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PROFESSIONAL TRAINING OF INTENDED ENGLISH TEACHERS IN THE UNIVERSITY OF PORTO

The process of integration of the European educational space stimulates the professional interest of the individual to the study of foreign languages as a means of communication, the expansion of international relations, the establishment of new standards of relations between European countries, where active reform and improvement of special vocational training of foreign language teachers in various conditions of its functioning is underway.

Modernization of the modern school is an integral part of development of the whole educational system in the context of integration. In this case, the teacher was and remains the decisive factor in the implementation of school reforms. Therefore, the problems of teacher training become of particular relevance, as it is emphasized in international documents.

The search for the best ways to reform secondary school in Ukraine objectively requires the identification of new approaches to teacher training, the study and synthesis of foreign experience. Consequently, it is interesting to study the experience of some European countries, as an important trend in the organization of pedagogical education is the creation at the institutional level of special highly developed structures for the training of foreign languages teachers.

The analysis of psychological and pedagogical literature shows that the well-known Ukrainian scientists, namely: L. Zyazyun, N. Lavrychenko, M. Leschenko, O. Matviyenko, N. Mukan, L. Pukhovskaya, A. Sbrueva and other made a significant contribution to the development of the problem of the development of pedagogical education in foreign countries.

Among foreign researchers, problems of pedagogical education were investigated by: D. L. Clark, L. Darling-Hammond, L. Fischer, C.J. Graddy, M. Hunter,

E. F. Iwanicki, J.Kelly, D.C. Lortie, M.S.Lewis, G. Madaus, T. McGreal, R.F.McNergney, J. Millman, M.A. Rebell, L.M. Rudner, D. Schimmel, M. Scriven, L.A. Shepard, B. Shimberg, L.S. Shulman.

Thus, the purpose of the article is to identify and justify the specifics of the professional training of teachers of secondary schools in the University of Porto.

The analysis of scientific literature shows that diversity, which is the most characteristic feature of pedagogical education systems, is conditioned by historical time, national characteristics and social conditions. However, common for all the systems of pedagogical education is connection of its development to the requirements for the training of teachers from the state, society and dependence on world trends in the development of education.

A central aspect of any teacher education programs in Porto University is the provision of experience in schools or teaching practice to student teachers.

The objective of any school practice is to ensure that student's education has the essential balance between theory and practical experience.

During teaching practice, student teachers are given opportunities to observe experienced teachers at work and to develop practical skills, particularly in the areas of planning, teaching, classroom management, and the organization of learning activities for pupils. Additionally, when students are on teaching practice, university authorities and school mentors have an opportunity to assess their work in the classroom, particularly in the way they communicate and interact with pupils, and how they plan and manage teaching and learning. Ultimately, teaching practice provides the university with a means of assessing a student teacher's suitability for teaching.

In Porto University one of the final steps leading to the award of graduate degree is master thesis. The master's thesis takes the form of a written report with an oral presentation. The overall goal of the thesis is for the student to display the knowledge and capability required for independent work as a Master of Science in some particular

subject. The evaluation of the final report is the responsibility of a jury, bearing in mind the quality of the written report and its public defence.

The study project is meant to deepen and to integrate the practical and theoretical aspects of school practice. Students should become thoroughly acquainted with an issue of their own selection which is central to teaching activities. The project work is undertaken in several stages. During the first stage, the issues of the study are presented to the supervisor and the school mentor. Each participant presents a topic with a research plan outlining his or her problems and data collection methods which are obligatory related to their actual work in the class. During the second stage (normally, at the end of April of the second year of education), each student is expected to present some of the preliminary findings of his or her research. The presentations are again discussed, and the use of computer programs and the preparation of the paper are important activities. At this stage, the students have already collected their data. Each student is able to present a version of his or her final report. The seminar groups are organized by the teaching practice supervisors who are students' scientific supervisors at the same time.

Thus, qualitative education is considered by Porto University as an instrument of socio-economic growth and cultural development. Modern pedagogical reality is characterized by the tendency to find ways to improve higher education and reforms.

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