

# DEVELOPMENT TRENDS OF HIGHER TEACHING EDUCATION IN UKRAINE IN THE CONTEXT OF EUROPEAN INTEGRATION EDUCATIONAL REFORMS

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## TENDINȚE DE DEZVOLTARE A ÎNVĂȚĂMÂNTULUI SUPERIOR DIN UCRAINA ÎN CONTEXTUL REFORMELOR EDUCAȚIONALE DE INTEGRARE EUROPEANĂ

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**Abstract.** The article substantiates the priority tasks of reforming the system of higher education in Ukraine; the current state of higher professional education and its tasks are highlighted; the principles of modern European education are highlighted; components and functions of the organization of the educational process in institutions of higher education; emphasis is placed on the development of professional and pedagogical skills of pedagogical workers. The author emphasizes that one of the main principles of modern European education, which is responsible for the quality of training and the acquisition of professional competences, is the mobility of students and teachers today. It is noted that the influence of integration processes, the growing role of globalization necessitate the use of international educational standards in the field of education, and the training of teaching staff, their professional improvement is an important condition for the modernization of higher education.

Peculiarities of the professional training of the future teacher at the current stage of formation of higher pedagogical education have been studied, actual approaches to improving the organizational foundations of the professional training of future teachers have been identified. The author emphasizes the trends of modern pedagogical education: democratization, integration and coordination, internationalization, standardization; priority areas of reform and modernization of higher pedagogical education, as well as taking into account national approaches to the organization of education, the content of education, traditions in the preparation of future specialists with higher education. The effect of reforming the higher education system on creating favorable conditions for the professional growth of the future teacher is substantiated.

**Keywords:** institutions of higher education, pedagogical education, information society, directions of reforms of higher pedagogical education, mobility of students and teachers, European area of higher education, Bologna process.

**Rezumat.** Articolul fundamentează sarcinile prioritare ale reformei sistemului de învățământ superior din Ucraina; evidențiază starea actuală a învățământului profesional superior și sarcinile acestuia; evidențiază principiile educației europene moderne, componentele și funcțiile organizării procesului de învățământ în instituțiile de învățământ superior; pune accent pe dezvoltarea abilităților profesionale și pedagogice ale cadrelor didactice. Autorul subliniază unul dintre principiile cele mai importante ale educației europene moderne, responsabil pentru calitatea formării și dobândirea competențelor profesionale, mobilitatea studenților și a profesorilor de astăzi. Se observă că influența proceselor de integrare, rolul din ce în ce mai mare al globalizării impun utilizarea standardelor educaționale internaționale în domeniul educației, precum și formarea cadrelor didactice, perfecționarea profesională a acestora fiind o condiție importantă pentru modernizarea învățământului superior.

Au fost studiate particularitățile pregătirii profesionale a viitorului profesor în etapa actuală de reformare a învățământului pedagogic superior, au fost identificate abordări efective de îmbunătățire a fundamentelor

organizatorice ale formării profesionale a viitorilor profesori. Autorul subliniază tendințele educației pedagogice moderne: democratizarea, integrarea și coordonarea, internaționalizarea, standardizarea; domeniile prioritare de reformă și modernizare a învățământului pedagogic superior, precum și abordările naționale privind reorganizarea învățământului, conținutul educației, tradițiile în pregătirea viitorilor specialiști cu studii superioare. Este fundamentat efectul reformării sistemului de învățământ superior asupra creării condițiilor favorabile dezvoltării profesionale a viitorului profesor.

**Cuvinte-cheie:** instituții de învățământ superior, învățământ pedagogic, societate informațională, direcții de reformă a învățământului pedagogic superior, mobilitatea studenților și profesorilor, spațiul european al învățământului superior, procesul Bologna.

European integration processes in the system of higher education in Ukraine lead to increased attention to the level of training of pedagogical education personnel. The professional training of teachers today should be aimed primarily at the formation of specialists who are able to think creatively, work with society and in society, promote mobility and cooperation.

The implementation of this important issue is conditioned by the need for integration into the European educational space on the basis of legislative acts: “Conceptual foundations of the development of pedagogical education of Ukraine and its integration into the European educational space” (2011), “National Strategy for the Development of Education in Ukraine for 2012-2021” (2012), the Law of Ukraine “On Higher Education” (2016), “The Concept of National Patriotic Education of Children and Youth” (2015), the Law of Ukraine “On Education” (2017), which define the purpose and priority directions of the development of national education, in particular its integration into the European and world educational spaces, human development as the main goal, key indicator and main lever of modern progress, the formation of national and universal values, the education of a professionally mobile young generation, able to make a personal spiritual and worldview choice.

