



Investigating the Modern Educational System of English Language Teachers and Specialists

Rozaliya Malikovna Shakirzyanova^{1*}, Sergey Dmitrievich Karakozov², Roza Rafailovna Zakirova³, Galina Vasilevna Matoushevskaya⁴, Karolina Nikolaevna Vinogradova⁵

¹ Department of Foreign Languages in the Field of International Relations, Kazan Federal University, Kazan, Russia; rozalja_79@mail.ru

² Department Mathematics and Computer Science, Kazan Federal University, Kazan, Russia; skarakozov@gmail.com

³ Department of Foreign Languages, Kazan Federal University, Kazan, Russia; sun_roza@list.ru

⁴ Department of Foreign Languages, Kazan Federal University, Kazan, Russia; galamatou@yandex.ru

⁵ Department of Pedagogy and Psychology, Kuban State University, Krasnodar, Russia; karolina.shirogl@mail.ru

Abstract

The Federal Republic of England's conventional teacher-training program's quirks are discussed in the article. Along with the aspects of teaching staff development that are influenced by political, sociocultural, and socioeconomic traditions. Accurately determining one's specialty and career path after high school is a prerequisite for teaching in England. In addition, you should be ready for a longer study period than in other specialties, a state exam, a school internship, and a lengthy period of time before beginning work. Furthermore, due to the unique nature of teaching, educators must always update their credentials and refresh their knowledge. For this reason, England has a well-established system for advanced training and retraining teachers.

Keywords: Education; English language; English Teacher.

1. Introduction

The demand for education is at an all-time high in the twenty-first century, as it is considered to be a key factor in the social, economic, political, and cultural advancement of society. Teachers are held to a high standard since they are the primary educators of all citizens. In this context, it is necessary to address issues pertaining to the organization, content, structure, and technologies of pedagogical personnel training. The English educational system is currently undergoing modernization processes linked to the adoption of contemporary educational trends, such as democratization, humanization, continuity, etc., with the goal of raising the quality of education. One of the prerequisites for the improvement of domestic education is the examination of the English educational experience in general and the training of teachers in particular.

2. Literature Review

Numerous scientists in the country have examined the analysis of different facets of the educational system in England. The research on English schools and pedagogy has benefited greatly from the work of Margolis & Rubtsov (2010), Panitz (2010), and others. The issues surrounding English schooling were addressed by Pusvacets (2007) and others. Studies on vocational education in England have been done by Shakirzyanova & Zakirova (2017) and other authors. Studies that have looked at different aspects of teacher preparation in England have been conducted thus far. Numerous works by Fakhrutdinova & Kondrateva (2016) and other authors are included here.

With the advent of new methods and procedures, English language teachers have seen significant changes in education (Yurtsever, 2013). These changes have affected teaching methods as well as knowledge, ideas, perspectives, and opinions (Alsalahi, 2015). Educational institutions' CPD programs benefit the employer as well as the professional growth of the teachers. By enrolling teachers in CPD programs that offer ICT training, for instance, the institute will be able to: 1) better prepare them for using digital media in the classroom; and 2) increase admissions as a result of the high caliber of instruction provided. Therefore, in order to change their personalities and improvise their teaching strategies,

institutions need to offer their teachers CPD programs. There is a substantial body of research on teachers' professional development, but there is a subtle distinction between CPD and training alone. According to Lee (2011), receiving training from subject-matter experts through training programs enhances teaching proficiency. CPD, on the other hand, is helping teachers advance their careers.

According to Richards and Farrell (2005), CPD and training are interchangeable and typically overlap. Their conception of training entails preparing instructors for roles in the classroom, modifying materials to meet the needs of students, and fostering student collaboration. Nonetheless, self-awareness and familiarity with the classroom setting are important components of professional development, and reflective teaching is occasionally used to improve understanding of teaching practice. Farrell and Richards (2005). Teachers need to know that developing their professional skills is a lifelong process that leads to a substantial, logical, cultural, and emotional commitment to ideas, resources, and colleagues—whether they are used in the classroom or not (Little, 1993). CPD is a calculated strategy for influencing and incorporating different facets of teaching in an educator. According to Giraldo (2014), professional development facilitates teachers' ability to make changes by raising or altering their level of awareness through a multifaceted process. Additionally, CPD is described as a process to assist teachers in expanding their methodology and self-awareness by Richards and Farrell (2005), p. 4. These objectives may also entail applying the method of language improvement, understanding how teachers' roles vary depending on the needs of their students, applying better judgment when lesson-planning, engaging in self-reflection, incorporating various teaching philosophies, and monitoring students' progress on assignments.

3. Methodology

English teacher training graduates can find employment in vocational schools as well as primary, middle, and upper secondary schools. Furthermore, employment opportunities exist in medical and special education institutions (also known as institutions of additional education) as long as this area of study is emphasized heavily in the curriculum. There are opportunities to work in adult education in addition to schools. Graduates of English teaching programs can also choose to work in research and teaching at technical colleges and universities after completing postgraduate and doctoral studies. The elements of the English educational system have experienced substantial changes as a result of the Bologna process. These processes also impact the pedagogical faculties that train staff to work with the younger generation. In many contemporary English universities, the Bachelor-Master model is used to prepare students for pedagogical specializations. There are still some exceptions, though, such as a few universities in Saxony-Anhalt, Saar, and Württemberg.

