

## **MODERNIZATION OF PROFESSIONAL AND PEDAGOGICAL TRAINING OF THE BRITISH TEACHER IN THE CONTEXT OF INTERNATIONALIZATION OF EDUCATIONAL PROCESS**

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### **INTRODUCTION**

In Ukraine complex transformational processes in politics, economy and education are occurring nowadays. The most important role belongs to education as it is very difficult to implement progressive changes in politics or economy without highly trained professionals. Therefore, the goals and content of education are being actively reviewed today. First and foremost it is significant to promote formation of the creative potential of the student's personality, the need for self-realization, self-expression not only during the period of study at an institution of higher education, but also throughout life.

Modern processes of socio-economic development, orientation of Ukraine to join the European educational space necessitate theoretical understanding and qualitative modernization of the system of teacher training at different stages of pedagogical education. However, there is a number of factors contributing to the process of reforming pedagogical education. Firstly, socio-economic transformations taking place in the country have demanded a fundamental change in the function of the education system. The modern paradigm of education is focused on functioning of a teacher who is capable of custom solutions, creative approach to solving problems. Secondly, humanization and humanization of education determine orientation of the teacher's activity, which would ensure adaptation of the educational process to the requests and needs of the students' personality, the possibility of self-disclosure. Thirdly, creation of the new types of education institutions requires a constant search for non-traditional forms of education, innovative technologies. Fourth, changing the nature of the teachers' attitude to the fact of mastering and applying pedagogical innovations ensures that they are involved in purposeful pedagogical creativity.

In accordance with provisions of "National Doctrine of Development of Education of Ukraine in the 21-st Century" (2002), National Strategy for the Development of Education for the period up to 2021 (2013), Laws of Ukraine "On Higher Education" (2014), "On Education" (2017), "National Report on the State and Prospects of Education Development in Ukraine" (2017) and the Concept of the New Ukrainian School (2017) the tasks of

improving the professional level and pedagogical skills of the future teacher have been defined. Thus, the priority is to transform the national education system through implementation of domestic and foreign achievements in pedagogical theory and practice, in particular modern pedagogical technologies and innovations, which will ensure further improvement of the educational process, accessibility and effectiveness of national education.

In resolving these tasks an important role is played by the study of the peculiarities of education system Great Britain with its centuries-old learning traditions and quality influence of innovative content technologies, organizational forms and learning methods. The significance of the study of this country's experience is confirmed by the fact that the United Kingdom takes leading positions in the development and implementation of educational innovations and has a well-balanced approach to the problems of an optimal combination of national traditions with current trends development of the world pedagogical educational systems.

### **1. Organizational and procedural foundations of internationalization of the educational process**

The thorough analysis of scientific literature has revealed that different aspects of the mentioned problem are the object of research. Ukrainian scientists have accumulated a considerable experience of using foreign teacher training achievements. The significant contribution to the study of theory and practice of foreign pedagogy has been done by such domestic scientists as N. V. Abashkina, N. M. Avsheniuk, H. M. Alekseievych, V. I. Bobrytska, O. V. Voloshyna, O. A. Zabolotna, Yu. V. Kishchenko, N. M. Lavrychenko, O. I. Lokshyna, O. O. Liubar, O. V. Ovcharuk, A. V. Parinov, L. P. Pukhovska, A. A. Sbruieva, S. M. Starovyt and others.

The study of the scientific works of such foreign researchers as N. Annan, A. Byrne, S. Ball, J. Davies, B. Campos, A. Kelly, A. Ogg, S. Tomlinson, G. Whitty, C. Higginson and others has focused on the theoretical and methodological foundations for improving professional training of British teachers.

The process of internationalization of higher education and research involves national education systems of different European countries whose priorities are: smart growth (to develop an economy based on knowledge and innovations); sustainable growth (to promote a more efficient and

competitive economy); inclusive growth (to foster a high-employment economy delivering social and territorial cohesion)<sup>1</sup>.

It is necessary to mention one systematic document under the title “Education – 2030: Incheon The UN Declaration” which is a framework program of action to achieve the 4-th Sustainable Objective development where the strategic guidelines are set for the countries around the world development of education, in particular increasing the number of scholarships in higher and professional-technical education for developing countries. Therefore, it will have a great impact on the process internationalization of higher education and research and will promote access to global knowledge, and the education system should encourage creation of an open culture of cooperation<sup>2</sup>.

The OECD documents, including “The Education Survey 2018”, have pointed out that more and more institutions are creating internationalization strategies offshore satellite campuses or shared programs to change the entry rules for foreign students, upgrade educational programs, to encourage the teachers to use foreign languages in training, to offer online courses (for example, MOOCs) and international practice<sup>3, 4</sup>.