The problems of improving the professional training of the future teacher were promoted by the study of the trends in the development of higher pedagogical education in Ukraine. , S. Nikolayenko, A. Sbrueva, S. Sysoeva, M. Yarmachenko, etc.; problems of improving the professional training of the future teacher and modern trends in the development of higher pedagogical education in Ukraine contributed to the research of A. Aleksyuk, V. Andrushchenko, O. Gluzman, I. Zyazyun, M. Yevtukh, V. Kremen, N. Nychkalo, S. Nikolayenko, and others .

The main principles of the development of higher education in Ukraine within the framework of the Bologna process are:

- creation of an innovative space based on educational and scientific support;
- adaptation of the higher education system of Ukraine to the norms, standards and basic principles of the European area of higher education;
- ensuring the social context of higher education, which will provide an opportunity for graduates of higher educational institutions to shape their professional careers.

The adaptation of the system of higher education in Ukraine to the Bologna process involves taking into account national approaches to the organization of education, the content of education, traditions in the training of future specialists with higher education. The Ministry of Education and Science of Ukraine pays special attention to the fact that each university, along with taking into account the general recommendations and advice of the Ministry for all universities of the country, forms its own educational environment, the culture of the organization of learning, the culture of teachers and students, the culture of evaluating the educational achievements of students, the culture of providing quality of training of future specialists and scientific and pedagogical workers.

Improving the quality of higher pedagogical education, ensuring its mobility, attractiveness, competitiveness in the labor market requires further improvement of the organization of the educational process in institutions of higher education on the basis of humane development and self-development of the future teacher and involves: the use of information and computer technologies and multimedia tools; individualization of the educational process and strengthening of the role of independent work of students; introduction of electronic learning tools, computer training programs; technical and technological modernization of educational laboratories and teaching aids; use of modern systems of quality control of students' knowledge and monitoring of the quality of education.

The trend of personally oriented education makes it necessary to review the specifics of the pedagogical activity of the future teacher. The purpose of the Concept of Pedagogical Education is "anticipatory modernization of pedagogical education to create a powerful base for the purpose of training new generation pedagogical workers and providing conditions for the creation and development of modern alternative models of professional and personal development of teachers" [2].

The challenges of the times led to new meanings of the pedagogical activity of the modern teacher as a specialist in his field, in particular to possess new innovative technologies (digital); be able to implement elements of blended learning (online and offline); establish cooperation with students and parents, be a communicative and creative teacher; understand the needs and requests of a modern student, direct students to research activities and support their motivation, manage group dynamics; implement project-based learning.

Anticipatory modernization of higher pedagogic education involves changing the teacher himself today to meet the requirements of the time. After all, a teacher has an influence on the future of our country - the younger generation. So it is not a secret for anyone that the future teacher should be more attentive to the health of each child in the class, promote the development of his individual abilities, requests and interests, and promote his direct individual development.

The modernization of higher pedagogical education should pay attention to the forms of professional development of pedagogical workers not only in Ukraine (in particular, take the example of the nearest neighbors: Poland, the Czech Republic, etc.).

Already today, it is worth changing the approaches to the recruitment of applicants for a number of specialties, taking into account changes in the legislative base and the direct professional and pedagogical selection of future graduates of the pedagogical profession [3]. They should be able to carry out an analytical understanding of the state and development prospects (of the relevant specialty), introduce new methods (technologies) into the educational process; to combine actual pedagogical (scientific-pedagogical) activity at a high professional level with the dissemination of new knowledge and borrowing from advanced pedagogical experience.

Today, higher pedagogical education is one of the main factors in the formation of a teacher's professional maturity, because it significantly affects the innovative orientation of pedagogical activity, without which it is impossible to achieve a high level of professionalism. It is the higher pedagogical institution that is called upon to develop new methods and technologies of learning and education, which should help the teacher of the secondary school to achieve a high level of teaching, the quality of students' knowledge, and to promote his professional growth [5, p.51].

When transitioning to personally-oriented training in the professional training of future teachers, which implies the priority of subjective-meaningful training in comparison with

informational training, the focus is on the formation of future teachers' multifaceted subject pictures of the world in contrast to unequivocal «programmatic» ideas, diagnostics of personal development, situational design, self-actualization and self-realization, game modeling, meaningful dialogue. According to the scientist, personally oriented professional training should be based on a dialogic approach that determines subject-subject interaction and increasing the degree of freedom of participants in the educational process. Technologies of this type provide for the transformation of the superposition of the teacher and the subordinate position of the student into personally equal positions. Such a transformation is connected with the fact that

Currently, with the aim of increasing the mobility of students as future teachers, higher education institutions work in two-way directions. Thus, increasing the external mobility of pedagogical workers is facilitated by: internship of teachers of Ukrainian higher education institutions in leading European universities; implementation of joint scientific programs with leading universities of the European Higher Education Area, countries participating in the Bologna Process, conclusion of inter-university bilateral agreements on personnel exchange; creation of joint specialist training programs with leading European universities, etc. [4, p.7].

