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## **EUROPEAN EXPERIENCE OF THE FOREIGN LANGUAGES TEACHERS' TRAINING**

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***Abstract.** Studying the experience of foreign language teachers' professional training in developed foreign countries opens up new opportunities for improving the system of pedagogical education in conditions of its adaptation to the requirements of the European educational space. Of a significant scientific interest are the progressive achievements of countries that demonstrate a high level of foreign language teachers' professional training in accordance with international standards; have rich historical traditions of education that contributes to their leading role in science and education at the regional and global levels; have gained considerable experience in the field of foreign language teachers' professional training in the new socio-cultural conditions. It is emphasized that the language policy of the European Union demonstrates the crucial importance of language learning in the integration processes. It is also underlined that in modern international documents on the modernization of the foreign language teachers' professional training it is stated that modern educational transformations should facilitate the implementation of a European dimension in the foreign languages teachers training. The paper presents the results of collective scientific research, in particular, the peculiarities of the foreign language teachers' professional training in European countries are presented and the recommendations on the creative use of constructive ideas of the progressive experience of developed countries in the process of updating the system of pedagogical education are outlined.*

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### **Introduction.**

One of the initiatives of the Council of Europe and the European Union is the development of new approaches to language training and language learning. The European Union in this area follows the idea of multilingualism that is a political slogan and an EU action program. It is declared that the purpose of EU language policy is to preserve the linguistic diversity of the community and promote its citizens with the possibility to master foreign languages.

Europe is trying to form an open, multilingual, intercultural society in order its cultural and linguistic heritage, with all the obvious diversity at the local, regional and national levels became a source of mutual understanding and enrichment. Schools have to play a significant role in the process of studying and learning modern languages, so the problem of preparing a modern teacher of foreign language remains the key to the Council of Europe and the European Union. The language policy of the European Union demonstrates the crucial importance of language learning in integration processes. An increase in the importance of language policy has also affected the structure of the European Commission. If earlier it was in under the responsibility of the EU Commissioner on issues of education, training, culture and multilingualism, on January 1, 2007 a separate position of EU commissioner on issues of multilingualism was created. It is currently headed by Leonar Orban from Romania. He is the head of the general directorate of the European Commission for translation services, the general directorate of interpreting and the Office of official publications of the European Communities.

In modern international documents on the modernization of the professional training of foreign language teachers, such as ‘Professional Teacher Training and its Development’ (2008), the reports of the Council of Europe ‘Results of Strategic European Cooperation in Education and Training’ (2009), it is indicated that modern educational transformations should facilitate the implementation of a European dimension in the languages teachers training. The Council of Europe has also embraced its initiative in the following publications: CEFR ‘European Recommendations on Language Education: Learning, Teaching, Evaluation’ (2001) and ELP ‘European Language Portfolio’, which are presented as a tool for solving the problem of mastering a foreign language. The new tool for unifying the requirements for the professional competence of language teachers is the so-called European Portfolio for the Student Teachers of Languages (EPOSTL), developed during 2004-2007 by an international group of experts commissioned by the European Center for Modern Languages at the Council of Europe. This is a document created with the support of teachers and lecturers of professional pedagogical training institutions from the 33 member countries of the European Center for Modern Languages, which summarizes the knowledge and skills necessary for language learning and helps future language teachers to self-assess their acquired didactic competencies and monitor their own progress in the process of professional competence mastering [1]. The mentioned documents state that the implementation of changes is possible only with the development of cooperation and convergence in the field of training foreign language teachers, and especially English as a modern international language of the informative age. Teachers of foreign languages must meet the requirements that are put forward to them in the context of modern linguistic European policy. The implementation of ideas of the Bologna Process and the recommendations of the Council of Europe in the process of modern teachers’ preparation by higher education requires training of specialists of new generation who are open to professional activity, effective performance of their professional duties, mastering of at least two foreign languages [2].

In order to improve the professional training of foreign language teachers and to promote the learning of foreign languages, the European Union and the Council of Europe have developed a wide range of educational programs. The implementation of these programs has been launched since 1995 in accordance with the decision of the European Commission. Thus, in the European countries, the following special projects and educational programs operate: 'SOCRATES', 'ERASMUS', 'LINGUA' and others. 'ERASMUS' and 'LINGUA' programs are aimed at expanding the linguistic exchange of students between higher education institutions of 27 partner countries that are the members of the EU. The feature of the abovementioned programs is that they act in accordance with the established plan, which defines the program's duration and the size of financial support. The 'COMENIUS' program focuses on school exchanges, grants for internships and international projects for the development of teaching materials and courses for students and teachers [3]. Thus, the introduction and functioning of such pedagogical programs is aimed at improving the professional training of a foreign language teacher at the level of European requirements and standards. In this way, every teacher acquires experience in teaching discipline in various European education systems. The aim of the programs is knowledge sharing, methods of education and upbringing, and the formation of common views on the world, its existence and transformation.

### **1. The purpose of the study and its relevance.**

The realization of the task of specific levels of foreign languages achieving by the citizens of the country, as defined in the European Guidelines on language education, emphasizes the need for adequate qualitative training of foreign language teachers for all levels of education, on the modernization and updating of such training. As Ukraine aims full membership in the European Union, it is important to carefully study, monitor and critically understand the experience of training specialists in the European countries in order to make effective decisions on improving the training of foreign language teachers, in particular regarding the training of teachers who can provide pupils with foreign languages for harmonious entry in a multicultural European space. Studying the experience of professional training of teachers in developed foreign countries opens new opportunities for improving the system of continuous pedagogical education in Ukraine in conditions of its adaptation to the requirements of the European educational space. Progressive achievements of countries are of significant scientific interest. They demonstrate a high level of professional training of educators, in accordance with world standards; have rich historical traditions of education, which contributes to their leading role in science and education at the regional and global levels; have accumulated considerable experience in the field of professional training of foreign language teachers in the new socio-cultural conditions. That is why we consider it necessary to highlight the general aspects of the organization and content of foreign languages teachers training in the countries of the European Union and to determine the prospects for improving the professional education of foreign languages teachers.