According to the World Bank Education Indicators and the report “Study to realize educational perspectives” the need to mobilize the joint efforts for the development of education is increasing<sup>5, 6</sup>. No doubts this finds confirmation of the problem of higher education development in the context of internationalization in EU cooperation strategies and policies, programs and priorities for international cooperation with partner countries from all over the world, including Ukraine, as well as at the level provisions and addresses of the European Parliament, the EC and other EU institutions.

The basic principles and components of the European internationalization strategy of higher education are defined in the EC Report “European Higher Education in the World” (2013), where

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<sup>1</sup> European Commission (2010). *2020 final, Europe 2020 A European Strategy for smart, sustainable and inclusive growth*. Retrieved from: <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2010:2020:FIN:EN:PDF>

<sup>2</sup> Education 2030. Incheon Declaration and Framework for Action. Retrieved from: <http://unesdoc.unesco.org/images/0024/002456/245656e.pdf>.

<sup>3</sup> *Education at a Glance 2017: OECD Indicators*. OECD Publishing, Paris. 2017. Retrieved from: <http://dx.doi.org/10.1787/eag-2017-en>

<sup>4</sup> *Education Policy Outlook 2018: Putting Student Learning the Center*. Retrieved from: [https://read.oecd-ilibrary.org/education/education-policy-outlook-2018\\_9789264301528-en#page6](https://read.oecd-ilibrary.org/education/education-policy-outlook-2018_9789264301528-en#page6)

<sup>5</sup> *The World bank. Indicators* (2014). Retrieved from: <http://data.worldbank.org/indicator>.

<sup>6</sup> The World Development Report 2018 (WDR 2018). *Learning to Realize Education's Promise*. Retrieved from: <http://www.worldbank.org/en/publication/wdr2018>.

internationalization is perceived as an opportunity that can bring significant benefits to Europe, the Member States and individual higher education institutions, both in the terms of their internal needs, the needs of global, development of talents, and global challenges and advancements in the global educational space. The report identifies the key priorities for higher education institutions and EU Member States towards implementation of the integrated internationalization strategies and basic tools to support internationalization strategies<sup>7</sup>.

In the EU documents “Europe 2020. A Strategy for Smart, Sustainable and Inclusive Growth”, “Education and Training 2020” and EC “Supporting Growth and Employment are the Agenda for the Modernization of Higher Education Systems of Europe” the importance of enhancing international attractiveness of European higher education institutions, international mobility through cooperation with the partner countries for modernization of higher education and development of internationalization of higher education, which have an impact on improving the quality and relevance of higher education, including educational programs, governance and funding are recognized.

According to the results of the research “Trends 2015: Learning and Teaching at European Universities” the modern process of learning and teaching is characterized by the following trends: internationalization of teaching (mobility of the students and staff; international cooperation; international students; international research cooperation; teaching in English; international staff; e-learning (computer classes; Wi-Fi; online library; online courses; student portal; social media for communication; personalized training portal; depositories; e-portfolios; online exams and tests; mass open online courses (MOOCs), computers, laptops; games, gameplay; educational analytics, 3D printers and technologies); change of teaching concept (learning outcomes; balance between teaching and research; involvement of the external stakeholders; requirements for teaching staff); improvement of educational environment (development of libraries and training resource centers; scientific and computer labs; adaptation of the learning audiences for diversity approaches to teaching;

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<sup>7</sup> *European higher education in the world*. Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions (Brussels, 11.07.2013).

COM (2013) 499 final. Retrieved from: <http://eur-lex.europa.eu/legal-content/EN/ALL/?uri=CELEX:52013DC0499>.

zones for interactive interaction and teamwork); development and implementation of institutional policies and strategies<sup>8</sup>.

However, in the 2018 report the results of the “Trends 2018: learning and teaching at European Universities” have indicated that in Europe due to growing needs for higher education professionals in the labor market, deepening understanding of the important role of higher education in society significant attention is paid to the implementation of national learning and teaching strategies at the institutional level. It should be stressed that “institutions are in the process of implementation more systematic and strategic approaches with centralized structures for improving support and coordination of the bottom-up approach to improvement learning and teaching, the quality of which depends on the processes of interaction and distributed responsibility of teachers, students and other services support as well as from management. The development of educational programs is becoming a more attractive area of inter-institutional cooperation and exchange, education and research, in particular demonstrating how individual units of the institution interact to promote learning and teaching”<sup>9</sup>.

