THE US MODELS OF PROFESSIONAL TRAINING FOR LANGUAGES TEACHERS

ABSTRACT
The article deals with describing the models of professional training for language teachers in the US experience and justifying the possibility of using it in Ukraine. It shows that both the establishment and the evolution of teacher training models for philologists are the result of linguistic and cultural pluralism, inherent in the US community, and the current rapid development of theoretical and practical approaches to the professional training of teachers, compared with the period of teacher education development in the 20th century. It indicates that the analyzed models of professional training for language teachers in the USA have made it possible to justify relevant scientific and methodical recommendations to improve such training in Ukraine: to develop and implement an alternative model of teacher training for philologists (alternative degree programmes); to elaborate the mechanisms for motivating philology students towards research activities; to introduce innovative teaching methods and technologies based on interactivity, facilitation, collaboration, interdisciplinary teamwork, cooperation and constructive socialization; to realize the need for interdisciplinary knowledge and skills and professional development. Besides, the article specifies that the features of such foreign experience have been reflected in the provisions of the Concept of Teacher Education. At the same time, one can observe certain standardization of various forms of teachers’ professional development (formal, non-formal, informal education), freedom of choice and gradual transition to such innovation as teacher certification. However, the classifications of these models are conditional and artificial since their characteristics and features are not opposite but complementary. Therefore, it is rather unreasonable to speculate about the existence of models in a “pure” form. In the USA, the models of teacher training have much in common with other EU countries. The only model that is purely American is the alternative model of philologists’ teacher training.

Keywords: model, the USA, language teacher, philologist, professional training, approach.

АНТОЛОГИЯ
Стаття присвячена характеристисті моделей професійної підготовки учителів-філологів в американському досвіді та обґрунтованню можливості його використання в Україні. Визначено, що становлення й еволюціонування моделей підготовки учителів-філологів зумовлено лінгвальним і культурним плюралізмом, характерним для американської спільноти, та нинішнім стрімким розвитком теоретико-практичних підходів до фахової підготовки педагогів, порівняно з періодом становлення системи педагогічної освіти у ХХ ст. Зазначено, що проаналізовані моделі професійної підготовки учителів-філологів в США дали змогу обґрунтовувати науково-методичні
INTRODUCTION

Today, one can observe how the modern paradigm of teacher education in the USA develops under the conditions of ethnolinguistic pluralism in the context of proliferation of the methodological and philosophical field, the changing worldview and social reality, the epistemological multivariance, the focus on sociocultural context and anthropocentrism. Given the outstanding US experience in training language teachers (philologists), the relevance of this comparative research is logically objectified for several reasons: a) the US practice of teacher training reflects the global trends and achievements of teachers education, which should be implemented in the Ukrainian higher education system; b) the ethnogenesis of the American nation; c) the fact that education acts as capital that should be multiplied and a guarantee of socio-economic prosperity and political security.

THEORETICAL FRAMEWORK AND RESEARCH METHODS

This research considers the works of Ukrainian comparativists who study the trends in teacher training in the United States (N. Bidyuk, M. Ikonnikova, S. Koshmanova, N. Mukan, M. Levrints, O. Sadovets, S. Shandruk, M. Zembytska et al.). However, the analysis of relevant scientific and documentary sources shows that the professional training of prospective foreign language teachers in the United States has been covered only sporadically. Moreover, this particular issue has not been systematically studied and generalized by the Ukrainian scientific community.

The article aims to describe the models of professional training for language teachers in the US experience and justify the possibility of using it in Ukraine.

RESULTS

The analysis of relevant scientific sources reveals the lack of a common understanding of the teacher training model, as well as the identification of concepts of models and approaches to training language teachers. The model of teacher training implies a set of the ways or means of transferring professional knowledge to students, the features of structural and organizational forms of teacher training or philosophical justification and rational explanation of the processes associated with it (Deyrich, & Stunnel, 2014, p. 85).

This article describes the model of language teachers’ training in detail.

