



TRAINING AS A FORM OF QUALIFICATION OF PROFESSIONAL SCHOOLS TEACHERS

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The qualification activities of The State Teacher Training Institute (STTI) is oriented towards European standards of post-graduate studies (lifetime studying, education and working).

New programmes for continuous education have been created, through which modern educational technologies are introduced and models for development of pedagogical cadres are realized. Supervising is provided in their research in the field of practice and application.

An indicator for the work of STTI as one of the successful and recognized “producers” and “suppliers” of qualification services for the teachers and all school experts is the anticipating strategy. It means that the research-teaching team of the STTI do not wait for a certain qualification necessity to appear but work for its marketing in accordance with nowadays global and European tendencies.

What programmes do we offer?

How are they realized?

- marketing and research of necessities
- continuous measuring of quality and effectiveness of educational activities with teachers
- interactive environment of educational pedagogical workshops
- each programme ‘produces’ team and/or personal products with opportunities for incessant additions of competences, materials and ideas

The present report aims at sharing our experience in carrying out professional schools teacher training in the sphere of agriculture, transport, power engineering and food industry. Having in mind the high expertise of

the personnel in these spheres we try to fill in their methodological gaps and find this form of education very suitable.

Training can be understood in different ways. The word training is of English origin (it means course, education, instrument, etc.) and in fact it represents a broader range of activities. The term training is also connected with the numerous theories of studying, the methods and approaches of social studying including concrete social situations and context and also impulses within interpersonal relations. A further meaning of the term includes the development of the social competence of the individual – his social behaviour, professional skills, methodological approaches and civil rules as aims of the training programme. In other words it can be perceived as an educational process for developing knowledge as well as social skills of the participants in the training.

We consider the training process as a form of interactive studying, as a part of education where besides the traditional ways of studying, cognitive functions of the individual are also used.

What is characteristic of this form of training?

- The training is carried out as a mutual activity, i.e. all tasks, exercises and activities are done within a group organization.
- The training is active, i.e. each participant takes active part. A major element in this direction is learning of new professional skills and habits as well as forming of new attitudes and views.
- One of the most important elements of organizing and carrying out of this training is the creating of warm and

outright atmosphere in which each participant can get a back link for his behaviour.

- This training aims change of conscience (a cognitive component), change of attitudes (affective component) and change of behavior (behavioral component).
- With this form of training the so called interactive methods of education are used – games, problems, different kinds of exercises, discussions, work in small groups, etc.

Exemplary structure and technology of training education

I. Introduction

1. Defining the aims of the group work.
2. Introducing of the participants and the supervisor.
3. Explaining the technology of carrying out the meetings.

II. Main part

Work is done on different themes, using various methods in accordance with the aims of the training.

III. Closing part

1. Analyzing of the work of the group.
2. Gathering back information for the level of satisfaction of the participants.

To illustrate the above exemplary structure we enclose a programme of a training of teachers from professional schools of agriculture, transport and power engineering within 24 lessons (three days with 8 lessons).

Programme of the Meetings

First day – introducing.

1. Introductory words to the participants

- history of the training education form
- main purposes of the training

2. Introducing of the participants

- the first sentence shows their personal identification
- the second sentence presents in brief the school they work in
- the third sentence explains the sphere they are working in and their professional experience

3. Explaining of the technology of carrying out the meetings, methods of work and the anticipated results.

4. Rules for group work

The main rules are directed to:

- creating an atmosphere of mutual trust
- activeness of each participant
- hearing of each participant
- encouraging and supporting

These rules aim at helping the sincerity in sharing and discussing of concrete professional problems.

5. Front discussion

Task: Presenting and discussion of traditional and interactive methods of education.

Reference points to the task:

1. Limiting of research within the frames of most often used methods of education.
2. Outlining the advantages and disadvantages of each method.
3. Pointing out of suitable conditions for their application.
4. Working time – 45 minutes.

Second day – work on raising the effectiveness of education on the subject “Diagnostics and repairing of agricultural machines”.

To cover the objectives of the State Educational Regulations for the specialty “Mechanic of agricultural machines” the students have to learn a lot of material. Their greatest difficulties come from the numerous terms used in the teaching course. The number of lessons is not enough so the teachers have to look for different ways of teaching the material.

1. The participants are divided into small groups (of three or four).

2. Task: To specify the aims of learning on the theme: Diagnostics and repairing of crankshaft mechanism

Reference points to the task:

1. Choosing of suitable speaker.
2. He/ She writes down the attitudes from the discussion in the group.
3. The speaker’s report.
4. Working time – 45 minutes.
5. Making a poster.

Aims of education on the theme “Diagnostics and repairing of crankshaft mechanism”: the students should know the use, structure and operation of the mechanism; to recognize its parts, to enumerate possible troubles, to know the control and measurement equipment, to know what safety measures should be taken to prevent breakdowns, to enumerate methods for repairing of piston cylinder group, to know methods of repairing of crankshaft.

3. Task: To work out a methodological version of a lesson “Diagnostics and repairing of crankshaft mechanism”

Reference points to the task:

1. Choosing of a suitable organization form.
2. Choosing of appropriate educational methods.
3. Choosing of means of grading.
4. Working time – 90 minutes.

What will the products be used for? Mainly for improving the methodological competence of teachers in professional schools. Below you can write some interesting ideas connected with the group products.

Third day – conclusion

Individual task. Filling in of a survey card for the level of satisfaction of the participants from the training education. This is done anonymously. Only the date should be put in.

Exemplary survey

№	QUESTION	ANSWER
1.	Do you think you are going to use what we worked here?	Yes No
2.	Your mark for the activeness of the group.	2,3,4,5,6
3.	Your mark for your own activeness.	2,3,4,5,6
4.	What task do you suggest for our next meeting	
5.	Are you going to keep in touch	

Date:

At this point the participant had a memorial picture.

The offered programmed is thematically connected with improving of professional and personal qualities of the teachers from professional schools in the sphere of agriculture and transport and power engineering. The group activities helped the teachers develop their social skills. This form contributed to fulfill the desired objectives.

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