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PRACTICAL ASPEKTS OF TEACHERS' GLOBAL COMPETENCE DEVELOPMENT IN THE USA

PRAKTYCZNE ASPEKTY GLOBALNEGO ROZWOJU KOMPETENCJI NAUCZYCIELI W STANACH ZJEDNOCZONYCH

ПРАКТИЧНІ АСПЕКТИ ГЛОБАЛЬНОГО РОЗВИТКУ КОМПЕТЕНЦІЙ ВЧИТЕЛІВ В СПОЛУЧЕНИХ ШТАТАХ АМЕРИКИ

The intensification of multi-vector cooperation between the countries has transformed the world in which we live, in the globalized system. In this system worldwide dissemination of economic, geopolitical, social relations, modern communications and technology causes rapid exchange of information, and the relatively free movement of people and goods leads to an interdependent world. Globalization, like any complex phenomenon, is characterized by ambivalence of influence, which has positive and negative consequences. The positive effects usually referred to expanding human world, access to knowledge, scientific and technological developments, the adoption of multiculturalism and intercultural communication, increase opportunities for social and individual development, exchange ideas and initiate joint actions to solve planetary problems. The negative impact is mainly in the social, economic and environmental spheres, namely deepening the gap between developed countries and developing ones, between privileged and marginalized groups; reducing living standards, increasing poverty and social disease; improvement of forced migration, exploitation of vulnerable social groups, racism and xenophobia; threatening the growth of individualism.

Global education is a new approach, within which American teachers are trying to find ways to overcome these problems, because it helps the individuals to realize their value through the mastery of knowledge and skills, the

formation of values of global citizenship and responsible attitude to global problems. Leading scientists of the United States realize global education is not just a necessity, but an ethical challenge of today, considering it as the international dimension of modern methods of teaching and learning within formal and informal education, which aims to deepen understanding of the current problems of mankind, their impact on local and global levels. The main mission of global education they see in helping people as active citizens of the global community to determine its role in the collective and individual responsibility for the establishment of social and economic justice for all and for the protection and preservation of the Earth's ecosystem¹. So that, global education, in their opinion, is the educational concept underlying this mission.

At the core of global education is the need to understand, realize and address the common problems that concern the international community. The unique role of the teacher in this case is to determine how and when students begin to be exposed to diversified society, i.e. teacher helps students to develop relationships that will prepare them for harmonious coexistence in terms of social and cultural diversity². Hence, we come to understand that the social component of teachers' professional activity in modern conditions is gaining weight. It is actual the compliance of teacher professional training and community socio-cultural features as well as strategy focused on the formation of teachers' global competence during their training and further development.

Global competence by F. Reimers represents knowledge of the complex nature of the world, the ability to integrate on the interdisciplinary level the solutions to global problems, holds moral and ethical components that enables peaceful, respectful and productive cooperation with representatives of the diversified society from different geographical regions³.

Teachers' global competence involves the set of knowledge and skills, as well as relevant international outlook, which largely embodied in: the desire to know and recognize the culture of another person; openness to culture and beliefs, religions and languages of citizens of another country; effort to learn foreign languages and understand the cultural value of multilingualism; the

¹ *Global Education Guidelines: A Handbook for Educators to Understand and Implement Global Education* (2008). Ed. Miguel Carvalho da Silva. Lisbon: The North-South Centre of the Council of Europe, 87 p.

² Brown D. (2005). *Meeting Teachers' Global Education Resource Needs with Strategies and Supports*. Ontario: Ontario Council for International Cooperation, 37 p.

³ Reimers F. (2008). Educating for Global Competency. In: Joel E. Cohen, Martin B. Malin (Eds). *International Perspectives on the Goals of Universal Basic and Secondary Education*. Routledge Press, p. 5 – 24.

recognition that diversity is able to strengthen and enrich the learning process; the ability to shape teaching methods based on the values of collective learning and peaceful conflict resolution; applying an inclusive approach which recognizes and values the experience of international students as a means of enriching the learning process of the group; effort to develop the students' cross-cultural thinking and problem solving skills to form mutual understanding in a globalized world; recognizing the importance of educating students as citizens of a global society⁴.

The analytical document "Teacher Preparation for the Global Age: The Imperative for Change" states that a teacher with established global competence has: knowledge of subject specialization in international terms and focuses on global issues relevant to the subject matter; teaching skills to teach their students to analyse primary source of information from around the world and recognize different points of view; commitment to the education of students as responsible citizens of their local area and at the same time the global community⁵.