## 2. Presentation of the main material.

The study of pedagogical sources shows that in the countries of the European Union, the foreign languages teachers training is mainly carried out by institutions of higher education, which prepare teachers from 30 foreign languages, although this indicator varies from country to country [4]. Almost all European countries provide training for teachers of English, French, and German. Italian, Spanish and Russian language teacher training programs are also common. The largest selection of foreign languages for studying while foreign languages teachers preparation is offered in Austria, Bulgaria, the Czech Republic, Finland and France. In addition, students are encouraged to study at least one non-widespread 'European language', which provides the realization of one of the key tasks of the European community, i.e. the provision of linguistic diversity [5]. Organizationally, each country has its own teacher training system, reflecting national needs, history and traditions. At the same time, considering the tendency of integration in higher education, in particular in Europe, the gradual introduction of common models and the adaptation of existing systems to the requirements of the present are observed in teacher training.

The report of the European Commission Directorate in the field of education and culture [5] presents the results of the state of foreign languages teachers' professional training in European countries investigation, conducted on the basis of the English University of Southampton in 2012. Such aspects of the problem were analyzed as: the peculiarities of the teaching of foreign language teachers for students of a certain age group (for elementary school, secondary school, higher education and adult education; use of autonomous or distance learning in teacher training; involvement of mentors in the organization of pedagogical practice; Europeanisation of teacher training programs (for example, the use of transnational programs, establishing professional contacts with colleagues in other countries); increasing the level of practical mastering of foreign languages; training of methodologists in the field of teaching foreign languages. We offer to have a closer study of of the professional training of foreign languages teachers in the UK, Germany, Belgium, Poland and the Czech Republic.

A significant number of modern innovations in the field of language education affecting the underlying foundations of the foreign languages teacher's training arose in *the United Kingdom* under the social and political influence of the integrational processes taking place in Europe. At the beginning of the XXI century, British society realized the role of multilingualism and multiculturalism, which led to the emergence of new national strategies for the study and teaching of foreign languages, outlined in state program documents and large-scale scientific research. The document prepared by the British Ministry of Education in 2002 'Languages for All: Languages for Life' identified the main strategic goals of the language policy of the state: raising the level of teaching and learning foreign languages, envisaging, in particular, the provision of opportunities and conditions for distance learning; introduction of a system for encouraging language skills by specialists in various fields of economy and culture; increasing the number of people studying languages in higher and postgraduate education by stimulating the use of languages, developing virtual linguistic communities, and encouraging employers to support language education [6].

Mechanisms and tools for implementing new strategies at different levels are also suggested in the document. They are: integrating linguistic education into early school curricula and shifting key positions to secondary schools into modern languages; increasing the role of Specialist Language Colleges and increasing their number; improving the quality and variety of educational materials online; propagation of cooperation with other countries in the field of language education, creation of virtual linguistic communities throughout the country; the development of new programs for foreign languages teachers' professional training, which will implicate carriers and language users to get additional methodological skills and qualifications for working with faculty assistants; curricula for elementary and secondary schools coordination by local education authorities to ensure that every student in a secondary school can study at least one foreign language [6].

In the White Book 'On the importance of the teacher' (2010), a number of measures were proposed to improve the quality of teacher training, in particular: 1) the creation of a centralized registration system for pedagogical specialties entrants; 2) strengthening the requirements for entrants of pedagogical faculties; 3) strengthening the practical orientation of university programs of basic pedagogical education by increasing hours assigned for pedagogical practice and enhancing the emphasis on the practical mastery of the main pedagogical competencies; 5) creation of a national network of internships at leading universities, in which teachers' training, retraining and qualification improvement of is carried out. Regarding the organization of foreign languages teachers' professional training, it is based on the traditions of teaching at the universities (Institutes / Departments of Education of Universities) and the Institutes and Colleges of Higher Education (Pedagogical Colleges). In addition, in the UK there is a practice of teacher training by groups of schools or individual schools. The Teacher Training Agency plays an extremely important role in the UK teacher education system, which main functions are the creation and coordination of educational institutions, the financing of training programs, the promotion of the prestige of the teaching profession, the research work to improve the teachers' training system [7].

There are three levels of study at universities: Undergraduate - basic higher education with a term of education of 3-4 years and obtaining a Bachelor Degree; Graduate - complete higher education with a term of 1-2 years and obtaining a Master Degree; Postgraduate - PhD study. Upon graduation from a university, graduates receive a bachelor's degree, diploma or certificate in education. If the teacher is trained on the basis of the school he / she is given the Qualified Teacher Status. In the UK, universities are independent, autonomous institutions with their own legal authority, both academic and managerial. They are not property of the state, although most of them depend on government funding. Each university and college of higher education is responsible for complying with the relevant standards of education quality. Teaching colleges in the UK do not have a common curriculum. Usually, the curriculum of pedagogical college where training lasts for 3 years includes a course on the main subject, a professional course, a pedagogical course, and practice in school.

The theoretical content of courses for future teachers of foreign languages consists of pedagogy; language training; history, literature and culture of the country language is studied; linguistic theory (comparative linguistics, sociolinguistics, psycholinguistics); methods of teaching foreign languages. Students also master the ability to use ICT for educational purposes, which prognosticate compulsory testing as a component of the final examinations. Some British higher education institutions also include aspects of intercultural or sociocultural pedagogy for future teachers of foreign languages. Studying abroad is an integral part of the professional training of British students, usually within the framework of the 'Foreign Language Assistant' projects. The foreign languages teachers' training in the UK researches analyze in the context of a comprehensive professional education of teachers and in an inseparable connection with special-subject and psychological and pedagogical training. The most important provisions of the Western pedagogical theory can be the following: the establishment of an optimal ratio of theoretical and practical components, the degree of differentiation of knowledge of the subject of specialization and the methods of teaching, the importance of pedagogical practice to improve understanding of these concepts; the role of the school in the formation of pedagogical skills and the appropriate level of communicative competence of future teachers [8].

