

ABSTRACTS

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THE ANALYSIS OF THE EXPERIENCE OF PROFESSIONAL TRAINING OF TEACHERS OF HIGHER EDUCATION ESTABLISHMENTS IN THE USA

The article deals with training faculty in the United States. The study of special literature gives reasons to believe that the issue of professional training of university teachers became important in the 90-ies of the twentieth century when the information space appeared in society.

In the early 90-ies of the last century in many countries, particularly in the USA, the the issue of changes in the paradigm of training for teaching in higher education became topical which led to creating new training programs and accreditation of scientific and pedagogical staff, as well as to founding institutions that train personnel for higher schools.

A brief analysis of trends in the field of training and retraining of teachers of higher schools at US universities allows us to draw conclusions:

- universities did not initially provide teachers of higher school in the USA with training in pedagogical skills;

- questions such as implementation of teaching duties, professional competence of teaching staff became more relevant than ever before in many developed countries, including the United States, in the 90-ies years of the twentieth century, which, in its turn, led to the creation of unique institutions and programs of training and professional development of university teachers;

- the main form of teacher training are postgraduate studies (or similar forms) and the system of postgraduate education. However, in the training of higher school teachers certain changes in forms of pedagogical competence are recorded;

- despite the considerable diversity in teacher training, there is a tendency to regulate its system at universities. Although the leading form is a post-graduate course, vocational schools and professional associations are in competition with such courses.

Key words: teacher of higher school, higher education reform, improving the quality of education and professional development.