Teachers' global competence is detailed in eight interrelated key characteristics, namely:

- 1) Teachers are skilled and knowledgeable practitioners:
 - has a deep understanding of their individual content and successfully engages students through a demonstrated passion for the content by connecting it with their lives;
 - continues to be intellectually curious and demonstrates the habits of mind that lead to lifelong learning about their craft, their students, and their content;
 - has the capacity to integrate international content, issues, and perspectives into a standards-based curriculum;
 - uses an inquiry-based model of teaching that enables students to actively manipulate ideas in order to construct knowledge, solve problems, and develop their own understanding of the content;
 - asks students to analyse and reflect on their own learning;
 - uses multiple forms of assessment to evaluate ongoing student learning, moving students from below grade level to at or above grade-level performance.

⁴ *Global Education Guidelines: A Handbook for Educators to Understand and Implement Global Education* (2008). Ed. Miguel Carvalho da Silva. Lisbon: The North-South Centre of the Council of Europe, 87 p.

⁵ Devlin-Foltz B., McIlvaine S. (2008). *Teacher Preparation for the Global Age: the Imperative for Change*. Longview Foundation for Education in World Affairs and International Understanding, Inc., 40 p.

- 2) Teachers are proficient thinkers and problem solvers:
 - understand and engage complex problems;
 - collect, analyse, and synthesize information from a range of sources; tolerate ambiguity and uncertainty; and produce potentially viable solutions as they deal with student learning;
 - use problem-solving skills to recognize and act on the needs of individual students, colleagues, and the school community;
 - ask reflective questions about their practice, use new strategies to reach every student, and find resources to maximize student learning;
 - advise students and advocate on their behalf to support their successes and to help them overcome challenges.
- 3) Teachers are culturally aware:
 - recognize, value, and respect the broad spectrum of ethnicities and cultures in the school community, and teach students to collaborate effectively with individuals from different backgrounds;
 - use instructional strategies to understand the contributions of different cultures to American life and recognize and draw upon the diverse cultural assets within their classrooms;
 - recognize the levels of students' literacy in academic and social language and help them build meaningful bridges between the two.
- 4) Teachers are aware of world events and global dynamics:
 - understand and stay current on world events, international issues, and global debates, and help students gain understanding through daily interactions;
 - connect their content area to authentic global issues and perspectives;
 - present balanced viewpoints on global issues and assist students in viewing issues from multiple perspectives.
- 5) Teachers are literate for the 21st century:
 - proficient in and model the essential skills of reading, writing, comprehending, listening, and speaking that are necessary for student learning in their content area;
 - readers with a rich reading life for both work and pleasure;
 - familiar with contemporary culture, its music, art, literature, and trends, and seek to integrate these in relevant ways into the curriculum;
 - able to develop and present information in an articulate and persuasive manner, orally, in writing, and through digital media;

- able and/or willing to learn to communicate in one or more languages other than English;

- able to understand and use the arts from their own and other cultures to assist students in learning and expressing ideas and emotions.

6) Teachers are collaborative team members:

- appreciative and respectful of diversity and work effectively with people from other cultures, backgrounds, and fields of expertise;

- receptive to others' perspectives, welcome differences in interpretation and judgment, and able to revise and expand their own views;

- committed members of the ISSN professional community, participating in ongoing professional development, including mentoring, lesson study, peer observation, critical friends groups, study groups, and collaborating with teachers locally and nationally through the network.

7) Teachers are effective users of technology and media:

- proficient in the use of essential computer and communications technologies;

- users of technologies to communicate and work across national and regional boundaries;

- able to evaluate, critically choose, and use various forms of media and technology in lesson design and implementation to maximize student engagement.

8) Teachers are responsible and ethical citizens:

- are committed to behaving ethically toward students and other members of the school community;

- understand that decisions made locally and nationally have international impact and that international trends and events affect local and national options;

- accept responsibilities of global citizenship and make ethical decisions and responsible choices that contribute to the development of a more just, peaceful, and sustainable world⁶.