The current and final quality control of the professional training of foreign language teachers in the UK is carried out with the involvement of standards developed by the Agency for Teacher Education. The practical component of teaching is the pedagogical practice (25% of total time) that is designed for long-term training at schools in the UK and abroad. Senior students should spend two-thirds of their time at two different schools, working in classes at different stages of study. During the pedagogical practice, students collaborate with mentor teachers who are also involved in planning future teacher training programs. This testifies to the very close partnership of teachers of the basic schools and institutions of higher education in the UK. The pedagogical practice includes: attending a school in order to study the peculiarities of the educational process, review and analysis of demonstrative lessons, micro-examination and self-study activities. As a result of work in school, students should prepare a portfolio of the pedagogical practices, which makes it possible to establish links between the theoretical and practical components of professional training and serves as a tool for integrated evaluation of each student's progress.

Continuous professional development of foreign languages teachers in the UK is provided by special institutions which activities are aimed at achieving the following results: retraining of teachers and acquaintance with new ideas and approaches, in particular on the use of ICTs; an assistance for the teacher to overcome the difficulties that arose in a particular professional context; the introduction of new strategies developed the administration. Due to this, teachers are involved in trainings that include pedagogical, linguistic and ICT components. British foreign language teachers also have the opportunity to attend specialized ICT courses abroad and take part in professional exchange programs.

An example of the results of such an ICT practice of professional development is the creation and active use of the interactive course ILIAD, which contains discussion video materials on professional topics, namely, foreign languages teaching in Europe. ILIAD combines ICT-approaches with the professional training of future and acting foreign languages teachers, focusing on such positive elements as European dimension, multilingualism, innovations in the early education of foreign language children, and distance learning.

In the professional training of future foreign languages teachers in the UK, the lecture is a leading form of study that helps to encourage the student to independently complete the issues discussed at the lecture. Student's tutoring classes with a teacher are important in senior courses, when students have a large amount of knowledge, on the basis of which the tutor individually manages the student's work. Each student is considered to be officially affiliated with a tutor who follows his / her study, production practice, etc. An important place among the teaching methods in higher education institutions in the UK is taken by disputes, discussions, seminars. The valuable experience of Great Britain is a method of conducting practical classes, which are very popular with problem-solving methods using heuristic conversations, role-playing, simulation games, and research projects. Future English language teachers learn to put forward a hypothesis, to justify and test it, which is a prerequisite for the development of critical thinking. During the problematic presentation of the material the leading methods of productive learning: problem, partially searchable (heuristic), research is involved. Of great importance is the consulting work of teachers with students, which allows differentiating independent work. The consulting function of teachers often exceeds the total load of lectures and practical classes. Future teachers of a foreign language have the opportunity to ask for help with questions about curricula, methods of work with educational literature, information search, research implementation, etc. It should be emphasized that in Great Britain, independent work is a carefully planned process that takes place led by a teacher and is provided fully methodically, and is individualized depending on the abilities of students, and also involves creative activity in acquiring and consolidating scientific knowledge.

The study of British experience of foreign languages teachers' training has allowed to highlight positive features whose key ideas can be used creatively in the process of updating the Ukrainian system of pedagogical education: increasing attention to the selection of pedagogical specialty attendants to a using a professional suitability test; introduction of educational pedagogical practice in the first weeks of training of future teachers at a higher education institution; increase in the volume of independent work of students; extension of the period of pedagogical practice by reducing the time for theoretical training and by integrating individual training courses; introduction of study internships in the countries of the studied language; improvement of the skills of practicing pedagogues with innovation orientation.

Let's consider the features of traditional and innovative approaches to the future foreign languages teachers' training in *Germany*. German pedagogical education has gradually developed and modernized, responding to the demands of society related to economic, political and social processes in the country and in the world. The two-stage model of future teacher training as a national pedagogical phenomenon is highly valued due to the professional qualifications of young teachers and the status of the profession in society. Germany, having signed one of the first Bologna Declaration in 1999, committed itself to reforming the national system of higher education according to the European requirements. The process of structural reform of the traditional model of teacher training, namely the first stage of theoretical training, and the search for the best model of graduation (Bachelor and Master Degrees), was accompanied by numerous discussions among educators and scholars who sought to preserve national treasures of higher pedagogical education and to identify the best ways to implement European requirements.

The legislative framework that regulates the foreign languages teachers' training in Germany consists of federal and regional legislation and normative and guidance documents of the Permanent Conference of Ministers of Education and Culture of the Federal Lands, in particular: Basic Law of the Federal Republic of Germany (Constitution); Framework Law 'On Higher Education'; the land laws, namely: 'On Higher Education', 'On Teacher Training', 'On Civil Service', 'On School Education'; the orders of the Land Ministries of Education, namely: 'On the organization of the first state examination', 'On the organization of the second state examination', 'On the organization of internship'; Results of the Conference of Ministers of Education and Culture.

The basis of the legislation of modern Germany is the Constitution, Basic Law (Grundgesetz) (23 May 1949), which establishes the social state system of the country, the functions of state authorities, the basic rights and duties of citizens. In accordance with the Constitution of the Federal Republic of Germany, federal land at the regional level regulates all issues of school, higher education, professional development and adult education. One of the important legislative acts of the Federal Republic of Germany, which regulates the training of specialists at universities, is the Framework Law 'On Higher Education'. It identifies the priorities and guidelines for the organization and functioning of higher education institutions, which activities are detailed in the land laws of higher education. Details of obtaining professional pedagogical education and advanced training are reflected in the land laws 'On the training of teachers'. The content of these laws reflects the main stages of professional pedagogical education in Germany, reveals the organizational and pedagogical aspects of university training, school practice, internship, further postgraduate education and advanced training for teaching staff [9].

Not all of the land laws on teacher training detail the aspects of pedagogues training. In the vast majority of federal states the first and second state examinations, internships are regulated by separate decrees and orders of the Land Ministries of Education: 'On the



organization of the first state examination', 'On the organization of the second state examination', 'On the organization of internships'. Note that in the federal lands that do not have a separate teacher training law (Baden-Württemberg, Hamburg, Lower Saxony, Rhineland-Palatinate, Saxony, Saxony-Anhalt, Schleswig-Holstein), the regulation of this issue is carried out within the framework of the land laws 'On state service' because the teacher in Germany is a civil servant [10].

