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TEACHER TRAINING AND CONTINUING PROFESSIONAL DEVELOPMENT IN THE CONTEXT OF LIFELONG LEARNING: THE INNOVATIVE EXPERIENCE OF GERMANY

The tendency towards the introduction of lifelong learning began to spread throughout the world at the end of the twentieth – at the beginning of the twenty-first century. Taking into consideration the integrative movement of Ukraine to the European educational and scientific space and the fact that the system of lifelong education in Ukraine is on the stage of formation now, it is extremely important to study the current trends in the development of lifelong education of the leading countries of the world.

According to “Collins English Dictionary” lifelong learning is the provision or use of both formal and informal learning opportunities throughout people’s lives in order to foster the continuous professional development and improvement of the knowledge and skills needed for employment and personal fulfillment [4]. Based on the analysis of the scientific works by the leading Ukrainian (R. Gurevych, T. Desiatov, I. Ziaziun, A. Kolomiets, L. Lukianova, N. Nychkalo, V. Oliynyk, L. Pukhovska, M. Soldatenko, T. Sorochan, S. Sysoyeva) and foreign scientists (P. Alheit, B. Dausien, K. Ebner, E. Gornik, K. Kraus, A. Ledl) we consider lifelong education as a process of cognition and assimilation of knowledge, skills, experience, development of personal qualities necessary for professional and personal success by means of various forms of education.

Lifelong learning plays an extremely important role for teachers’ continuing professional development. Therefore, it is necessary to study the experience of the leading European countries in this direction. The experience of Germany is of particular interest to us, because this country has many valuable assets in the system of formal, non-formal and informal education that should be studied and further extrapolated in the educational system of Ukraine.

In our opinion, the innovative experience of the German Cultural Centre Goethe Institute should be studied, in particular the organization and the implementation of the

projects as “Learn to teach German” (German “Deutsch Lehren Lernen”), “Children’s Digital University” (German “Digitale Kinderuni”), “German Teens’ Digital University” (German “Deutsche Digitale Junioruni”), “Content and Language Integrated Learning”. The project “Learn to teach German” has some peculiarities that can be extrapolated into the Ukrainian educational space. This project is of particular interest to us, because of its innovative valuable content and the possibilities for implementation in on-line, face-to-face or blended-learning forms, which have proved their effectiveness in teacher training [1, p. 383-384]. Besides, the application of digital technologies in teaching a foreign language in a blended learning environment is essential for the development of critical and creative thinking of the students [2, p. 114-115]. The projects “Children’s Digital University” and “German Teens’ Digital University”, “Content and Language Integrated Learning” promote the popularization and successful learning of the German language. Besides, they facilitate the formation of positive motivation for learning and cognitive activity and promote lifelong learning [3, p. 174-176] and therefore teachers should be prepared to integrate them in their language lessons.

So we can make a conclusion that studying and further extrapolation of the innovative experience of Germany in teacher training can improve the system of teacher training in Ukraine and can be beneficial for it.

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РОЗВИТОК СТРАТЕГІЧНОЇ КОМПЕТЕНТНОСТІ В МАЙБУТНІХ УЧИТЕЛІВ АНГЛІЙСЬКОЇ МОВИ

У всіх сферах життя відчувається потреба у фахівцях, які мають широкий спектр знань, мобільність, креативність у вирішенні професійних завдань. Ефективність прояву даних компетентностей безпосередньо пов’язується з комунікативними вміннями особистості, причому у працях низки зарубіжних і