



PARTICULARITIES OF PSYCHOLOGICAL AND PEDAGOGICAL TRAINING OF VOCATIONAL EDUCATIONAL INSTITUTIONS TEACHERS IN GERMANY

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Abstract

Relevance of the article is determined by the European integration orientation of Ukraine, which requires the implementation of the best practices of teacher training in the European Union; given the difficult psychological and emotional conditions of the educational process in Ukraine caused by the war, it is important to analyse the experience of psychological and pedagogical training of teachers in German vocational education institutions.

Aim: to identify the peculiarities of psychological and pedagogical training of vocational education institutions teachers in Germany and to substantiate recommendations for their use in the psychological and pedagogical training of vocational teachers in Ukraine.

Methods: analysis and synthesis – to determine the state of psychological and pedagogical training of vocational teachers in Germany; comparative analysis – to find common and different features of psychological and pedagogical training of vocational teachers in Germany and Ukraine; generalisation – to formulate conclusions and recommendations for improving the psychological and pedagogical training of vocational teachers in Ukraine.

Results: it was found that the number of credits allocated for psychological and pedagogical training of teachers in Ukraine and Germany is approximately the same; it was found that in the national training system of vocational education institutions teachers a greater number of credits for psychological and pedagogical training are allocated at the Bachelor's level, in Germany – at the Master's level; it was discovered that domestic students receive "academic" psychological and pedagogical training mostly at the Bachelor's degree, and in the Master's degree they study only certain issues of teaching disciplines in the chosen specialisation; practical training in Ukrainian and German higher education institutions that provide teacher training for the vocational education system is similar; a significant difference is observed in the organisation of training for research activities (in Ukraine, this is carried out at the Master's level).

Conclusions: the peculiarities of psychological and pedagogical training of vocational education institutions teachers in Germany (the national standard of 75 ECTS, which are clearly divided into five content modules that are repeated at the Bachelor's and Master's levels with different content) are identified; formulated recommendations for improving the teachers training for the system of vocational education in Ukraine (to focus on strengthening the practical component of higher pedagogical education; to devote more time to the issues of psychological support of the educational process; to develop the unified standard of psychological and pedagogical training of teachers of vocational education institutions, taking into account current trends; to begin preparing students for empirical research at the Bachelor's level).

Keywords: *vocational education, vocational teacher, psychological and pedagogical training of teachers, teacher education in Germany, regional peculiarities of vocational teacher training in Germany.*

Introduction. In the context of European integration trends in the development of national teacher education, it is necessary to analyse the current state and prospects of the development of relevant education in the European Union. The

attention will be directly paid to the system of teachers training in Germany vocational educational institutions in terms of their psychological and pedagogical block mastering.

It should be noted that, unlike in Ukraine, the German education system traditionally falls within the jurisdiction of the federal states. Such a division has contributed to the development of different training models that give positive results. Thus, studying the experience of Germany offers a unique opportunity to evaluate different models of vocational teacher training and assess the relevance of their implementation for the teachers training in the system of vocational education in Ukraine (Voronina-Pryhodii, 2022).

The aim of the article is to identify the peculiarities of psychological and pedagogical training of vocational education institutions teachers in Germany and to substantiate recommendations for their use in the psychological and pedagogical training of vocational teachers in Ukraine.

Research methods include analysis and synthesis for determining the state of psychological and pedagogical training of vocational teachers in Germany; comparative analysis for finding common and different features of psychological and pedagogical training of vocational teachers in Germany and Ukraine; generalisation for formulating conclusions and recommendations for improving the psychological and pedagogical training of vocational teachers in Ukraine.

Sources reveal that throughout the 19th and 20th centuries, the process of forming a teacher training system in vocational education institutions in Germany demonstrated various educational tendencies: from "theorisation" of training to its complete practical orientation.

Only from the 1960s and 1970s, teacher training was returned to German universities. The reason for this change was the efforts of teachers at vocational education institutions to be treated equally with gymnasium teachers, while on the other hand, industry was becoming more knowledge-intensive and teachers were required academic education (Deissing, 2004).

