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## PRIMARY SCHOOL TEACHERS' PRE-SERVICE TRAINING: THE EXPERIENCE OF ISRAEL

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*The article reveals the peculiarities of professional and pedagogical preparation of primary school teachers, which are considered to be a prerequisite for determining the effective directions of the Ukrainian educational system development in the conditions of its reformation. It was found that initial professional education in Israel takes place in pedagogical colleges and universities.*

*There are eight universities in the country characterized by multi-disciplinarity, training, teaching and research in various fields of knowledge; this provides a wide range of specialities and a diverse range of training areas. Educational institutions implement two directions of education: academic and studying for the degree of a certified teacher through the provision of vocational and pedagogical education. High educational institutions are divided into 3 categories: those that are recognized by the Council for Higher Education, award the first academic degree in pedagogy -- B.Ed (4 years of study) and a certificate of the Ministry of Education (3 years of study); educational establishments that give a certificate of the Ministry of Education (3 years of study); Colleges of Independent Religious Education (working under the control of the Ministry of Education).*

*Among the main progressive trends in updating the contents of the Israeli higher professional education are the intensive development and implementation of curricula that have an interdisciplinary and problematic character; differentiation and individualization of the content of education, reproduced in the modular organization of the educational process, the use of variation programs, the free choice of disciplines and the object of research within the program; integration of learning with practical activities by increasing the time for pedagogical practice, the introduction of various forms of organization of pedagogical activities during training and postgraduate qualification improvement.*

*A detailed review of Israeli electronic educational resources allowed making the assumptions about their large numbers and diversity, but their use requires payment.*

*Key words: academic education, certified teacher, education category, degrees of education, electronic educational resource.*

*У статті розкрито особливості професійно-педагогічної підготовки вчителів початкової школи, які вбачаються передумовою визначення ефективних напрямів розвитку української освітньої системи в умовах її реформування. З'ясовано, що початкова професійно-педагогічна освіта в Ізраїлі відбувається в педагогічних коледжах і в університетах.*

*У країні є вісім університетів, які характеризуються багато-профільністю,*

здійснюють підготовку, навчання та дослідницьку роботу в різних галузях знань, чим забезпечується широкий спектр спеціальностей і різноманітність напрямків навчання. Заклади освіти реалізують два напрямки навчання: академічне та навчання на отримання ступеня дипло-мованого вчителя, шляхом надання професійно-педагогічної освіти. Вищі роз-поділяються на 3 категорії: ті, які визнані Радою з вищої освіти та при-своюють як перший академічний ступінь в педагогіці – В.Ед (4 роки навчання), так і дають посвідчення Міністерства освіти (3 роки навчання); заклади освіти, що дають посвідчення міністерства освіти (3 роки навчання); коледжі незалежної релігійної освіти (працюють під контролем Міністерства освіти).

Серед основних прогресивних тенденцій оновлення змісту ізраїльської вищої професійно-педагогічної освіти визначено інтенсивне розроблення та впровадження навчальних програм, що мають міждисциплінарний і проблем-ний характер; диференціація та індивідуалізація змісту освіти, що від-творюється в модульній організації освітнього процесу, використанні варіа-тивних програм, вільному виборі дисциплін та об'єкта дослідження у межах програми; інтеграція навчання з практичною діяльністю шляхом збільшення часу на педагогічну практику, впровадженні різних форм організації педаго-гічної діяльності під час навчання та післядипломного підвищення кваліфіка-ції. Детальний огляд електронних освітніх ресурсів Ізраїлю дозволив зробити припущення щодо їх значної кількості та різноплановості, проте користу-вання ними є платним.

*Ключові слова:* академічне навчання, дипломований вчитель, категорії освіти, ступені освіти, електронний освітній ресурс.

*Introduction.* Today, the initial pedagogical education of Ukraine has a rather complicated period of development, which is associated with a change in the social, political and economic model of the development of society, the fundamental trans-formations in social and political life, the need and the real opportunity to integrate into European and international scientific and educational space.

Integration processes in Ukraine, which are seen as a prerequisite for identi-fying the effective areas of their own development, are an important impetus for the study of the systems of vocational and pedagogical preparation of primary school teachers, the detailed elaboration of their positive experience, the identifi-cation of trends and prospects of development, ways of solving problems in pedagogical education.

The various aspects of the Israeli model of pedagogical staff training were studied by O. Gluzman, V. Gromovy, N. Davidovich, M. Dreerman, A. Epstein, O. Karpenko, D. Privalko, Yu. Rudenko, T. Semchenko and others.

