

## COMPARATIVE ANALYSES OF TEACHERS' TRAINING SYSTEM OF FOREIGN COUNTRIES

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### ABSTRACT

The article provides an overview of the history of the formation of a system for training teacher in foreign countries and a comparative analysis of this system. It also describes how a teacher's qualification is organized within the framework of specifically organized courses and the daily practice, the scale of the training process for teachers, the readiness to improve the skills and professional skills of teachers, and as well as the challenges faced by educational institutions.

**Keywords:** Teacher, quality of education, content of education, professional activity, professional qualifications, foreign experience, teaching materials, state exam, pedagogical collections, pedagogical literature.

### INTRODUCTION

One of the criteria for determining the quality of professional activity of teachers is their level of professional competence. Therefore, the legislation of the Republic of Uzbekistan provides for the desire of teachers to achieve high level of professional activity and to support these aspirations. In Uzbekistan, the teachers' training was introduced in the 1920 and 1930s and this process continues in the system of pedagogical education.

While European countries were actively involved in teachers' training and retraining, the qualitative development of teachers was a way to improve school education in the field of spiritual enlightenment. For example, in Prussia (Germany), starting from the 70s of the 18th century, the recruitment of each teacher to school was dependent on the results of the state exams. For this reason, most teachers participated in continuing training courses for repeating teaching materials.

At the beginning of the 19th century, the first pedagogical communities were established in Baden. In these communities, teachers studied pedagogical literature and news about them. In the 1840s, Württemberg formed the first interregional teachers' unions. In Veymar (Germany - 1919-1933) was formed the first teacher training institute<sup>1</sup>.

Since then, processes of training (including teachers and staff) for education systems in all countries have been organized. However, information about the professional development of teachers abroad is rare in pedagogy. In particular, there are just a few dissertations and a series of scientific papers on the discovery of a career development system in the United States and the United Kingdom. At the same time, all authors are in the focus of the Russian researchers<sup>2</sup>

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<sup>1</sup> Böhmer M. Zentrale und dezentrale Lehrerfortbildung: Entwicklung, Strukturen und Innovationen. - Weinheim und Basel: Beltz, 1983.

<sup>2</sup> Орлова, О. Н. Становление и развитие системы повышения квалификации учителей религии в Германии (на примере федеральной земли Северный Рейн-Вестфалия) [Текст] : Дисс. ... к.п.н. / О. Н. Орлова. - Курск, 2007.

and specialists in the field of modernization their education, and in particular, modernizing the system of teachers' training education<sup>3</sup>. There are some difficulties during their study. In particular, in some countries, research or coordination of scientific terms is conducted.

### Materials and Methods

Thus, the concept of "training" adopted in Uzbekistan is widely used in English literature with the terms "professional development" or "teacher development". In German-speaking countries, the term "training" refers to the term "teacher training" or "teacher training."

As a result of the analysis of teachers' professional development in different countries, it is impossible to notice that this process is balanced. There are several types in the world:

- initial training for inexperienced instructors, typically distance or distance learning before starting pedagogical activity;
- primary education for experienced but inexperienced teachers (who have many years of pedagogical experience in school, but are not aware of recent developments);
- additional pedagogical education for graduates who do not have pedagogical experience (in the form of internship at the school or in the form of additional courses);
- organization and training of additional courses for qualified teachers with pedagogical education and work experience.

In European countries, special attention is being paid to raising the qualifications of teachers in various educational institutions where the material and technical basis has been developed. Nowadays, in developed countries, there is a great experience of teachers' professional development, mostly in schools that work directly. The material and technical base of this kind of professional development is implemented in schools with advanced pedagogical skills and experienced teachers. It also plays an important role in providing the full range of educational facilities for teachers. For example, in the United States, methodological associations work separately with the teachers within the system of internal training. At the time of teacher training, teachers will be introduced to new curricula, textbooks, teaching and learning materials and their content. They also learn the best practices of their colleagues, and young teachers receive advice from experienced teachers. Some teachers are trying to promote their experiences.

During training open lessons are conducted, analyzed at the end of the open lessons, pedagogical trainings are held, new pedagogical technologies and new methods are discussed<sup>4</sup>.

In Japan, the teachers themselves identify the needs of both themselves and the schools and the gaps in the system. As a result, teachers will be trained by qualified teachers in the schools, with the involvement of external, talented and skilled professionals.