However, universities focused their efforts on teaching specialised (academic) knowledge, and as a result, the practical component was relegated as a secondary concern. It has become necessary to additionally address practical training after university education in the training of vocational education institutions teachers. Consequently, a two-stage system was formed (Pukas, 2019).

The first stage of training takes place at universities. The 9-semester course provides academic study in at least two subjects and is complemented by vocational and economic education. The stage concludes with a state

examination, sometimes simultaneously with the diploma.

The second stage of training (Vorbereitungsdienst) is preparatory, conducted in so-called Studienseminaren (institutions responsible for the second stage), lasts 1.5–2 years, and concludes with a state examination.

Today, this two-stage system is still in force and is not questioned, although the transition to the Bachelor's/Master's system has brought with it a greater focus on subject-oriented didactics at universities.

In Germany, the concepts of "didactics" and "pedagogy" are differentiated: didactics is a discipline that deals with the science of teaching and learning in any field of knowledge, while pedagogy focuses on strategies, methods and various techniques related to teaching and learning.

In Germany, the concepts of "didactics" and "pedagogy" are differentiated: didactics is a discipline that deals with the science of teaching and learning in any field of knowledge, while pedagogy focuses on strategies, methods and various techniques related to teaching and learning. Pedagogy also refers to the teacher's ability to combine theoretical foundations or concepts with practical methods of knowledge transfer in teaching language-related issues, responding to and adapting to the learning strategies of the students. Finally, didactics is teacher-centred and is based on a combination of theoretical knowledge and practical experience. In contrast, pedagogy is learner-centred, as teaching should be adapted to the complex needs of students (Leon-Henri, 2020).

The stage of vocational teacher training at universities (9-semester study) consists of three parts (Berufsbildung – Ausbildung der Lehrpersonen, 2023):

- a key subject (e.g., electrical engineering, mechanical engineering, construction, computer science, business studies);

- a compulsory elective subject (e.g., German, English, politics, sports, physics, chemistry, mathematics, religion);

- vocational education.

Students complete their studies at the university with didactic research (the scope of which depends on the region) and practical training in schools and enterprises.

During the 18- to 24-month preparatory training at Studienseminaren, theory is integrated with practice, fostering the development of future teachers' pedagogical competence. Seminars, as well as individual consultations and trainings, help them

to acquire the skills necessary to teach independently at a high level.

Despite this generally accepted structure, the federal states have partly developed different educational models. These differ primarily in the importance placed on teacher education and, to a greater or lesser extent, on school subject education.

There is a shortage of teachers in vocational education institutions in Germany. To address this issue, the Länder have developed Seiteneinstieg (preparatory courses) for the teaching profession. This allows, for example, engineers to start working as teachers while simultaneously undergoing pedagogical training in a Studienseminar (duration: approximately two years). Universities do not usually participate in this model (Voronina-Pryhodii, 2023).

Some federal states, such as Baden-Württemberg and North Rhine-Westphalia, have reintroduced vocational pedagogical education through Fachhochschulen (higher specialised schools). However, this educational model is not widespread.

According to the classification of R. Nickolaus (2008), standard models of vocational teacher training are divided into two classes: "teacher model" and "engineer model".

The model for teachers (developed and implemented in Hamburg) is characterised by:

- a wide range of specialisation courses aimed at specific teaching positions;
- fundamental pedagogical research.

The main characteristics of the engineering model (used in Baden-Württemberg and Stuttgart) are as follows:

- mastering the educational material, similar to an engineering faculty;
- a limited number of pedagogical studies.

In practice, there are also mixed models that offer, for example, a small selection of specialised courses adapted to the requirements and content of a particular teaching position.

Results and Discussion. Ukraine has a clear institutional model of vocational teacher training. The Professional Standard "Vocational Teacher" (2022), the Standards of Higher Education of Ukraine of the first (Bachelor's) (2019) and second (Master's) (2020) levels in the speciality 015 Vocational Education (by specialisation) have been developed and approved, on the basis of which higher education institutions develop educational and professional training programmes for students with the professional qualification "Vocational Teacher" (Radkevych et al., 2023).