The EU 2020 Strategy provides a general framework for implementing educational reforms, even with differences in education systems, national approaches to reform, and the overall diversity of political systems and socioeconomic levels of development, with more examples of such systems being harmonized in 2018<sup>10</sup>.

An increasing support for internationalization tools has become a main priority in a new process announced in 2017 in Gothenburg, Europe at the Public Leaders’ Summit on the Future of Europe named The Sorbonne Process<sup>11</sup>.

In particular it envisages the creation of European educational space and the introduction of compulsory international mobility, from school to further life-long learning end-to-end coherence of educational programs across the education system for automatic recognition of learning outcomes and periods, improve language learning, knowledge of two foreign languages, promotion of learning throughout life, support for teachers and teachers through the Erasmus + program and the e-Twinning network, the creation of

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<sup>8</sup> Surssock, A. *Trends 2015: Learning and Teaching in European Universities*. European University Association (EUA). Retrieved from: <https://eua.eu/downloads/publications/trends%202015%20learning%20and%20teaching%20in%20european%20universities.pdf>.

<sup>9</sup> *Trends 2018: Learning and Teaching in European Universities*. European University Association (EUA). Retrieved from: <https://eua.eu/downloads/publications/trends-2018-learning-and-teaching-in-the-european-higher-education-area.pdf>

<sup>10</sup> Ibid.

<sup>11</sup> *Towards a European Education Area by 2025 European Commission: Press release*. Retrieved from: [http://europa.eu/rapid/press-release\\_IP-17-4521en.htm](http://europa.eu/rapid/press-release_IP-17-4521en.htm).

a powerful network of world-class European universities and schools of European and transnational governance, investing in education and more. Thus, it assumes the use of the full potential of education and culture as the key factors for job creation, economic growth and social justice.

## **2. The peculiarities of professional and pedagogical training of the British teacher**

Taking into consideration the above mentioned regulatory documents, recommendation of the European Commission at the European level as well as the strategies of internationalization at the institutional level significant changes have taken place in organization and content of vocational training of future teachers at pedagogical departments of universities and colleges throughout the twentieth century in the UK. The most debatable were the questions: the ratio of vocational and general training, special subject and vocational pedagogical, general pedagogical and methodological training of secondary school teachers.

In the context of our research it is necessary to focus on the positive experience of transformation of the national system of education of the United Kingdom of Great Britain and Northern Ireland. Significant education reforms began in the UK in 1988 and are still going on. The British Government and the teaching community are working to further improvement of education. At the end of the twentieth century, higher education in the United Kingdom, including pedagogical ones, underwent transformations aimed at standardizing education, which were reflected in various regulatory documents such as “Basic Teacher Training” (1989; 1992), “Rules for Teacher Education” (1989), “About Teaching and Higher Education” (1998); Reform of Basic Teacher Training (1991), White Paper: Higher Education: New Approaches (1991; 2003) and others.

At the end of the twentieth century two main approaches to pedagogical staff training were established in the British system of teacher education:

1. A one-year course for those who have completed a three-year university degree and receive a Bachelor of Science (Arts) and intend to become a teacher. During the year the students take a course in vocational training and usually study pedagogy, pedagogical psychology, teaching methods (duration of training is approximately 12–16 weeks) and take practice at school (20–24 weeks). Students take examinations in pedagogy, teaching methods, defend their thesis.

2. A four-year course of study, which gives the students the opportunity to obtain an academic degree of Bachelor of Pedagogy. This course provides two years of basic science training and two years of professional training, during which the student undergoes teacher training at a tutor-led school.

Today the higher education system in the United Kingdom is a model that contains three separate but interdependent cycles of study, after which the graduate receives one of the academic degrees, that is a diploma of different quality depending on the student's success: First Class Honors, Upper Second Class Honors, Lower Second Class Honors, Third Class Honors, Pass<sup>12</sup>.

The analysis of the problem has shown that at universities the first cycle consolidates general knowledge gained in high school and lays primary foundations for the training of a qualified specialist in the chosen specialty. The second cycle leads to the completion of higher education in a specific profession. After three years of study at this cycle, the student receives a bachelor's degree. Then, those who wish to improve their qualification and obtain a master's degree, take another 1-2 years, add exams in disciplines at an advanced level and submit a dissertation. The third cycle is intended for students who have already received a master's degree. Completion of the third cycle of study (passing exams, internships in a specialty, presenting a dissertation) gives the students the opportunity to obtain a Ph.D. The graduates who have received this degree are guided by the research or development activities, and also have the right to teach at institutions of higher education<sup>13</sup>.

In the UK a major number of educational programs are offered for the teaching profession (as part of undergraduate and graduate level training). The most common are seven educational areas of university qualifications for higher pedagogical education:

1. Bachelor of Education (Bachelor of Education or Bachelor of Arts in Education) is a four-year course of study in a pedagogical college at the university, focused on the subject specialization and mostly prepares primary school teachers.

2. A three-year full-time undergraduate degree in pedagogy. It involves the study of six subjects and a less clear focus on subject specialization. Bachelor of Arts or a Bachelor of Science with a Qualified Teacher Status and selected specialization may be awarded after an additional year of study.

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<sup>12</sup> *The British Council. International Guide to Qualifications in Education*. 4<sup>th</sup> ed. Great Britain: The Bath Press, 1996.

<sup>12</sup> Kozubovska, I. V., Poviadaichyk, O.S., Popovych, I. Ye. (2017). *Formuvannia novoi osvitoi paradyhmy pidhotovky pedahohichnykh kadriv u Velykii Brytanii [Formation of a new educational paradigm for teaching staff training in the United Kingdom]*. Uzhhorod: «AUTDOR-ShARK» (in Ukrainian).

<sup>13</sup> Kozubovska, I. V., Poviadaichyk, O.S., Popovych, I. Ye. (2017). *Formuvannia novoi osvitoi paradyhmy pidhotovky pedahohichnykh kadriv u Velykii Brytanii [Formation of a new educational paradigm for teaching staff training in the United Kingdom]*. Uzhhorod: «AUTDOR-ShARK» (in Ukrainian).

3. A shortened two-year course of study to obtain a bachelor's degree in pedagogy, which involves the preparation of a secondary school teacher in specific subjects, of which there are not enough teachers in the country.

4. A three- or four-year full-time Bachelor of Arts degree or a Bachelor of Science degree with a Qualified Teacher Status. In this case, the focus is on the subject specialization.

5. Postgraduate Certificate in Education. The duration of the course is only one year. Most often, this course is concentrated on the training of high school teachers.

6. A two-year-part-time Postgraduate Certificate in Education which involves the study of a limited number of subjects with a shortage of the teachers.

7. A two-year-full-time-subject-conversion Postgraduate Certificate in Education. The course is designed for those who want to teach a discipline that was not the subject of his specialization<sup>14</sup>.

The content of the training course for teaching staff, followed by a bachelor's degree, is organized within the framework of combined and sequential courses, which include the study of the subjects at higher education level, theoretical classes and pedagogical practice during the study period. The four-year combined courses (British teacher education training program in which the subjects of specialization are studied in parallel with the subjects of psychological and pedagogical cycle and program) of elementary and secondary school teacher training should include a minimum of 3 thirty weeks of school practice. Three-year combined courses include twenty-four weeks of school practice and two-year combined courses eighteen weeks (for primary school teachers) and twenty-four weeks (for secondary school teachers).

Consecutive courses begin with an intensive study of one or more subjects to get a Bachelor of Arts degree in Humanities or Natural Sciences. They are focused on the use of these subjects in school practice. These courses take at least eighteen weeks for future elementary school teachers and twenty-four weeks of practice for high school teachers. As for the professional training of the students of the correspondence department, they must work at the school also for at least twenty-four weeks (for secondary school teachers) or eighteen weeks (for the elementary school teacher)<sup>15</sup>.

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<sup>14</sup> *The British Council. International Guide to Qualifications in Education*. 4<sup>th</sup> ed. Great Britain: The Bath Press, 1996.

<sup>15</sup> Andreeva, H. A. (2003). *Razvytye vyssheho pedahohycheskoho obrazovanyia v Anhlyi: aksyolohycheskyi aspekt: 70-e 90-e hh. XX v. (dys. ... d-ra ped. nauk: 13.00.01)* [Development of Higher Teacher Education in England: An Axiological Aspect: The 1970s and 1990s XX century]. Kolomna (in Ukrainian).

It should be noted that alternative educational programs are also being developed and implemented in the UK leading to a qualified teacher status. These include School Centered Initial Teacher Training programs, which have been in place since 1994, and The Fast Track Programs, which have been in existence since 2000 and are intended for those who have already completed university degree and wants to become a qualified teacher.

The basic feature of UK university education at the beginning of the 21st century is the introduction of combined degree programs that provide for a combined degree or joint degree. The training is based on the principle of combining one main subject with several additional ones, which promotes the humanization of education, strengthening of the integrative processes and interrelations between subjects.

Today in the UK as in many other foreign countries, the most common are the following educational and qualification levels: bachelor, master, PhD.