Regarding the organizational features of the professional training of foreign language teachers in Germany, the new trends in socio-economic development in the 60-70-ies of XX century contributed to increasing the attention to the academic preparation of teachers of all types of schools through the gradual integration of higher pedagogical schools into universities. Thus, almost all higher pedagogical schools in Germany, with the exception of Baden-Württemberg, were integrated by the end of the XX century into universities, and professional pedagogical training of teachers of all types of schools (primary, basic, real, and gymnasiums) began to be according to two-stage model: the first stage - the theoretical (training at a university or higher pedagogical school) and the second stage - practical training (pol. referendariat), which is controlled by another government agency. Professional training covers 4 aspects: theoretical training on the subject of teaching, didactics, psychological and pedagogical disciplines and pedagogical practice and completes with the compilation of the first state examination, which is a prerequisite for admission to the second stage. Practical preparation (pol. referendariat) lasted for 24 months until the signing of the Bologna Declaration by Germany and the introduction of advanced training. At the present stage, the internship period is reduced to 12-18 months. During the internship, future teachers of foreign languages gain experience, have lessons at the school under the guidance of a mentor and attend classes on pedagogy and methodology. The traineeship (pol. referendariat) ends with the compilation of the second state examination. Only after successful completion of the second state examination, students who have completed the full course of professional foreign languages teachers' training, have the right to hold a corresponding post at state schools [11].

Due to the decentralized system of education management, the professional training of future teachers of foreign languages in different lands of Germany takes place in different ways: depending on the type of school (primary, basic, real or gymnasium). Thus, training programs differ in content and volume. Universities offer appropriate curricula, depending on the levels and types of schools where students plan to work. After graduating from the university, graduates can occupy various teaching positions: teacher of the first degree (elementary school teacher); of teacher of the second degree I (teacher of 5-10 grades of primary, real school, gymnasium and united school); teacher of second degree II (teacher of 11-13 grades of gymnasium and united school). In addition, under the conditions of the Bologna process, the first stage of theoretical training was reformed and a gradual training was introduced. However, several federal states did not support the innovations, so some of

the universities of the country continue to prepare foreign language teachers according to the old model, for example, in Mecklenburg-Vorpommern and Sachsen. In Baden-Württemberg, Bayern, and Saarland, step-by-step training is provided only for vocational school teachers. Schools of Sachsen-Anhalt and Thüringen offer both approaches. However, the vast majority of universities have introduced Bachelor and Master Programs in foreign languages teachers' training. In particular, undergraduate study lasts 6 semesters. Studying at Master level lasts for 2 semesters for future teachers of a foreign language of elementary school and 4 semesters for teachers of general education, vocational schools and gymnasiums. Full implementation of the Master Program is a prerequisite for admission to the next stage of practical training (pol. referendariat). In some lands internship can be postponed for 4 years. However, modular curricula and a credit transfer system have been introduced in order to ensure academic mobility of students by all universities of the country [12].

In the course of reforms, there were changes in the content of the professional training of foreign language teachers and the amount of study hours, which are 300 ECTS credits for high school teachers (5-11-13 classes) by all universities. The share of psychological and pedagogical disciplines, such as school pedagogy, general pedagogy, the basics of special pedagogy, pedagogical psychology and discipline of choice (diagnostics, social pedagogy, media pedagogy, etc.) cover 30 ECTS credits. To study each of the two compulsory language disciplines, 105 credits and 30 credits for studying didactics are given. School practice (social, indicative and basic) covers 15 credits ECTS, thesis - 15 credits. By choosing a foreign language as a subject of teaching, one can still study another foreign language or history, geography, computer science, physics, mathematics, chemistry, etc. In order to improve the professional competence of future teachers of foreign languages, it is recommended to practice abroad in the country the language of which is being studied [13].

The introduction of graduate education is held gradually and accompanied by numerous discussions about the choice of the best model of training. According to M. Winter, graduate teacher training in Germany is carried out using integrated and successive models. In the integrated model, all components of professional training are made on both Bachelor and Master levels. In the successive model at the bachelor level, theoretical training on disciplines of the subject is dominated, while at Master level disciplines of the psycho-pedagogical cycle and didactics are studied, which, according to German scholars, cannot provide the training of a qualified teacher for such a short time [14].

One of the first integrated graduate training models was introduced at the University of Bielefeld in the Nordrhein-Westfalen. For example, future foreign languages teachers receive a theoretical background at the bachelor level of 180 credits ECTS: 90 credits from the basic discipline of the subject of teaching and 60 credits from the second discipline, in addition, the study of psychological and pedagogical disciplines in the volume of 30 credits.

The volume of study hours in the magistracy is 120 credits ECTS: basic discipline (20 credits), second discipline (40 credits), psychological and pedagogical disciplines (14 credits), practice during the whole semester (25 credits), and Master paper (15 credits). German universities take into account the realities of the modern comprehensive school in Germany with the multinational students and the related problems and make efforts to ensure qualified future foreign languages teachers' training for work in multicultural education. Therefore, the Bielefeld Master Programs for teachers, regardless of their specialization, include 6 ECTS credits of German language training as the second one [15].

The University of Bochum in North Rhine-Westphalia was one of the first (2002) to introduce a successive model of the advanced training of foreign language teachers. At the end of studying in baccalaureate you need to get a total of 180 ECTS credits: 79 credits from the basic discipline and compulsory Bachelor Paper, 71 credits from the second discipline and a module of disciplines of choice in the amount of 30 credits. The module of disciplines of choice for future teachers contains 25 ECTS credits (German as a second language, didactics, indicative and practice at school, and 5 credits of elective disciplines). The Master Program for future teachers is aimed at the formation of professional-teaching and professional-pedagogical competencies. The advantage of the successive model is the ability to get a thorough theoretical training of both subjects of teaching at the same content at the Bachelor level and to choose a Master Program, the full implementation of which will allow the transition to the next second stage (pol. referendariat) or another program for the continuation of scientific work [16].