Thus, the focus will be on the university system of vocational teacher training in Germany.

In order to ensure the quality of university education in vocational and business education, the relevant section (Sektion Berufs- und Wirtschaftspädagogik) of the German Society for Educational Sciences (Deutsche Gesellschaft für Erziehungswissenschaft) decided to define mandatory standards in the form of a core curriculum for the subject of vocational and business education.

The first core curriculum was adopted at a general meeting in Osnabrück in 2003. The new version of the core curriculum was adopted at the regular general meeting of the section at the Pedagogical University of Schwabisch-Gmünd on September 25, 2014 (DGfE, 2014).

The curriculum includes five content areas for Bachelor's and Master's degrees, which are consistent in the subject of vocational and business education, and is designed for 75 ECTS (24 for Bachelor's degree, 51 for Master's degree).

Within the content module "Theories, Organisation, Structures of Vocational Training", Bachelor's degree students study 7.5 ECTS: vocational training systems, educational institutions, retraining system, career guidance, occupational choice, etc. Among the elective disciplines of vocational education and training they explore: theories, organisation, quality, history, policy and management of vocational education and training.

The Master's degree module provides an extensive study of vocational education and training (11.25 ECTS): contexts and determinants of vocational education and training, theories, organisation, quality, history, policy, management of vocational education and training.

The next content module "Professional Teaching, Learning, Development" within 4.5 ECTS at the Bachelor's level is devoted to the study of the basics of these phenomena. At the same time, it is the largest module in terms of ECTS (14.25) at the Master's level. Students study issues and problems of professional teaching, learning and development in depth. They can choose to study issues related to professional teaching, learning and development processes (including inclusion, competence development, emotional sphere, etc.). They also get theoretical and practical training in three areas: curriculum (including selection, structuring and legitimisation of learning objectives and content of vocational training); teaching and learning organisation (including development of learning and development situations in vocational

education and training based on the theory of learning and development); assessment (including formative and summative assessment, coaching, evaluation of courses in vocational education and training).

In the Bachelor's degree, the content module "Areas of practice in vocational and business education" involves theoretical study of practical issues and problems, for example, during professional practice, internships in companies and/or schools, etc. (3 ECTS). Master's students undertake a *Schulpraktische Studien* (practical training) at a vocational school. They address practical issues and problems in vocational education and training (e.g., through projects of cooperation with professional practice, university schools, part of a practical semester, internships, etc.) This module is allocated 8.25 ECTS for masters, and 11.25 ECTS in total.

A separate module "Professionalization" is devoted to the study of the following issues: areas of activity for vocational and business teachers; the role of the teacher in vocational education (e.g., teacher, trainer or lecturer) - 1.5 ECTS at the bachelor's level. Master's students, on the other hand, study 6 ECTS on standards for the professionalization of teachers in vocational education and training (e.g. practical cooperation, university-school, parts of a practical semester), as well as self-reflection as a subject of vocational education and training.

The last content module is "Research Methodology": at the Bachelor's level, it is aimed at

organising research work and studying research methods (7.5 ECTS); at the Master's level, it is directly related to the organisation of research and the use of research results (11.25 ECTS). Thus, a total of 18.75 ECTS are allocated for research.

It should be emphasised that the Core Curriculum as a curriculum for the subject of Vocational and Business Education is part of the educational programmes that future teachers of vocational and business education complete. It should be implemented in close connection with other educational programmes and not act as a separate element of teacher education. This is facilitated by the structure of the core curriculum, which also meets the requirements for teacher education programmes.

Other educational programmes that include vocational and business education components (e.g., elective and optional programmes) may also build on the core curriculum.

In fact, the Core Curriculum is the standard for the psychological and pedagogical training of teachers in vocational education in Germany, as it has been implemented in all universities offering vocational and business education programmes since 2017.

Thus, the system of vocational (psychological and pedagogical) training of teachers at vocational education institutions consists of five modules with the appropriate distribution of credits (Fig. 1).

