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## **CONTENT PECULIARITIES OF ELEMENTARY SCHOOL TEACHERS' PEDAGOGICAL EDUCATION AT UNIVERSITIES OF THE USA**

*The problem of educational content is central in teacher training in the USA, and, in particular, elementary school teachers. It is the subject of attention of the Carnegie Council on Higher Education, professional associations, teachers-practitioners of colleges and universities, teachers-theorists who predict the educational content and study the nature of its interaction with all the components of the education process. Different curriculum models developed by teachers-theorists (G. Beauchamp, H. Taba, D. Wheeler) have been characterized in the paper. The disciplines taught at US universities while training elementary school teachers have been considered. It has been found out that in the USA pedagogy is not paid considerable attention to and American pedagogues are concerned about insufficient pedagogical training of future teachers and, in particular, elementary school teachers. To improve this situation, American educators have developed the course called "Foundations or Social Foundations". This course combines philosophy, sociology, education anthropology and history of education, that is usually studied within a Bachelor's degree in Elementary Education. Masters and doctors study these subjects individually. It has been emphasized that in order to justify the process of educational content planning in American higher education institutions, considerable attention is paid to the following factors: using specific approaches (morphological and functional), but also educators use different methods (introspection, analysis of specialists' professional duties, critical incident method etc.) that allow to determine specific educational content for future specialists' training, including elementary school, which is a part of curricula.*

**Keywords:** *higher education, pedagogical education content, elementary school teacher, training of elementary school teachers in the USA.*

In the USA education administration is decentralized as it is carried out at State level and is not regulated by the Constitution. Significant rights in solving educational problems are given to approximately 15 thousand school districts. The Federal Interagency Committee on Education develops strategic federal programs for education development, finances federal programs for schools development (e.g., Title 1 of the Elementary and Secondary Education Act, which is traditionally aimed at ensuring social justice in education, Title 11 – at stipulating for teachers' professional development, etc.). The Department of Education is to deal with education statistics and scientific-pedagogical provision of schooling development.

The aim of the study is to characterize different curriculum models developed by teachers-theorists (G. Beauchamp, H. Taba, D. Wheeler); to consider those disciplines taught at US universities while training elementary school teachers; to find out which approaches and methods peda-

gogues use to determine specific educational content for future specialists' training, including elementary school, which is a part of curricula.

In order to modernize the system of modern teacher's training in Ukraine, native and foreign scholars have paid much attention to the peculiarities of professional education development in the USA (G. Beauchamp, N. Bidiuk, F. Bobbitt, S. Brudina, L. Chorna, L. Darling-Hammond, E. Eisner, N. Gage, V. Korniyenko, D. Monk, M. Nagach, I. Pasyukova, E. Sawyer, A. Sbruieva, N. Sobchak, R. Strauss, H. Taba, D. Wheeler, S. Wilson, R. Zais and many others).

To achieve the set aim such methods as analysis, synthesis, generalization and systematization have been used.

The modern stage of education reform development in the USA started at the initiative of G. Bush Administration in 2001–2002 after The No Child Left Behind Act of 2001 had been adopted. The new Act demanded all the states:

1) to immediately complete implementing educational content standards and quality of language and mathematics knowledge, and beginning from 2005–2006 – natural sciences;

2) to implement programs of internal knowledge assessment for all pupils of public schools;

3) to ensure pupils' achieving proficient level in language, mathematics and natural sciences testing organized by the States and to develop the system of sanctions for those schools that are unable to achieve the outlined learning outcomes that will provide for both assistance and penitentiary actions;

4) to increase focus on professional education and professional development of teachers, requirements to their efficiency (development of new professional contracts with teachers and administrators that define the requirements to performance quality; establishment of wages' dependence on performance results; development of career levels in teaching).

In general, education reforms of the 21<sup>st</sup> century are characterized by increasing social requirements to education system efficiency, striving for enhancing teachers and administrators' responsibility for their performance quality [17, 869–870].

The problem of educational content is central in teacher training in the USA, and, in particular, elementary school teachers. It is the subject of attention of the Carnegie Council on Higher Education, professional associations, teachers-practitioners of colleges and universities, teachers-theorists who predict the educational content and study the nature of its interaction with all the components of the education process. In order to solve this problem, American educators believe it necessary to reveal the term curriculum [15, 15–16].

The term curriculum includes a list, objectives and content of certain courses in the program offered by an education institution: expected learning outcomes: knowledge, values, that are formed using various methods.

