teachers today is not only profound professional knowledge and high level of education, but also constant replenishment and



updating of knowledge, high level of professionalism, desire to educate children within the humanistic approach [2].

Scientists and teachers try to identify general trends in the development of modern pedagogical education. Nowadays, European countries (Germany, Great Britain, France and Poland) adhere to the following principles of implementing innovative approach to pedagogical education aimed at the development of teachers' pedagogical skills:

- continuous professional development of the teacher;
- democratization of pedagogical education and the whole structure of activities of pedagogical educational institutions;
- broad self-government;
- focus on creative activity, unique personality of each teacher; provision of a differentiated personal and creative approach to their training;
- consolidation of socio-ethical, general cultural and professional development of the teacher's personality under the conditions of wide humanization of pedagogical education;
- humanization of education; careful and attentive attitude to the person who is the subject of communication, cognition, and social creativity;
- unity of fundamental and practical orientation in the holistic process of teacher training;
- continuous improvement of pedagogical education system, which provides openness, flexibility, dynamism of changes in the content, forms and methods of teacher training in accordance with modern requirements and forecasts for the future;
- unity and consistency in the work of schools, pedagogical educational institutions, institutes of teacher education, institutes of teachers' further training;
- implementation of the content, forms and methods of teacher training with the use of new information technologies (Lundgren, 2014; Yanan & Hasanova, 2020).

In European countries, common European recommendations for the training of contemporary teachers are being formulated. The proposals of the Council of Europe state the need to develop teacher competence. European integration in education depends not only on didactic knowledge and methodological concepts, but also to some extent on what is "transmitted" to the teacher (pluralism and multiculturalism that are European values, commitment to democracy and cultural diversity). This is manifested in the teacher's recognition of pluralism, cultural heritage, their desire for mutual understanding. The perception of such a way of life is the perception of European integration (Zafeirakou, 2002).

New educational paradigms complicate pedagogical activities of teachers. Besides, personal qualities of the teacher are of great importance for the development of the student's personality. Requiring from the students the development of such qualities as sociability, ability to adaptation, creativity, and self-confidence, teachers should develop them in themselves.

For example, in Germany, the development of teachers' pedagogical skills presupposes a set of their personal qualities. Among them are high ethical standards, breadth of views, adaptability, interest to innovation, curiosity, willingness to take responsibility, ability to analyze and solve important problems, accessibility, attention to personality, high civic activity, ability to work in a team, independence, high resilience in stressful situations, emotional stability (Lundgren, 2014). These qualities are also necessary for intercultural communication of specialists in the field of education.



We consider it essential to analyze the characteristics of higher pedagogical education systems in Germany and the United Kingdom, because it is in these countries that modern innovative teacher training systems have been developed.

The current system of teacher training in Germany includes two stages: university studies (before the First State Examination) and two years of teaching practice (until the Second State Examination). University training of future teachers consists of three components: the study of 2–3 academic disciplines that the future teacher will teach at school; study of pedagogical sciences; and teaching practice at school.

The training of future teachers also includes the academic discipline “Pedagogical Sciences” which takes 25 % of the curriculum for teachers of primary and secondary schools, and 20 % – for teachers of secondary schools. This is a significant share, given that the training of gymnasium (specialized high school) teachers is dominated by the study of scientific subjects.

State regulations define the following branches and sections of pedagogical and related humanities that should be taught at the university: education (pedagogy, philosophy); development and training (psychology); social preconditions of education (sociology, pedagogy); institutions and forms of the education system organization (pedagogy, sociology, law); teaching and general didactics. At the level of an individual university, these state regulations are implemented in curricula that take into account local conditions and combine compulsory and elective parts.

