
THE PRACTICE-ORIENTED APPROACH TO LEARNING IN EUROPE

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Annotation

The article shows the difference and the similarities of the educational methods of European educational system. British philosophers, educators and sociologists, pointing to the crisis situation in the moral sphere of society, pay great attention to the axiological aspect in the development of the teacher's personality, who is ready not only for continuous self-improvement and professional self-actualization, but also dedicates .for the formation of schoolchildren's value orientations of learning

Keywords: researcher, autonomy, National Bureau, philosophers, educators, sociologists.

Professional development in the context of research activities aimed at improving the educational process. In the modern British education system, the concept of "teacher" has become equated with the concept of "researcher".

British philosophers, educators and sociologists, pointing to the crisis situation in the moral sphere of society, pay great attention to the axiological aspect in the development of the teacher's personality, who is ready not only for continuous self-improvement and professional self-actualization, but also for the formation of schoolchildren's value orientations.

The practice-oriented approach to learning, widely implemented in British educational organizations, is designed to instill in graduates those value-significant competencies that they really need in the future. Among them, the following are recognized as especially important: an active life position, the desire for scientific research, discoveries, as well as the ability to organize independent work and research activities in the context of educational autonomy.

The implementation of the research competence of teachers was also a priority for the work of the National Bureau of Pedagogical Research (National Teacher Research Panel). The Science and Innovation Investment Framework 2004-2014 report reflects the national investment strategy for science and innovation for the period, which outlines the medium and long-term public policy in the field of scientific development in the UK. Among the main strategic objectives in the document are: increasing by 2014 the volume of total research costs; strengthening cooperation between universities and schools; increasing the level of professional skills in the field of education, science and technology. A similar task is facing Russia. Thus, the National Educational Initiative "Our New School" points to Russia's further participation "in international comparative studies of the quality of education...", which testifies to the value priorities in the country and the world. Transformations in the world and domestic education systems have brought to life a new research paradigm, which consists in re-emphasizing the position of a teacher - a functional performer - on a teacher of a new value

formation - a teacher-researcher (teacher-researcher), who has significant creative potential, is capable of reflective thinking, constant self-education and improve their professional activities. Despite the existence of a sufficient number of studies in the field of teacher training in the system of higher teacher education in the UK, their analysis was erected to reveal objective contradictions between:

- the degree of theoretical development of topical problems of higher pedagogical education in the UK and the actual practice of training a teacher-researcher;

- the need to create optimal conditions for

high quality and efficient! teacher training in Russia and insufficient knowledge of foreign, in particular, British experience in training teaching staff for research activities.

These contradictions and insufficient development of the issues of teacher-researcher professional training in the UK have led to the research problem: what are the theoretical, methodological and content-technological foundations of teacher-researcher professional training in the UK.

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