As we can see, the academic dimension of global competency involves mastering the knowledge of different social and humanitarian branches of science with a comparative perspective, including: comparative and world history, cultural history, anthropology, political science, international economics,

⁶ Devlin-Foltz B., McIlvaine S. (2008). *Teacher Preparation for the Global Age: the Imperative for Change*. Longview Foundation for Education in World Affairs and International Understanding, Inc., 40 p.

foreign literature and skills of systematic thinking for complex solutions of global problems. Experts emphasize, that the relevant knowledge and skills should be formed through a multidisciplinary approach, which is considered as a new methodology for higher education curriculum development in the USA. Multidisciplinary, thus, can be realized by integrating both new content and forms of education in existing programs or by introducing new subjects⁷.

As a rule, in American universities the multidimensional nature of global competence is uncovered by studying of such subjects as world history, world geography, foreign languages, cultural studies, sociology, critical reading. For example, learning to read in a foreign language contributes to the analysis of foreign language texts and therefore access to knowledge of a culture and society, which in turn reinforces a positive attitude to global problems. The most effective resource for the development of foreign language communicative competence is primarily communication with qualified teachers in the educational process of the university or with an authentic native language speaker during foreign internships, or cross-border distance learning in universities-partners. The key to the development of global competence is to encourage students to take part in international educational activities which generate real-time relevant skills and abilities that are impossible to obtain, sitting on books.

The importance of extra-curricular forms of international education, including the organization of video conferences with students of foreign universities; educational tours and summer universities; joint seminars based on social partnership with museums, libraries, publishing houses, media providers and others is become higher. These joint projects will help students to understand the magnitude and diversity of many transnational issues, and to develop the ability of taking into account national peculiarities of a particular society in global problems solving. Great impact in this case takes mastering the basics of research and implementation of research projects that reflect the transnational nature of the scientific discoveries of mankind.

However, American teachers strongly believe that these activities are often interrelated and not integrated into a teaching and educational strategy and therefore do not cover all students of pedagogical faculties, as workload involves almost no time to study foreign languages and study abroad. This situation leads to the fact that most young teachers begin their careers unprepared to work in heterogeneous students group of contemporary multicultural society.

⁷ Nordgren Rollin D. (2002). Globalization and Education: What We Must Know and Be Like for Success in the Global Village. *Phi Delta Kappa*, № 84 (4), p. 318 – 321.

American scholar, Ann Mori as a result of work at the Centre for International Education developed and approved in American universities the system of teachers' global competence development, involving, inter alia, of the following forms:

– *Self-reflection and self-esteem* helps in understanding the values and behaviour. This process identifies the strengths and experience of the individual, and the need to deepen self-awareness development through the keeping a diary, discussions in small groups, and reading.

– *Experimental activities* open possibilities for testing large numbers of learning styles and help to realize that knowledge – is the product of internalization meaningful information. Experience of direct cross-cultural activities helps to feel the need to change and maintain the motivation to change. This experience involves extensive interaction with representatives of other cultures (exchange programs for students and teachers' training in another country, local immersion in another culture), participation in international studies, professional conferences, and work with students from different countries. Another example of experimental activity can be a demonstration of successful examples of academic work and role plays.

– *Reading* is an integral part of academic life and an important tool for acquiring knowledge of global issues. Reading, accompanied by group discussions with other cultures representatives, carries the most effective influence in forming global competence.

– *Seminars and trainings* are the most effective workshops that involve active participation. They are an effective tool for raising awareness, gain experience, and building motivation and interest in the issue of global education.

– *Research activities* are an effective means of attracting to the study subject. The results of these studies teacher can use in their daily work with students, which will increase the efficiency of educational process⁸.

The increased attention of the academic community to the problems culminated in the development of Framework for Internationalizing Teacher Preparation in colleges and universities of the USA. It concluded by Foundation «Longview» with the support of the North Carolina Centre for International Understanding, which since the 1960th has been carried out educational activities among young people about global challenges, promote international education, create conditions for internationalization of teachers' professional development. Its main purpose is to develop global competence that is to

⁸ Leeman Y., Ledoux G. (2003). Preparing teachers for intercultural education. *Teaching Education*, № 13 (3), p. 279 – 292.

teach American teachers to use the knowledge of global processes and problems as well as global thinking in their own training activities.