The main forms of organization of educational activities of students are: lectures, tutor (individual) classes, consulting classes, seminars in small groups, discussions and debates, practical classes, writing essays. Among the active teaching methods, preference is given to modeling, role-playing and didactic games, dramatizations, micro presentations. Pedagogically valuable forms of learning are problem-based learning, 'free group discussion', when discussions of the topic or problem are conducted by students, and the teacher acts as a listener, etc. Advanced changes in the organization of professional foreign languages teachers' training in German educational institutions also provide studying in individual groups: tutoring lessons, trainings, work in small groups, internships abroad. For masters, the key is the method of situation analysis, a transdisciplinary model of learning, which involves studying a specific problem and requires a project to solve it. For this purpose, educational technologies such as heuristic conversation, brainstorming, discussion, research tasks are used. A productive form of student training is specialized research seminars, during which researches are conducted (essay volume 20-25 pages). The main task of such seminars is to teach the future teachers to formulate their own opinion and freely express it during the qualified paper defense [10].

Thus, the professional future foreign languages teachers' training in Germany consists of two stages: theoretical (university or higher pedagogical school) and practical (pol. referendariat).

As part of the Bologna process, the first phase was reformed and step-by-step training (Bachelor and Master Degrees) was introduced. The search for an optimal model of step-by-step training led to the creation of integrated and successive models. Most universities prefer an integrated model that aims to train a teacher throughout the entire period of university education. Successive model suggests Master Programs that provide the formation of the necessary professional and pedagogical competencies. The lack of uniform requirements for the structure and content of professional foreign language teachers training by the state allows some universities to train teachers following traditional approach. Structural reforms have led to the need to revise the content of the professional training of foreign languages teachers, update curricula together with the needs of the modern school, the introduction of modular curricula and credit transfer system by all universities in the country. An important thing of professional foreign languages teachers' training that can be borrowed into domestic practice of teachers' training may be the experience of developing a new concept for structuring the content of psychological and pedagogical training of future teachers according to the principles of modularity, interdisciplinarity, reflexivity; development of technologies of organization and inclusion of a new concept in the context of educational activities of higher education institutions that train foreign language teachers.

An example of a positive experience for the development of Ukrainian pedagogical education at the stage of its entry into the European educational space is *the Kingdom of Belgium*. This is due to the fact that this country has already introduced pan-European reforms in the field of vocational education. It is also worth noting that the feature of Belgium is the presence of three language regions: the French south, the Flemish north and the German-speaking part in the east. Such linguistic features have led to the formation in a small country of quite different educational systems that depend on linguistic communities and have all the necessary structures of governance. In addition, it's important to consider the fact that the capital of Belgium Brussels is the center of Europe, and at the same time the location of the headquarters of the EU, the NATO office and the secretariat of the Benelux countries. The international political status of this country also manifests itself in the teaching of foreign languages within the school, university courses and in the system of general education, professional training of foreign language teachers.

The three-tiered structure of Belgium's professional education, its international orientation, the decentralization of the management system, the transfer of authority to solve educational issues from the state to the regional level, effective academic programs dominated by interdisciplinary and competent approaches to the organization of the educational process and clear standards for the quality control of education, testify to the mature and effective system of professional pedagogical education.

When determining the place of foreign languages teachers' training in the system of higher education in Belgium, it must be emphasized that each language community (Flemish, French, and German) has legislative and executive autonomy, its own Parliament, which issues laws that are legally valid within a certain territory. However, the fact that higher professional education is organized only by two communities: Flemish and French, since there are not enough high education institutions in the German community, and students study mainly in neighboring communities or in Germany.

The specificity of Belgium's professional teacher education system is its transparency and a humanistic, personalized approach. Diplomas issued by public and private educational institutions have the same educational and legal value. The institutions of higher education in Belgium for university and non-university levels provide equally qualitative educational services for future teachers of foreign languages. Clear differentiation of levels of teacher training, the presence of professionally oriented and academically oriented courses in obtaining a teacher's qualification and the international orientation of education are also key features of the professional training of foreign language teachers in Belgium. It was found that a teacher in Belgium is considered to be a hired worker in the field of private and public education, whose status is determined by Decrees of March 27, 1991. Taking into account the peculiarities of the administrative-territorial structure of the state, the activity of the teacher, including foreign languages teachers, is governed by certain regional requirements, which are common to both language communities (Flemish and French): the availability of the necessary qualifications and skills for teaching activities (age of pupils, specialization of subject, level of education, etc.); qualifications that are considered sufficient for work with students (necessary for determining the requirements for teaching at school in the absence of the first); and a proper level of foreign language proficiency. In addition to the above requirements, Belgian institutions of higher education are guided by the Pan-European Recommendations on Language Education (2001). As the training of foreign language teachers in Belgium is carried out within professional education, the requirements for teachers are regulated by the general normative documents of vocational education.

The qualifications of a foreign languages teacher in Belgium can be obtained: 1) at the pedagogical (university) colleges - the Institute of Higher Pedagogy (French-speaking Community), the Pedagogical Higher School (Flemish Community) or the Independent High School (German community); 2) at universities at the faculties of teacher training: the Brussels Free University, the University of Ghent, the University of Liege and the Catholic University in Leuven, the Department of Psychology and Pedagogy; 3) studying in absentia ('socially oriented system'). In addition, there are separate courses of pedagogical training for graduates of higher education institutions, where, in addition to general-pedagogical and educational disciplines, one can choose a specialized training direction. Educational institutions have a significant degree of freedom in addressing many issues at academic, organizational and economic levels. As a result, central government has only a minor impact on their management.

Pedagogical training of foreign languages teachers in Belgium is carried out in the following directions: a teacher in preschool institutions, in particular a foreign language teacher; a foreign language teacher at elementary school; a foreign language teacher at a secondary school; a foreign language teacher at a high school. It should be noted that Belgian professional education is provided by those higher education institutions providing a diploma of completed higher education and a diploma of bachelor degree in the professional field of 180 + 60 credits (higher professional schools / university colleges), a bachelor degree with an academic volume of 180 credits (higher professional schools / university colleges and universities) and a Master degree 60-120 + 60 credits (universities) [17].

Recently, in the context of European integration, there have been changes in the system of teacher training. The changes have affected the Flemish speaking community of Belgium. So the first cycle of training for foreign language teachers at pre-school institutions, elementary and secondary school, which lasted 3 years, in colleges replaced the course for obtaining a bachelor degree of professional orientation in the amount of 180 credits. The course of prolonged education for obtaining a bachelor degree in 60 credits replaced the one-year course of in-depth training for obtaining a foreign language teacher's qualification. The volume of the curriculum for future high secondary school teachers at university colleges is 35 credits. The attention is also paid to the practical part of the curriculum, i.e. pedagogical practice. There are additional hours for study, which the teacher combines with professional activity; there is close cooperation between general education schools, higher education and research sector teachers' teaching departments [18].