At the end of their studies at the university, students take the First State Exam in two or three academic disciplines and pedagogical sciences – both in writing and orally. Prior to this, the student must write one test paper (in one academic discipline). Exam requirements vary slightly depending on the teaching position the graduate wishes to obtain. After successfully passing the First State Exam, the future teacher undergoes a two-year teaching practice – “referendariat” (probationary training). It is a professional practical training at school and at the so-called training seminar. The main part of the professional training is attending lessons, conducting trial lessons and independent teaching. At the end of the probationary training, teachers take the Second State Exam, which consists of a written test, two trial lessons, and oral exam. Successfully passed Second State Exam marks the end of teacher training (Yanan & Hasanova, 2020; Esteves et al., 2017).

A distinctive feature of the teacher training system in the UK is the availability of a large number of educational routes for the teaching profession and the development of pedagogical skills. There are currently seven major university qualification programs for higher pedagogical education:

1. Bachelor of Pedagogy (Bachelor of Education) – a course that takes four years of study at a pedagogical college of the university, focused on special disciplines and aimed at training primary school teachers.

2. Course of study, which lasts for three years and provides bachelor’s degree in pedagogy with or without honors. The study presupposes six academic disciplines and has less clear focus on subject specialization. A Bachelor of Arts or a Bachelor of Science degree with Qualified Teacher Status and a specific specialization can be awarded after another year of study.

3. Course of study for the degree of Bachelor of Pedagogy. It is shortened (lasts for two years) and provides training for secondary school teachers in academic disciplines that lack teachers in the country.



4. Three / four-year full course for a Bachelor of Arts or a Bachelor of Science with Qualified Teacher Status. Emphasis is placed on subject specialization. At the end of the course, future teachers undergo teaching practice at school, so students who realize that they do not like the teaching profession, can interrupt the teaching course and complete their education.

5. Postgraduate Certificate in Education at the pedagogical faculty of the university. The training lasts for one year, the course takes place after obtaining a Bachelor of Arts or Sciences. Mostly it is aimed at training secondary school teachers.

6. Two-year part-time post-graduate course (two-year part-time PGCE). Here only academic disciplines that lack teachers are studied. The course is designed mainly for students who cannot study under the full course program.

7. Two-year full-time course for obtaining a postgraduate certificate, associated with a change of specialization (two-year full-time subject conversion PGCE course). The course is designed for those who want to teach an academic discipline that is not in their specialization (Yunusova et al., 2020).

The system of future teachers' training in the UK is aimed at forming the model of a skilled teacher that presupposes a set of requirements to teachers:

1. Teachers are knowledgeable practitioners who deeply understand the content of academic disciplines and successfully involve students in their study by demonstrating the relationship of content with everyday practical life; they show curiosity and have a mindset that encourages them to learn throughout life in order to improve their pedagogical skills; they have the ability to integrate the foreign context, international issues and prospects into the standard school and university curriculum; they use the research model of learning; they encourage students to actively use different ideas for new knowledge, problem solving, development of their own understanding of the content of the discipline; they encourage students to analyze and reflect on their own learning direction; they use various forms of assessment to assess and monitor the learning of students.

2. Teachers are profound thinkers who are able to solve problems skillfully, who understand the nature of complex problems; collect, analyze, systematize information from various sources; they are tolerant to ambiguity and uncertainty, offer a potentially viable solution to the problem; they use their skills in favor of solving both individual learning problems of their students and colleagues, and collective issues of the school community; they observe their pedagogical activities, use new strategies to find individual approaches to each student, as well as a variety of resources to achieve maximum learning outcomes of students; they counsel students and help them overcome challenges and learning difficulties.

3. Teachers are professionals with established multicultural values who recognize, value and respect ethnic and cultural diversity of society, and teach students to work effectively with people from different layers of society; they are aware of the contribution of different cultures to the development of their country, recognize the multicultural space of the educational institution and use appropriate educational strategies for its cultural enrichment; they recognize different levels of academic and social literacy of students and help them to combine them.

4. Teachers are aware of the dynamics of global change in the world, they understand international issues of a global nature, keep track of key events in the world and help students understand them through daily interaction; they link the content of academic disciplines to authentic global problems and perspectives; they express balanced views on



global issues and teach students to reflect on them from different points of view (Yunusova et al., 2020).