It should be emphasized that the level and quality of mastering students who have completed a full course of teacher education, knowledge, skills, necessary professional competences, are evaluated in accordance with national standards<sup>16</sup>. Qualification Standards which have become effective since 2002 include training requirements for future educators and standards that graduates must meet to qualify as Qualified Teacher Status. The standards are developed jointly by the Department of Education and the Training and Development Agency for Schools.

The catalyst for further standards development was the mutual publication of Higher Education Academy, the British Universities and the National Union of Students of the consultative document “The UK Professional Standards Framework for Teaching and Supporting Learning in Higher Education” (2012) with the support of the country’s higher education financial authorities. According to this important document the development of professional standards for academic practice and continuing professional development (Continuing Professional Development) serves to support educational activities and promote the development of pedagogical science in the higher education sector<sup>17</sup>.

The detailed analysis of the standards has shown that they include: professional values (determined on the basis of a request by General Teaching Council for England – GTC); knowledge and understanding of the

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<sup>16</sup> Teacher Training Agency (1998). *Office for Standards in Education. Framework for The Assessment of Quality and Standards in Initial Teacher Training*. London: TTA/OFSTED.

<sup>17</sup> Brisard E. National visions of initial teacher education. The conceptualisation of the initial preparation of secondary teachers in England, France and Scotland. *Scottish Educational Review*. 2002. Vol. 34 (1). P. 51–60.

subject; theory and practice of teaching (including planning, monitoring and evaluation).

In addition, the standards contain requirements for the preparation and further pedagogical activity of the teachers: the requirements for the level of initial training of the candidates for obtaining the status of qualified teacher (Qualified Teacher Status); the requirements for professional pedagogical activity of the basic level teachers after the end of the probationary year of work at school (Core Standards); the requirements for the professional activity of the higher-level teachers: Post Threshold Teachers, Excellent Teachers, Advanced Skills Teachers.

At each new level of professional skill (from the beginner to the expert), the teacher should demonstrate the compliance with certain standards. For example, the document “Professional Standards for Qualified Teachers” states that the British educators after graduating from a university or college can obtain a teacher status when they demonstrate eight professional qualifications and abilities. Therefore, a qualified teacher should believe in the potential of all students, respect their social, cultural, religious and ethnic origin, language; a teacher is ready to promote their educational achievements; treats all students equally, with respect and care; demonstrates positive values and creates relationships with the students that he expects from his students; is able to communicate with parents and guardians of children carefully and with respect, recognizing their important role in the learning process as well as their rights and interests; participates in the public life of the school; understands and appreciates the assistance provided by the school support staff and other staff in the learning process; is ready to deepen knowledge, improve teaching methods, based on the effective experience of others, has a motivation for further professional development; is aware of his professional responsibilities and acts in strict accordance with them.

It should be noted that every requirement in the standards to obtain the status of a qualified teacher implies not only the availability of certain knowledge, skills and knowledge of appropriate technologies, but also the formation of professional and pedagogical values. The teachers applying for Excellent Teacher and Advanced Skills Teacher status fill in application forms and are certified by an external expertise. The Post Threshold Teacher is evaluated by the director of the educational institution. Such requirements imply that the beginner-teachers try to match the key professional Core Standards, expand and deepen their professional knowledge, improve quality and skills. It is taken into account that not all teachers will necessarily want to move up the career ladder. In this case, the standards are designed to support teachers’ aspirations to remain stable at the level of their career.

In the context of our study it is important to state that all parts of the United Kingdom (England, Northern Ireland, Wales, and Scotland) have common and distinct educational traditions, priorities, content and organizational features of teaching and training specialists for pedagogical sphere. Each part of the United Kingdom of Great Britain and Northern Ireland is characterized by its own education system formed under the influence of cultural, political and religious processes.

The educational policy and funding are governed by: Department for Education and Skills (DFES) in England; the National Assembly for Education and Training (NATED) in Wales; Scottish Executive Education Department (SEED) in Scotland; the Department of Education in Northern Ireland (DENI) in Northern Ireland.

The comparative analysis of some differences in the pedagogical education of the constituent parts of the United Kingdom makes it possible to state that that in England and Wales practically all teachers are trained and qualified as Qualified Teacher Status (QTS). Such training courses are offered by universities and other higher education institutions, as well as by the association of schools. Those who do not have higher education usually study for 3-4 years combine mastery of the subject and professional training. The graduates of higher education institutions are mostly trained in one-year vocational training and receive a Postgraduate Certificate of Education (PGCE).

In Scotland primary education teachers are offered two types of teacher training: a four-year program, after which they receive a Bachelor of Education degree; a one-year program based on higher education. Secondary school teachers must complete the higher education institutions and then complete a one-year teacher training course. Besides the General Teaching Council registers the teachers who are allowed to work in public schools.

