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## THE REVIEW OF LEADING TENDENCIES IN THE DEVELOPMENT OF EUROPEAN EDUCATION

*The article deals with the review of the European education tendencies. It is emphasized that despite some national differences in teacher training, there are some common cross-cutting tendencies in the development of teacher training in all groups of the European Union countries.*

*During the analysis of the scientific fund on the specified perspective it is established that among the leading tendencies in educational process of the European countries there can be found: globalization of education, informatization, integration, transformation, internationalization and transnationalization of higher education, providing quality of higher education, the development of academic mobility, improving the quality of doctoral training, the implementation of continuous training principles, the growing role of universities in the strengthening of democratic society and social unity, the development of the culture of academic autonomy and creativity of higher educational institutions as a guarantee of sustainable self-development, and others.*

*It is emphasized, that according to the pointed out tendencies, it is necessary to take into account the new requirements to the modern training of teachers, who must have the following characteristic features of "europeanness", which are as follows: european identity, european knowledge, european multiculturalism, european language competence, european professionalism, european citizenship, european quality.*

*Based on the tendencies being reviewed the conclusions were made about the necessity of taking into consideration their impact on the educational process, which depends on both teacher training and professional activities. The teachers' professional roles and functions in the XXI century are closely connected to the social order of society, which under the new conditions form the world and European educational area.*

**Key words:** *tendencies in education, teacher training, globalization of education, informatization, integration, internationalization, academic mobility, European educational area.*

### **Formulation of the problem in general and its relation to important scientific or practical tasks.**

Modern world development is characterized by the strengthening of connections and interaction between countries. The Bologna process is the most important step towards harmonizing academic and qualification issues, so the tendency towards unification arouses from the need of addressing the global challenges facing humanity, one of which is the growing interdependence of countries in the economic sphere. Therefore, taking into account that education is considered as a prerequisite for professional success, various changes in the modern education lead to the urgency of finding a new approach of satisfying the arising necessity of enhancing the graduates' competitiveness and readiness to the professional activities.

**Analysis of the scientific foundation.** Foreign education was investigated by enumerated authors, in particular: the problems of education were represented as the subject of research of such scholars as: K. Balabanov (the development of education

and science in the European Union), T. Desyatov (problems and tendencies of continuous training in Eastern Europe), N. Postryhach (development of pedagogical education in the Hellenic Republic), G. Poberezskaya, P. Kryazhev (peculiarities of higher education reforming in the Western Europe countries), A. Sbrueva (tendencies of reforming secondary education in English-speaking countries), T. Khomenko (reforming secondary education in Germany), O. Sulima (preschool teachers' professional training in Germany), O. Lokshina (the content of school education in the European Union), O. Ogienko (reformation of pedagogical education in Norway), S. Kovalenko (the development of education of adults in England), T. Pyatakova (development of civic education in Switzerland), G. Ball, V. Madzhigon, I. Mikhaisyuk, V. Kudin, T. Levchenko, M. Vachevsky, A. Volynets (methodological and innovative approaches in educational process and the development of vocational education in European countries).

Considering the above mentioned, quality and efficiency are becoming the most important

categories of public policy around the world and the main focus of international policy in the field of vocational education and professional training [5, p. 28].

**The purpose of the article** is to review the tendencies of modern education in European area.

**The statement of basic materials.** The scientific works of the following foreign English-speaking scholars are devoted to various aspects of the development of pedagogical education in the countries of the European Union: G. Neave (tendencies in teacher training in the European Union), F. Buchberger, A. Greaves, D. Kallos, P. Laderriere, T. Sander (perspectives of pedagogical education in Europe and the countries of the European Union), J. Le Metais (primary pedagogical education in the European Union), G. Weiner (gender issues in the field of teacher education in European countries), H. Judge (international perspectives of pedagogical education). The tendencies of pedagogical education development in the countries of the European Union (in particular, in the countries of Western Europe, the Central-Eastern European countries, the Baltic States and the Mediterranean) are investigated in domestic science.

Despite some national differences in teacher training, there are some common cross-cutting tendencies in the development of teacher education in all groups of EU countries. They are as follows: globalization of education, informatization, integration, internationalization, transformation, transnationalization [1, p. 54].