The Framework for Internationalizing Teacher Preparation consists of four components, namely:

1. Revising teacher preparation programs to ensure that:
 - general education coursework helps each prospective teacher develop deep knowledge of at least one world region, culture, or global issue, and facility in one language in addition to English;
 - professional education courses teach the pedagogical skills to enable future teachers to teach the global dimensions of their subject matter;
 - field experiences support the development of pre-service teachers' global perspectives.
2. Facilitating at least one in-depth cross-cultural experience for every pre-service teacher by:
 - promoting study or student teaching in another country, or service-learning or student teaching in a multicultural community in the United States;
 - financial support for such experiences;
 - appropriate orientation, supervision, and debriefing to tie these experiences to prospective teachers' emerging teaching practice.
3. Modernizing and expanding programs for prospective world language teachers by:
 - preparing more teachers to teach less commonly taught languages;
 - updating language education pedagogy based on current research and best practice.
4. Creating formative and summative assessments to evaluate the effectiveness of new strategies in developing the global competence of prospective teachers⁹.

The USA government has developed a special program of Title VI National Resource Centres at universities and colleges. These Centres have received full federal financial support for the implementation of educational and scientific activities to prepare globally competent teachers, including the development of appropriate strategies and update the curriculum of teacher education. The most successful among 45 recognized Centres are operating

⁹ Devlin-Foltz B., McIlvaine S. (2008). *Teacher Preparation for the Global Age: the Imperative for Change*. Longview Foundation for Education in World Affairs and International Understanding, Inc., 40 p.

at Ohio State University, Indiana University, Michigan State University and University of San Diego¹⁰. The analyses of research activities of these Centres have allowed us to outline the pathways of American teachers' global competency forming in a comprehensive strategy, including:

- involving all faculty members and faculty leadership to develop an appropriate plan;
- the creation of a comprehensive training program focused on global education;
- involvement students with existing experience of international work, education, training;
- training teachers to introduce global component in the curriculum of teacher training;
- internationalization of subjects from professional and pedagogical cycle;
- creating conditions for gaining experience of international activities in terms of country of residence, abroad and online mode;
- quality improvement of foreign languages learning programs.

The above mentioned practical strategies emphasize the key role of universities and colleges to provide future teachers with the necessary knowledge, skills and values to be ready for the implementation of a global dimension in teaching the subject of specialization and formation of students' global competence. However, it should be noted that the university is not easy to carry out this responsible mission as an important factor in its successful implementation is the establishment of effective social partnership between universities and local education authorities, national accreditation agencies, organizations of teachers professional development, professional associations, teaching staff, private and public funds at the national, regional and local levels.

Abstract: The article defines the essence of global education, which is an integral component of modern American teachers' training as a subject of international educational reality. On the basis of documents of international organizations and the USA national initiatives the concept of global education is characterized, the essence of the teachers' global competence is revealed. In the article the strategy of teacher education internationalization in the United States has been considered, which involves updating the teacher training programs, the introduction of a long-term training abroad, expansion of training programs for teachers of foreign languages, and monitoring the dynamics

¹⁰ Green M., Olson C. (2003). *Internationalizing the Campus: a User's Guide*. Washington, DC: American Council on Education, 114 p.

of the global competence development. The practical aspects of teachers' global competence development on the example of American resource centers are characterized, namely, research, critical reading, academic mobility, international activities, reflection and self-evaluation.

Keywords: globalization, internationalization of teacher education, global education, global competence of a teacher, the centers of global competence development

У статті подано визначення сутності глобальної освіти, яка є невід'ємним компонентом професійної підготовки сучасних американських учителів як суб'єктів міжнародної освітньої реальності. На підставі аналізу документів міжнародних організацій та національних ініціатив США охарактеризовано концепцію глобальної освіти, розкрито сутність глобальної компетентності педагога. Розглянуто стратегію інтернаціоналізації педагогічної освіти в США, яка передбачає оновлення програм професійної підготовки вчителя, запровадження тривалих стажувань за кордоном, розширення програм підготовки вчителів іноземних мов, моніторинг динаміки розвитку глобальної компетентності. Охарактеризовані практичні аспекти розвитку глобальної компетентності американських учителів на прикладі діяльності американських ресурсних центрів, а саме: дослідницька діяльність, критичне читання, академічна мобільність, міжнародна діяльність, рефлексія і самооцінка.

Ключові слова: глобалізація, інтернаціоналізація педагогічної освіти, глобальна освіта, глобальна компетентність учителя, центри розвитку глобальної компетентності

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