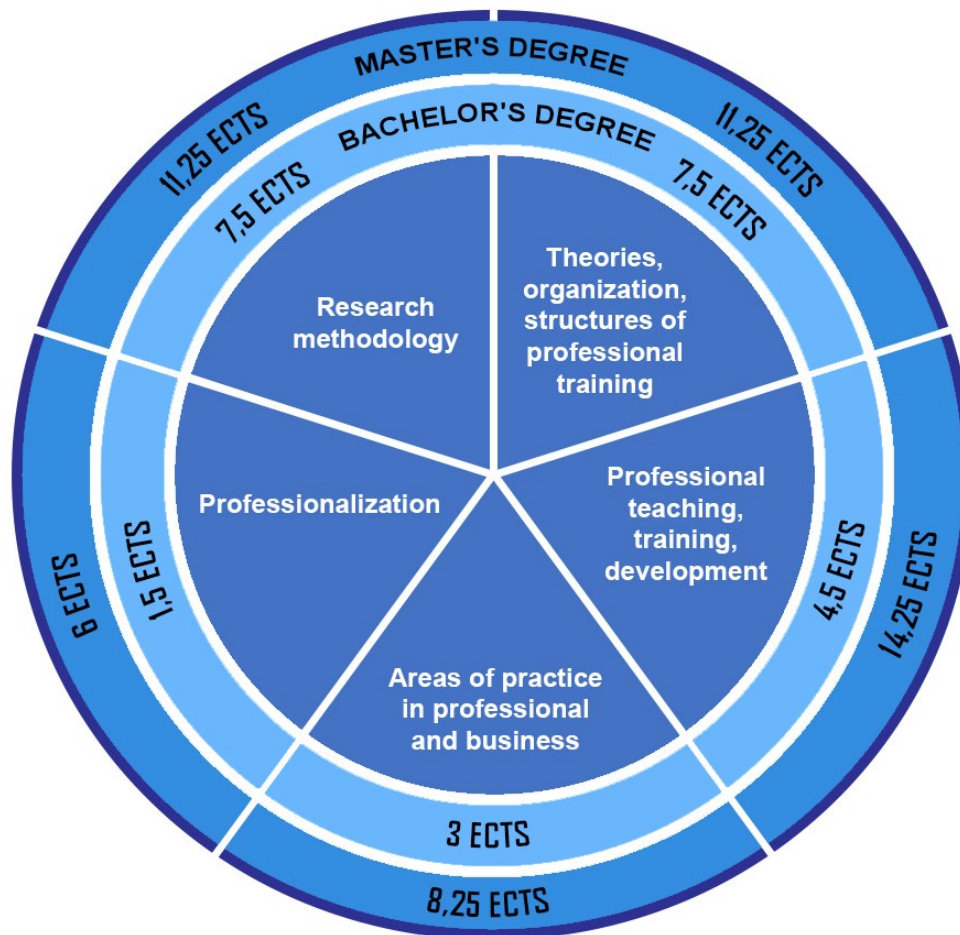


Fig. 1. Content modules for the training of vocational education teachers at the bachelor's and master's levels in Germany.

It is established that the number of credits allocated for psychological and pedagogical training of teachers in Ukraine and Germany is approximately the same. At the same time, the national system of teacher training in vocational education is characterised by the reverse distribution of credits for psychological and pedagogical training. As a rule, at the Bachelor's degree, domestic students receive the entire complex of "academic psychological and pedagogical training", and in the Master's degree they consider certain issues of teaching disciplines in their specialisation.

Whereas in Germany, the percentage ratio between Bachelor's and Master's degrees is dominated by Master's degrees (32% / 68%, this ratio is mandatory), in Ukraine this ratio is not standardised and varies: for Bachelor's degrees – from 60% to 75%; for Master's degrees – from 25% to 40%.

It was also found that educational and professional programmes of the first (Bachelor's) level have educational components of a purely psychological orientation. For example, "Psychology", for which some institutions allocate

8-10, and sometimes even 18.5 credits; "Age and Pedagogical Psychology" - 3-6 credits, etc.