There are general tendencies specific to all the groups of European Union countries: the pursuit for providing a common European identity in pedagogical training, which is implemented through the development and establishment of common international European standards for the quality of teacher training, and the creation of a European educational space [1].

Based on the generalization of scientists' views and the content of normative documents which regulate the educational processes in the European educational space, G. Tovkanets identifies the following tendencies in higher education, such as: internationalization and transnationalization of higher education, providing quality of higher education, actualization and improving the quality of doctoral training, the implementation of principles of continuous training, the growing role of universities in the strengthening of democratic society and social unity, the development of the culture of academic autonomy and creativity of higher educational institutions as a guarantee of sustainable self-development, harmonious combination of research, business and practical training, creating of social responsibility system [7, p. 29].

The education in European countries, including Ukraine, underwent significant changes in the last

decade. Thus, it was found out that rapid social transformations, diverse changes in the educational environment affect the pedagogical work, updating both new areas of activity and competence of the teacher as well. The basis for this is the study of the author's team (N. Avshchenyuk, V. Kudin, O. Ogienko, and others [3]), which reveals the new aspects of the teacher's activity in the conditions of integration processes. Those primarily include the following: civic education of students, which involves changing old stereotypes and mastering a qualitatively new educational platform; pedagogical support for the development of students' key competencies; purposeful formation of students' competencies in their organic unity and in the projection for monitoring of academic achievements; pedagogical and psychological support of the processes of innovative development of the holistic educational environment in the classroom; extracurricular activities and work with social partners: work on designing the teaching curriculum and concluding new curricula; integration of ICT both into the students' educational activities and teachers' professional practice; increasing the level of pedagogical professionalism. It is, therefore, reasonable to assume that the changes in the professional roles and functions of teachers in the XXI century are closely related to the social order of society, which in the new conditions forms the world and European educational area [3, p. 34–36].

The task of the education system of each country, given to the tendency of becoming more similar in the context of the European Union openness, is to preserve the linguistic and cultural diversity, as well as the importance of the historical development of each country. The modern education priority is not to eliminate national differences in favor of the European identity, but to strive for unity in variability. Dynamism and internationality are the leading essential components of the education development of the national system in each country.

Thus, another general tendency in the development of pedagogical education in Europe is the development of academic mobility implying exchange projects, the efficiency of which demands a special effort to improve students' language skills. Such exchanges are an important component of education policy, implemented by the European government, taking place at all levels: from primary school to higher education and professional training [1, p. 55]. Increasing comparability and transparency in qualifications and diplomas will help removing barriers to teacher's mobility.

To attract talented people from all over the world, European Universities implement a number of measures, such as: adaptation of programs, titles and degrees that are understood both in Europe and abroad; compelling measures

for providing quality of education, programs with the world's major languages, sufficient information and marketing, attractive conditions for international students and investigators, and long-term partnership – which require action at the institutional, national and European levels [7, p. 165].

In the European Union countries the only type of teacher professional training is higher education. Teacher training is carried out mainly at universities, while the system of higher pedagogical education is complemented by other types of higher educational institutions, such as: four-year institutes and colleges of higher education, one-year institutes of pedagogy at universities, higher pedagogical schools (pedagogical academies), two-year faculties of pedagogy at polytechnics, higher professional schools, four-year performing arts schools; polytechnics, economic academies, agricultural, medical, as well as one mining and metallurgical academy train teachers for secondary professional schools at all levels, teachers' colleges (Poland); polytechnic institutes (Portugal); specialized colleges, qualification centers (Bulgaria) [1, p. 57].

The development of higher education system in European countries is carried out under the influence of those technological, economic and social transformations, taking place in the world educational area. Therefore, one of the leading modern tendencies in professional education is integration, the priority of which is to promote the overall socio-economic progress, to strengthen mutual understanding between peoples by deepening the cooperation in the sphere of education, as well as improving its quality [7, p. 163].

