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TECHNOLOGIES AND METHODS OF TRAINING PROSPECTIVE TEACHERS AT THE UNIVERSITIES OF POLAND FOR EDUCATIONAL WORK

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Abstract

The technologies and methods of training prospective teachers at Polish universities for educational work have been studied in the article. The interpretation of terms “technology”, “method”, “technique” by Polish scientists has been revealed. The emphasis has been placed on the need to develop author’s methods of education based on pedagogical experience. Positive ideas that should be implemented in the process of professional training of prospective teachers in Ukraine (overcoming of terminological differences in the interpretation of ways of education, study the classifications of research methods in Polish pedagogy; wide implementation of author’s methods of education; encouragement for innovative methods grounding) have been determined.

Keywords: method; technology; technique; training prospective teachers; educational institutions of Poland.

ТЕХНОЛОГІЇ І МЕТОДИ ПІДГОТОВКИ МАЙБУТНІХ УЧИТЕЛІВ В УНІВЕРСИТЕТАХ ПОЛЬЩІ ДО ВИХОВНОЇ РОБОТИ

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Анотація

У статті розглянуто технології і методи підготовки майбутніх учителів в університетах Польщі до виховної роботи. Розкрито трактування термінів «технологія», «метод», «прийом» польськими науковцями. Акцентовано увагу на необхідності розробки авторських методик виховання на основі педагогічного досвіду. Визначено позитивні ідеї, які доцільно реалізувати в процесі професійної підготовки майбутніх учителів в Україні (подолання термінологічних розбіжностей щодо трактування способів виховання, вивчення класифікацій методів досліджень у польській педагогіці; широка реалізація авторських методик виховання; заохочення до обґрунтування інноваційних методик).

Ключові слова: метод; технологія; прийом; підготовка майбутніх учителів; заклади освіти Польщі.

Statement of the problem. As long ago as the Renaissance, the classics of pedagogy found that person's education (good breeding) was more important quality than persons' knowledge, because not educated person with good knowledge was the same as a golden ring in a pig's nose [2].

Today the urgency of educational problems has increased significantly: the number of cases of schoolchildren's addiction to psychoactive factors is growing, the phenomena of bullying are fixed even in primary school and so on. These facts motivate to improve the training prospective teachers just for students' education, using the experience of foreign countries.

The universities of the Republic of Poland have achievements in this sphere, as well as Poland has common historical roots with Ukraine and is geographically close. In the educational process of Polish schools, effective methods, techniques, technologies of education are used, which determines the relevance of research on their use in the process of

training prospective teachers for educational work and the implementation of positive ideas in the educational space of Ukraine. At the same time, there is a significant difference in the interpretation of terms “method” and “technology” in Polish and Ukrainian pedagogy. The analysis of these differences is a source for overcoming terminological differences. In Ukraine, no unified approaches have been developed to explain the meaning of terms “technique”, “technology”. Therefore, the study of methods and technologies for training prospective teachers for students’ education in Poland is on time.

Analysis of recent research and publications. Teacher training in Poland is the subject of numerous scientific studies by Polish scientists (J. Bednarek, K. Denek, Z. Frączek, H. Kwiatkowska, Z. Kwieciński, C. Kupisiewicz, T. Lewowicki, J. Moritz, W. Okoń, M. Szymański, E. Wiśniewska, etc.), and Ukrainian scientists (K. Binytska, S. Derkach, S. Karychkovska, T. Krystopchuk, O. Kuchai, I. Myshchyshyn, V. Shakhov, etc.).

Scientists consider the training prospective teachers for educational work with students in two ways: prospective teachers’ education at universities; formation of readiness for children’s education in educational institutions.

In the work by I. Nesterenko [5] the content of training for professional activities is studied in detail. At the same time, technologies and methods of educational process of prospective teachers need to be analyzed from the standpoint of the present. Not only the content of education, but also its procedural component is constantly changing.

The aim of the article: to analyze the technologies and methods of training prospective teachers at Polish universities and to identify positive ideas for implementation in the educational space of Ukraine.

Basic material. The terms “technology of education” and “method of education” are interpreted in numerous studies by Polish scientists (K. Konarzewski, M. Nowak, A. Paszkiewicz, A. de Tchorzewski). In the pedagogical theory and practice of Poland, the term “technology of education” is not common and spread. It is usually considered as an educational strategy. Polish scientist M. Nowak, based on K. Konarzewski’s approaches, interprets the term “technology of education” as pedagogical project (design) – planning changes in the student in the process of education in accordance with certain goals [6]. However, he notes that some educational theorists interpret this term wider. In particular, A. de Tchorzewski defines this term as the implementation of the main ideas arising from the theory of education [9]. In this sense, the technology of education is a wider concept than the method or technique, with which A. Paszkiewicz agrees. She believes that the technology of education determines the scientific foundations of the art of human education, i.e. it is a

branch of scientific knowledge about the process, principles, techniques, methods and means of education, as well as the conditions of its effectiveness that provide educational skills [7]. In fact, this definition coincides with the interpretations of the term “technology of education” by Ukrainian scientists, who argue that educational technology is a strictly proved system of pedagogical tools, forms, methods, their stages, focus on achieving the goal.