The practice of European countries shows that when implementing a national system of quality assurance of higher education, it is extremely important to show flexibility and avoid accepting all standards and recommendations as a template:

- creation of an agency for academic recognition and international exchange - the national center of the European information network for recognition (ENIC/NARIC);
- introduction of the national rating system of higher education institutions in accordance with the Berlin principles of ranking and the national classification system of universities [1].

The integration of the higher education system of Ukraine in the European Higher Education Area (EEA) will contribute to:

- ensuring the quality of higher education;
- recognition of periods and terms of training in the European Economic Area and other regions of the world;
- mobility of students, teachers, researchers;
- ensuring fair access to higher education;
- strengthening the positions of Ukrainian universities on the national, European and global labor market and the market of educational services [1].

Within the framework of reforms in the field of higher education taking place in the West, the following trends can be distinguished:

1. *Strengthening the differentiation and individualization of the educational process* through the development of variable educational programs aimed at different categories of students, as well as the development of individualized programs and the determination of learning rates in relation to the personal characteristics and abilities of each student. A significant expansion of the differentiation and individualization of education is also envisaged based on the creation of new generations of educational programs with the maximum specified level of educational success, which every student must reach and whose achievement is objectively checked by the teacher using compact methods.
2. *The restructuring of the educational process is aimed at ensuring that the assimilation of knowledge has a creative nature and lays the basis for research and design activities.* Neither continuous education, nor individual self-improvement, nor retraining will compensate for this gap, unless educational activity changes significantly in the direction of universalization of the specialist, fundamental training in general theoretical and hu-

- manitarian disciplines. Theoretical research in the field of pedagogy, involving analysis, evaluation, and systematization of material from the standpoint of a certain conceptual paradigm, needs strengthening. The essence of generalization is to single out the most significant features, features of advanced or innovative experience, which provides the possibility of using new ideas in other conditions. Individual methods, forms, methods, technologies of learning and education, as well as the system of educational practice that has developed in universities today, may be subject to theoretical rethinking in pedagogy.
3. Moving away from a clearly biological interpretation of abilities and classifying many children on this basis into the category of “incapable”. More and more often, in official and unofficial program documents, the opinion about the possibility of all children, regardless of their natural potential and social position, to study successfully under the condition of qualified teaching can be traced; about an optimistic view of students’ ability to learn even «difficult» subjects. This approach has a decisive influence on the solution of the main issue: the construction of the basic content of education, which is mandatory for everyone and meets the requirements of modern civilization. There is a clear tendency to increase (up to 35%) the amount of study time allocated to the “core” of general education, including mathematics, natural sciences, and the basics of computer science. That is, the main attention is paid to mathematical,
  4. Active search for a new methodical system, which is oriented not only on the intelligence of the individual, but also on the emotional and subconscious sphere of the individual, aimed at the pupil/student turning from a passive object into a subject of the educational process. The forces of sociologists, psychologists and teachers organize and develop “hayden” – a service for purposeful and comprehensive study of the personality, its educational and professional orientation, personal counseling.
  5. Implementation of the principles of continuous education, creation of new types of educational institutions for non-formal education: public houses (Germany); public networks of self-regulated education (USA); information and educational centers, community halls, women’s education centers (Japan). The principles of a continuous system of education are being implemented - a system of basic ideas that must be implemented in the process of constructing a system of educational institutions, accompanying a person in different periods of his life. These include: a) transferability in the formation and enrichment of the creative potential of an individual; b) vertical and horizontal integrity of the lifelong educational process; c) integration of educational and practical activities; d) unity of professional, general and humanitarian education; self-education in periods between stages of organized educational activity; e) self-education in the periods between the stages of organized educational activity; f) integration of formal, informal and informal components of the continuous educational process, etc.
  6. The content of higher education is significantly transformed, which involves: strengthening of social and humanitarian components of education, which can be implemented through an increase in the relative volume of subjects of the social and humanitarian cycle. Innovative technologies for designing the content of higher education in Western countries are aimed at: excluding from the curricula material that has only historical significance or is exclusively descriptive in nature and can be studied as optional; modernization of educational disciplines based on the formation of their logical and imaginative thinking, which facilitates students’ understanding and use of acquired knowledge in solving current problems in the field of engineering and technology; integration of knowledge acquired during the study of related disciplines and create a prerequisite for the problem-modular study of a number of disciplines oriented to this process [6, p.234]. So, the modernization of pedagogical education at the stage of its constant reform involves

the development and creation of a model of the pedagogical profession in the context of the expectations of Ukrainian society in the conditions of global technological changes and the identification of promising ways of continuous professional development and improvement of the qualifications of pedagogical workers. A modern future teacher as a trained modern teacher should be filled with a large amount of knowledge and skills, have critical thinking, and be able to control oneself.

In our opinion, the period from 2021-2031 should become key in the implementation of long-term strategies for ensuring sustainable development and improvement of the higher education system of Ukraine (in particular, pedagogical), its recognition in the European and global space in the context of ensuring the quality of educational services.

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