

PEDAGOGICS

Ilona Palaguta
(Uman, Ukraine)

MAIN FORMS OF THE PEDAGOGICAL SUPPORT OF BRITISH FUTURE TEACHERS' PROFESSIONAL DEVELOPMENT

In terms of a rapidly changing society, the problem of future teachers' professional development is described. Society needs a teacher, who is able to think flexibly and unconventionally, to act dynamically in a changing field of a modern education. The training and professional development of such a teacher is a long, coherent, continuous process, which is focused on the formation of personal qualities, professional skills, knowledge that would meet the standards of the modern teacher.

However, the situation often indicates the lack of young teacher's competence: we sharply feel the lack of competent, energetic teachers who have self-knowledge, are able to relate the theoretical knowledge with the teaching practice.

Young teachers' adaptation or entry to the profession is the most difficult period in life of a professional. To overcome these difficulties requires a specially organized work. From a young teacher, it is directed at understanding the personal attitude to the profession and making professional choices through the self-perception. On the other members of the educational process in modern society - teachers, it is to support young teachers in their professional development.

The problem of the pedagogical support today attracts many scientists both in Ukraine and abroad. Thus, among the scientists, who examined various aspects of the pedagogical support is I. Babenko, I. Karapuzova, I. Makarenko, G. Soroka, V. Teslenko.

However, theoretical and methodological foundations of the pedagogical support more widely described in the works of Russian scientists, including K. Alexandrov, O. Gazman, N. Kasitsyna, N. Krylova, N. Mikhailova, S. Polyakov, S. Yusfin.

Despite a study of various aspects of the pedagogical support of future teachers' professional development in the theoretical - practical level, its implementation into

the future teachers' practice, the question remains about the effectiveness of personal and social attitudes of future teachers to their professional development.

In psychological and educational literature there is no single approach to the definition of "pedagogical support", it is considered as a special sphere of educational activities, which are aimed at helping to develop and promote self-development of future teachers, solving their individual problems related to the promotion of education, the need for developing self-perception [1, p. 54]; systematic, purposeful teachers' activity (or team of teachers), which provides disclosure of future teachers' personal potential by providing a concrete help in self-overcoming of difficulties, in learning and self-promotion in professional and personal fulfillment [1, p. 55]; assist students in overcoming difficulties, based on their subjective experience and ownership of the means of detection and solving their problems [2, p. 62].

The term «pedagogical support " is firstly used by A. Gazman and its definition of its essence is shared with pupils identifying interests, goals, capabilities and ways to overcome problems that prevent them to maintain a human dignity and to achieve positive results in education, communication, lifestyle [3, p. 68]. The pedagogical support is seen as complicated, highly technological, but at the same time, the system of pedagogical interaction in a modern educational process as a multidimensional process that focuses on the positive aspects and benefits of the individual, which helps to restore a faith in themselves and their capabilities, to create optimal conditions for a personal development.

In Great Britain, several terms are used to describe forms of the pedagogical support. They are: counseling, support, guidance, tutoring and mentoring.

British universities are known for their autonomy, that is why one of the most popular and traditional forms of the pedagogical support of future teachers' professional development in Great Britain is tutoring.

Tutor system was first taken up at the universities of Cambridge and Oxford and it is traditional for them since their establishing. However, at the present, the system has changed.

Tutor system of the pedagogical support of future teachers' professional development provides individual approach aimed at providing students with the necessary knowledge and skills as well as their experience with a particular discipline.

Analyzing the tutor training system as a means of improving the quality of education, we cannot agree with many scientists, which thoughts are based on statistical data, which are provided by universities, mind that the academic future teachers' achievements in higher educational establishments significantly improved with the use of tutor training system. Thus, D. Kavelti devotes his works to this system, which in his opinion adapt the learning process to needs of future teachers. R. Marzano experimentally proved the efficiency of tutor training system, comparing the achievements of the experimental group, which were marked by high rates in the control group, which marked the departure from the standard system [5, p. 105].

Thus, facts and examples above indicate a high level of effectiveness of the existing tutoring system in Great Britain. On the one hand the lack of functioning of this system could lead to its stagnation. But on the other hand, its flexibility and variability, the ability to obtain new forms, to adapt and respond to changing needs of society and the needs of the education of the younger generation may become the basis of improving classical tutor training system, providing tutoring the actuality at all times and stages of human development [6, p. 23].

The term «support» understands as material support. This form of the pedagogical support, which is more organizational support, transformed into teaching with the ability to master the content of courses or conduct researches in one of the universities' laboratories in the Great Britain. This form of the support provides funding from the government, which is implemented by the Department of Business, Innovation and Skills.

In addition, Britain has some Councils on financing a higher education - English Council of Higher Education Funding, Higher Education Funding Council for Wales, Scottish Funding Council, skills funding Agency. All these councils provide financial

support for young people from 130 British higher educational establishments [7, p.70].

