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METHODOLOGY OF PROJECTING PEDAGOGICAL EDUCATION ORIENTED TOWARD QUALITY AND TRENDS IN ITS DEVELOPMENT IN THE EU COUNTRIES

ABSTRACT

The main directions of evolution and trends in pedagogical education development in European countries have been analyzed. It has been found that modernization of pedagogical education in Ukraine is practically impossible without analyzing the development of pedagogical education in the EU countries. It has been proved that in order to study trends in the development of pedagogical education in the EU countries in terms of their diversity and community, it is also necessary to identify and specify the integration factors of this social phenomenon. It has been emphasized that careful attention to the quality of education is explained by the transition of most of the national education systems in Europe to the methodology of projecting education focused on learning outcomes and their monitoring. It has been clarified that with the development of the EHEA there is a gradual shift in emphasis from external assessment of higher education quality to the institutional level, from the learning process to competency-based approach with a predominant orientation towards professional and personal preparedness and, first of all, graduates employment as a criterion of learning outcomes. Special attention has been drawn to the fact that, despite the processes of internationalization and globalization of social life, covering social relations, science, culture, education, at the same time, many centuries-old traditions of various cultural-historical types of society, various civilizations that influence the character of pedagogical education are kept. It has been investigated that in most EU countries education is dominated by the ideas of humanization and continuity, aimed at meeting the growing needs of the individual, "focus on personality", which involves a variety of types and kinds of modern higher education, its multivariant character and multimodality, orientation towards result-centered criteria of definition of curricula content.

Keywords: professionalization, integration, universalization, internationalization, globalization, transformation, result-centered criteria, competency, self-examination, trends, integral factors, evolution of democratization, multimodality, multiculturalism.

INTRODUCTION

In the late 20th–the early 21st century, a new concept of projecting quality-oriented pedagogical education emerged in most European Union countries. The basis of this concept is practice-oriented, practice- and activity-based approach to organizing the education process. Special attention to the quality of education is also due to the transition of most of the national educational systems in Europe to the methodology of designing educational, learning-oriented education and monitoring. Obvious is the shift in orientation from the learning process itself (educational programs, academic success of students) toward competency-based approach with a predominant focus on professional and personal preparedness of personality, "focus on a person".

The purposeful entry of Ukraine into the world community requires comprehensive analysis of the leading areas of evolution of modern educational practice. Therefore, the study of the dynamics of relevant methodological and theoretical trends in the development of pedagogical education in the EU countries at the turn of the 20th–21st century becomes of significance.

In this regard, observation and assessment of European achievements is undoubtedly valuable to Ukrainian pedagogues, who became the subjects of our study.

THE AIM OF THE STUDY

The purpose of the paper is to highlight the impact on the development of Ukrainian higher education in global and European trends and to analyze leading areas of evolution of modern educational practice.

THEORETICAL FRAMEWORK AND RESEARCH METHODS

The problems of implementation of higher pedagogical education in Ukraine in the European educational space are the subject of scientific researches by domestic and foreign scholars (N. Avsheniuk, N. Bidyuk, N. Danko, V. Kremen, K. Korsak, L. Koval, V. Lugovyi, N. Nychkalo, K. Pavlovskiy, O. Pometun, L. Pukhovska, N. Semenchenko, O. Zinovatna). In foreign pedagogy, the problems of implementation and professionalization of higher education have been analyzed in the writings of such scholars as C. Anderk, V. Houston, M. Leiter, C. Michael, J. Raven, R. White et al. The works of these scholars covered a holistic system of views and ideas, the impact of integration and globalization processes on the development of European higher education.

The methodology of projecting pedagogical education oriented toward quality and trends in its development in the EU countries have been defined due to such methods as analysis, synthesis, analogy, comparison, individualization and generalization.

RESULTS

Ukrainian researchers recognize the fact that the global and European trends have a significant impact on the development of Ukrainian education. It is practically impossible to modernize pedagogical education without analyzing the leading directions of the evolution of modern educational practice, therefore studying the dynamics of the actual methodological and theoretical trends in the development of pedagogical education at the turn of the 20th–21st century is of significance. Theoretical analysis of the evolution of pedagogical education in the EU countries shows that native and foreign scholars' researches highlight the peculiarities of the development of education at its various levels: pre-school, secondary, vocational, higher, postgraduate education and advanced teacher training.

