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УКРАЇНСЬКЕ ПИТАННЯ У ДІЯЛЬНОСТІ ПРОЛЕТКУЛЬТУ

У статті висвітлюються соціально-політичні умови, за яких функціонували пролетарські освітні організації 20-х років у контексті національного питання, а саме вивчення політичних рамок, що визначають статус української мови та культури в Україні. Питання про національність набуло вирішального значення в діяльності Пролеткульту – пролетарської культурно-просвітницької та літературної організації, метою якої стало широкий і всебічний розвиток пролетарської культури, створеної робочим класом. На відміну від Росії, організації Пролеткульту в Україні не були поширені і перестали існувати через те, що національна мова та культура не були враховані, а контакти з селянами та корінними жителями непролетарського походження були обмежені.

Ключові слова: пролеткульт, робітник, культура, мова, політика, організація.

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THE CONTENT OF THE PRACTICAL TEACHERS' TRAINING IN HIGHER EDUCATIONAL ESTABLISHMENTS IN UKRAINE AND THE USA: COMPARATIVE ANALYSIS

The article is devoted to the problems of the practical teachers' training organization of future experts on teaching specializations. At the present period in the development of higher education pedagogy a lot of works of scholars and practitioners are devoted to the problems of teaching practice, such as: its role in the formation of prospective teacher's personality, the history of its development in the system of pedagogical education, the structure and content of the practical teachers' training, ways of its improving and take into account foreign experience in its organization. But the question of the practical training optimization of future experts and redistribution of time between the theoretical and practical training in favor of the second remains relevant. Organizational and methodological fundamentals of the teaching practice in higher education establishments are analyzed. Its role in the system of professional development of future teacher is revealed. The structure and content of teaching practice, the experience of its implementation over the last 50 years, the changes having taken place in the current conditions of pedagogical higher education transformation into the two-tier education system (the first (Bachelor) level and the second (Master) level) are analyzed. Characteristics of the teaching practice organization at higher education institutions of the USA and its structure and content are emphasized. The experience of Professional Development Schools of future experts as a new model of the teachers' training in the context of pedagogical higher education reformation is provided.

Keywords: teaching practice, didactic practice, higher educational establishment, a student teacher.

Formulation of the problem. Today's new Ukrainian school requires a teacher, who can stem the decline in quality of education, who has obtained necessary competencies and who understands the way of realization of the competence-oriented content of school curricula. Not just a teacher, but the teacher-facilitator, the coach and the moderator for children in consideration of their individual educational needs. The teacher, who is able to provide the cross-cutting educational process which forms values. So, "new school requires new teacher who might become the agent of changes", – mentioned in the National Strategy "The New Ukrainian School" [2].

In that regard, the development of the structure and content of the psychological, pedagogical and methodical training of prospective teachers is of particular importance. In the system of professional development of prospective educator the role of the teaching practice is significant. The practical teachers' training is recognized as one of the leading forms in the organization of educational process along with lectures, students' individual work and monitoring activities according to the Law of Ukraine "On Higher Education". The teaching practice is recognized as the special link between the theoretical training of prospective teachers and their work at educational establishments.

Analysis of recent researches and publications. At present in the development of higher education pedagogy the works of F. Gonobolin, N. Kuzmina, V. Slastonina,

G. Kodzhaspirova, V. Maiboroda, S. Vitvytska, G. Cherkas, V. Chepikova, Yu. Alferova, A. Vasyliuk, L. Pukhovska, N. Onyshchenko and many others are devoted to the problem of the teaching practice role in the formation of prospective educator's personality, the history of its development as a component of the general teachers' training of future experts, the content of the practical teachers' training, ways of its improving and foreign experience of its organization.

Research presentation. Today the problem of improving the structure and content of practical teacher's training in the two-tier education system (the first (Bachelor) level and the second (Master) level) in the context of the European dimension remains urgent, but in practice it is still being unsolved.

During the last 50 years the structure and content of practical teachers' training in Ukraine have gone through the essential changes. In the 1970s the cross-cutting practical teachers' training of prospective teachers of different teaching specializations included all kinds of practice, such as: introductory, educational and professional. The introductory practice, as a rule, was conducted during the first and the second years of studying. Its purpose was to form professional motivation of educational activities and the system of knowledge of the chosen profession. The content of this practice included monitoring of teaching and educational process, analysis of lessons and educational events, and student teacher's active participation in the preparation and

conducting the latter. The introductory practice also included the keeping of student teacher's observation diary. A student teacher had opportunities to gain teaching experience usually through working with experienced teachers of Pedagogy Department. The educational didactic practice, whose purpose laid in summarizing and systematization of students' theoretical knowledge, skills development and their practical application, was conducted during the third year of studying. Its aim has been realized through the students' familiarizing with content and methods of working at school and specific educational tasks realization up to the practice syllabus.

The educational practice was closely connected to the teaching methodology of a certain educational discipline. According to the discipline tasks during the educational practice monitoring and analysis of defined objective and methodical problems were observed.

Practice teaching experiences included teaching an individual lesson from time to time, during which the student teachers had direct and individual control over a class. Teaching practice was intended to give student teachers experience of classroom teaching, an opportunity to apply the information and skills they have studied in their teacher education syllabuses, and a chance to acquire basic teaching skills.

The course of Teaching Excellence was introduced in the content of the introductory and educational practice in the late 1970s and early 1980s and, as a result, the tasks of development of teaching abilities and skills of prospective educators were represented. Monitoring and analysis of realization of the above-mentioned tasks in the work of subject teachers and classroom teachers were provided.

The important component of the cross-cutting practical teachers' training for a long time was the practice in pioneer summer camps, as a rule, after the second year of study, consisting of two phases: educational and professional.

The educational phase lasted two–four weeks and was organized as a didactic role play. Students under the conditions of a real summer camp and alongside the teachers of Pedagogy Department were acquiring necessary knowledge and appropriate skills while they were acting as children, who had a rest in the camp, and as pioneer leaders, who were simultaneously in charge of the camp management. During the professional phase student teachers performed professional duties of a pioneer leader, who worked under the supervision of a children's educator, or even fulfilled duties of a children's educator, provided that a student teacher had job experience or military service. Thus, there were both the educational and professional practice in the teachers' training structure in the teaching field as well as educational.

The professional practice lasted no less than four weeks in secondary school and was conducted during the fourth senior year of studying. Its main purpose was to form students' abilities of creative using the acquired, during the theoretical tuition, skills and knowledge in teacher's work; to develop practical skills of making decisions in the real professional conditions – during the classes, the educational activities, the individual work with children and their parents and so on.

The changes having taken place in social life and pedagogical higher education over the last 10 years had a great influence on both organization and content components of teaching practice.

Most teaching specializations have significantly reduced the number of credits provided for professional teachers' training, as a result, the practical training of future teachers was reduced too. The cross-cutting practical teaching practice has been limited to the professional didactic practice during the fourth year of Bachelor's Degree.

It is worth noting that with the transition to the two-tier education system there is a contradiction with Ukrainian labour legislation, in which the Bachelor's degree holders don't have the right to teach in secondary school. The existence of the educational qualification level of Specialist has resolved this contradiction before. Today there is an urgent need for providing the practical teachers' training at the second (Master) level in both secondary school and higher education institutions in order to acquire the professional competences of both a secondary school teacher as well as a higher education teacher by intended Master's degree graduates. However, it should be noted that the content of the teaching practice became significantly deeper and it provides such types of work as: a) training; b) character building in the educational process; c) scientific-research work; d) extracurricular educational; e) educational documentation maintenance.

Unlike the Ukrainian pedagogical higher education the structure of the USA pedagogical education is provided in higher education establishments at several levels: universities and pedagogical colleges (4-5 years studying), liberal arts colleges (4 years) and junior colleges (2 years). The first three establishments train secondary school teachers, but junior colleges train elementary school experts.

Today the teacher in the USA is not only school's functional unit, who is in charge of providing educational services with a view to prepare students for final exams. Nowadays individualism, isolation and privacy aren't the basis of the American teaching culture. At the current stage the effectiveness of teacher work is identified with his ability to constructive teamwork, a high-quality collaborative culture in groups, his openness to experience, his desire for new qualitative changes through the education and teaching, his self-development and self-actualization and so on. Modern American teacher is a social values bearer and an agent of changes, he is a model of conduct for children, parents and colleagues.

Compared with Ukraine, US approaches to both theoretical and practical training differ considerably. In particular, the course of Pedagogy, in the traditional sense, is not taught. The term "Education" synthesizes such processes as teaching and upbringing as well as the formation of social, cultural and moral values. The specific issues of the specialized training of an educator, a teacher, a counselor and a mentor are represented in philosophy, social and psychology disciplines. The Pedagogical Psychology is a basis in the curriculum of teachers' training. Theory and methodology of education and upbringing is partly represented in the content of the pedagogical education as well.

The American syllabuses of Pedagogy are mostly focused on the students' knowledge of different scientific currents, approaches, views and forming critical attitude to them. Therefore the basic method, which is the main in the educational process, is discussion. None of the didactic theory is proclaimed as ultimate, the only reasonable or universally accepted. The discussion method is the framework and the main methodical basis of teaching in pedagogical higher education establishments. The discussions play a significant role in the questions of the specific teaching experience and the particular educational practice in pedagogical higher education establishments.

Among other forms of organization and teaching methods of pedagogical education, as in any other, great importance is attached to students' individual work, essay writing, individual and group creative projects, followed by their presentation and discussion; analyzing and solving real or specifically created pedagogical situations; critical analysis

of a number of scientific articles on specific problems; discussion of alternative positions and so on; preparing lesson fragments, lectures and their presentation to the students, followed by their discussion in group, creating students' files with diagnostic information for parents.

Such cooperation between schools and parents is common practice in the USA. These files contain full information about the level of students' gnostic achievements, formation of their attitude towards education (students' willingness to carry out teacher's tasks, their determination to achieve results and so on), their attitude towards other students, a teacher, their ability to work in a team, their creative level and so on and compulsory recommendations on perspectives of future work with student for the benefit of his development.