As for the objectives of courses, scholars determine their various types. In particular, E. Eisner along with behavioural objectives that dictate exactly what one must do indicate performance results, singles out expressive educational

objectives describing problematic situations that require extraordinary, creative solutions. These objectives, as E. Eisner and N. Lizunova indicate, orient students and teachers toward learning individuality, activate their cognitive activities; activity methods serve as the leading component [4; 15, 64].

The division of objectives into behavioural and expressive is supported by G. Dmitriev [14], who states that the leading component of behavioural objectives is knowledge, and expressive – activity methods. In Ukraine, similar content is included in terms *navchalnyi plan* (syllabus) and *navchalna programa* (study program).

N. Lizunova indicates that there are no documents similar to our syllabi and study programs in the USA; each university or college publish their own materials (catalogues, newsletters) that serve as curricula and programs [15, 18].

In the USA the content of teacher education, in particular, elementary education, is rather various. If the study program meets all the requirements of the State directory materials and education standards, the State entitles this education institution to issue diplomas which provide graduates with the right to work as a teacher there. Every five years education institutions are checked by inspectors (they review graduates' academic progress, compliance of curricula with education standards adopted by this State). In the USA there is a range of agreements between States under which one State recognizes the diplomas issued by another [16, 77–78].

Each faculty of education at universities has several departments, and, thus, several study programs. It should be mentioned that each department also offers several study programs and, therefore, curricula, focused on training teachers, in particular, elementary school teachers at various levels. However, the curriculum directed at training Bachelors significantly differs from that, aimed at training PhDs [16, 79].

Within our paper we would like to characterize those academic disciplines that are taught while training elementary school teachers.

The number of disciplines of psychopedagogical orientation is considerable, as they are grouped in blocks (up to 10). Due to the significant amount of information obtained during

the courses, departments have developed the selective attendance system and elective courses. Generally, psychological and pedagogical disciplines are divided into 4 blocks: theoretical, that provide students with the knowledge of educational psychology associated with development and learning of students as well as fundamentals of education, which include philosophy, sociology, politics. The course in assessment, testing and statistics are sometimes included into educational psychology [16, 80]. Within psychopedagogical training students attend lectures on school law, where the cases of student abuse are considered, legal requirements to teachers, etc.; master courses in multicultural education, where they find out how to stimulate cognitive activity of children from poor families.

According to N. Malkova's, findings, psychology is the leading discipline in teacher training in the United States. Psychological cycle includes general psychology that reflects psychological research methods, mental processes and properties of personality; developmental psychology, which pays much attention to the study of age-related peculiarities of children and adolescents, given the crisis phases of development; educational psychology, which studies different types of testing and student intelligence evaluation as well as teaching placement organization [16, 82].

Apart from theoretical block, psychological and pedagogical cycle of disciplines includes practical one. Within faculties of education that offer elementary education programs, it is presented by reading methodology; mathematics methodology; natural sciences methodology; social sciences methodology, etc. [16, 81].

School placement and research unit belong to psycho-pedagogical disciplines [16, 80].

Thus, the cycle of psychological disciplines includes 4 blocks: theoretical, practical (methodological), research unit and school placement.

The program "Curriculum and Instruction" is central in education as it may help to solve certain issues, namely, obtaining education by those groups of people who have not had such an opportunity before; lesson planning; standards and monitoring; using technologies – fundamental problems of educational content and training [16, 82].

In the USA education is the object of study for many sciences: philosophy of education, cognitive psychology, psychopedagogy, sociology of education, etc. Instead of the term pedagogy they use the term educational studies. In addition, the term didactics is used rather rarely in literature of English-speaking countries, they do not distinguish pedagogy as an independent scientific discipline [16, 4]. Representatives of educational psychology paid much attention to the study of students' abilities and academic progress, social aspects and motifs for learning and much less to the structure of students' mental activity within a classroom, as noted by N. Malkova [16, 33].

It should be noted that psychology is prevalent in most approaches in education in the USA.

According to N. Gage, the science about teaching (didactics) is not effective because it creates a framework for teachers. Teachers tend to be creative, have their own opinion, be intuitive in different situations that occur in a classroom in order to achieve better results in learning [6, 114]. However, on the website of the University of Washington they say about the science of teaching that is as important as knowledge of the discipline that is taught (Malkova, 2008; Strauss, Sawyer, 1986). In 1985 N. Gage published his work called "Hard Gains in the Soft Sciences: The Case of Pedagogy" in which the scholar proves that the science that controls teaching is not psychology, and scientifically developed knowledge is the basis for teaching [16, 32; 5, 7].