*Current Issues.* The initial professional and pedagogical education is carried out at pedagogical colleges and universities. At the same time, since 2003, teachers have to take an introductory course (the first, propaedeutic course), and then they can get a license to study. Education in colleges combines disciplinary and pedago-gical content, usually within the 4 years of the program (from 110 to 115 hours per year, including the first year course for one year) [5].

In 2009 Israel started the educational reform at the national level of the «New Horizons» for primary and secondary schools, aimed at achieving four main goals: strengthening the status of teachers and raising their wages; ensuring equal opportu-nities for each student, increasing the success of education and reducing the gap in education; improvement of the school climate; empowering directors and extending their authority in school. The Israeli reform gives the director a great responsibility for the assessment and effectiveness of the teachers' work and illustrates the ten-dency to increase the responsibility

of the schoolchildren for the quality of education and its results. The reform contains provisions stipulating its use at school, that is, in the daily schedule of the teachers' time is allocated to receive help for students with learning difficulties, as well as special pupils [5].

According to the school education reform, professional training for elementary school teachers is updated. Studies conducted by the researchers indicate that in Israel there are about forty educational institutions for the pedagogical staff training subordinated to the Ministry of Education and Culture and the Council on Higher Education.

There are only eight Universities in Israel: The Jewish University in Jerusalem; Tel Aviv University; M. Bar-Ilan University in Ramat Gan; D. Ben-Gurion University in Negev; Israeli Polytechnic Institute (Technion) in Haifa; University of Haifa; X. Weizmann Scientific-Research Institute in Rehovot; Open University of Israel in Ramat Gan (the correspondence course). They are multidisciplinary educational institutions, in which training, studying and research work are carried out in various fields of knowledge, which provide a wide range of specialities and the diversity of study areas. Universities have the right to assign all three academic degrees (bachelor, master, doctor), as well as the right to issue pedagogical diplomas (the license to teach in Israeli schools - Teudatorea) and diplomas in some areas that require, in varying degrees, after receiving a diploma of additional specialization (such as, for example, translation, library science, computer science, etc.) [1].

The indicated stages correspond to two directions of study: academic and studying for the degree of a certified teacher. Israeli schools relate to systems of state and state-religious schools. According to this distribution of schools in the education system, there are two types of pedagogical colleges (religious and nonreligious). There are also a number of private educational institutions recognized by the Ministry of Education and Culture.

Thus, educational institutions providing pedagogical education are divided into three categories:

a) those recognized by the Higher Education Council and awarded as the first academic degree in pedagogy - B.Ed (4 years of study), and give a certificate of the Ministry of Education (3 years of study): Jerusalem Women's College; Pedagogical College named after David Edin; Religious Women's College; College of Physical Education named after Zainman at the Vingeita institute; Teaching College «Seminar a-Kibutsim»; ORT College for Teachers; Pedagogical College named after Levinsky; Educational school of the kite traffic «Oran»; Pedagogical College named after A. D. Gordon; Religious College «Talpiot»; Lifshitz Religious College; Pedagogical College named after Kay's family; College «Efrata»; Local college «Ahva» -- Beer-Tuvia; Beit Berl College; I. Duke Teachers Seminary.

b) educational institutes giving the certificates of the Ministry of Education (3 years of study): Religious Pedagogical College «Guivat-Washington»; College of Technological Specialties and Management Teachers; Religious Pedagogical College named after Ben Nun - «Shaanan College»; N. Blumfield College; Pedagogical College of Physical Culture and Sports; Pedagogical College «Hemdat a-Darom»; College «Emuna» in Jerusalem.

c) colleges of Independent Religious Education (working under the control of the Ministry of Education): Teacher's Seminary «Beit-Yaakov»; Teaching Seminary of Religious Education; «Beit Yaakov Workshop»; (Branch in Tel Aviv); Women's college «Beit-Rifka»; Yaakov Community Workshop (Offakima Seminar); Religious Women's Seminar in Ophakimi; Women's College «The Beat Yaakov Seminary».

It is important to note that, according to the Shanghai University's annual ranking three Israeli universities are among the top 100 institutions of higher education in the world [3].

Reforms implemented in the Israeli higher education system have identified new trends regarding the convergence of university-based fundamental education with special professional training, which is primarily implemented in pedagogical colleges that «train teachers and professionals for working with children of all ages». These educational institutions assign two types of degrees: the academic first bachelor's degree in pedagogy (duration of studies – 4 years); pedagogical diploma with specialization (duration of studies – 3 years).