According to V.B.Gargai, the system of school teachers' training in Japan is recognized by the Western educational policy leaders as the most advanced system. However, this does not mean that this form of teacher training is a leader. Because many teachers in European countries are trained at professional development centers, pedagogical institutes, adult education institutions and professional associations. This is the best way to improve the pupil's qualifications. Because in such educational institutions have highly skilled specialists who have many years of experience.

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<sup>3</sup> Гаргай, В. Б. Развитие системы повышения квалификации учителей в Великобритании (конец XIX - конец XX вв.) [Текст]: Дисс. ... д.пед.н. / В. Б. Гаргай. - Новосибирск, 2006.

<sup>4</sup> Цырлина, Т. В. Американский учитель: особенности функционирования [Текст] / Т. В. Цырлина. - М.: Центр «Педагогический поиск», 2009.

Improving general education and pre-school education qualifications vary from one country to another in terms of entry into the profession. In general, there is no universal approach to what is covered by the training course. Because teachers have different professional skills, needs and interests.

Continuous qualification courses in the Western European countries include teaching second languages, working with children with disabilities, psychology, and other programs.

In the context of today's globalization, the dramatic change in the ethnic composition of students affects the education system. This increases the interest in multinational groups.

Particular attention will be paid to the role of the head of the educational institution in the system of world famous development. Training and retraining of the staff of an educational institution, conducting consultative boards, and raising the issues related to staff retirement will have a positive effect on the quality of education. In many countries, continuous training in educational institutions is one of the mandatory conditions for organizing a performance.

### **Result and discussion**

In some countries (South Korea, the United States, Singapore, France), there are courses for primary education teachers (usually for teachers who start their pedagogical activity, separately, indirectly or remotely) for teachers without experience in teaching. The United States, France, and Singapore have no right to terminate their education in the United States. For a few months to a year, a special qualification course or a qualified teacher should be provided for the right to work in school, confirming the ability of the licensing organization, giving theoretical exams and teaching practical lessons.

Recently, online courses have become popular in raising qualifications. For example, online courses offered by the International Step by Step Association (ISSA) are available. This course includes the course of theoretical lectures on child psychology, videos of non-standard situations in working with children, internet-forums involving pedagogical experience and others.

The Mentoring Program for Early Childhood Teachers in Australia is quite popular. Within the framework of this training program, a young teacher is trained by experienced teachers, and together with the children, the young teacher will have the necessary experience (the "Teacher-Student" system). In addition, a young pedagogue can respond to questions related to any activity from his mentor after the completing course. The teacher will guide you for years.

There are various professional training organizations and associations in the United States, organizing short-term and one-day workshops for teachers of various fields. Organizational payments are envisaged to participate in these events. There are also many professional conferences in the United States. These conferences are a kind of communication, exchange of experience for teachers from different countries and states. It is recommended that American pedagogues (kindergartens, schools) plan their annual professional development plan. An educational institution is fully capable of attending courses in the American mentoring system, with no opportunity to pay for its tutor or pedagogue to participate in formal training courses. The educational system "pedagogues" also provide pedagogues with the experience and psychological support of young teachers.

They pay great attention to training in South Korea in their classroom or group work. This professional ability uses a term called "teacher research" to describe the process. This kind of research is experimental and gives an opportunity to evaluate the effectiveness of one or another pedagogical methodology in the real lesson. The results of these studies will not always be published, the results will be very important for the pedagogy community, and teachers will share the results with each other. In Korea, such a pedagogical research is compulsory for preschool and general education institutions.

In Denmark, along with the traditional forms of organizing professional development, a great attention is now being paid to the use of e-learning in the pedagogical community to facilitate the exchange of experiences.

Fees for training courses in Finland, Australia, the Czech Republic and Japan are simultaneously provided by three parties: a teacher, an employer and a government.

However, in some countries (Norway, Ireland, Nova Zeeland), pedagogical staff is exempted from wages and paid to state and employers.

## **CONCLUSION**

The world experience shows that there are many choices and approaches to organizing professional development, raising the professionalism of teachers. It is important that the teacher's professional development skills are of an individual development form. For example, it can be done in the form of case study by the teacher as in Korean general educational institutions, but also in team training or mentorship, mentor system or other forms, without focus on in-depth research in professional development.

Generally speaking, teacher training can be organized in the framework of specifically organized courses and on daily practice. The importance of the training process for the pedagogue is endless. Because the readiness of the pedagogue to always improve professional skills has a great impact on the pupils' acquisition of knowledge.

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