There is a unified and integrated process of theoretical and practical teachers' training of future experts in the USA. And the fieldwork is recognized as the essential phase of pedagogical education. The structure of the practical training is broken up into: 1) a field observation; 2) a student teaching or an internship, during which future teachers have an opportunity to take part in so-called "leadership process" (some meetings on the development of school work, council meetings of school teachers, meetings of training groups and so on).

The fieldwork has a cross-cutting structure and lasts 3–4 terms. It alternates with theoretical training courses and takes place mainly in such forms of educational organization as: 1) laboratory practice under controlled conditions; 2) special practice; 3) observation of the educational process; 4) visiting of administrative educational centers.

Conclusions. Choosing future bases of the fieldwork, University departments of so-called "fieldwork" are guided by certain criteria, the main of which is to provide necessary educational needs for students. Furthermore, school should be interested in studying of future experts and has a necessary amount of experienced teachers. The process of selection includes interviews with an accredited representative of education establishment, analysis of documents, websites and an assessment of potential educational capacity of the organization. It is important to note that in the USA the nationwide standards of the fieldwork offer only general broad guidelines to education establishments but not limit them. The educational establishment is free to set its own rules and develop flexible syllabuses of fieldwork. In the USA the standards of fieldwork determine tasks, duration, university responsibilities, requirements for heads of the fieldwork and a possibility of interning at workplaces. School teachers are quite often supervisors of the fieldwork. They are required to

report to University (College) department, responsible for the fieldwork, on the student teacher's progress at school every day in spite of the type of fieldwork.

Moreover, Professional Development Schools are widespread in the USA, where students have a year-long internship under the supervision of experienced teachers. Such internship is one of the main conditions of getting a permanent license given the right to the teachers' professional activity. Today such schools are considered to be as an outstanding innovation in American professional education community. The Holmes Working group, providers of Professional Development Schools' concept, insists on teachers' training colleges and local Professional Development Schools' close and equal partnership. The members of The Holmes Working group proposed to develop essentially new teacher training syllabus (emphasizing on the development of student's learning needs); to set up new teaching staff (to employ minority representatives); to recruit new students staff (46 % of secondary school students will be minority representatives before the retirement of next generation of educators, that's why teachers should comply with such standards); to establish new locations of educational work (instead of full-time working at campus and partial – at secondary school, teachers and students will mainly work at Professional Development School). American experts consider Professional Development Schools as higher education establishments of the future [1].

In the context of general education modernization and the establishment of new pedagogical education concept in Ukraine, the USA experience in reforming of pedagogical higher education, in particular its practical part, can be put to good use.

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ЗМІСТ ПРАКТИЧНОЇ ПЕДАГОГІЧНОЇ ПІДГОТОВКИ У ЗАКЛАДАХ ВИЩОЇ ОСВІТИ УКРАЇНИ ТА США: КОМПАРАТИВНИЙ АНАЛІЗ

Присвячено проблемам організації практичної педагогічної підготовки майбутніх фахівців педагогічних спеціальностей. Аналізуються організаційно-методичні засади педагогічної практики у закладах вищої освіти. Розкривається її роль у системі професійного становлення майбутнього вчителя. Аналізуються структура, зміст педагогічної практики, досвід її здійснення протягом останніх 50-и років і зміни, що відбулися в сучасних умовах переходу вищої педагогічної освіти на двоступеневу освіту за першим (бакалаврським) і другим (магістерським) рівнями. Висвітлюються особливості організації педагогічної практики у вищій педагогічній школі США. Наводиться досвід Шкіл професійного розвитку майбутніх фахівців як нової і перспективної моделі підготовки вчителя в умовах реформування вищої педагогічної освіти.

У даний час у розвитку педагогіки вищої освіти багато робит науковцям і практикам присвячено проблемам педагогічної практики, а саме: її ролі у формуванні особистості майбутнього вчителя, історії її розвитку в системі педагогічної освіти, структура та зміст практичної підготовки викладачів, шляхи її вдосконалення та врахування зарубіжного досвіду в його організації. Але питання практичної оптимізації підготовки майбутніх фахівців та перерозподілу часу між теоретичною та практичною підготовкою на користь другої залишається актуальною. Проаналізовано організаційно-методичні основи педагогічної практики у вищих закладах освіти. Розкрито її роль у системі професійного розвитку майбутнього вчителя. Структура та зміст педагогічної практики, досвід її впровадження протягом останніх 50 років, зміни, що відбулися в сучасних умовах перетворення педагогічної вищої освіти у дворівневу систему освіти (перший (бакалаврський) рівень та другий рівень освіти. (магістерський рівень). Висвітлено особливості організації навчальної практики у вищих закладах освіти США та її структуру і зміст. Досвід професійних шкіл підвищення кваліфікації майбутніх фахівців як нової моделі підготовки вчителів у контексті педагогічного реформування вищої освіти.

Ключові слова: педагогічна практика, дидактична практика, заклад вищої освіти.