So, the main ways to get a teaching qualification in Northern Ireland are the following: a four-year course qualifying for a Bachelor of Education (Honors) and a Bachelor of Arts Honors (Education) honors for those without higher education; a one-year training course that allows you to obtain a Postgraduate Certificate of Education (PGCE) for those who have already completed higher education. The education system of each region has changed significantly over the last centuries, affecting the level of training of specialists with higher education, including employees of the pedagogical sphere<sup>18,19</sup>.

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<sup>18</sup> Kishchenko, Yu. V. (2000). *Formuvannia profesiinoi maisternosti vchytelia v systemi pedahohichnoi osvity Anhlii ta Uelsu [Forming a teacher's professional skill in the pedagogical system of England and Wales]* (avtoref. dys. kand. ped. nauk: 13.00.04). Kyiv (in Ukrainian).

The analysis of the legislative and regulatory frameworks in the field of education in England, Wales, Northern Ireland and Scotland has proved that the main values and priorities for educational development in the various regions of the UK generally coincide. The numerous educational acts and documents reflect the common ideas and principles of the whole country, although there are certainly some specific features in each region. The British researchers believe that teacher training standards are an example of the unity of the four parts that form the United Kingdom. The regulatory documents are in all four regions in particular, Professional Standards in England and Wales, Benchmarks in Scotland, “Competence Statements” in Northern Ireland. They are aimed at: professional values and practical activity; professional knowledge and understanding; professional skills and ability to be creative<sup>20</sup>.

It should be emphasized that by the end of the twentieth century and the beginning of the 21-st century the problem of the relationship between teaching and research has become urgent in the work of a modern teacher in the United Kingdom. Today in the British education system there is a request for a teacher-researcher<sup>21</sup>.

The concept put forward by National Teachers Research Expert Panel is of great interest for our study. It includes seven distinctive features into the structure of a teacher’s value priorities: openness to innovation; application of research results; interpretation of results obtained by researchers; important role of the teacher in enriching scientific knowledge; formation of research skills as a vector of self-development; evaluation of the quality of conducted research; pedagogical cooperation, which is particularly relevant to professional activity of the higher-level teachers.

The comparative analysis of the regulatory documents, educational laws, recommendations allows us to define the main approaches to improving the professional training of the British teacher in the context of internationalization of higher educational process in particular, competence, modernization of the content of vocational training, practical-oriented<sup>22</sup>.

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<sup>19</sup> Sokolova, A. V. (2009). *Profesiina pidhotovka vchytelia u systemi pedahohichnoi osvity Anhlii i Shotlandii [Teacher training in the system of pedagogical education in England and Scotland]* (avtor. dys. kand. ped. nauk: 13.00.01). Odesa.

<sup>20</sup> Department for Education and Skills (DiES) (2000). *Statistics of Education; Teachers England and Wales*. London: the Stationary Office.

<sup>21</sup> *Living Values Education Approach*. Retrieved from: <http://www.livingvalues.net>. (Last accessed: 08.06.2017).

<sup>22</sup> Chernyakova, Zh., 2013. *Internationalization of the educational space of the upper secondary school in Great Britain [Internationalization of the educational space of the upper secondary school in Great Britain]*. Sumy: «Mriya».

In our research we will refer to the definition of the notion “internationalization of higher education” given by the Canadian scientist J. Knight who has proposed the following interpretation: “the process of integrating international and intercultural dimensions in teaching, research and the social function of universities”<sup>23</sup>.

Besides, a number of researchers such as J. Knight, J. Beelen, P. Crowther, H. De Wit and others consider that internationalization is as a process consisting of two constantly evolving and increasingly interconnected components – “external internationalization” (internationalization abroad) and “internal internationalization” (internationalization at home)<sup>24</sup>.

The main difference between two terms is that external internationalization means the implementation of educational programs requiring intersection by students/teachers/universities of state borders (academic mobility of the students and teachers, mobility of the projects, educational programs and education providers), while internal internationalization is more concentrated on curriculum development plans and programs in order to form the necessary students professional competences containing international components and intercultural competence.

In the context of our study we are interested in internal internationalization in which the emphasis is shifted to the teaching and learning activities of the students in the atmosphere of cultural diversity in the native university. The scientific works of the following scholars P. Crowther, B. Nilsson, B. Wächter and others are devoted to the research of this process.