As a result of the analysis of educational documents and scientific works in the field of language studying, it has been found out that Belgian scholars support five areas of education in the field of foreign language teachers training (the so-called 'The Five C's') and standards for it: communication, cultures, connections, comparisons, and communities. The following competencies, which should be processed by successful foreign language teacher, are: foreign-language, intercultural, linguistic-ethnographic, communicative, sociolinguistic, sociocultural, methodical and pragmatic.

The content of foreign language teacher's professional training in Belgium covers six blocks of subjects: disciplines of psychological and pedagogical orientation, social, methodological blocks, as well as special-subject courses and elective courses. In order to receive a pedagogical specialty diploma, students must also pass a pedagogical practice.

As a result of the analysis of foreign languages teachers' training programs, it has been determined that Belgian educational institutions of both types, university and non-university, usually use traditional methods and techniques in educational activities (analytical method of grammar transcripts, direct, audio lingual, communicative methods, methods of bilingual education, differentiated learning, etc.). The teaching methods differ in their peculiarities depending on the place of study, because different skills (reading, grammar, listening) are better developed due to the level of English-language television,

press and songs distribution on the territory of linguistic communities. During the study, it was found out that not only traditional forms (lecture, seminar, independent work) are widespread, but also an alternative kind of organization of educational activities such as micro training. In addition, distance education is widely promoted and used in the country through on-line training courses for foreign language teachers offered by the British Council in Belgium and other international organizations. It was revealed that most of the lessons are personally orientated that is a student is always in the first place for every teacher. They are also based on the activity approach and have a communicative orientation (jigsaw learning, informal lecture, lecturette, workshop, simulation, cross-over groups, open learning, etc.).

At the content level, it is determined that each educational institution that provides foreign languages teachers' training in Belgium has the right, besides the obligatory ones, to enter other subjects. Thus, students at the Institute of Higher Pedagogy and the University of Liege pay more attention to the study of psycho-pedagogical subjects (52% and 54% of the total number of hours for training), the University of Ghent - the methodological block (25%) and courses at the student's choice (25%). , and Independent Higher School - social and educational courses (54%).

On the basis of the analysis of the Belgian experience of professional training of foreign language teachers, generalizations have been made that can be used in domestic practice: the pedagogical component in the professional training of foreign language teachers should start from the very beginning of the study, both at the level of studying of professionally oriented disciplines and pedagogical practice; it is necessary to ensure straightness and partnership between the university and the high professional college for cooperation in the pedagogical and scientific spheres; it is necessary to provide more autonomy to institutions of higher education; to reduce the number of educational courses of a general education nature; change the requirements for admission to pedagogical educational institutions by introducing tools for checking professional competence; apply new methods, means of teaching foreign language communication; to involve language speakers in cooperation; to conduct classes on European culture; create conditions for early involvement of students in school life.

**Poland**, as a country with a decentralized education system, is actively implementing reforms in pedagogical education, developing modern standards for high-quality teacher training in higher education institutions. Scientific interest in the experience of this country is due to the fact that Poland and Ukraine have much in common in the cultural and socio-historical development.

The training of foreign language teachers in Poland is provided by: 78 pedagogical colleges of foreign languages, of which 45 colleges provide English language training; 37 higher vocational schools (including institutes); 19 universities; 7 academies and 1 polytechnic (total - 109).

As a result of the analysis, we can state that in Poland the guiding normative document is the standard of professional training of a foreign language teacher. But, despite the fact that both Slavic countries support the Bologna Polish standard of teacher training, it defines: general requirements (to which the foreign language teacher should be professionally trained); characteristics of the graduate (he / she must be prepared for the tasks to be completed); basic skills (foreign languages teachers training should ensure the acquisition of competences in professional areas of knowledge); groups of subjects with the minimum acceptable academic hours; contents of educational disciplines; goals and requirements for the implementation of psychological and pedagogical practice in school [19]. The standard of professional training of a foreign language teacher coordinate and organize of specialists training, providing the basis for the content of foreign languages teachers' training. This allows for the preservation of a single educational space in a multinational society, to stimulate the differentiation of education and to preserve the continuity of teachers' training on different models and options. Standardized requirements for teacher qualification are presented in the form of professional competencies. It is imperative that teachers' training programs should be based on their professional competences and reflects their content.

According to the state standard, a foreign language teacher in Poland must be aware of the following spheres of pedagogical activity: 1) the chosen specialty, in order to competently transfer the acquired knowledge, to deepen and update them on their own, and be able to integrate into other areas of knowledge; 2) psychology and pedagogy, in order to perform educational and curator function, to support the comprehensive development of students, to individualize the learning process, to meet the special educational needs of students, to organize the educational process at the class level, school and local environment, and to cooperate with other teachers, parents, carry out extra-curricular work; 3) educational subjects, in order to effectively conduct training sessions, to support students' intellectual development through the ability to choose the right active methods and technical means of teaching, adequately assess the achievements of students; 4) the use of information technology during the lessons; 5) mastering, another foreign language at level B2 in accordance with the European Recommendations on Language Education [20].

Professional training of a foreign language teacher encompasses studies at the first degree with the title of licensee (corresponding to the educational qualification level, 'Bachelor'). Training lasts 6 semesters. The number of studying hours should be at least 2000, and the number of ECTS credits is not less than 180. As for the qualification requirements, the foreign language teacher must have basic knowledge of language, literature and culture in the field of the chosen foreign language, as well as the ability to use knowledge in professional activities and life based on ethical principles. The future foreign language teacher should learn a foreign language as a mother tongue, at level B2 in accordance with the European Recommendations on Language Education of the Council of Europe, and must be able to use a foreign language in educational work.