Based on the analysis of scientific sources, it has been found that in Polish pedagogy, the term “technology” is also interpreted as a strategy of education, and is understood in two ways:

- as general principles of educational process, grounded on the basis of the concept of education;

- as the interaction of teachers and students associated with the implementation of the leading idea of educational process [6].

The definition of the technology as a strategy involves the cooperation of parents, teachers and students, emphasizing the need for the child to succeed. However, Polish scientists interpret the models of formation of certain educational qualities of schoolchildren as methodologies.

Studying the process of training prospective teachers at Polish universities proves that the technology as a way of teaching is used mainly in the context of the ICT use. Usually the terms “methodology (author’s method)” and “method” are used.

Interpretation of the term “method of education” in pedagogical theory and practice of Poland do not differ from that one fixed in Ukrainian scientific sources. This is a way of joint activity of a teacher and students. In Polish theory, this is also ways of thinking and conducting research. K. Konarzewski defines methods of education as repetitive actions that contribute to achieving the goals.

Active methods (in Ukraine they are called interactive), the project method, methods of developing critical thinking, etc. are widespread in the educational process of Polish higher education institutions. In addition, prospective teachers master the methods they will use working at school. These are, in particular, “Aquarium”, “Carousel”, etc., as well as methods of ideal, dramatic improvisation, evil objectification, relaxation training, fairy tale therapy, music therapy, theater therapy, which are also used in pedagogical practice of Ukraine.

Active methods of education (“Seasons”, “Mood Barometer”, “Look for someone who”, “Letter to you”, etc.), drama method, method of conflict resolution without defeats (or two winners), discussion “Empty chair” are implemented in educational work in Poland.

Prospective teachers of preschool and primary education study methods and methodologies aimed at developing the child's inclinations, namely: color and sound reading by H. Metera, Orff-based music training that enhances children's manual dexterity and bimanual coordination, "The Good Start Method for English" by M. Bogdanowicz, Sherborne developmental movement, Method of active listening to music with didactic and therapeutic aims by B. Strauss, creating positive self-image by M. Maltz, fun in reading, the practice of creative visualization for children, creating stories through physical activities, etc. [1]. In particular, Orff-based method involves the correlation of physical activities with rhythmic-musical and verbal. A variety of musical instruments are used in a simple game. This method is aimed at children to learn to express their emotions and develop creative qualities. Elements of dances, exercises, music, poetry, fairy tales, prose, etc. are used [1].

The programs of pedagogical subjects provide for the study of such methods and methodologies, but focus on the need to create an author's method, based on own experience.

To provide every child with the joy of being, to help to feel happy, prospective teachers are training to use fun in the educational process. Scientists and teachers differentiate the terms "method of game" and "method of fun". Their analysis proves that the boundary between these methods is very conditional. But we have not found the term "game technology" or "fun technology".

In the process of teacher training, the attention is paid to work with difficult children, to the formation of the class team. Appropriate methods and methodologies have been developed for these purposes. That is, in Poland there are no technologies for forming the class team or collective creative education.

Since a teacher is also a researcher, the methods of diagnostics, pedagogical research are studied at the universities, because it is an important component of professional training. Prospective teachers study and implement qualitative (observation; interview; ethnographic, biographical methods, etc.) and quantitative (tests, sociometry, statistical analysis, etc.) research methods. In addition to methods, research techniques are also used. Methods are more general ways of solving problems, and techniques are more specific in the process of achieving research goals.

An important role in the training prospective teachers is given to media education [11]. The subject "Media in Education" is studied. At the same time, it is not customary to use, as in Ukraine, the term "media educational technologies".

Conclusion. Training prospective teachers at Polish universities for educational work with students, including the use of technologies and methods of teaching, is an urgent

problem in today's conditions (alarming phenomena of addiction to psychoactive substances, aggression, bullying, etc.). In Polish pedagogy, the meaning of the term "technology of education" is substantiated. This is pedagogical project (design), educational strategy. However, in practice, only ICT are usually used as technologies.

There is a wide range of teaching methods: interactive, project, game, fun, etc.; methodologies. Prospective teachers are focused on creating an author's method based on their own experience. Significant attention is paid to mastering the methods and techniques of pedagogical diagnostics and pedagogical research.

There are the following promising ideas for implementation in the system of training prospective teachers at higher educational institutions of Ukraine: overcoming terminological differences in the interpretation of the term "methods of education"; application of approaches to the classifications of research methods in Polish pedagogy; wide implementation of author's methods of education; encouragement to substantiate innovative methods.

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