

DEVELOPMENT OF RESEARCH AND TEACHING EDUCATION IN UKRAINE

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The article is a retrospective analysis of the formation and development of the research and teaching of Education. Three stages of development: I – formation of science teacher education (1661–1920 years.); II – development of science teacher education in the period of Soviet Ukraine (1920–1991 years); III – reorganization of science teacher education in Ukraine (1991 – present). Scientific-pedagogical education of Ukraine dates back to 1661, in connection with the opening of the first classical university. The first specially organized institution for the training of scientific and pedagogical potential of the country became Institute professorial fellows – in 1863, in which the program was implemented for the training of scientists, the foundation of which is still present today. The main trends in the development of science teacher education in Ukraine: quantity and quality of graduate students (of the teaching staff), the direction and content of training, and positive and negative events that accompany the scientific school of Ukraine. Relevance have been and remain the following problems: no prosperity teachers with academic qualifications - a concentration in post-graduate research directions and a virtual lack of teacher education; ever-increasing load of scientific and pedagogical staff, the lack of moral and material encouragement of scientists in order to stimulate creativity of scientists, freedom their scientific activities, the lack of autonomy of universities, in particular in the awarding of degrees.

Signing of the Bologna agreement (2005) requires to reconsider the principles and content of training and the teaching staff in accordance with the recommendations of the Bologna Process to the third cycle of higher education. In particular, the improvements required by the principle of planning post-graduate training in a particular occupation, the order of admission to the postgraduate program of the third cycle, and the need to pay greater attention to the psychological and pedagogical training of future researchers and teachers. At the same time by performing these requirements, it is necessary to save the domestic experience and tradition.

Keywords: research and teacher education, research and teaching activities, trends research school.

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