An intuitive model. The analysis of the characteristics of foreign language teachers’ training in the USA allows one to isolate the first basic model, which covers the period between 1920 and 1950 and is conditionally called “intuitive”. This model is characterized by insufficient theoretical linguistic and psycho-pedagogical content, as well as by the lack of scientific and empirical validity. The main criterion for determining the effectiveness of language teachers’ professional training lies in mastering language as a degree programme. Still, special attention is paid to reliance on intuition and practical experience with neglect of appropriate theoretical principles. According to this model, professional training of language teachers follows the views and experience of individual research and teaching communities and programmes, given the lack of scientific and empirical foundation of the field. The philosophical and epistemological principle of this model is positivism, which takes the form of a procedural-and-productive paradigm, better known as the transmission educational model, in the educational context.

The Wallace classification of philologists’ training models serves as the most important contribution to the study on the categorization of models within such training. It contains the following: the applied science model; the craft model; the reflective model (Wallace, 1991).

The craft model. The late 1950s and the early 1960s were marked by the emergence of applied linguistics, which became an integral component of professional training for language teachers. The behaviourism theory dominated the psycho-pedagogical scientific space of that time. The influence of theoretical and practical achievements of the field manifests itself in the updates in models of teacher training and the emergence of the so-called art-craft model (Wallace, 1991), which is more common in the UK, or the behavioural model in the USA (Deyrich, & Stunnel, 2014, p. 86).

It is important to note about the importance for these models of practical teaching skills developed due to observations over the competent performance of professional-pedagogical tasks and their imitation, as well as the necessary skills consolidated based on repetitions. Then, US higher education institutions focused on teaching practice. Prospective language teachers would learn the “craft” under real school conditions and, at the same time, develop the necessary practical skills. Its advantage implies taking into account and mastering new knowledge. Its disadvantages are as follows: despite their widespread use, they do not consider the changes in professional activities of teachers; passivity in learning and execution of experts’ instructions; teachers’ dissatisfaction of advanced training courses since only a few of teachers can offer a methodology for
implementing a theory in practice. After all, theoretical training of teachers in the context of personality-oriented learning and competency-based approach partially contributes to their professional development and does not always lead to changes in their professional activities. The models are somewhat limited since they do not facilitate teachers’ self-development. Besides, teachers follow some proven teaching methods instead of relying on the individual or intuitive learning theories. The craft model is conservative since it is based on the cooperation between a novice teacher and an expert teacher (mentoring) and limits the opportunities for teacher creativity. It aims to develop the skills focused on general or specific methods, such as interactive learning, classroom management, student surveys, lesson planning. Teachers repeat the algorithms proposed by an expert teacher and, yet, do not understand all the advantages and disadvantages, as well as the consequences of introducing certain techniques in professional activities.

The applied science model. It seeks to theoretically equip prospective language teachers with professionally significant and empirically grounded psycho-pedagogical and special knowledge. Professional knowledge is considered to be a sufficient prerequisite for effective professional training of language teachers. They can skillfully apply the obtained knowledge competently in professional-pedagogical activities and, thus, achieve high efficiency.

The applied science model relies on the transmission paradigm of knowledge transfer. At the time of its formation, researchers were attempting to determine the effectiveness of teachers’ professional-pedagogical activities and verify the feasibility of educational forms experimentally and empirically. Prospective teachers need to familiarize themselves with certain elements of competent performance of professionally significant tasks (Richards, 2002, p. 40). Besides, one can enhance professionalism by deepening research work in the field of applied linguistics and other professional disciplines, as well as by laying the strong theoretical and epistemological foundation of language teaching. Thus, the applied science model focuses on the acquisition of theoretical knowledge and skills in a particular field of pedagogical knowledge with the help of experts. Being traditional, it underlies advanced training programmes.

The reflective model. Further transformational processes in the field of teacher education, which lead to a corresponding improvement of philologists’ training, were much influenced by the philosophy of humanism, constructivism and critical theory. The philosophical basis of the model encompasses postpositivism, interpretivism, criticism and postmodernism. The transmission paradigm of teacher training gradually recedes into the background of teacher education, giving way to a collaborative one. The defining principle of the educational system is student-centrism, which is strongly opposed to authoritarianism in education and teacher-centeredness, as one of the forms of its manifestation. Being an ideological filter of education, the philosophy of postmodernism, infiltrated into theoretical-practical and scientific-empirical approaches forces one to reconsider the ingrained educational traditions, place and role of a person and actors in the educational process, the nature of pedagogical interaction, professional-pedagogical values and conceptual provisions of the field. Thus, the student ceases to be the object of pedagogical influence and instead becomes its subject, actively interacting and transforming the educational-professional environment and taking a direct part in the management and comprehension of the educational process. The ideals proclaimed by humanists contribute to the establishment of a values-based attitude towards the personality of the prospective teacher. In the research perspective, one can trace the reset of positivist approaches by the epistemology of postpositivism, interpretivism and criticism. The reflective paradigm implies prospective
and practising language teachers’ critical analysis and comprehension of professional-pedagogical activities.

