

INTERNATIONAL EXPERIENCE IN TRAINING PRIMARY EDUCATION TEACHERS

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Abstract: This article analyzes the role and significance of international experience in the training of primary education teachers. Advanced approaches, professional teacher training models, and competency-based approaches implemented in the educational systems of developed countries are examined. The article also highlights issues related to adapting these experiences to the national education system.

Keywords: teacher training, international experience, primary education, competency, education system, innovation.

Introduction

In the context of globalization, the development of the education system is becoming increasingly interconnected not only at the national level but also internationally. As the knowledge economy continues to evolve in modern society, the requirements imposed on educational systems are undergoing fundamental changes, making the role of teachers more complex and multifaceted.

Today, teachers are expected not only to impart knowledge but also to guide students toward independent thinking, organize innovative learning activities, and support their personal development.

Primary education, in particular, serves as the foundation of the lifelong learning system. During this stage, students develop fundamental learning skills, cognitive abilities, and social competencies.

Therefore, the professional preparation, methodological literacy, and pedagogical skills of primary school teachers are among the key factors determining the quality of education.

Research indicates that teachers' qualifications and competencies have a direct impact on students' academic achievement, motivation, and success in subsequent stages of education.

From this perspective, studying advanced approaches to teacher training in developed countries is of special importance.

International experience demonstrates that teacher education systems are based on competency-based approaches, practice-oriented learning, continuous professional development, and reflective practice.

Such approaches contribute not only to the acquisition of theoretical knowledge but also to the development of teachers' ability to effectively perform in real educational situations.

Furthermore, the rapid integration of digital technologies and the widespread use of innovative teaching methods in education require teachers to acquire new competencies.

This creates a need to modernize teacher training systems and improve them in accordance with international standards. International Experience in Teacher Training

Teacher education systems in developed countries are based on several important principles. First and foremost, the educational process is closely linked to practical experience. Students engage in real pedagogical activities in schools while simultaneously acquiring theoretical knowledge.

For example, in Finland, teachers are trained at the master's degree level and are actively involved in research activities.

This contributes significantly to the development of their analytical thinking skills. In Germany, the dual education system ensures the integration of theory and practice.

In Japan, the widely implemented "Lesson Study" model promotes professional development through collaborative lesson planning, classroom observation, and lesson analysis among teachers. Competency-Based Approach in Teacher Training Modern teacher education is largely based on a competency-based approach. This approach aims to develop the following competencies:

- Pedagogical competence;
- Communicative competence;
- Information and communication technology (ICT) competence;
- Reflective and analytical competence.

For instance, in the United States, teacher education programs place significant emphasis on problem-solving skills, the use of interactive teaching methods, and effective communication with students.

International experience shows that innovative technologies are widely used in teacher training. Digital platforms, simulation-based lessons, and distance

learning tools play an important role in improving teachers' professional preparation.

For example, in South Korea, digital technologies occupy a central place in teacher education. Students participate in virtual lessons and model real pedagogical situations, enabling them to gain practical experience in a simulated environment.

Research Findings Based on the analysis of international experience, the following conclusions can be drawn:

It is necessary to increase the proportion of practical training in teacher education programs;

Greater attention should be paid to developing modern competencies;

Continuous professional development systems should be strengthened;

Innovative and digital technologies should be widely integrated into teacher training processes. Research findings indicate that teacher education systems in developed countries are primarily practice-oriented and focus on developing teachers' independent thinking and professional competencies. This, in turn, contributes to improving the overall quality of education.

Discussion. A thorough study of international experience and its adaptation to the national education system has become one of the key strategic directions for the modernization of education.

The experience of developed countries demonstrates that competency-based education, practice-oriented training, continuous professional development, and the integration of innovative technologies ensure high levels of effectiveness in teacher preparation.

A modern primary school teacher should not only possess profound subject knowledge but also be capable of encouraging independent thinking, fostering creativity, and supporting students' personal growth.

At the same time, teachers must effectively utilize digital technologies, apply interactive teaching methods, and establish productive communication with learners.

Analysis of international practices reveals that teacher education systems are closely integrated with practical activities, enabling teachers to develop decision-making skills in real pedagogical situations.

Therefore, increasing the proportion of practical training and strengthening cooperation between schools and higher education institutions are essential tasks for the national education system.

Moreover, ensuring continuous professional development, improving retraining programs, and enhancing professional qualification systems remain

among the most urgent priorities. In the rapidly changing educational environment, teachers must continuously adapt to new knowledge, technologies, and pedagogical innovations.

Conclusion

In conclusion, studying international experience and adapting it to national conditions can significantly improve the quality of primary teacher education. This will enhance the competitiveness of the education system, improve students' academic performance, and contribute to raising a generation of well-rounded, independently thinking individuals capable of meeting the demands of the future.

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