As for consulting, this form of the pedagogical support of future teachers in their professional development is provided at universities by the psychologist or so-called advisor who advises how to solve individual problems. Professional development of future teachers often needs a psychological help.

However, according to British scientists (P. Lang, B. Robinson), consulting did not immediately find its supporters among future teachers; most of them did not understand its essence and ignored collaboration with consultants. In the past two decades, consulting in Britain found its spread - future teachers began to cooperate with the consultants to support their personal development [3, p. 15].

Consulting is a process of assisting clients in understanding their interests, developing the capacity to achieve the desired result, solving specific problems arising in the course of the professional development, overcoming the crisis states, internal conflicts, working on their own feelings and reaching a mutual understanding with others; assisting in the development of human emotional health [3, p. 6].

Many scientists put certain requirements to the adviser in Great Britain. Specifically, a specialist must receive special education, have skills of listening, establishing various kinds of social contacts, build relationships, to have a sufficient level of many abilities, has no right to disclose the future teachers' problems, the information, which he has got in the course of an individual work with him [4 , p.44].

Mentoring as a form of the pedagogical support, in our opinion, is the most modern and productive form of support of future teachers.

The origin of the term "mentor" comes from the Greek mythology character. On the island of Ithaca, the son of Alkim was called Mentor, who was a friend of Odysseus. When Odysseus went to the Trojan War, he left Mentor as the master of his house. Mentor was called for education and training of Odysseus' son - Telemachus. In Homer's books Mentor's appearance often takes the patron of Odysseus - Athena Palada, came to Odyssey, then Telemachus. Thus, at the image of

Mentor, Athena helps people to come to terms with other people; she accompanies Telemachus to Pylos, where she overturned into the eagle and flies away.

It is because of the novel by the French writer F. Fenelon "The Adventures of Telemachus" (1699), the name of Mentor became widely known in the reader's range. Subsequently, the term "mentor" has become synonymous with the word "teacher", "mentor", "adviser" [5, p. 125].

In our opinion, mentoring is the quite successful form of the pedagogical support of future teachers. It is not only providing the future teachers' professional development, mentoring is a mutually beneficial process, in which the future teacher acquires confidence, receives professional guidance and meet their professional needs. Mentor, in his turn, meets with new ideas and views of students, getting the opportunity to analyze the personal and professional implementation and the ability to share his experience and knowledge.

Mentor is not only a teacher who teaches but a person who opens the future teachers' internal potential. Mentor tries to develop a commitment according to him, seeking his own professional competence and establishing links with the outside world and be able to diversify his potential and gain confidence.

So, over the last decade in the education of Great Britain increased the interest in the future teachers' pedagogical support, which is implemented in the following areas: academic, scientific and professional. The term future teachers' "pedagogical support" we understand a set of educational activities carried out by the educational and local government in the area of youth policy in order to create conditions, guarantees and incentives for disclosure of future teachers' individual potential in science, education, culture and art .

For the improving of future teachers' self-confidence and realizing their potential importance, universities of Great Britain offer such forms of the pedagogical support as tutoring, mentoring, consulting, which help future teachers to adapt their professional development with the needs of society.

REFERENCES:

1. Korostiyants, T.P. The formation of the pedagogical support as a pedagogical interpretation of freedom's philosophy [electronic resource] / TP Korostiyants. Access to the journal: [Www.rusnauka.com/31_PRNT_2010/Pedagogica / 73685.doc.htm](http://www.rusnauka.com/31_PRNT_2010/Pedagogica/73685.doc.htm).
2. Kupryashyna, N.D. Pedagogical support in the teacher's work / N. D. Kupryashyna. - M., 2005. - 250 p.
3. Social Pedagogy: Textbook / edited by prof. A.I. The Cape. - K .: Center teach. l-ry, 2006. - 468 p.
4. Baginsky W. Counselling in England, Wales and Northern Ireland: A Review. / W. Baginsky. - London: NSPCC, 2004. - 50 p.
5. Jones A. Counselling in practice. / A. Jones. - London: Ward Lock Education. - 2000. - 191 p.
6. Moore, W. G. The Tutorial System and its Future. Oxford: Pergamon Press, 2001
7. Palfreyman, D. The Oxford tutorial: «Thanks, you taught me how to think» // David Palfreyman and the Contributors. Published by OxCHEPS, 2001

Відомості про автора статті:

- 1) Палагута Ілона Василівна;
- 2) Наукового ступеня і вченого звання не маю;
- 3) Уманський державний педагогічний університет імені Павла Тичини;
- 4) Викладач кафедри іноземних мов;
- 5) Контактний телефон: 0976419151;
- 6) Електронна адреса: ilonapalaguta@i.ua;
- 7) Так