Teachers' colleges in this country are preparing teachers and specialists for working with children of all ages. Pedagogical colleges assign two types of degrees:

1. Academic first bachelor's degree in pedagogy (duration of studies – 4 years).
2. Pedagogical diploma with specialization (duration of studies – 3 years). Some colleges specialize in particular areas of pedagogy, such as physical education, art, etc. [2].

The study of the Israeli higher professional and pedagogical education development is dedicated to M. Dreerman's work «Characteristic processes of diversification and integration». The system of continuous professional and pedagogical training includes five cycles [1, p. 9-10]:

- pre-university, transitional (incomplete higher education);
- basic (higher education, leading to a bachelor's degree and a teacher's diploma);
- two postgraduate forms of education: a Master's degree and a PhD degree (in pedagogical sciences).

Israeli universities and colleges have uniform requirements for university entrants. The criteria for «open», «competitive», «selective» selection are: the presence of a bagrut (the document on full secondary education), the success of a school graduate for psychological tests, his personality traits, motives for choosing a profession, and the level of professional training for admission to higher education institutions.

The progressive trend in updating the content of Israeli higher vocational education is the intensive development and implementation of curricula that have an interdisciplinary and problematic nature. The main conditions for increasing the efficiency of the pedagogical process in the universities and educational colleges in Israel is the differentiation and individualization of the content of education reflected in the modular organization of the educational process, the use of variational programs, the free choice of disciplines and the object of study within the program. The introduction of a modular structure of subjects into teacher training programs made it possible to combine teaching material from different fields of knowledge, to bring the fundamental, special and professional training to the modern pedagogical requirements. Universities and colleges apply the system of reckoning units, which is the key to implementing the principle of mobility and guaranteeing higher education.

«One of the leading directions in the development of Israeli pedagogical education is the integration of learning with practical activities, which is reflected in increasing the time for pedagogical practice, the introduction of various forms of organization of teaching activities during training and a postgraduate qualification. A progressive trend is the realization of responsibility for vocational and pedagogical training of specialists of all units of institution of higher education, and not only schools or pedagogical faculties» [1, p. 10].

The system of the Israeli higher professional-pedagogical education includes the improvement of the teaching staff skills, the peculiarity of which is the creation of new forms and programs for the training of teacher researchers, technology teachers, experts, specialists in the field of organization and management of education. [1].

Elementary school teachers can also be qualified for teaching natural sciences and mathematics by taking part in the relevant professional development programs at

pedagogical colleges (for science, the requirements are 720 hours for 3 years, and for math – 360 hours for 3 years) [5].

The Advisor to the Israeli Minister of Education O. Tisarsky said that «pre-viously there were low requirements for admission to colleges and low salaries. Gideon Saar took a course to improve the quality of teachers. In order to attract more powerful personnel, wages have been dramatically increased and conditions for their work have been improved. We see progress now: if earlier 6000 people arrived at the faculties of the teaching staff, for which there were 6000 jobs, today 18000 want to be-come teachers. And we can choose the best by raising the level of future teachers» [3].

It should be noted that in this country, the burden of teachers, according to the UNESCO rating, is relatively modest in comparison with other countries.

Primary school teachers in Israel start working with six-year-old students and teach them for six years. However, they follow a program that corresponds to a 4-year training program for junior school in Ukraine.

The junior school teacher in Israel should be prepared to ensure that only work in the classroom provides relevant educational outcomes since the teaching system does not necessarily involve providing homework for students. The level of their knowledge is carried out on a 100-point scale, but in order not to injure the child's psyche, no estimates are presented in junior grades of this country.

It should be noted that that teacher support in Israel is carried out at the level of the Ministry of Education. In particular, there is a subdivision of the ministry – Educational Television (ETV), which develops and broadcasts educational programs for use in educational institutions. An important feature of the ETV unit is a collaboration with university education specialists and conducting seminars with teachers concerning the development of new teaching methods.

An analysis of the country's electronic educational resources allows us to assume that they are large and diverse, but most of them require payment. In particular, the rich, dynamic resource of the Scholastic Teachers site [4], which contains teaching materials (for teachers and students/pupils), can provide powerful support for both working teachers and future students (Fig. 2).



Fig. 2. Scholastic Teachers' site home page

*Conclusions.* Consequently, we consider it necessary to study and evaluate the

experience of foreign countries, including Israel, the state of a professional teacher training of elementary school teachers, which can become the basis not only for its study, but also to form a general idea of the educational systems specifics and the conditions and requirements of the system of teachers' admission to work at elementary school. At the same time, familiarization with the peculiarities and traditions of pedagogical staff training in developed countries will help to further creatively use their progressive ideas in modernizing the pedagogical training of a modern, competitive elementary school teacher in Ukraine.

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