Practical training is identical in Ukrainian and German higher education institutions that train vocational teachers.

A significant difference is observed in the organisation of training students for research activities. The national system is characterised by the training of students on this issue at the Master's level and the allocation of 3-4 credits.

Conclusions. The peculiarities of psychological and pedagogical training of vocational education institutions teachers in Germany include: the availability of a national standard for 75 ECTS, which are clearly divided into five content modules that are repeated at the Bachelor's and Master's levels with different content. In order to improve the teachers training for the vocational education system of Ukraine, it is recommended to: focus on strengthening the practical component of higher pedagogical education; devote more time to the issues of psychological support of the educational process; develop a unified standard of psychological and

pedagogical training of vocational teachers, taking into account current trends; begin to prepare

students for empirical research at the Bachelor's level.

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ОСОБЛИВОСТІ ПСИХОЛОГО-ПЕДАГОГІЧНОЇ ПІДГОТОВКИ ВИКЛАДАЧІВ ПРОФЕСІЙНИХ НАВЧАЛЬНИХ ЗАКЛАДІВ У НІМЕЧЧИНІ

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Реферат:

Актуальність статті визначається євроінтеграційною спрямованістю України, що потребує імплементації кращого досвіду організації підготовки викладачів у Європейському союзі; враховуючи зумовлені війною складні психоемоційні умови організації освітнього процесу в Україні важливим є аналіз досвіду психолого-педагогічної підготовки викладачів німецьких закладів професійної освіти.

Мета: виявлення особливостей психолого-педагогічної підготовки викладачів закладів професійної освіти в Німеччині та обґрунтування рекомендацій щодо їх використання у психолого-педагогічній підготовці педагогів професійного навчання в Україні.

Методи: аналіз та синтез – для визначення стану психолого-педагогічної підготовки викладачів закладів професійної освіти Німеччини; порівняльний аналіз – для пошуку спільного і відмінного у психолого-педагогічній підготовці викладачів закладів професійної освіти у Німеччині та в Україні; узагальнення – для формулювання висновків і рекомендацій щодо вдосконалення психолого-педагогічної підготовки педагогів професійного навчання в Україні.

Результати: встановлено, що кількість кредитів відведених на психолого-педагогічну підготовку викладачів в Україні та Німеччині, приблизно однакова; з'ясовано, що в національній системі підготовки

викладачів закладів професійної (професійно-технічної) освіти більшу кількість кредитів на психолого-педагогічну підготовку відведено на бакалаврському рівні, у Німеччині – на магістерському; виявлено, що вітчизняні здобувачі освіти «академічну» психолого-педагогічну підготовку здебільшого отримують на бакалавраті, а в магістратурі вивчають лише окремі питання викладання дисциплін з обраної спеціалізації; практична підготовка в українських та німецьких закладах вищої освіти, де здійснюється підготовка викладачів для системи професійної (професійно-технічної) освіти, є схожою; суттєва відмінність спостерігається в організації підготовки здобувачів освіти до дослідницької діяльності (в Україні це здійснюється на магістерському рівні).

Висновки: виявлено особливості психолого-педагогічної підготовки викладачів закладів професійної освіти в Німеччині (наявність загально-державного стандарту на 75 ECTS, які чітко розподілені за п'ятьма змістовими модулями, що повторюються на бакалаврському та магістерському рівнях з різним змістовим наповненням); сформульовано рекомендації щодо вдосконалення підготовки викладачів для системи професійної освіти України (зосередити увагу на посиленні практичної складової вищої педагогічної освіти; більше часу приділяти питанням психологічного супроводу освітнього процесу; розробити єдиний стандарт психолого-педагогічної підготовки викладача закладу професійної (професійно-технічної) освіти з урахуванням сучасних тенденцій; розпочинати підготовку здобувачів освіти до проведення емпіричних досліджень на бакалаврському рівні).

Ключові слова: *професійна освіта, педагог професійного навчання, психолого-педагогічна підготовка викладачів, педагогічна освіта Німеччини, регіональні особливості підготовки викладачів професійних навчальних закладів у Німеччині.*

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