DISCUSSION ON THE STANDARDS OF TEACHER TRAINING FOR THE BLOCK «SCIENCE OF EDUCATION» IN GERMANY

Diachenko Liudmyla
PhD in Education, Senior Researcher
Foreign Systems of Pedagogical and Adult Education Department
Ivan Ziaziun Institute of Pedagogical and Adult Education
National Academy of Educational Sciences of Ukraine, Ukraine

The standards of teacher training for the block "Science of Education" are the basis for the formation of the content of psychological and pedagogical training of teachers of secondary schools in Germany. At the same time, these standards become a framework structure for further development of the curriculum and the formation of the content of modules of psychological and pedagogical training. We found that their creation and implementation in Germany have caused a wave of discussion among German scientists, such as K. Beck (Beck, 2006), M. Brandenberg (Brandenberg, 2002), J. Oelkers (Oelkers, 2003), E. Therhart (Therhart, 2005) and others.

Also the processes of standardization of pedagogical education in different countries of the world, including Germany, have become the subject of research by Ukrainian comparativists. Professor L. Pukhovska in the article "Standards of pedagogical education: a scientific discussion of Western scholars" notes that the development of world and European educational space, harmonization of national education systems, including pedagogical, in the conditions of development of the market of educational services, actualize the problems of equivalence of qualifications, training courses, diplomas, certificates, etc. And this, in turn, gives rise to rapid processes of standardization of pedagogical education (Pukhovska, 2013: 10). The Ukrainian researcher draws attention to the fact that the existence of standards does not really guarantee the quality of pedagogical education. This is so because the peculiarity of their interpretation and implementation is related to the human factor. She agrees with scientists who see professional teacher standards as a tool for implementing education strategies in a rapidly changing world (Pukhovska, 2013: 17).

Another Ukrainian comparative researcher, Professor O. Lokshina, emphasizes that in the Western Europe people try to leave the established practice of structuring content on the basis of the subject principle, which provides for the correspondence of the structure of the content of education to the structure of branches of scientific knowledge. According to the competency approach, the content of education is not determined by specifying the number of subjects (the so-called "input control"), and
through the definition of results ("output control"), which are planned to be obtained at the national level (Lokshyna, 2009: 19). This approach is reflected in the German standards of teacher training in the block "Science of Education".

We agree with the scientists’ opinion about the positive importance of implementing standards in order to improve the quality of training of secondary school teachers. At the same time, we believe that they should be theoretically reasonable; they should reflect the scientific basis of professional pedagogical activity and be in structural unity, in order to be an effective basis for the formation of the content of psychological and pedagogical training of future teachers.

We should mention that our study does not cover all aspects of this problem. Therefore we consider further study of the content, forms and methods of organization of psychological and pedagogical training of secondary school teachers in German universities as promising areas of scientific research. Also, identification of constructive ideas of the German experience of pedagogical education and development of scientific and methodical recommendations on their use in the system of higher pedagogical education of Ukraine can be spheres of interest as well.

References:


