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CONTINUOUS PROFESSIONAL TRAINING OF TEACHERS AS A PART OF LIFELONG LEARNING: EUROPEAN CONTEXT

Teaching as a job is so difficult that one lifetime isn't enough to master it efficiently [1].

Teachers knowledge is multi-faceted, the same teacher will have varying levels of competence in relation to different areas of professional practice; for example, a teacher may have a deep theoretical and practical understanding of teaching speaking, but have no awareness of assessment for learning and how to implement it. Another teacher may have excellent formal knowledge of language systems but low confidence in their target language oral proficiency. These variations suggest that a productive approach to CPD will support teachers in identifying (ideally with reference to classroom practice and student learning) those specific areas of professional practice where development is required and work with teachers to identify and implement appropriate strategies for supporting such development [4; 5].

C. Day offered the most widely cited definition of continuous professional development (CPD) as: «...all natural learning experiences and those conscious and planned activities which are intended to be of direct or indirect benefit to the individual, group or school and which contribute through these to the quality of education in the classroom. It is the process by which, alone and with others, teachers ... acquire and develop critically the knowledge, skills and emotional intelligence essential to good professional thinking, planning and practice» [3, p. 4].

All teachers – newly qualified or very experienced – face challenges and continue to develop as teachers throughout their careers. When planning professional development activities teachers face different challenges: motivation, overall time management, information, resources and technology development, etc. In order to know

which areas to focus on for professional development, it is necessary for teachers to understand and critically assess their strong and weak points. So self assessment is a good start for every teacher, lecturer or tutor deciding which sphere of professional development to choose. The self-assessment scheme (picture 1) is based on the British Council's Continuing Professional Development framework [2].

Self-assessment Scheme	
Stage of development	Description
1. Awareness	You have heard of this professional practice.
2. Understanding	You know what the professional practice means and why it's important
3. Engagement	You demonstrate competency in this professional practice at work.
4. Integration	You demonstrate a high level of competency in this professional practice and this consistently informs what you do at work.

British Council for example in «Continuing Professional Development Framework» outlines twelve professional practices for teachers: 1) planning lessons and courses; 2) understanding learners; 3) managing the lesson; 4) knowing the subject 5) managing resources; 6) taking responsibility for professional development; 7) assessing learning; 8) integrating ICT; 9) using inclusive practices; 10) using multilingual approaches; 11) promoting 21st-century skills; 12) Understanding educational policies and practice [2].

Being a teacher is challenging and there are an infinite number of areas in which teachers can develop. Making decisions about what to focus on can be overwhelming for individuals. And as for governments recently new standards for teachers' professional development were established bringing significant change in the way CPD is conceptualised and implemented in European countries, especially in Great Britain.

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АКМЕОЛОГІЧНИЙ ВПЛИВ НА ПІДГОТОВКУ МАЙБУТНІХ ПСИХОЛОГІВ ДО ПРОФЕСІЙНОЇ ДІЯЛЬНОСТІ

Професійна підготовка психологів, яка задовольняла вимоги навчання і виховання студентів у рамках традиційної освітньої системи, виявилася сьогодні малоефективною для забезпечення справжнього професіоналізму і компетентності майбутніх фахівців. Тому необхідно використати такі навчальні процедури, які змусили б їх самостійно опанувати нові знання, навички і уміння через засвоєння відповідних навчальних дисциплін.

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