

## FOREIGN STUDIES

УДК 37.09. 048 3

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### THE ROLE OF SCHOOL TEACHER IN THE EDUCATIONAL PROCESS OF POLISH SCHOOL

*The article focuses on the problem of school teacher in modern Polish school, shows the leading role of school teacher in raising the level of educational therapy at school, considers the concept of the teacher's functions, outlines the purpose of methodic groups of school teachers, presents the main challenges that must be implemented by the teacher in all the areas of activities, identifies various forms of training, with the help of which the put tasks are realized, identifies some personal teacher's characteristics that are important in the educational process.*

**Keywords:** school teacher, school youth, modern school educational process, education, teaching culture.

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### РОЛЬ ШКІЛЬНОГО ПЕДАГОГА У ВИХОВНОМУ ПРОЦЕСІ ПОЛЬСЬКОЇ ШКОЛИ

*Розглянуто проблему роботи шкільного педагога в сучасній польській школі. Показано роль шкільного педагога у піднесенні рівня педагогічної терапії в школі, розкрито концепції виконання функцій педагога. Окреслено мету діяльності методичних колективів шкільних педагогів. Вказано головні завдання, які повинен реалізовувати педагог на всіх напрямках своєї діяльності, визначено форми занять, за допомогою яких реалізуються поставлені завдання. Виокремлено деякі особистісні риси педагога, які важливі у виховному процесі.*

**Ключові слова:** шкільний педагог, учнівська молодь, сучасна школа, виховний процес, виховання, педагогічна культура.

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### РОЛЬ ШКОЛЬНОГО ПЕДАГОГА В ВОСПИТАТЕЛЬНОМ ПРОЦЕССЕ ПОЛЬСКОЙ ШКОЛЫ

*Рассмотрена проблема работы школьного педагога в современной польской школе. Показана роль школьного педагога в поднесении уровня педагогической терапии в школе, раскрыты концепции исполнения функций педагога. Определена цель деятельности методических коллективов школьных педагогов. Указаны главные задания, которые должен реализовать педагог во всех направлениях своей деятельности, определены формы занятий, которые помогут реализовать определенные задания. Обозначены некоторые личностные черты педагога, которые важные в воспитательном процессе.*

**Ключевые слова:** школьный педагог, ученическая молодежь, воспитание, современная школа, процесс воспитания, воспитание, педагогическая культура.

The phenomena of social pathologies that threaten society do not pass over children and youth, and, thus, school environment. Of special attention are alcoholism, drug addiction and crime, which are distributed among juvenile people. The lack of education and difficult financial situation of families, the collapse of traditional emotional ties, weak mental endurance of children, youth and adults, etc. are added to the listed above problems.

The school today encounters such situations, so they should be included in the activities of the school teacher. Overcoming such complex situations is challenging. It requires a lot of knowledge and practical skills of the teacher.

The problems of a school teacher at present modern are considered by scholars B-E. Papis, M. Zhebrowska, K. Shcherba, S. Lev-Starovych, K. Ostrovskaya, M.I. Lukyanov and others.

**The purpose of the article** is to define the role of school teachers in the educational process of the Polish school, as well as to analyze specific tasks that must be fulfilled by a teacher at school.

The first Polish school teachers were employed about 20 years ago. First they had to cope alone, to develop plans of their own, taking tough decisions in accordance with the needs of the school and their own feelings. They independently searched effective forms and methods of work.

The existence of school teachers in the education system in Poland is governed by the decree of the Ministry of Education and Science [3]. The following concepts of the functions of the teacher have been created.

1. The theory of work aimed at combating school failure, didactic and corrective work, and compensatory remedial classes, as well as a variety of help in the effective implementation of the curriculum. The teacher with such orientations is involved in creating help systems in science. It helps to make the friendly assistance to high school students possible, encourages parents to take better care of students' homework, tries to work more with psychological and pedagogical advisory board regarding the analysis of school failure. The teacher is actively involved in penal and compensatory-corrective work, by working with small groups of children who have some learning difficulties. He takes a leading role in raising the level of educational therapy in school, by organizing open lessons, disseminating modern techniques and materials, making the appropriate office, constantly improving it in the field. The tasks, which are firmly programmed and require training and system, dominate in this theory. Early diagnosis, consultations with teachers, and sometimes a nurse or doctor are important here. School teacher, realizing this theory also provides a variety of assistance to poor students studying in high school: organizes them additional training and consultation with teachers, ensures that they have partially eliminated the debts, and in critical situations seeks alternative forms of their graduating from high school, for example, at a vocational school, where the requirements are lower and are connected with training for a future career.