It must be noted that in the USA pedagogy is not paid considerable attention to and American educators are concerned about insufficient pedagogical training of future teachers and, in particular, elementary school teachers. To improve this situation, they have developed the course called "Foundations or Social Foundations". This course combines philosophy, sociology, education anthropology and history of education, that is usually studied within a Bachelor's degree in Elementary Education. Masters and doctors study these subjects individually [16, 84].

To obtain a degree of Master of Arts with specialization in educational technologies, one should master the following subjects:

- Curriculum Design;
- Cultural Democracy;

- Program Design;
- Models of Teaching;
- Instructional Technology;
- Evaluation and Research;
- Effect of Technology on Teaching;
- Media and Technology in Teaching;
- Using the Internet in the Classroom;
- Research Art [16, 84–85].

At the University of California, whose rating is extremely high, much attention in the process of elementary school teachers' training is paid to educational psychology [16, 84–86], although in 2002 the Minister of Education emphasized that those teachers who received alternative training, are theoretically more prepared, work more efficiently and more often stick to their profession than those who received traditional training [16, 89]. At the same time, the findings of American researchers in the 1980s proved that the efficiency of teachers' performance depended on their teacher training.

D. Monk conducting longitudinal studies of over 2,800 students concluded that college education has some positive effects and is necessary, but insufficient to ensure future performance efficiency [7, 142].

R. Strauss and E. Sawyer conducted similar studies in North Carolina and stated that their analysis shows that improving the quality of elementary school teachers' training will significantly contribute to better preparation of students than reducing the number of students within a classroom and improving financing [8, 47].

L. Darling-Hammond leads the movement for promoting elementary school teachers' training in education system of the USA. Also it is supported by the National Commission on Teaching & America's Future (NCTAF), the National Council for Accreditation of Teacher Education (NCATE), the National Board for Professional Teaching Standards (NBPTS) [16, 99–100].

So, some American scholars emphasize that highly qualified elementary school teachers along with knowledge of the subject they teach should also have profound teacher training, that prestigiosness of training is revealed in the ratio of knowledge of the subject and professional training, an important role is played by the quality of teaching placement that future elementary

school teacher undergoes while studying at university.

According to N. Malkova's [16, 102], findings, strong were the positions of those who support the abolition of professional teacher training within alternative programs, giving reasons for the fact that professional teacher training at traditional universities is insufficient. Thus, the Minister of Education of the USA cites data of The National Center for Education Statistics (NCES) under which students of teacher colleges receive lower academic knowledge than those at universities as well as teacher colleges pay more attention to psycho-pedagogical training. Over a period of 4 years students study theory of education, simultaneously undergo teaching placement, and, as a result, master both theory and practice in education and acquire knowledge of those subjects they are to teach in school [16, 96].

This movement is supported by Carnegie Corporation, Charitable Church Funds, Ford Foundation, The DeWitt Wallace-Reader's Digest Fund, some political groups [16, 100].

However, N. Malkova notes that [16, 97], 80% of graduates of teacher colleges in Kentucky, 70% – in the California State University, 3000 beginning teachers in New York, who underwent traditional teacher training, positively evaluated their obtained education.

It should be mentioned that in relation to such different approaches to organizing teacher training, there appeared the need for standardizing teacher training at pedagogical universities [16, 103]. The program of G. Bush Jr. emphasized the need for strengthening federal influence on the level of standards in teacher education that are to be uniform across the country and, in addition, all teachers are to be certified [18, p. 42].

Theoretical problems in planning the content of professional teacher training have been developed by G. Brody, J. Brunner, G. Burnett, J. Dewey, B. Smith, H. Spencer who put forward the following criteria to justify the process of planning the training content for higher pedagogical education institutions in the United States:

- social significance of the material;
- relevance (focus on practical significance of knowledge);

- knowledge of disciplines' fundamental structure;
- selection of the leading ideas in science (the ability to take into account only relevant and important facts);
- relations between learning and life (the criteria of social efficiency);
- consideration of students' interests as a form of cognitive needs manifestation [12].

In the process of planning the content of professional training, American specialists use various methods: introspection, analysis of specialists' professional duties, critical incident method, etc. that allow to determine specific educational content for future specialists' training, including elementary school, which is a part of curricula. We would like to present their brief description within this paper.

Thus, V. Busel indicates that introspection is the method of psychological study that consists in researcher's monitoring their own feelings, thoughts, namely, self-observation [13, 402]; N. Lizunova believes that in order to find relevant training content scholars analyze current study programs, interview those experts involved in planning the content of training, study the catalogues of colleges and universities, journals, professional literature, etc. [15, 84–85]. Critical incident method allows to reveal certain patterns in the occurrence of such phenomena as unsatisfactory professional performance, discharge, being

late for work and following excuses, and – the influence of different factors: technical, social and economic, medical, etc. [15, 85].