Today, European educational space should be considered as a single organism, which is formed taking into account its own global trends in each individual country. However, it must be noted that each national system of education has its own type and level that differ significantly in philosophical and cultural traditions, the level of goals and objectives and also the qualitative state.

In order to study trends in the development of pedagogical education in the EU countries in terms of their diversity and community, it is also necessary to identify and specify the integration factors of this social phenomenon. In our opinion, the following can be attributed to them:

1. National systems and models of pedagogical education develop under certain historical, political and social conditions;
2. Pedagogical education and its main institutions reflect cultural and national traditions, views on the role of teachers, their status, competency and professional functions;

3. The development and reforming of pedagogical education in the early 21st century are largely determined by modern international pedagogical ideas (professionalization, integration, universalization, internationalization, globalization, etc.).

It should be noted that the global problems of the present are closely connected with the complex of immediate and distant psychological and pedagogical problems that arise under the influence of scientific and technical transformations: specialists' employment, their intellectual development, a biophysical state, etc. (European Parliament, 2000; European Commission. Directorate-General for Education and Culture, 2005; Danko, 2010).

The quality of higher education and its provision is a priority for the Bologna Process countries in developing the European Higher Education Area (EHEA) as it is taken into account as a prerequisite for establishing trust, correlation, mobility, comparability and attractiveness.

It should be emphasized that a careful attention to the quality of education is due to the transition of most of the national education systems in Europe to the methodology of projecting education, focused on learning outcomes and their monitoring. In all international instruments, the quality assurance of higher education is interpreted as a system that generates mechanisms for monitoring, evaluation and support and / or improvement of the quality of higher education and/or curricula.

In order to improve the quality of higher education, taking into account the national conditions, European dimensions and international requirements, the Council of the EU recommends that Member States establish transparent quality assessment and quality assurance systems in the field of higher education based on the following principles: autonomy and independence of bodies responsible for evaluation and quality control; a combination of internal (introspection) and an external (assessment expert) assessment; involvement of all stakeholders (teachers, administrators, students, graduates, social partners, professional associations, foreign experts, etc.); publication of evaluation reports.

At the Prague meeting, the ministers of the countries participating in the Bologna process recognized the need to establish common standards in the field of quality assurance in higher education and the dissemination of best practices. Subsequently, a number of characteristics of higher education quality assurance systems identified by the EU Council, known as the "four-step model", became the first European norm in this area.

The next step is to determine the levels at which higher education quality assurance systems should be created: international, national, institutional. At the same time, key elements of the national quality assurance system were proclaimed as follows:

- determining the responsibility of the bodies and educational institutions involved in the processes;
- evaluation of programs of institutions that contain internal control, external checking, student participation and publication of results;
- availability of accreditation, certification or similar procedures; International participation, cooperation and formation of the unions.

With the development of the EHEA, there is a gradual shift in emphasis from the external evaluation of higher education to institutional level. Consequently, the development and implementation of university systems and procedures for ensuring the quality of higher education becomes a fundamental condition for the achievement of the European quality of education at each HEI. The proof of this is the application of Ministers of Education of European countries in the Berlin communique, which states that "the principle of institutional autonomy, the primary responsibility for quality assurance in higher education lies with each institution, and this is the basis for genuine accountability of the academic

system within National quality assurance system". Such an attention to the quality of higher education is explained by a set of reasons: firstly, the gradual removal of the state from active intervention and regulation of higher education in many European countries; secondly, during the last decade, in most European education systems, it became evident from the control of "inputs" to monitoring to control "outputs" (learning outcomes). Quite obvious is the fact of moving the attention from the learning process (curricula, students' academic performance) to competency-based approach with primary focus on professional and personal preparedness and, above all, to employability of graduates as a criterion of learning outcomes.