2. The theory of work that demonstrates the intervention, social activities, and activities in the environment. In this case, the teacher coordinates in school many urgent cases related to domestic and educational situations and organizes meeting with parents both at school and at home. He shrewdly explores the conditions for learning that a student has or whether he takes meals appropriately, whether there is positive educational atmosphere at home. He gives advice to parents how to deal with a difficult child, how to better and more effectively influence the education and development, how to bring a father together in caring for children and their socialization. The teacher, implementing this theory, is particularly concerned about the financial means to help the needy, arranges extras for food, looks for cheap places in summer camps, as well as tries to find a variety of social assistance. To accomplish this, he actively collaborates with organizations that help the child and its family. The teacher is ready, if necessary, to carry legal protection. Hence, he has got close contacts with the family court, the police, with a variety of Trustees and educational, preventive and therapeutic institutions and others.

3. The theory of work, which is to take the role of coordinator and mediator in matters related to science and education, the organization of mass preventive and therapeutic activities. Making such a choice school teacher adjusts for quick recognition of the situations that may endanger the child in the right development, that are in the student, his family or the teacher's approaches, as well as those arising from violations of friendly contacts. The school teacher makes a premature diagnosis and arranges the first aid. Not to be alone in these actions, he builds a system of assistance and support for troubled individuals with certain disabilities. Under this system he co-organizes assistance in training, coordinates unity of social and educational activities, makes possible corrective procedures. In some cases, he makes specific decisions, while in others he is only a coordinator of the unity team of people. The school teacher, who agreed to such a model of work, should be an initiator and enforce modern methods of mass prophylaxis himself: methods of prevention and AIDS, pro-family methods and sex education, methods of combating with various phenomena of social pathology.

These three basic concepts may in practice occur in diverse variations and combinations. The main groups of tasks then should be migrated and interpenetrated. We often see a universal approach. This means that a school teacher is involved in everything to certain extent. As a result, he helps some

students in learning, intervenes in the environment and, thus, leads preventive and psycho-educational activity. The teacher with such setting is engaged with almost every difficult matter.

The following questions arise: Who and what forms the main part of the scope of the school teacher? How does he choose a particular theory of work? The final teacher's purpose is established by the school director, who relies on the Regulation № 15 of the Ministry of Education and Science of Poland, since May 25th, 1993 concerning the students' rules for psychological and educational assistance [2]. Moreover, the needs of school, students and teachers, predetermination of the environment, as well as teacher's opportunities and setting play the crucial role. The mentioned order includes the main areas of work and the scope of cooperation with institutions and organizations as well as with individuals who are co-educatees (parents, teachers).

According to this document the teachers' tasks in all the types of activities should be the following [2, p. 126]:

- to help the educators of classes, especially in identifying the students' individual needs, as well as analysis of the causes of school failure;
- to identify forms and ways to help simultaneously students and gifted students, according to the identified needs;
- to co-ordinate work in the field of vocational guidance;
- to co-ordinate activities in favor of care organization and financial assistance to the students who are in difficult situations.

These tasks must be implemented:

- in mutual activities with teachers, parents (legal guardians), school nurse, the school and post-school institutions;
- in cooperation with the psycho-pedagogical board about getting advice on the methods and forms of assistance to students, as well as special diagnostics in special cases.

Regulation № 15 of the Ministry of Education, Science and Sport makes a school teacher to:

- co-organize didactic sessions conducted by teachers of special education for handicapped students in public schools;
- provide psychological and educational assistance to the students who follow an individual program of study [3, p. 19].

These two last tasks regard the schools in which there are the mentioned forms of learning. Instead, of course, all the teachers should pay special attention to the abiding of the school or educational institution to the Convention on the Rights of the Child.

Using this document, the school teacher must keep a working diary and personal folders of children and young people that will include documentation of the studies and additional activities.

The guidelines to the work of a school teacher should be supplemental and should contain specific targets of the school teacher in the field:

- general educational objectives;
- educational prevention;
- correction work;
- individual educational and psychological care;
- financial assistance.

In his school practice in their work plans educational work the school teacher must cover the following tasks:

- to care about the students school performance of duties;
- to explore students' educational and learning difficulties;
- to care for intractable, unfurnished students, those who are under the negative impact;
- to organize activities that would prevent students' maladjustment, particularly by exposing unhelpful behavior and the changes in the development (e.g., aggression, apathy, isolation, inadequate rules of cohabitation) and negative factors in the students' local educational environment;
- to conduct regular consultations with the heads of classes, with students who show violation, and take high-speed solutions that are an intervention in nature;
- to conduct individual work with vulnerable pupils and students unadaptated to social life;
- to cooperate with parents through contact with student's family home, meet individually and at parents' meetings;

- to cooperate with the school committee (parent committee, student government, directorate, nurse, priest, etc.);
- to cooperate with ancillary facilities;
- to maintain regular contacts with the resource teacher of the school teachers, participate in learning, collaborate with other school teachers;
- to coordinate work in the field of legal guards and educational issues, take care of the documentation, one's own sphere of activity, etc. [1, p. 46].

