

MODERN USE OF THE PEDAGOGICAL TECHNOLOGY "TEAM-TEACHING" IN THE TRAINING OF TEACHER CANDIDATES

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Abstract. The purpose of this work is to study methods and a pedagogical technology which contributes to the formation of a creative approach in the training of teacher candidates and the necessary competencies in the process of studying the sciences of the pedagogical cycle. The article represents the analysis of one of the most common pedagogical technologies used in the training of teacher candidates in Germany is "Team-Teaching" (working in the team). The methodological framework developed in the study includes a detailed description of the example of the methodologists Thomas Hartman and Martin Nussbaum, who work at the seminary of Duisburg, showing how the work on the principle of "Team - Teaching" takes place at the general seminar. The article also contains literature review on the problem of team-teaching, disclosing different approaches of the authors. The findings of this study have proved that team-teaching has many meanings and is implemented in numerous ways.

The results of the article could be effectively used as part of the teaching program to improve the pedagogical cycle of subjects of students of Kazan Federal University. It can be also used for everybody who is interested in effective and modern ways of teaching.

Keywords: educational process, higher pedagogical education, education abroad, pedagogical technology, training of teachers in Germany.

1. INTRODUCTION

Technology team-teaching is very common in the European world and is well known since the first half of the XX century. Nowadays it is being successfully implemented with different goals and different ages of audiences in different countries.

Having studied the literature on this issue, we came across with following definitions of the above-mentioned technology. Cook and Friend (1995, p.2) define team-teaching as “two or more professionals delivering substantive instruction to a diverse, or blended group of students in a single physical space”. Wenzlaff, et, al. (2002, p.14) agree that team-teaching is “two or more individuals who come together in a collaborative relationship for (the purpose of shared work, ...for the outcome of achieving what none could have done alone”. For the purposes of this program, team-teaching has been defined as “two teachers working together with groups of students and sharing the planning, organization, delivery and assessment of instruction as well as the physical space” (Bacharach, Heck & Dank, 2003). Team Teaching is a common term to describe several variations of a technique to teach a course with more than one instructor. The method shifts the role of instruction from an individual to a team with a primary goal of improving the quality of teaching and learning. Team teaching is one step to constantly adjust the educational system to the changing needs of the students and abilities of the teachers (Zubkova, Burak, 2016).

At present leading specialists of Germany in the field of teacher training are in favor of introducing active methods and group forms of instruction in this process with the aim of forming the creative personality of the teacher.

The advantages of introducing this pedagogical technology into the educational process are following: mutual learning of students and improvement of their methodological competence, development of professionally meaningful skills to interact with other participants, involvement of students in the educational process and its democratization, broadening the horizon and stimulating the creativity of teacher candidates.

During the research, such methods as theoretical and methodological analysis, comparison and generalization of scientific and pedagogical literature of domestic and foreign authors on this topic were used. The material on the use of team-

teaching technology can provide practical assistance to teachers in their pedagogical activities, as well as in the organization of pedagogical practice of students.

2. METHODS

On the example of the methodologists Thomas Hartman and Martin Nussbaum, working together in the seminary of Duisburg, we can observe how the principle of "Team-Teaching" is working at the main (general) seminar. The leaders of the seminar do not determine themselves the theme which the group will work on this day over. Trainees make up a circle of topics themselves, which they write with a felt-tip pen on the tablets specially affixed to the magnetic board. The list of problems includes only those topics that at the moment are really relevant for each individual trainee, for example: "holidays in the classroom", "difficult students", "assessments" and others. At the next stage, microgroups are formed, which manifest a common interest in one or other of the posed problems. And the leaders of the seminar indicate which of the trainees is dealing with the problem at the moment, in order to be able to provide specific additional professional assistance during the next visit to their school. Gradually, the range of problems is changing, but sometimes, work continues for several seminars over individual difficult topics.

