

summary of the text, and then make a comparison of educational systems in each of these countries and orally present it to the rest of the students.

As optional activities, the teacher can give a variety of joint projects. For example, each student should prepare a presentation in Power Point and tell it in a foreign language. But precisely to tell, not to read from the sheet. The classical grammar-translation method of teaching is focused on the academic study of the language: it gives an in-depth understanding of the grammatical structure, stable writing skills.

The communicative method is aimed at the successful development of oral communication skills, creates additional motivation for the student to learn the language, which ensures the interest of the student in the classes, and hence their effectiveness and efficiency.

LITERATURE

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TEACHER TRAINING AS A DEVELOPMENT TENDENCY IN THE USA

The aim of the study is to investigate the teachers' preparation in secondary schools in the United States for educational activities in a multicultural environment.

In the modern world, it is impossible for society to work without highly qualified specialists; therefore modern education in all countries of the world is important. Education is the basis for raising the country's economic level, influencing the culture and self-knowledge of the people. The research results indicate that scientists have developed a wide range of theoretical and practical problems of American pedagogy. In particular, the general and distinctive features in the development trends of pedagogical education in the USA in the modern world context have been investigated. N. Lavrichenko, A. Lokshin, N. Pazyura, A. Pershukova, L. Pukhovska, A. Sbrueva and others devoted their researches studying foreign education in the United States. Specialists believe that this type of school is quite successful, which makes it necessary its further study and comprehensive analysis to identify ways that can be used as a positive experience to reform the secondary school in Ukraine. To understand the nature of teacher

education in the United States, it is important to familiarize yourself with some of the key issues facing professional educators in grade-12 schools today.

The professional activities of American educators are becoming increasingly difficult due to the students' different ethnic and social backgrounds, the diversity of languages, cultures, styles of learning activities, as well as individual preferences and potential. At the same time, there has been a decline in success rates among ethnic minority students. Failure to learn often encourages students of diverse ethnic backgrounds, African Americans, and Mexicans to drop out of school and to lose the ability to get a high school diploma. It was revealed that the main causes of the above problems are a high level of poverty among ethnic minorities, unequal access to education, as well as teachers' low expectations from students of other linguistic and cultural backgrounds. The education quality that students receive directly depends on the personal characteristics and qualifications of the teacher. To meet the needs of today's students, teacher training requirements and expectations continue to grow, while school funding is reduced. In one word, today teachers must work as much as possible and to receive less, which will lead to decrease interest in teaching among young people and a lack of licensed pedagogical specialists. The combination of all these factors is a serious problem for the teaching profession as a whole, not to mention the teachers' training.

According to the American system reform of primary and secondary education, the broader priority is the competent specialists training who can inspire young people, to realize their potential and to transfer them skills necessary for success in college and in workplace. The country needs training programs that train teachers who not only understand and are able to meet the diverse needs of modern youth, but can also teach, evaluate content that 21st century students should learn and use in a multicultural environment.

The new standards of the National Council for Accreditation of Teacher Education in 2009 determined the set of knowledge and skills that future teachers must possess in order to obtain a license for teacher activity. In accordance with the following requirements of society and standards, the following tasks should be taken into account in preparatory programs for teaching in a multicultural environment: 1) to teach students the culture of different racial and ethnic groups; 2) to ensure the study of ethnic minorities languages; 3) to create conditions for mastering the skills of working with culturally diverse students.

Therefore, in the preparation of competent teachers to work in a multicultural environment, focused efforts and partnerships between all systems that relate to the field of education and aimed at meeting individual and national needs are necessary and effectively influence the quality of future teachers training.

The country needs training programs that will train teachers who not only understand and are able to meet the diverse needs of modern youth, but can also teach, evaluate content that 21st century students should learn and use. Approximately 460,000-1 applicants were enrolled in traditional and alternative

courses of certification programs for teacher training in 2013-14. Previously, future teachers did not have basic information about whether their programs were successful in employment terms, graduates of the programs tested themselves well prepared for the harsh working conditions in the classroom, as a result, student performance will improve. It is known that there is no more important school factor for student learning than having an excellent teacher, especially in high-needed communities, therefore it is very important that the state introduces various training programs that can generate new teacher conveyors with the right combination of knowledge and skills to satisfy all range of classroom requirements across the country. The rules are aimed at helping to achieve stronger results for all programs, including traditional ones, those that provide alternative paths to certification, and those that are provided through distance learning, and at the same time give the state significant flexibility in how they measure program performance based on local needs and priorities. In particular, the rules require new reporting from states - in addition to the basic activities that they are required to submit annually in accordance with the Higher Education Act - on the effectiveness of programs to ensure continuous improvement by facilitating continuous feedback between programs, potential teachers, schools and areas, states and the public. The rules are also aimed at providing more complete information to eliminate inconsistencies between existing teaching positions and the areas in which programs train teachers, and enable districts and schools to use their best teachers where they are most needed. This transparency also gives potential teacher candidates better access to information on the strengths of the various programs so that they can choose the training program that suits them. This rule focuses on pioneering work across the country to help all states, counties, determine whether their graduates are in college, how long they stay there, and how they study in class. States such as Delaware and Louisiana have implemented program-level performance reporting. Program providers also help maintain and improve, for example, at Arizona State University, which uses data to align various traditional and alternative route training programs with the needs of Arizona schools, and the Postgraduate School, which provides residency programs for teachers that require, so that teachers demonstrate evidence of classroom effectiveness before completing the course.

So, trends and alternative ways in the preparation of teachers in the USA are aimed at meeting individual and national needs, effectively affect the quality of training of future teachers. The main trends in obtaining the teaching profession provide the opportunity to train qualified specialists in order to improve the qualitative and quantitative indicators of the provision of educational institutions with teaching staff in the states. The alternative certification usage for organizational and continuing professional development is a promising area for reforming teacher education.

СПИСОК ВИКОРИСТАНИХ ДЖЕРЕЛ

Preparing teachers in today's challenging context: Key Issues Policy Directions and Implications for Leaders of AASCU Universities TeacherEdReport17.pdfTeacherEdReport17.pdf2 (accessed 11 September 2019)