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EDUCATING GLOBALLY COMPETENT TEACHERS IN UKRAINE

With the constant development of new technologies, globalization tendencies and informatization of society it is becoming more and more necessary to prepare young specialists for the requirements of modern world labor market.

Teacher's job lies in providing the training necessary to develop the set of global skills among their students. That's why, the university has to start with preparing teachers for the 21st century classroom.

In highly developed countries of Europe, Asia and America scholars and educators have already development modern education programs for high schools and colleges. Taking into account valuable experience of other countries and studying the scientific works of such scholars as B. Hunter, A. Parkinson, D. Deardorff and others, in the current article we will describe the possible ways of educating globally competent teachers in Ukraine.

To develop global competence in our students we have to start with curriculum changing. Globalization has to be implemented firstly at the department and then on the institutional level. The university's role is to make students aware that all disciplines – history, culturology, economy, labor and health care – have global, cross-cultural aspects into them [1]. Everything might start with the experience of a single faculty member who will create new globally oriented curriculum. And then such transformation will start the process around the faculty, making other colleagues engage into education internationalization. “Global conversation” will start with creating partnerships on campus and will help faculty members expand their own global competence.

We should take Singapore as an example of a country with a high-quality teacher-preparation program. Teacher candidates are mostly recruited from the top of

high school graduates. Novice teachers are provided with professional development entitlement. Teacher training is focused on twenty-first century skills, including incorporating technology into the classroom, developing broader pedagogies such as cooperative and inquiry-based learning, and demonstrating understanding of local and global cultures. For example, teachers are provided with the ability to improve their skill by participating into international faculty development programs, and adapt it for schools in Singapore [2, p.7]. Nevertheless, traveling abroad is not an easy option for everybody, especially those teachers who may have family commitments. For this purpose, different professional development trainings with foreign colleagues' engagement are organized.

Taking into account the experience of our American colleagues we can use some advice how to make our education more globally-oriented. First of all, we have to expand foreign language courses; provide opportunities for students to study abroad; provide opportunities for students from other countries to interact and share their points of view and experience. College administration should develop public educational forums and meetings to explore global issues and study world cultures.

Morover, there are several possible ways to develop the global competence during English lessons, for example, using role plays, imagining that people are from different countries and different cultures. The other possible scenario is to use a video or a written situation and ask students to write a response for the given topic.

Therefore, Ukrainian colleges and universities should be focused more on globally-experienced teachers capable of adding exceptional value to the teaching process through innovation, twenty-first century skills, and global competence.

References

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2. West C. Toward Globally Competent Pedagogy / C. West, 2012. – 12 с.