To determine the content of training American educators use morphological and functional approaches. The morphological approach reflects the hierarchy of learning material that is presented in academic disciplines and reveals the procedure for teaching learning material during training. The functional approach facilitates taking into account the objects of study (subject knowledge, thinking techniques, values) during students' training [15, 87].

As we can see from the mentioned above, in order to justify the process of educational content planning in American higher education institutions, considerable attention is paid to the following factors: using specific approaches (morphological and functional), but also educators use different methods (introspection, analysis of specialists' professional duties, critical incident method, etc.) that allow to determine specific educational content for future specialists' training, including elementary school, which is a part of curricula.

Rather perspective we consider the following steps: to develop and impelent the learning and methodical complex that should consist of the special course and textbooks for students and hearers of teacher advancement courses that will improve teacher education in Ukraine.

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#### **Чичук А. Особливості змісту педагогічної освіти вчителя початкової школи у ВНЗ США**

*Проблема змісту навчання займає центральне місце у підготовці педагога США, зокрема початкової школи. Вона являє собою предмет уваги з боку Ради Карнегі з питань вищої освіти, професійних асоціацій, викладачів-практиків коледжів та університетів, педагогів-теоретиків, що прогнозують склад змісту навчання та вивчають характер його взаємодії з усіма компонентами навчально-виховного процесу.*

*У статті схарактеризовано різні моделі курикулуму, які розробили педагоги-теоретики (Д. Уйлера, Х. Таба, Дж. Бічампа).*

*Розглянуто дисципліни, що викладаються у ВНЗ США при підготовці вчителя початкової школи.*

*З'ясовано, що у США практично відсутня педагогічна наука і педагоги США турбуються про недостатність педагогічної підготовки майбутніх учителів, зокрема початкової школи. Компенсувати відсутність педагогічної науки вдається за допомогою курсу «Foundations or Social Foundations». Це поєднаний курс філософії, соціології, антропології освіти та історії педагогіки, який звичайно вивчається на рівні бакалавра початкової школи. Для магістрів та докторів ці предмети викладаються кожний окремо.*

*Підкреслено, що для обґрунтування процесу відбору змісту навчання для вищих педагогічних навчальних закладів США приділяється значна увага: застосовують певні підходи (морфологічний та функціональний), а також фахівці користуються різними методами (інтроспекція, аналіз професійних обов'язків фахівця, метод критичного інциденту та ін.), які дозволяють визначити певний конкретний зміст навчання для підготовки майбутніх фахівців, зокрема початкової школи, який входить до складу куррікулумів.*

*Ключові слова: вища освіта, зміст педагогічної освіти, вчитель початкової школи, підготовка вчителя початкової школи у США.*

#### **Чичук А. Особенности содержания педагогического образования учителей начальной школы в ВУЗах США**

*Проблема содержания обучения занимает центральное место в подготовке педагога США, в частности начальной школы. Она представляет собой предмет внимания со стороны Совета Карнеги по вопросам высшего образования, профессиональных ассоциаций, преподавателей-практиков колледжей и университетов, педагогов-теоретиков, прогнозируют состав содержания обучения и изучают характер его взаимодействия со всеми компонентами учебно-воспитательного процесса.*

*В статье охарактеризованы различные модели курикулуму, которые разработали педагоги-теоретики (Д. Уйлера, Х. Таба, Дж. Бичампа). Рассмотрены дисциплины, преподаваемые в вузе США при подготовке учителя начальной школы. Установлено, что в США практически отсутствует педагогическая наука и педагоги США беспокоятся о недостаточности педагогической подготовки будущих учителей, в частности начальной школы. Компенсировать отсутствие педагогической науки удается с помощью курса «Foundations or Social Foundations». Это совмещенный курс философии, социологии, антропологии образования и истории педагогики, который обычно изучается на уровне бакалавра начальной школы. Для магистров и докторов эти предметы преподаются каждый отдельно.*

*Подчеркнуто, что для обоснования процесса отбора содержания обучения для высших педагогических учебных заведений США уделяется значительное внимание: применяют определенные подходы (морфологический и функциональный), а также специалисты пользуются разными методами (интроспекция, анализ профессиональных обязанностей специалиста, метод критического инцидента и др.), которые позволяют определить определенный конкретный смысл обучения для подготовки будущих специалистов, в частности начальной школы, который входит в состав курикулум.*

*Ключевые слова: высшее образование, содержание педагогического образования, учитель начальной школы, подготовка учителя начальной школы в США.*

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