According to England's current educational model, a teacher must possess the following personality traits in order to grow both professionally and personally: Tolerance; dedication to one's career; adaptability and flexibility, which are crucial in an environment that is constantly changing; organization, self-control, and discipline; lack of dogmatism, devotion to novel ideas, and openness to everything new; self-deprecation; high level of communication across cultures; being able to laugh; Empatiya, emotional intelligence, mercy; social skills development; the capacity to interact with others.

4. Results

Currently, there are a variety of teaching staff types working in the English educational system. Assign teachers to senior classes in vocational schools, gymnasiums, and primary and secondary schools. There exist disparities for a multitude of reasons. The system of training pedagogical personnel in universities is also differentiated based on the pedagogical specialists' ranking as described. Teachers in elementary, secondary, and senior classes of vocational schools and gymnasiums are subjected to qualitatively distinct requirements. Less rigorous standards apply to the training of aspiring primary and secondary educators. The qualifications for experts in this field are fairly similar. Future gymnasium teachers typically face a different set of circumstances during their training because universities are the only places where they can obtain the necessary education. The standards for their theoretical and methodological training, professionalism, and competence are rising. They will have more and more responsibility for the methodological form, content, and structure of their future professional pedagogical activities. Additionally, the preparation time grows.

The higher standards of the English educational system for the preparation of future gymnasium teachers are linked to variations in teaching approaches as well. It is advisable to focus on the England state's legislative requirements

for advanced training of teaching staff at this point in the study. "Teachers are required to prove their participation in advanced training, as well as form their own portfolio and present it to the school management," the legislator notes. Numerous studies in pedagogical science have examined specific foreign educational systems, including those in the USA, England, Holland, England, and France. Within the framework of the "humanistic concept," the study examines the professional and pedagogical training curriculum for a novel kind of teacher known as the "humanistic teacher."

Several different kinds of educational institutions in England train teachers and specialists in supplementary education. In English society, programs for teacher education are highly sought after and well-liked. The primary function of universities is to train pertinent personnel. The higher education reform led to the peaceful merger of the pedagogical institutes that had previously existed into the universities. The pedagogical institutes were successfully integrated and became pedagogical faculties within the English university system. Technical universities, higher technical schools, higher music and art schools, and higher pedagogical schools currently serve as another link in the English educational system that prepares teachers and specialists in additional education.

In England, a secondary education certificate of the relevant sample is required in order to pursue higher education in a pedagogical profile. One significant issue that has been discussed recently in educational circles in England is how to regulate access to higher pedagogical education. Plans are in the works to implement test systems to track applicants' knowledge and abilities, interview processes to ascertain applicants' motivation, etc. The state's focus on teaching staff training is determined by their importance. It is, in fact, more practical to admit candidates to pedagogical faculties only if they possess the fundamentals of humanistic thinking, a high level of motivation, and a desire for fruitful collaboration with the younger generation. The developers of the proposed reforms claim that testing and other forms of monitoring will successfully identify future teachers' potential in the selected professional field.

5. Discussions

In summary, the analysis of teacher training systems attests to the system's dynamic development, adaptability, democracy, and excellent future development prospects in line with the concepts of individual approach and humanistic pedagogy. Its distinctive feature is the adoption of a credit point system to determine the level of qualification in England. To become certified, the aspiring educator must earn 150 credit points. All of England's states have high demand for the teacher training program. It has many supporters and has been in operation for a considerable amount of time. There are plenty of opportunities for educators to further their professional development. Advanced training course terms, contents, and lengths are published on the Internet and in pertinent information sources and resources. Motivated teachers select appropriate environments and curricula. In methodological, organizational, scientific-theoretical, and didactic domains, this kind of system works incredibly well, providing teachers and specialists in supplementary education with expert assistance.

6. Conclusion

The principles of multilateral harmonious development, boosting motivation, laying the groundwork for future specialists' project activities, enhancing information literacy, etc., are the organizing principles for the training of educators in England. Students gain up-to-date knowledge in the areas of general, special, and inclusive pedagogy as well as an understanding of the fundamentals of the administrative functions carried out by the educational establishment. Not just academic and teaching abilities are monitored in the system of training teachers and specialists. A lot of focus is also placed on elements like analytical prowess, artistic tendencies, communication prowess, empathy, cooperative motivation, etc. This strategy stems from the idea that "the development of the ability to create and analytical thinking can be considered the main goal of training teachers at the present time, rather than cramming." In the contemporary English teacher preparation system, the following elements are given more weight: granting access to specialized educational resources to young professionals so they can acquire the knowledge required for professional development as future teachers; overall convergence of pedagogical theory and practice; assigning a young specialist a teaching workload based on his qualifications; increasing the number of young professionals enrolled in postgraduate courses, pedagogical skills, and advanced training programs.

Additionally, they focus on the well-balanced development of the professional and personal attributes of young professionals working in the field of education and training. In the current stage of societal development, engaging in high-level professional pedagogical activity necessitates adhering to a number of mandatory requirements, some of which

are recommended to be included here: the capacity to develop in students universal educational competencies; strong organizational abilities; ownership of cutting-edge educational technologies; the capacity to implement an efficient educational process in diverse communities and school settings; a receptive mind, dedication to novel ideas, and a non-dogmatic attitude; Self-criticism; high level of communication across cultural boundaries.

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