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MODERN TRAINING OF PRIMARY SCHOOL TEACHERS-TO-BE IN POLAND

Oleksandr KUCHAY (Cherkasy)

One of the main factors of world progress is the quality of teacher's training. Complications of the tasks and functions of school teachers in accordance with the reform of all sectors of education necessitated the increase of the requirements to his vocational and educational training, formation the content and methods of future teachers' high professional and specialized erudition.

Active transformation of Ukrainian society poses new challenges to higher education, which are caused by the need to deepen and broaden the scientific basis of radical changes occurring in the society and the educational sector at the beginning of the third millennium.

Intensive searches of the most appropriate content and structure of future teacher training in different European countries are conducted. Radical changes which history education in Ukraine is experiencing, require the review of a number of issues concerning the role of historical and psychopedagogical courses in universities which train teachers-to-be.

The problem of education reform and teacher training system in Poland is studied by many scientists, among them G. Kviatkovska, C. Kupisyevich, C. Pan, S. Levovitski, K. Deneka, M. Szymanski, J. Rutkoviak and others.

Nor can we fail to mention the results of the research work of Ukrainian scientists who are actively engaged in the problem of training teachers-to-be: V.J. Bondar, A.J. Kapskey, O.V. Moroz, O.V. Kyrychuk, O.J. Savchenko.

The aim of the article is to highlight the training model of primary school teachers in Poland.

Humanization and democratization of the educational process, teachers' vocational and educational training in Ukraine, the introduction of new teaching technologies, finding the most optimal conceptual approaches to the development of national pedagogy, cause the growth of scientific and practical interest in studying the experience of secondary and higher education, including the Republic of Poland. It is also necessary to identify the common approaches in the development of the national education system and reform of teachers' training in higher education establishments in Ukraine and Poland [1].

The career of modern teacher requires a number of different skills, including the importance of a creative activity and innovation. Modern education aims to change the existing educational practice and bring it to public use. The transformations taking place in modern society, change its expectations with regard to school.

The need for teacher's creative attitude to his work has several reasons: creative features of pedagogical work, need of socialization of the younger generation, the permanent variability of social, cultural and economic reality and adaptation of educational institutions to function in the new situation. As for the teacher - his creativity and indicator of his professionalism are shown. A teacher who works in modern world, under the processes of globalization and integration, which are amplified, should be able to react properly to everything that is new.

The basis of the modern model of teachers' training is the idea that a teacher in Europe should be creative, aimed at searching, initiative, active, open to innovations, should be a partner in dialogue with the student.

The issues of teacher's self-esteem of their attitude to innovation and creativity was also analyzed in the research. The results show that respondents in high degree differ in creativity and ability to work. Teachers' understanding the phrase "creative, open to changes teacher" was specifically investigated.

In Polish scientific literature one can find the description of different aspects of the phenomenon of a teacher and teacher's profession. Research is being conducted, preferably within pedevtologiya – science about teacher. However, research and the analysis, concern only the main aspects of teacher's profession, and only to a small extent are related to the professional

activities of teachers at different steps of educational process, particularly in preschools and elementary schools.

Theoretical training of a contemporary school teacher provides his success to practical work. Practical readiness is manifested in external (subject) skills. These include organizational and communication skills. In turn, these skills are comprehensive, universal and basically involve the formation of a number of other skills, such as grading, mobilization skills, information skills, teaching skills, interpretation. The possession of different teaching techniques is also very important, possession of the ability for empathy, flexibility and dynamism.

The entire theoretical and practical commitment of the teacher's profession is the basis of his various professional competence, that is the system.

The model of contemporary teacher of primary school, including teacher job description (professiogram), includes starting, basic and special competence. Noting the range of necessary competencies for teachers of the modern school, we emphasize that with substantive competence (which is part of the pedagogical skills), teachers should have a pragmatic competencies that ensure the quality and effectiveness of the organization and planning of the educational process according to your child's development. In working with a child creative competence is particularly important. At the same time, work in elementary school also requires a broad competence in the field of cooperation, not only with the pupil, but also with his family, with special institutions, with society, that is widely understood. In kindergarten and elementary school child acquire basic language, subject and versatile skills, begin to study foreign languages and so forth. He learns a lot. There should be a teacher, who can help, explain in any situation, teach children different things, including the use of a computer. Young pupils are not always able to build relationships with classmates, teacher and other environment correctly. His speech and communication system is not yet formed. In this case, a teacher must know the principles of conditionality and proper communication techniques know nonverbal communication, has good command of speech.

Model structure of modern teacher at modern school includes, along with the starting and basic competencies necessary to a teacher of any specialization, a number of specific competencies that provide quality training and education of children. In the list of competencies and skills that characterize them, trustees abilities that are especially important in working with a small child, who grows dependent on adult should be mentioned.