Under the conditions of current reformation in the system of pedagogical education in the UK, its development is at a new qualitative level – the tasks and functions of forming structural elements of teachers' pedagogical skills are an integral part of every teacher's activity, regardless of their specialization. It also concerns mentor-teachers who are active participants of continuous professional development of future teachers.

It is clear that from the point of view of EU countries and teachers-practitioners, pedagogical skills of modern teachers have a multicomponent structure, so it provides a holistic, integrated approach to its formation and development. Experts note that global knowledge and abilities should be developed through an interdisciplinary approach, which is regarded as a new methodology for developing curricula of higher education institutions in the EU. Interdisciplinary approach can be realized by both integrating new content and forms of education into existing programs and by introducing new academic disciplines (Yuldashevich & Kenzhebekova., 2021).

According to European experts, the development of education on the continent in the coming decades will largely depend on recognizing the importance of continuing professional development of teachers, supporting real initiatives to improve pedagogical skills and solving problems of additional certification of teachers in the process of further or in-service training. Currently, at the international level, a systematic approach to the modernization of continuing education of teachers is being elaborated with the consideration of all aspects of their professional development. Thus, the content of teacher training and the quality of their continuous professional development are two of the most important elements of modernizing pedagogical education in Europe (Botirova, 2020).

Taking the above into consideration, we have defined aspects of foreign experience that can be useful for developing and modernizing the system of teachers' pedagogical skills in Ukraine: enhanced role of teaching practice throughout the whole process of studying at the higher educational institution; decentralization of postgraduate pedagogical education; professional adaptation of beginning teachers; intensified teacher professional development on the basis of the school in accordance with their interests and development programs of educational institutions; active interaction of schools with universities and other institutions of further training; support of teachers by university officials, authorities, members of the public; variety of professional development forms; organizational support for teachers during professional development; the use of distance learning as an alternative form of training and retraining of teachers.

Providing conditions for the successful implementation of the teacher's professional mission is, first of all, the responsibility of the system of postgraduate pedagogical education, which must provide psychological and pedagogical training by means of refresher or in-service courses, probationary teacher training, methodological work (Kovalchuk, 2014).

A structural element of teacher education is the process of improving their skills, which is aimed at teachers' cognition of new theories and practices of pedagogical activities, advanced pedagogical technologies, as well as at developing their ability to independently acquire knowledge necessary for professional development (Kovalchuk, 2015; Dilafroz, 2021).

Nevertheless, the purpose of the professional development is fulfilling the general goal of postgraduate education – enriching professional and general culture of the teacher, finding effective ways of adult education.



The development of competent pedagogical staff within the framework of further training can be carried out more intensively under the condition of its modernization. Certain steps in this direction have already been taken in our country – the transition to personality-oriented education in courses where the activity-competence approach is implemented.

The experience of foreign countries shows that training focused on the development of professional competence of a specialist is carried out effectively only under the condition of productive relationship between teacher and students, positive psychological climate, equal partnership based on dialogue, and joint activities.

The priority methods of teaching aimed at the development of pedagogical skills in our country are interactive methods, which focus on the practical consolidation of acquired knowledge, skills and abilities. Today, the most common methods of active learning are workshops, educational group discussions, games, role-plays, programmed learning. They contribute to the formation of effective skills of business communication, interpersonal interaction and thus increase the overall competence of the teacher.

CONCLUSIONS

The core of pedagogical skills is pedagogical experience as a set of methods and forms, techniques and technical means of education used by the teacher. Training of teachers and qualitative provision of their continuing pedagogical education is one of the main components of the education development.

Analysis of the pedagogical experience of foreign countries allows us to conclude that teaching focused on the development of pedagogical skills requires an organic combination of its elements in the comprehensive training of teachers (teaching practice is of particular importance in this process). Active forms and methods of teaching contribute to the development of the studied quality. The system of professional development and further (advanced) training of teachers needs to be improved.

The prospects of further research include exploring the system of teacher's professional development and further training in countries of Western Europe to outline positive experience that can be borrowed and implemented in the system of teacher education and professional development in Ukraine.

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