In this process heads of the seminar act in the team as expert consultants, and in order to facilitate their "connection" to the creative work of each of the microgroups, they have preliminary talks with interns (often it happens during the practice at school), trying to determine for themselves a possible range of their interests and problems. However, this is not always possible, often the wishes are spontaneous, or rather - these are the actual problems that the trainees have encountered on the eve of the seminar in their work at school. An experienced head of the seminar, of course, can predict possible questions and have the necessary literature in advance. Working in microgroups, trainees do not only put forward a range of actual problems for them, but they also share their own experience. After discussions lasting about an hour, they put forward the most rational ways to solve the particular problem, which the representatives of each microgroup bring to the attention of all members, when the results of the seminar are summed up. Heads of the seminar can express their desire to work with a particular microgroup or trainees in advance, ask experts to help them in

developing a solution. But, as a rule, trainees work independently, and managers are able to unobtrusively move from one subgroup to another, give advice or simply observe independent creative work.

T. Hartmann notes, that the technology "Team-Teaching" is explained by the leaders of the seminar at the very beginning of the education at the second level. The overwhelming majority of university graduates come to the seminary after the first phase of teaching with the following "biography": "There is someone who teaches me how to act in this or that situation, I absorb it, I reproduce it, sometimes I discuss it if I or the professor are in good mood, but I never make a decision myself. "In the seminary they are taught quite the opposite way: from the very beginning to learn independently and be responsible for your own process of becoming a teacher" (Hillekamp, Hartmann, Geissler & Guth, 1997).

In order to get acquainted with this concept the director of the seminary, the teachers spent three days in the youth camp. It is there that the pedagogical team presents its concept, its understanding of joint instruction and mutual responsibility for the result. Trainees are taught to conduct a diary of pedagogical observations, in which they will record problems, topics of interest, their first successes and failures in the seminary and basic school for two years. The seminary gives each trainee complete freedom and independence in mastering the profession at the second level of teacher training, but at the same time, is always ready to provide expert assistance from expert methodologists.

3. RESULTS

Having studied the methodological seminar of Thomas Hartman and Martin Nussbaum from the Seminary of Duisburg (Germany), and having studied the scientific and pedagogical literature on this issue, we can say that thanks to the innovative approaches of the teaching staff of this educational institution, the students of the seminary receive additional chances for employment at the expense of the additional competencies and skill levels that are being formed there:

- competencies in the field of its subject and innovations (planning, conducting lessons and extra-curricular affairs, analysis and evaluation);

- ability to work in a team (cooperation in subgroups, ability and readiness for communication);

- personal competence (the ability to create your own concept, develop self-reliance);

- system competence (the ability to see the "Elementary School" system in all diversity);

- ability to reflect (self-reflection, reflection on work in a team, the process).

These competencies allow to develop self-reliance and responsibility throughout the whole professional life, which will make it possible to work as a teacher for at least 30 years.

4. DISCUSSION

One of the most common pedagogical technologies used in the preparation of teacher candidates is "Team-Teaching".

The study of domestic and foreign pedagogical literature made it possible to single out various approaches to the definition of the concept and interpretation of team-teaching technology.

Janel Flynn, for example, believes that team teaching implies such a training organization, in which one subject is taught by several teachers on parity terms and with equal responsibility for the result. It is assumed that the partners have the same professional training (Hillekamp, et al., 1997).

A. Cregorc pointed out seven types of team-teaching strategies, which are focused on communication and building interpersonal skills (2004).

1. *One Teach, One Observe*. When using one teach, one observe, one-teacher has primary instructional responsibility while the other gathers specific observational information on students or the (instructing) teacher.

2. *One Teach, One Drift*. One teach, one drift is an extension of one teach, one observe. One teacher has primary instructional responsibility while the other assists students' with their work, monitors behaviors, or corrects assignments, often lending voice to students or groups who would hesitate to participate.

3. *Station Teaching*. For station teaching the co-teaching pair divide the instructional content into

parts. Each teacher instructs one of the groups. Groups then rotate or spend a designated amount of time at each station.

4. *Parallel Teaching*. In this approach each teacher instructs half the students. The two teachers are addressing the same instructional material. The greatest benefit to this approach is the reduction of student to teacher ratio.