While studying the stages of European education development, L. Pukhovska [3] came to the conclusion that the characteristic features of "Europeanness" of teachers, according to the scientists' investigations, include such features as: european identity, which considers that the teacher is not only a national teacher, but also the professional who works on the national curriculum, perceives the national roots of his/her country, and at the same time belongs to the whole Europe; the next feature is teachers' European knowledge, which includes some knowledge of education systems and education policies in different European countries. A European teacher appreciates the education system of the native country and realizes its connection with other European countries, has knowledge of the affairs of Europe and of the world as well. Teacher' European multiculturalism is caused by the multicultural nature of European society. The European teacher is the bearer of his own culture, and, at the same time, he/she is open to other cultures, knows how to express himself/herself in other cultures without dominating in them; while working with heterogeneous groups, the European teacher takes into account the diversity

as the value and the manifestation of difference. Teacher' European language competence is revealed in his/her ability to speak more than one European language, as well as to use a foreign language in mastering the profession of teacher and in further pedagogical development. European professionalism is connected with such teacher' education which allows him (her) to work in any country in Europe. The European teacher masters a "European approach" in the area of his subject, considering the core topics of the curriculum in the European perspective, shares the content and methods of teaching his subject with colleagues from other European countries and at the same time pays attention to studying traditions of education in different countries; uses the results of research of teachers from different countries in order to understand and explain current professional problems and to adjust their practical activities in time. Teacher's European citizenship is revealed in his/her acting like a citizen. The European teacher shows solidarity with the citizens of other European countries and shares with them the values of democracy, freedom and respect for human rights; focuses his/her work on the development of autonomy, responsibility and active citizenship in the future of Europe. European quality presupposes the existence of certain ways of comparing the systems of pedagogical education in different European countries; it is suggested to derogate from the formal assessments of teacher education systems and to expand the scope of informal exchanges and cross-cultural visits [3, p. 154].

The above mentioned allows to emphasize the need of educating a teacher of a new formation, who is ready for pedagogical activities within the European educational space.

Based on the tendencies being reviewed, **the conclusions** can be made about the necessity of taking into consideration their impact on the educational process, which depends on both teacher training and professional activities. According to the purpose of the research the leading tendencies in the development of the education in the European countries were pointed out; among them we can find: integration, globalization of education, informatization, transformation, internationalization and transnationalization of higher education, the development of academic mobility, the growing role of universities in the strengthening of democratic society and social unity, creating of social responsibility system, providing quality of higher education, improving the quality of doctoral training, implementation of continuous training principles, harmonious combination of research, business and practical training, the development of the culture of academic autonomy and creativity of higher educational institutions as a guarantee of sustainable self-development, and others.

We consider the **prospectives for further research** in the development of the concept of training future teachers, taking into account the best achievements of European countries.

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#### Яцій О. М., Гурін Р. С. Огляд провідних тенденцій розвитку європейської освіти

*Стаття присвячена огляду провідних тенденцій розвитку Європейської освіти. Підкреслюється, що, незважаючи на національні відмінності у підготовці вчителів, існують деякі загальні наскрізні тенденції розвитку підготовки вчителів у всіх групах країн Європейського Союзу.*

*У ході аналізу наукового фонду з означеної проблематики встановлено, що серед провідних тенденцій у навчальному процесі європейських країн можна виявити: глобалізацію освіти, інформатизацію, інтеграцію, трансформацію, інтернаціоналізацію та транснаціоналізацію вищої освіти, забезпечення якості вищої освіти, розвиток академічної мобільності, актуалізацію та підвищення рівня докторської підготовки, впровадження принципів неперервної освіти, зростання ролі університетів у зміцненні демократичних суспільств і посиленні суспільної єдності, гармонійне поєднання наукових досліджень, бізнесу та практичної підготовки, створення системи соціальної відповідальності, розвиток культури академічної автономії і творчості вищих навчальних закладів як запоруки стійкого саморозвитку та ін.*

*Підкреслюється, що, відповідно до зазначених тенденцій, необхідно враховувати нові вимоги до сучасної підготовки вчителів, які повинні мати такі характерні риси «європейськості», як: європейська ідентичність, європейські знання, європейський мультикультуралізм, європейська мовна компетентність, європейський професіоналізм, європейське громадянство, європейська якість.*

*На основі оглянутих тенденцій зроблено висновки про необхідність врахування їх впливу на навчальний процес, що залежить як від підготовки вчителів, так і від професійної діяльності. Професійні ролі та функції вчителів у ХХІ столітті тісно пов'язані із соціальним замовленням суспільства, яке в нових умовах формує світовий та Європейський освітній простір.*

**Ключові слова:** тенденції в освіті, підготовка вчителів, глобалізація освіти, інформатизація, інтеграція, інтернаціоналізація, академічна мобільність, Європейський освітній простір.