The contents of the basic curriculum for the training of foreign language teachers are divided into three groups. The first group is the subjects of the philological cycle of training, which include [21]: training in the field of practical English language (preparation and acquisition of language skills in writing, reading, listening, speaking; integrated competence; practical grammar; practical phonetics; theory and practice of translation; perfect knowledges of a foreign language and ability to use it efficiently in communication and writing); preparation in the field of practical course of the second foreign language; preparation in the field of knowledge of language and communication (introduction to linguistics, language history, descriptive grammar of a foreign language, the theory of the use of contrastive research, the theory of formal grammar with the use of language programming); training in the field of knowledge of literature and the culture of a foreign language (the history of writing or oral traditions of the language studied, taking into account literary genres - poetry, drama, prose, problems of periodization of the history of literature, introduction to literary studies); training in the field of the methodology of teaching a foreign language (problems of foreign language studying and theory of linguistic communication; psycholinguistic foundations of language are revealed).

The second group of educational disciplines is the subjects of a purely pedagogical cycle, which include: psychology, pedagogy, didactics, correct pronunciation lessons, educational law (the organization and functioning of the educational system and the regulation of the activity of educational institutions), the basis of safety of life, ethics, language culture, the history and culture of the native land, art objects and the basic health knowledges. The third group of educational disciplines is a subject of general training (information technology and physical education) and pedagogical practice. A student of a pedagogical college of foreign languages must be prepared to use information technologies that play an important facilitating role in conducting lessons. The IT training program is at least 30 hours. Training programs also include preparation for classical languages (Latin, Old Slavic or Sanskrit) of at least 30 hours. It should be noted that the standard of training foreign language teachers in the overall training cycle has a small part. According to the analysis of educational programs, all institutions of education in the normative list of disciplines of general training include logic, philosophy, ethics, and law.

Having analyzed all the cycles of professional training of a foreign language teacher, it is advisable to determine the place of theoretical and practical disciplines in the student's education system. Thus, the largest number of hours for practical classes is provided by the Pedagogical Collegium of Foreign Languages in Bydgoszcz (89%), and the smallest number of hours is Bialystok University and PWS in Krosno (77% -78%), respectively, these two educational institutions implement the largest number of hours for theoretical subjects (22% -23%). The lowest number of hours for theoretical disciplines is given to the remaining six educational institutions of education in Poland (11% -17%).

The implementation of practices at the modern educational stage in Polish higher education institutions is presented in two forms: assistant practice and subject-methodical practice. Among the reviewed educational programs of Polish educational institutions, 5% - 7% of the total amount of training is related to practice at school. Students are obliged to undergo school practice (180 hours, of which 150 hours of basic specialization and 30 hours of additional specialization). Polish scholars have suggested improving the content of pedagogical education by introducing content modules from various academic disciplines (in the basic part of the preparation) and cycles in the practical (through the organization of several pedagogical practices). Consequently, the emphasis is placed on the appropriateness of the priority of the student-teacher being at an institution of higher education and at a school (or other educational institution).

As a rule, at the 3-year educational qualification level, 'license' (pol. licencjat) provides for two student practices. The first, so-called general pedagogical practice is expected after the second semester and lasts for three weeks (in general up to 60 hours). Its purpose is the practical verification of learning during the learning of knowledge and the acquisition of applied competences, including: a variety of knowledge of educational reality and the daily work of teachers; the formation of new skills (cognitive, conceptual, psychological, social (in the context of educational, behavioral and curator work), the initiation of the process of identification with the profession and the creation of his / her own concept of educational work, strengthening the motivation for further academic and practical training. (30 hours) and 1-3 years of primary schools of the 6-year basic school (pol. szkoły podstawowej) (30 hours). The next, so-called 'specialized' practice is expected after the IV semester, its term is extended to six weeks (by 3 weeks in kindergarten and primary schools). This is generally given up to 120 hours. The purpose of this practice is to verify and apply the knowledge and skills accumulated during the training, as well as in practical training for the performance of professional duties, and the tasks are not only observation, but also active participation of students-practitioners in organizing and conducting various forms of activities under the guidance of a teacher-curator, as well as mandatory summer practice (after IV semester).

At the 2-year master studies 150 hours are usually devoted to practice, in particular, in the second semester 90 hours (3 weeks) and in the third semester 60 hours (2 weeks). The place of practice is determined by students independently (mainly at the place of residence) or on offer of the organizers of the practice. This practice is aimed at: familiarizing with the organization of the functioning of various types of educational institutions, especially those where graduates can be employed; receiving skills in planning, conducting and documenting classes, as well as analyzing the work of teachers and students, their own work and its results [22]. Thus, the standard of professional training of a foreign language teacher warrant high quality of education in the national context of Poland and a prerequisite for effective teacher training for the teaching of a foreign language in various educational institutions.

This document contains general requirements for teacher training, a description of the future teacher of a foreign language, his / her professional competencies, groups of subjects of training and their contents with a minimum number of hours. And, of course, all pedagogical educational institutions use standard requirements as a model for developing their own curricula, leaving the necessary number of hours to study discipline, depending on the level of knowledge and needs of students. As a result of the analysis of programs, it can be argued that in the training of a foreign language teacher in Poland, an integrated approach is used that enables students to synthesize theoretical knowledge with practical skills for skillful work at school.

The experience of professional training of foreign language teachers in *the Czech Republic*, which occupies a leading place among the countries of Eastern and Central Europe on the standard of living of the population, socio-economic, cultural, political, and, of course, educational development, is interesting. The Democratic Czech Republic is one of the first European states, which has begun actively implement the Council of Europe recommendations on language education, languages and the foreign languages teachers' training in practice. Due to this, we consider it expedient to study the practical experience of preparing foreign language teachers in the context of modernizing the system of higher education in this country. In the Czech Republic, there is an effective system of higher education that includes universities, institutes, and academies. Today there are 28 state and more than 40 private institutions of higher education in the state. The Charles University in Prague, founded in 1348, was the first institution of higher education in Central Europe and remains one of the most prestigious European universities. The second largest university in the country is the University of Massarics in Brno, founded in 1919. There are eight faculties, including pedagogical. Almost every major city in the Czech Republic has its own state higher education institution at the level of classical European education [23].