In the context of the reflective model, the practical component is more significant than in the previous models. Both educational and professional activities of language students include its active reflection, revision of the system of attitudes and values, critical analysis of the theory and its comparison with the acquired practical experience (Schön, 1987). Students are more responsible for managing the educational process and its outcomes and, at the same time, are given more authority than before. The main purpose of university teachers, who are called to act as facilitators of learning rather than its primary sources, is also changing.

According to this model, teacher training is seen as a lifelong process and, therefore, higher education study is only the beginning of professional development (Johnson, 2009). Consequently, it is necessary to develop reflective thinking in prospective language teachers.

The experience-based model. Professional literature contains some cases of isolating a model focused on pedagogical research. Given the increasing role of pedagogical research and action research, one can observe a gradual reconsideration of teacher training models in the research-related paradigm (Deyrich, & Stunnel, 2014; Kolb, & Kolb, 2005). Now, research training of prospective teachers is at the forefront of their professional development since it occupies an important place in the content of curricula. The need for these transformations lies in the empirically proven awareness of the importance of involving prospective and practising teachers in pedagogical research.

The critical model. The US teacher education system is undergoing transformational changes in the models of language teachers’ professional training. The study of relevant scientific sources indicates certain adaptation of the above-mentioned teacher training models under the promotion of critical pedagogy and the theory of social constructivism. Some works consider the critical model to be conceptually new (Norton, 2005), which is opposed to the reflexive and other models. However, the author of the article believes it too early to announce a completely new systemic entity in education. Indeed, when one attempts to emancipate the actors in the educational process by deepening their awareness of the real socio-political situation and focusing on social injustices, one narrows the content and purpose of education and does not provide sufficient grounds for isolating a separate model of teacher training.

An important difference between the critical model and the traditional one is its focus on educational, socio-economic, cultural and political issues. The central mission of the critical model lies in exposing the dominant ideologies that are inherent in the lives of university teachers, prospective teachers and pupils (Cochran-Smith, 2006), as well as in understanding the beliefs and attitudes of students about the goals of education, educational institutions and their protagonists.

Day’s classification of teacher training models is based on the ways of transferring professional knowledge to prospective teachers. The author identifies the apprentice-expert model, the rationalist model, the case studies model and the integrative model (Day, 2008).

Day’s apprentice-expert model has much in common with Wallis’s craft model which requires a prospective or novice teacher to learn how to teach under an experienced specialist’s supervision. Nowadays, mentoring which is aimed at helping a teacher at the early stage of their professional career has become widespread in the US teacher education.
As a rule, this process takes the first two years of professional activities. The author of the article believes that it is expedient to incorporate this process in this model.

According to Day (2008), the rationalist model of teacher training remains dominant in the USA (p. 6).

The case studies model is used in some US universities, including the analysis and discussion of specific pedagogical situations or cases so that students can understand the essence of professional teaching better. The integrative model is the quintessence of previous models. It is designed to combine their advantages by harmonizing the theoretical and practical aspects of teacher training. Day (2008) claims that such an integrative model represents the systematic development of students’ professional knowledge based on reflective thinking (p. 10).

**The collaborative model.** The knowledge paradigm is the most essential value of education. It involves the transmission of knowledge, moving from the highest to the lowest level, that is from universities teachers to students, from teachers to pupils, but not vice versa.