Thus, in order to increase the level of intercultural competence of students and teachers an internal strategy of internationalization of the University of Malmö has been offered by B. Nilsson, therefore the intercultural competence has been described as “knowledge of international relationships and skills for their implementation”<sup>25</sup>. While the cross-cultural competence has been interpreted as “the development of understanding,

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<sup>23</sup> Knight, J. (1997). Internationalization of higher education: A conceptual framework. In *Internationalization of higher education in Asia Pacific countries*. Amsterdam: European Association for International Education (EAIE), in cooperation with IDP Education Australia and the Programme on Institutional Management in Higher Education (IMHE) of the Organisation for Economic Cooperation and Development. Paris: OECD, pp. 5-19.

<sup>24</sup> Ibid.

<sup>25</sup> Nilsson, B. (2003). Internationalisation at Home from a Swedish Perspective: The Case of Malmö. *Journal of Studies in International Education*. Vol. 7, No. 1, 27-40.

respect and empathy for people, belonging to another nationality, culture, religion, having another social status, religious affiliation”<sup>26</sup>.

The foreign scientists F. Rizvi, W. Green, K. Lipponen, M. H. van der Poel and others have identified the components of intercultural competence: understanding of the global nature of the economic, political and cultural interaction; manifestation of inclusive behavior in relation to various cultures; high appreciation of cultural and linguistic diversity; positive attitude to changes in life; a critical approach to pluralism of knowledge and awareness of the value of that knowledge is built differently in different cultures; knowledge of one’s own culture, understanding of its identity and social components; ability to identify ethical issues that may arise in personal and professional fields, live in international and/or intercultural context; application of critical thinking skills in situations having international or intercultural aspects<sup>27</sup>.

So, the main ways to increase the intercultural competence of the students and teachers are the following: inclusion of intercultural components (disciplines, courses); involvement of invited foreign students in the learning process researchers and students studying in exchange programs; development and implementation of regional and regional studies courses, intercultural communication; in-depth study of English and teaching disciplines in English, budget allocation to finance internships teachers to teach abroad; involving local cultural or ethnic groups to various events within the educational process<sup>28</sup>.

At the same time with the development of the concept of internal internationalization in the EU universities the concept of internationalization of educational process (internationalization of curriculum), which appeared in Australia, on the one hand, as a solution to the issue of a large number of «non-mobile» students, on the other hand, as a response to commercialization and commodification higher education started its existence<sup>29</sup>. The significant contribution to the development of this concept has been introduced by Betty Leask (Executive Director of Education La Trobe University (Melbourne, Australia).

There are different approaches in foreign pedagogy to the essence of the notion “curriculum”: as the content of education, that is, pedagogically

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<sup>26</sup> Ibid.

<sup>27</sup> Green, W., Whitsed, C. (2015). *Critical Perspectives on Internationalising the Curriculum in Disciplines: Reflective Narrative Accounts from Business, Education and Health*. The Netherlands: Sense Publishers.

<sup>28</sup> Ibid.

<sup>29</sup> Wächter, B. (2003) An introduction: Internationalisation at home in context. *Journal of Studies in International Education*, 7 (5), 5-11.

adapted social experience that is transmitted to the students; as a product (the results of disciplines teaching students prescribed in the curriculum and the achievement is subsequently verified by the teachers); as a process of teaching and learning.

In a broad meaning the concept of “curriculum” combines content education and the educational process, representing a holistic system, in which are inextricably linked goal setting processes, determination of learning outcomes, selection of learning content, choice of methods training and assessment.

Internationalization of the educational process initially has been regarded as an “educational process having an international orientation of the content and aimed at preparing students for activities (professional/social) in international and multicultural context, focused on both local and foreign students”<sup>30</sup>.

In 2009 B. Leask proposed a new definition of internationalization of educational process, describing it as “integration of international and intercultural components in the content of instruction, teaching and learning, and also organizational support of the learning process”<sup>31</sup>. Exactly we will adhere to this definition in our scientific research.

B. Leask has noted that an internationalized educational process is “a process that unites students from various cultural language environments and academic schools that purposefully seek to expand their international and intercultural competencies in view of self-awareness international professionals and citizens of the world”<sup>32</sup>.

The detailed analysis of the official website of University of Bath, Roehampton University, London, University of Aberdeen allows us to define the main directions of internationalization of vocational and pedagogical training of future teachers in the context of Europeanization of its content:

- the international dimension of curricula (introduction of the special course “European Space”);
- an internship of teachers in one of the higher (pedagogical) educational institutions in Europe (from two weeks to one academic year);
- organization of pedagogical practice of the students in one of the higher (pedagogical) educational institutions of the world or Europe;

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<sup>30</sup> Leask, B. (2012). *Internationalisation of the curriculum (IoC) in action*. Australian Government Office for Learning & Teaching and the University of South Australia.