5. *Supplemental Teaching*. This strategy allows one teacher to work with students at their expected grade level, while the other teacher works with those students who need the information and/or materials extended or remediated.

6. *Alternative Teaching*. Alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students however the avenue for getting there is different.

7. *Team Teaching*. Well planned, team taught lessons, exhibit an invisible flow of instruction with no prescribed division of authority. Using a team teaching strategy, both teachers are actively involved in the lesson. From a students' perspective, there is no clearly defined leader - as both teachers share the instruction, are free to interject information, and available to assist students and answer questions.

Anthony Bynom and Lori Furgerson, in their turn, suggest the possibility of using this technology to unite teachers of different subjects in the learning process, thus forming intersubject connections and forming a more holistic view of the world around in its synergetics (Bynom, 2000).

As you can see, the interpretation of team teaching is very different.

The choice of the most typical and effective pedagogical technologies in the teacher candidates preparation is influenced by the modern approaches, determining the purpose of this training and the conditions in which the future teacher is to work, which in turn is interconnected with the new stage of reforming the pedagogical education of Germany which started in 1997 (Isaeva, 2011):

- provision of special (subject) and general didactic training;

- orientation in the preparation of the teacher candidate for the daily life of the school;

- expansion of the scope of the teacher, introduction of additional functions related to the organization of work, management, innovations within the school and cooperation with public organizations outside the school along with traditional functions for training, assessment of knowledge and education;

- closer cooperation between the work of seminaries and basic primary schools in the professional development of candidates for a teaching post;

- development of independence and strengthening of the responsibility of referendarians (trainee students) for the final result of professional training;

- preparation of teachers who are able to work in conditions of an "open school", in a multicultural environment and "strengthening European integration, which poses new challenges for higher education" (Martynova, 2006, p.338).

The necessary competences which must be formed by future teachers in the process of studying the sciences of the pedagogical cycle, the methods that contribute to the formation of these competences - are indicated in the standard recommended for the preparation of teacher training programs in Germany. Among these methods, O. Martynova singles out:

- concretization of theoretical concepts on specific verbally described examples;

- demonstration of concepts on examples from fiction or films, as well as through role-playing games and simulation of training sessions;

- analysis of simulated, video-recorded or actually observed complex training sessions, situations from school life and their interpretation from a methodical point of view;

- use of video classes;

- personal approbation and subsequent reflection of the theoretical concept with the help of written exercises, role games, simulated occupations, on real study sessions at school or outside it;

- analysis and reflection of one's own biographical experience of teaching with the help of theoretical concepts and others (Brazhnik, 2001).

It should be noted that this is not a complete list of methods used in the German higher educational institutions for the training of teacher candidates.

The humanistic pedagogical concept, new research in social psychology, communication sciences, which changed the education paradigm, based on freedom, activity and cooperation, as well as requirements for the modern teacher, became the theoretical basis for the development of new methods and technologies (Winkel, 1993).

5. SUMMARY

The issues concerning team teaching are copious and complicated. No single model of team teaching will automatically result in success for a given teaching situation. Davis sums with "the ideal team-taught course has a defined structure and actually becomes a small organization (Davis, 1997). The form of the organization flows directly from its function". The team partitions its work, defines various roles, and recruits and trains people to perform these roles. The organizational structure of the course is important. Throughout the literature on team teaching, certain important factors seem to be necessary for a successful team teaching program: 1) well matched and like-minded team members, 2) mutual dedication to team teaching and continuing communication, 3) an interest in relating the content or curriculum to real life, and 4) a strong desire to excite the students' learning. Additionally, the program goals, as well as the roles of the teachers and administration should be well-defined.

6. CONCLUSIONS

As a result of studying the experience of the seminary of Duisburg on the use of team-teaching technology in the preparation of teacher candidates, the following conclusions should be drawn: this technology contributes to the strengthening of democratic principles in the educational activity of teacher candidates, the development of such professionally significant qualities and skills of the teacher as tolerance, mutual respect and responsibility for the common cause, the ability to interact and mutually help, to find ways to overcome difficulties and escape from crisis situations. It is necessary to study the possibilities of implementing this technology in the domestic higher school.

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