Today’s reforms in the US education system have led to a rethinking of existing approaches to teacher training and have initiated the search for alternatives. The collaborative model of teacher training is based on the creation of a learning environment where individual’s professional development is possible due to the cooperation with other members of the professional group (between students, university teachers, teachers and mentors, between educational institutions) (Darling-Hammond, 2006; Russel, McPherson, & Martin, 2005; Musanti, & Pence, 2010). This model is directed at developing the capacity for autonomous or self-regulated performance of educational and professional tasks, as well as critical thinking based on the cooperation between the members of the educational and professional community (Sfard, 1998). Professional knowledge is mainly built or constructed through social interaction. Teacher training involves the participation of a specially organized training team of university teachers, school principals, mentors and prospective teachers. The primary goal of this programme is to harmonize theoretical and practical components of such training, which takes place at the premises of schools in which university teachers conduct training courses in the form of seminars. They also teach mock lessons in mentoring classes preceded by special theoretical training for prospective teachers. This form of teacher training has gained widespread recognition due to its effectiveness and continues to be used at universities (Russel, McPherson, & Martin, 2005, pp. 48-49).

Besides, the collaborative approach successfully uses the practice of induction and mentoring which aim to help young teachers in their early career. It has made it possible to reduce resignation rates among primary school teachers, accelerate their adaptation to professional-pedagogical activities and increase the level of their motivation. The main advantage of the collaborative model is a significant reduction of resignation rates among novice teachers, as well as the increase in their professional stability (Latham, Mertens, & Hamann, 2015).

Nowadays, the collaborative or partnership model of teacher training is widely used in all American states under completely different socio-cultural conditions. It is important to note that it has become more popular than the one-year programme of pedagogical boarding schools. Moreover, it serves as an integral element of reforms in the school education system and teacher education.

**The alternative model.** This model of training teachers is a purely American educational phenomenon, which provides for the possibility of employment in teaching without appropriate qualifications, i.e. without a degree in education. This model is focused
on professional knowledge, qualities and experience of a specialist in a particular field of knowledge. It is believed that their combination allows one to effectively share the acquired knowledge with pupils. According to the epistemological position, the alternative model is based on the transmission paradigm, which seeks to transfer knowledge from expert to learner. It narrows the role of teacher to expert and transmitter of knowledge.

Alternative models have made it possible to fill in some gaps in the human resourcing of the US education system by reducing tuition fees and time costs. However, limited interpretation of the teaching and schooling institution has caused an increase in low-quality and ineffective teacher training programmes and, as a result, low-skilled teachers for socially disadvantaged groups and the increase in resignation rates among novice teachers (Darling-Hammond, 2006, p. 3). An alternative way of obtaining education involves studying under specially designed programmes outside the traditional pedagogical institutions, as long as one is provided with psycho-pedagogical support of professional activities during the first year of working at school. They grant a second chance to those who change jobs, or those who have been out of the labour market for a long time, or those who have just graduated from college, to start teaching (for example, teacher certification programmes designed to fill vacancies for relevant grades). The alternative model is aimed at meeting individual and national needs for the development of human resources. Moreover, it has a positive impact on the quality of the professional activities of language teachers.

CONCLUSIONS
Nowadays, the US scientific and pedagogical discourse encompasses active discussions and attempts to transform the current models of language teachers’ training under the new conceptual understanding. Both the establishment and the evolution of teacher training models for philologists are the result of linguistic and cultural pluralism, inherent in the US community, and the current rapid development of theoretical and practical approaches to the professional training of teachers, compared with the period of teacher education development in the 20th century.

The analyzed models of professional training for language teachers in the USA have made it possible to justify relevant scientific and methodical recommendations to improve such training in Ukraine: to develop and implement an alternative model of teacher training for philologists (alternative degree programmes); to elaborate the mechanisms for motivating philology students towards research activities; to introduce innovative teaching methods and technologies based on interactivity, facilitation, collaboration, interdisciplinary teamwork, cooperation and constructive socialization; to realize the need for interdisciplinary knowledge and skills and professional development. The features of such foreign experience have been reflected in the provisions of the Concept of Teacher Education. At the same time, one can observe certain standardization of various forms of teachers’ professional development (formal, non-formal, informal education), freedom of choice and gradual transition to such innovation as teacher certification.

However, the classifications of these models are conditional and artificial since their characteristics and features are not opposite but complementary. Therefore, it is rather unreasonable to speculate about the existence of models in a “pure” form. In the USA, the models of teacher training have much in common with other EU countries. The only model that is purely American is the alternative model of philologists’ teacher training.

Further research should aim to study the models of professional training for language teachers in Asian countries.
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