At the beginning of the XXI century in the Czech Republic, as in many other European countries, there was a process of intensive increase in the quantitative indicators of pedagogical education. A step-by-step plan for the reform of pedagogical education was presented in the 'National Program for the Development of Education and Upbringing in the Czech Republic', the so-called 'White Paper' (2001). This document presents state requirements for the quality of teacher training, defines their professional functions and competences [24]. The legal principles of joining the Czech educational system to the Bologna Process were enshrined in the new Law 'On Education' (2004), the Law 'On School' (2004, 2012). In particular, the Law 'On School' (2004, 2012) formulated the general objectives of education in the Czech Republic, i.e. the development of personality in accordance with age, individual characteristics and opportunities, preparation for personal and social life, education throughout life, the result of which is participation in work activity and employment; support for the awareness of the belonging of their people to the European and world community, respect for other peoples, culture and values of society; education of respectful attitude towards European cultural traditions and values, ethnic, cultural, linguistic and religious peculiarities of a nation, regardless of belonging to certain nations [25].

An important addition to these documents was the Law 'On Teachers' (2004), which sets out new requirements for the qualification of teachers, in particular, it is determined that a Master degree is a prerequisite for the qualification of teachers of primary and secondary schools, including foreign language teachers. Three-level vocational training was introduced in order to adapt the Czech model of higher education to European requirements in high educational establishments: the first level of higher education - Bachelor level (3 years), the second level - Master level (2 years), the third level - doctorate (3-5 years).

From the 2001/2002 school year, there was a clear distinction between Bachelor and Master Programs in Czech higher education institutions. Students who have completed the Bachelor program receive higher education with the award of a Bachelor degree. Students can complete their studies or continue their Master Program. Upon transition to the next program it is allowed to change an educational institution, a faculty and a specialty. To continue Master degree program student must pass two or three profile exams. There is no clearly defined term for students in Czech higher education institutions. In order to complete the program of training in the chosen speciality, the student must take exams and tests from a certain list of subjects and collect the required amount of points. Significant role in the reform of higher education in the Czech Republic is played by the introduction of the Transfer System of European Credits (ECTS). Its introduction enhances the flexibility of higher education, promotes the mobility of students and teachers within the European educational space.

Mobility of graduates promotes the acquisition of a diploma in Czech and English, the model of which is proposed by the Council of Europe and the European Commission. According to European and world traditions, institutions of higher education of the Czech Republic are autonomous. Today, the Ministry of Education and Science carries out functions of coordination, introduces certain standards of training, exercises general supervision and control over the activity of educational institutions, and regulates budgetary funds. In accordance with the current legislation of the Czech Republic, higher education institutions enjoy special powers regarding the election of their principals, responsibility for the qualitative selection of scientific and pedagogical staff, the implementation of internal control over the quality of education, the activities of everyone who is involved in the management of the institution of education. Recognizing the importance of the intellectual potential of higher education, the state recognizes the exclusive right of the universities to autonomy in determining the direction of professional training of students.

The leading components of future foreign languages teachers' training in the Czech Republic coincide with the European Qualifications Framework (2005). The theoretical component of pedagogical education includes the study of pedagogy, general educational psychology and sociology. The general practice is the specialization of students from two subjects and one foreign language together with any other discipline or second foreign language.

Higher education institutions in the Czech Republic encourage students to study a second foreign language, as it will enable future teachers to avoid difficulties when working with students. However, there are certain limitations in the choice of foreign languages for study. If the student chooses to study a foreign language that is not widespread, English, French, German is the second one in the curriculum.

All students study courses in the history, literature, and culture of the country whose language is being studied. A compulsory component of future foreign languages teachers' training is the study of foreign language grammar. The content of the training of future teachers of foreign languages includes courses in linguistics, sociolinguistics, psycholinguistic. Students get knowledge of the methodology of teaching a foreign language. The term and the amount of such training vary; however, this course focuses on preparing a teacher for the learning process and implementing a communicative approach in teaching a foreign language. Graduates of a two-year Master Program gain experience in the future profession of a foreign language teacher by completing a curriculum consisting of compulsory and elective courses aimed at obtaining professional knowledge, as well as through pedagogical practice. Studying in magistracy involves the student performing research work on the methodology of foreign language teaching.

The peculiarity of the curriculum for the training of foreign language teachers in the Czech Republic is the implementation of the 'European dimension', which is based on: recognition of the need to ensure implementation of the Bologna process and relevant educational standards; developing training courses that allow teachers to qualify in several countries; participation in European projects and opportunities for student mobility; signing of intergovernmental and inter-university agreements; legislative provision of studying foreign languages. Today, the compulsory component of the curriculum is also the training for the use of information and communication technologies in the process of learning (ICT). Such courses are aimed at obtaining information about a foreign language and developing information and communication skills and abilities. Improving the quality of the professional training of foreign language teachers helps to attract teachers from the Czech higher education institutions to the Council of Europe's projects in the field of education.

To summarize, the Czech Republic has considerable experience in the preparation of foreign language teachers. The largest universities in the state offer flexible curricula at three levels: undergraduate, postgraduate and doctoral programs. Improving the system of higher education in the Czech Republic according to European standards (introduction of a transfer credit system, implementation of the 'European dimension' program, foreign languages training, and involvement in international linguistic projects) contributes to the qualitative training of highly skilled pedagogical staff.

### **Conclusions.**

Analysis of national systems of professional training of foreign language teachers in foreign countries made it possible to formulate the following conclusions. The readiness of a future teacher to learn a foreign language within the European educational space is an important issue. The establishment of new values related to the search for a multicultural, multi-ethnic and multi-linguistic Europe depends to a great extent on the ability of the teacher to develop a European consciousness and an individual sense of moral responsibility in a pluralistic society. The key features of the professional training of foreign language teachers in the foreign countries studied are: the expansion of the component of teaching practice (both by increasing the hours provided for training and by creating the basis of training programs consisting of workshops); increase in the number and variability of routes, through which student can master the teaching profession; availability of several alternative ways of teacher training (programs ranging from university undergraduate and postgraduate programs to highly qualified pedagogical courses; updating of the content of programs for the training of foreign language teachers; ‘universityzation’ of pedagogical education, that is the priority of university-level pedagogical education; diversification of forms and methods of training; internationalization of the content of professional training, participation in international educational programs and projects; informatization of the educational process.

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