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THE NEW GENERATION TEACHER DEVELOPMENT

The need of pedagogical institutions for quality curricula, assessment, content, procedures and, moreover, public interest in raising the quality of foreign language teacher education have made the initial teacher education system in Ukraine change considerably.

That is why, the British Council Ukraine and the Ministry of Education and Science Ukraine launched New Generation School Teacher' project in March 2013. The overall aim of the project is to introduce changes to quality and development of teacher education system in Ukraine.

One of the significant steps of the British Council was organization of summer and winter schools for new development of teachers all over Ukraine. Unforgettable sessions in such schools provided us a good perspective to get to know new effective techniques and methods in English teaching, to share our experience with colleagues, to make friends with teachers from another universities and what is more, to develop our own horizons in the field of new generation teacher.

It is worth saying that all sessions were very effective and striking. As for me, it should be marked that the approach that we were suggested I tried to use earlier but I felt lack of enough knowledge and skills to fulfil new ideas and methods effectively.

The ideas that occurred to me after sessions I began to apply at the beginning of the semester. At first students were very excited because of the amount of collaborative learning: they were supposed to do their assignments in pairs, groups of three or four or even six. It was unusual for students to move around the whole lesson, to join in groups and discuss the question together.

To say the truth, I observed them helping each other enthusiastically with satisfaction and smiles on their faces, with lively activity and with great desire to get other tasks and work in teams again. At the end of the lesson, they were asked to give their feedback on the lesson and everyone said that they wish to work collaboratively all time studying because such approach in learning motivates them significantly and they are ever waiting for the next session. Furthermore, as a teacher, I was happy to meet students' needs and to get expected outcomes.

What is more important for me as a teacher is that I understand that, first of all, they are making progress and moreover, that collaborative learning is influential interpersonal process taking place in groups. Secondly, I have started noticing that they feel like improving their skills themselves. And thirdly, they become more creative because they are involved and are constantly thinking.

To put things together, the many profits and benefits of collaborative learning in English classes can potentially contribute both to qualitative students' outcomes and professional teachers' development.