

SECTION X. PEDAGOGY

CURRENT TRENDS IN GERMAN PRIMARY EDUCATION IN CONTEXT OF PRIMARY SCHOOL REFORM IN UKRAINE

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The challenge for changes in Ukrainian education system is the fact that today, unfortunately, school education as so primary school has ceased to meet the needs of modern young generation, it has become uninteresting and ineffective compared to European primary education. At the time, you need to change the approaches and format of training.

With the advent of interactive technology, total digitalization, teachers have expanded their options for learning. Using only textbooks, notebooks and a boards during the lesson is gradually fading into the background. Nowadays there is a great gap between what the school can give to students and what the younger generation will be doing after graduation.

In light of this, high-quality logistical, methodological and software of the school combined with a competent approach is one of the leading conditions for the formation of a modern integrated educational environment of primary school. Today it is necessary not only to fill the heads of students with knowledge, but to form in the individual key competencies for success in life, to make the future graduate competitive in society.

Turning to the experience of European countries, we will see that their education has a similar goal for a long time. For example, in the “School Laws on Education” [1] of the Eastern Lands of Germany, this goal was formulated in the 1990s, after German unification. Training has become more practical, and the learning process itself has focused on the acquisition of learning and life skills by students.

After the reforms and modernization of education since the late 1980s and until today, Germany has a four-stage education system: elementary, two-level secondary education and higher. Nine years of schooling is compulsory for all children from six years of age. Public schooling is free. Typically, children teach in elementary school for four years (Grundschule). Only in Berlin and Brandenburg is the elementary school lasting 6 years (consequently, the training at the next levels lasts less).

Lessons in all classes are conducted according to the same program. During the first two years, all lessons are taught by a class master. There is no disciplinary structuring - basic knowledge of mathematics, German, local lore, music and

religion is taught comprehensively, within one educational course. Beginning in third grade, the subject is taught by subject teachers.

At the end of primary school, students are advised in which of the three types of schools to continue their education (Hauptschule, Realschule, Gymnasium). The main difference between the first two schools from the gymnasium is that the curriculum there is easier, but the certificate of school attendance does not give the right to enter the university. Typically, primary classes exist within one secondary school (Allgemeineschule), where students who have completed primary education continue their education in secondary school (from 10-12 to 16 years) and secondary specialized school (from 16 to 19 years).

Leading and decisive role in the formation of personality plays the objective assessment of knowledge of primary school students. In Germany much attention is paid to the individualization, student's orientation and focusing on their capabilities. Therefore, the evaluation is differentiated. In most federal lands, children do not receive grades in the first two years of study, but only a general characteristic of achievement that gives information about individual strengths and weaknesses in the study of individual subjects.

Primary school assessment is an effective incentive, it is objectively and fairly presented, and all students have the same requirements. Performance scores are independent of other characteristics, such as students' behavior at and outside the school. In primary schools in Germany, since the third grade, academic performance is assessed by a six-point system: 1 (excellent), 2 (good), 3 (satisfactory), 4 (sufficient), 5 (bad), 6 (very poor).

Assessment is the only means at the teacher's disposal to stimulate learning, positive motivation, and influence on the individual. Primary school serves as a foundation for general school education. To improve learning outcomes, teachers recommend what and how a child should work. The year-end report shows the results of the child's mastery of the curriculum. During the evaluation, the following is taken into account: accomplishment of the planned tasks, cooperation in the lesson, maintenance of a workbook, acquisition of knowledge and skills.

In Germany the information about child's performance is presented for parents in a table indicating the level of mastering the main competences in all subjects. The so-called "Expanded Progress Report" is issued to parents twice as "interim report" (at the end of semester 1) and "annual report" (at the end of the year). With this kind of report from the teacher, it is easier for parents to keep track of the child's progress. In addition, all teachers and educators who teach in this class exhibit peer assessment for the following social indicators: behavior, teamwork, willingness to take responsibility, ability to resolve conflicts. For students who do not have time to absorb the learning material at the proper level, extra classes are organized in the afternoons. These can be individual or group lessons.

The analysis of curricula, the study of changes and features of German primary schools has showed the orientation of education to ensure the full development of the individual, the acquisition of primary education, which prepares for further education on the basis of integration.

Due to the reform of the German education system in the direction of improving its quality, a number of measures for improving the quality of the German general secondary education system were developed and implemented, which included:

creation of national educational standards in the field of elementary and secondary education; developing a national concept for monitoring education; the opening of the Institute for Education Quality in Berlin.

References:

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DOI 10.36074/13.12.2019.v3.03

SOME ASPECTS OF HISTORY OF THE MEDIA LITERACY MOVEMENT IN IN THE UNITED STATES OF AMERICA AND CANADA

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To understand the history of the Media Literacy Movement in the United States of America, it is necessary to appreciate the role of mass media, and especially television, in the United states as compared to other countries.

«The United States is almost alone in the world in giving preference to developing television as a commercial medium rather than as a public service» (2, p. 115). «Most other countries take television as a medium much more seriously, and accept some form of government control over the medium» [1]. In most European countries television is seen as a medium to be used for public education and information. In the Scandinavian countries, «the government holds a monopoly on broadcasting» and «there is no advertising» [1]. In the United States, commercial television stations usually have less than one hour per week of informative children's programming and public television provides about 27 hours of children's television per week. In all Western European countries, just as in the United States, public television stations are committed to high quality television programming for children; however, commercial stations are also more committed to serving children than commercial stations in the United States.

Marvin Kittman denounces the way news programs have evolved in the United States. He points out that they were originally established as part of the station's obligation in order to receive a broadcasting license, and contends that it is unconscionable that any profit be involved in news broadcasting [3].

Organizations for the advancement of media literacy are currently flourishing. There is obviously a vast need for support for teachers, parents, and communities for literature on how to deal with the encroaching level of mass media's intrusion