Together with the generic competencies system the work of modern elementary school teacher requires a certain level of artistic talents: music (singing, recitation, voice intonation, rhythm, coordination of hearing and voice, development of internal hearing, knowledge of musical literacy, ability

to play musical instrument, etc.), plastics and technics. Skill of improvisation should be especially mentioned. Intonation, rhythm and flexibility - are important components of pre-school and primary school professional teacher education. Thus, expressive movement and artistic competence are (specific) important components of teacher workshop at modern school that distinguish the specificity of its educational activities [2].

European requirements for the teacher's training, the quality of their professional qualifications and competencies, professional development of teachers - these are the most urgent issues of training teachers in Europe. It is difficult to create a universal, while effective for different countries, model of modern teachers as well as identify a set of necessary professional qualifications, skills and competencies, especially in dynamic changes in different spheres of social and cultural life of European society. The above mentioned factors, discussion on this issue helped to start searching and identifying the set of professional competencies required for effective functioning of Polish teachers under today's circumstances of European integration and reformation of education, specifying the conditions of their professional development.

The modern teacher presents students more experience in modern ways of getting knowledge, teaches methods and use of knowledge, becoming more an organizer of the learning process, rather than just a carrier of knowledge.

In Poland, in Europe and round the world, the psychological trend in the study of teacher has deep traditions. [3] The first studies on the teacher (XIX and XX centuries.), were aimed at finding the ideal, theoretical model of a teacher.

A new dimension of educational functions and tasks are represented by J. Shempruh [4]. The author refers to them care of the cognitive capabilities of students, the development of their creative thinking, public patience, critical thinking and learning different ways of behavior in difficult situations. In the modern school for teachers new pedagogical features related to their career advancement are introduced. The latter include: mentor novice teachers (teacher-trainee), whose mission is to provide professional assistance to novice teacher; guidance of subject association, organizing the work of the association and providing methodological help; guidance of a group of educators, management of some forms of pedagogical competencies development according to the priorities of school and the like.

Modern task assigned to a teacher are connected with the reform in Polish education, which suggests that:

- education and upbringing should be an integral part of work at school;
- such important elements as the process of transferring the information, development of skills and competencies, upbringing should be proportionally combined in schooling;

- a pupil is in the center of school work. In this regard, the most important thing is his development, not syllabus requirements of separate subjects;

- school education, especially at the primary level, should have an integrative character, that is combine the knowledge of a variety of disciplines;

- the school system should have a homogeneous character, guaranteed by the state, which is expressed in granting autonomy to the school community: its director, teachers, parents and students;

- school environment should create conditions for rational cooperation of teaching staff, provide upbringing conditions to realize the ideas and principles of problem-based education;

- in connection with contemporary requirements an important element of school education is to ensure the rights of students to study at least one foreign language and mastering the ability to use a computer [5].

Teacher training, according to V. Okon' [6], should be characterized by the following features:

- pedagogic work should be done by the people with different levels of qualifications (higher education and secondary vocational education). Candidates for the post of teachers often choose this profession by chance without an appropriate system of motives, the result is a failure at taking exams on a different specialty. Lack of professional identity is often a barrier to the development of relevant skills and professionalism of a person;

- educational institutions often do not have good scientific and didactic basis, professor staff, appropriate curriculum;

- institutions that train primary school teachers often use ineffective methods and means of work, which do not meet contemporary requirements. the needs and expectations of students. In higher educational establishments there is often little respect to students as the subjects of study, their independence, enhancing their intellectual and creative potential;

- pedagogy and psychology are seen as a brunch of instrumental knowledge, separate from the cultural and social context.

In this regard, the author emphasizes the need to modify the existing model of training teachers. V. Okon' thus formulates directions of proposed changes: making changes in the structure of training teachers, especially concerning the selection of lecturers; appropriate selection of applicants for pedagogical higher educational establishments; training teachers, based on modern programmes, relevant to Polish schools and changeable educational reality; providing institutions, teachers engaged in teaching with relevant research and experimental schools; cooperation with educational, cultural and other institutions concerned about the appropriate level of teachers' qualifications.

Teacher professionalism requires the achievement of the appropriate profile and standard of education. In educational research there is still the search for rational concepts of training future teachers to ensure effective implementation of the tasks set before the modern school and teachers as socio-professional community.

Obviously, the success of the modernization of education in Poland and Ukraine is largely dependent on the quality of training teachers capable of intellectual and personal development of students as a basis for the successful functioning of a person in a changing world. Special attention is to be drawn to training teachers for the needs of technical and vocational education, as changes in the economy, the progress of scientific and technological revolution, the process of European integration require improving the efficiency of training the skilled workers.

Polish *pedevtolohiya* [7], as a constituent part of general pedagogy, studies the patterns of future teachers' personality development and the factors that contribute to the effectiveness of their professional activity. It provides a significant contribution concerning the problem of personality formation of primary and secondary school teachers and their professional training.

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