As it is seen from the above reasoning, the basic form of school teacher's work is counseling. It concerns teachers, children and parents, and is to address the pressing issues that arise in the daily work of the school.

While managing the students' problems, the school teacher should use special services: psychological and educational counseling, juvenile court, police and others. Great help in influencing intractable students and financial aid can provide organizations and societies: psychological assistance service, Society of youth help, church societies, etc.

An important sector of the school teacher's work, which aims to prevent the advance of socially undesirable behavior of children and young people, is to work with parents. The teacher should look for the forms of work to form their educational culture.

The conditions for effective and well-organized work of the teacher are appropriate working conditions. The teacher should have a separate room, equipped with a variety of teaching materials that will facilitate the work with children. Also one of the main conditions for a successful school teacher is the ability to gain the trust of the people, as well as ease in establishing contacts. «The teacher must be a multifaceted personality, be a man with high level of self-realization», wrote S. Pyetrasinsky [1, p. 142].

The following personal traits are important in the educational process:

- positive self-esteem, self-acceptance and acceptance of others;
- spontaneity in thinking, feelings and behavior;
- focus on problems, not on their own selves;
- vulnerability, goodwill towards people;
- depth and respect in establishing closer contacts with people;
- originality, creativity in every field, sense of humor;
- ability to maintain discipline when working with children;
- hard work;
- ability to encourage students to self-education;
- pedagogical cycle [1, p. 145].

Consequently, the school teacher, who has the above mentioned personality traits, thanks to many technical and methodological basis may to some extent effect children and youth. Teachers can use in their work special magazines («The Education and Training», «The Problems of Guards and Education», «The Remedium», «The Teacher» and others.), educational and psychological literature, films on educational topics, educational and preventive programs created by the Polish Psychological Society, the State Agency of solving alcohol problems («Second ABC – or The Program of 7 Steps», «See in the other way», «AIDS Prevention» etc.).

Each teacher can gather around him a group of active people who cooperate with one other on the basis of partnership, develop, help to implement new methods in daily educational work.

The next area of support may be teaching groups of school teachers. The purpose of these groups can be described as follows:

- acquisition of practical educational skills, theoretical knowledge and self-improvement;
- exchange of information and experiences, materials that assist and facilitate the work;
- support in difficult situations, approval and positive support, the ability to transform difficult situations into learning in a group;
- establish friendly contacts between teachers on the basis of partnership, interests and common objectives [6, p. 13].

These groups can implement the tasks through various forms:

- teaching themed classes and elements of training;
- meeting with the invited guests;

- exchange of experiences, opinions, advice, friendly lessons.

You must also create a system of training and mastering of school teachers who have provided their preparations for the innovative in its form activities with children and youth. Moreover, school teachers should:

- find in the local environment the negative educational standpoint factors that affect students or those who may have such influence (e.g., family structure, economic situation, educational atmosphere);
- increase pedagogisation of parents, deepen their knowledge in the etymology of mismanagement of public life and the various addictions;
- eliminate factors that complicate the proper students' development, and counteract the potentially harmful impact by strengthening the educational system, especially through the organization of children's and young people's leisure and their involvement in therapeutic activities and social therapeutic groups.

Thus, on the basis of the investigated, we conclude that the work of school teachers is closely related to the educational process, found out that through the consolidation of selected essential features of students' value orientations the formation of their self-esteem takes place. This process is not possible without the active involvement of teachers. Consequently, teachers are required to create appropriate social space for the child's development, the condition of which is to provide freedom

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УДК 378.1(73)

O. I. ZHUK

#### THE PECULIARITIES OF HIGHER ENGINEERING SCHOOLS FUNCTIONING IN THE PROCESS OF THE MAIN IDEAS OF THE THEORY OF DIDACTIC UTILITARIANISM IMPLEMENTATION IN THE USA

*The system of higher education in the USA is characterized. The leading teaching methods are highlighted. The essence of the concept of didactic utilitarianism is shown. The most characteristic features of higher engineering schools functioning in the process of implementation of the main ideas of the theory of didactic utilitarianism in the USA are singled out. The basic tasks of education in engineering institutions are formulated. The most characteristic features of the educational process are defined. The basic principles of the curriculum according to the utilitarian concept are considered.*

**Keywords:** *engineering education, the theory of didactic utilitarianism, curriculum, active learning methods.*

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#### ОСОБЛИВОСТІ ДІЯЛЬНОСТІ ВИЩИХ НАВЧАЛЬНИХ ЗАКЛАДІВ ІНЖЕНЕРНОГО ПРОФІЛЮ З РЕАЛІЗАЦІЇ ІДЕЙ ТЕОРІЇ ДИДАКТИЧНОГО УТИЛІТАРИЗМУ В США

*Охарактеризовано систему вищої освіти США. Висвітлено провідні методи навчання. Визначено суть концепції дидактичного утилітаризму. Виокремлено найбільш характерні ознаки діяльності вищих*