<sup>31</sup> Ibid.

<sup>32</sup> Ibid.

- development and implementation of the modular course “European Space”, “Pedagogical Issues and European Space in Education” on the basis of the Faculty of Pedagogy<sup>33</sup>.

Thus, internationalization of curriculum changes of future teachers professional training are aimed at introducing the subjects with an international dimension such as the course “Civil Education”, “European Space”, “Pedagogical Issues and European Space in Education” and others.

Speaking about the practice-oriented approach to improving professional teaching of the British teacher we should focus on organization of pedagogical practice of the students in one of the higher education institutions of Europe or the world. For instance, at Cambridge University training of future Master’s Teachers in the educational direction “Master of Education” is carried out under the program “PGCE”. Education involves a compulsory stay (from two weeks to six months) in one of the partner regional schools in eastern England or in education institutions in the USA, Germany and France. The foremost goal of this program is to get practical experience working with the children’s team, studying culture, traditions, and specific features of the language in different countries of the world.

While London Institute of Education proposes master’s programs for graduates from their home countries and foreign entrants from the European Union who want to become a teacher of a general education institution.

It should be stressed that Master of Arts Degree Program in Pedagogy (MA Education), University of Bath, the UK gives a unique opportunity to obtain an International Baccalaureate Certificate of Education even using distance learning system. Students are given the chance to work independently in difficult situations, but in a supportive environment, they are provided with the tools and resources to perform and use educational research. Support is also provided in research and application of the results obtained in practice. The program is aimed at:

- developing research, analysis and critical thinking skills;
- improving professional practice by enhancing theoretical understanding of current educational issues.

## CONCLUSIONS

In the study on the basis of scientific literature analysis the research of the transformation of training in the system of pedagogical education of Great Britain has been carried out. It has been found out that teacher education in the United Kingdom has evolved in a pan-European context of

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<sup>33</sup> Postgraduate Courses. *Roehampton University, London* [online] Available at: <<https://www.roehampton.ac.uk/postgraduate-courses/>> [Accessed 04 May 2019].

teacher training, characterized by specific features and general trends in different European countries: fundamentality, humanization, informatization of pedagogical education, academic mobility of students, standardization of pedagogical education, strengthening of practice-oriented direction of future teachers preparation, use of progressive technologies, forms and methods of teaching, increase of financing of scientific pedagogical researches, development of international cooperation.

One of the important tasks of modern pedagogical education in Europe is training of specialists who have highly developed creative abilities, capable of continuous self-development, performing research function in professional activity, having their own formed position of choice of the types and forms of activity, possessing professional culture.

The study of the scientific literature has revealed that pedagogical education in the UK was developing in the context of European education. The significant education reforms began in the UK in 1988 and continue to this day. This has been under the influence of socio-economic development, technological progress and due to the intensive development of the sciences of man and society.

The comparative analysis of the European and British normative documents and regulatory laws the main approaches to improving the professional training of the British teacher ready to work in the context of internationalization have been defined: namely, competence, modernization of the content of vocational training, practical-oriented.

The implementation of the competence approach involves the development of new standards for the professional teacher training of the British teacher based on European professional competences. The modernization of the content of vocational and pedagogical training of the British teacher is carried out through the introduction the international dimension into the basic professional disciplines and disciplines of the social and humanitarian cycle, the introduction of special courses of international orientation (“European space”, “Pedagogy and European space in education”). Implementation of the practice-oriented approach to improving vocational and pedagogical training provides the performance of internships for teachers in higher educational institutions in Europe, organization of pedagogical practice of the students in one of the higher educational institutions of Europe or the world.

## **SUMMARY**

The study focuses on the research of professional and pedagogical training of the British teachers according to the requirements of the European policy of internationalization of educational process. The analysis of the theoretical foundations of the internationalization of the educational

process is presented. Different approaches to understanding the essence of the concepts “internationalization”, “internationalization of educational process”, “curriculum” are defined. Applying comparative and content analysis of European and British normative documents and regulatory laws the main approaches to improving professional training of the British teacher ready to work in the context of internationalization have been defined: namely, competence, modernization of the content of vocational training, practical-oriented. Implementation of the competence approach involves development of new standards for the professional teacher training of the British teacher based on European professional competences. Modernization of the content of vocational and pedagogical training of the British teacher is carried out through introduction the international dimension into the basic professional disciplines and disciplines of the social and humanitarian cycle. Implementation of the practice-oriented approach to improving vocational and pedagogical training provides performance of internships for teachers in higher education institutions in Europe, organization of pedagogical practice of the students in one of the higher education institutions of Europe or the world.

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