According to the study of Ukrainian and foreign scholars, nowadays one can observe great enhancement of the overall trends towards democratization and humanization of education, a new vision of the role of schools, changes in teaching approaches to education. In particular, V. Bordovskii (1999) explored the theory and practice of organizational methods of innovation and educational development of teacher education globally based on the study of educational literature on democratization, universalization and professionalization of the mentioned phenomenon and proved that these grounds influenced the new paradigm of international teacher education being global in nature (pp. 97–100). Analysis of scientific and educational literature convincingly demonstrates that in Western countries during recent decades there is a growing trend towards increasing students and pupils' activity and independence, creating conditions for their self-determination and self-realization (Liferov, 1987, pp. 70–81; Lysova, 1994; Pukhovska, 1997, pp. 94–100; Biuleten "Prohrama pidtrymky vyroblennia stratehii reformuvannia osvity, 2001, pp. 82–92).

Analyzing the world trends in education, B. Vulfson (1999) states that the pedagogical process strives for natural diversity, and this multiplicity is realized at different levels and in different forms, namely, within the framework of work with each participant, in the context of coexistence of different models and corresponding technologies, as well as distinct national education systems (pp. 25–50). The situation presented in B. Vulfson's study is typical of postmodernism, which, according to the scholar's definition, is pluralistic. The development of integration processes, internationalization and globalization of social life embracing economics, social relations, science, culture, education are characteristic features of the modern world and pedagogical education in particular. At the same time, many centuries-old traditions of various cultural and historical types of society, various civilizations influencing the character of pedagogical education are preserved. It is therefore quite natural that the most intensive integration of pedagogical education takes place within the framework of geopolitical regions, which unite countries with relatively similar conditions of historical development and a similar socio-political structure. Among these regions, the United States and Western Europe occupy the first place in terms of scale and depth of integration.

Defining the integral factors in the development of pedagogical education systems within the European educational space, L. Pukhovska (1997) distinguishes the following general trends. To integral factors, the researcher refers national systems and models of pedagogical education that "develop under the influence of certain historical, political and social contexts". According to the author, pedagogical education and its main institutions reflect the "peculiarities of cultural and national traditions, beliefs and views about the teacher, their status, role, competency and professional functions". In addition, "the development and reforming of pedagogical education in the countries of Western Europe in recent decades are largely determined by modern international pedagogical ideas and principles for professionalization, integration, universalization of fundamentalism and integrity" (Pukhovska, 1997, pp. 253–261). According to some researchers, the fundamental

foundation of the content of pedagogical education becomes possible through the integration of scientific achievements from various branches of knowledge in education. Universality is achieved due to a sufficient number of disciplines that form basic training in the unity of professional and general and cultural components. Implementation of the principle of integrity enables orientation toward forming a coherent picture of the world, created by a set of basic disciplines based on complementarity of content and unity of goals and requirements. The variability of curricula enables them to respond promptly to customers' needs, due to the targeting of specialists' training for the education system, this is facilitated by a flexible combination of disciplines regulated by the standard and elective courses and specialization disciplines. Adherence to the principle of continuity in forming the content of pedagogical education helps to realize one of the conditions for ensuring its continuity and also provides for the achievement of the goal for all levels of pedagogical education – the quality of specialists' training.

Considering the modern evolution of teachers' professional training systems, L. Pukhovska (1997) highlights the general trends their development, as well as specifies the requirements for the teacher in the new sociocultural conditions. In this context, she notes that integration processes in the field of pedagogical education contribute to forming new requirements related to the training of a European teacher who is ready for work in a multicultural society, in a heterogeneous educational environment, in alternative pedagogical systems.

Against the background of universities' striving for autonomy, transition to self-management, there is a marked increase in the requirements for the level of teachers' professionalism, the development of criteria for evaluating the effectiveness of their activities. In other words, a system of regular assessment of the universities' activities efficiency by society begins to emerge.

Scholars have recorded changes in the general situation in the education of Western countries in the early 21st century. The researchers note that the idea of humanization and continuity prevailing in education is aimed at meeting the growing needs of personality, "focus on personality", which involves a variety of types and kinds of modern higher education, its multivariance and multimodality, the orientation towards result-centered criteria for determining the content of curricula. The tendency towards renewal and transformation of higher education systems, its flexibility, the ability to predict the evolution of users, the strengthening of relations with other levels and forms of education, which makes it possible for the curricula to adapt to future needs, that is, to increase the adequacy of higher education, is becoming more and more reliably evident. Scholars record the growth of autonomy and academic freedom of higher education institutions, along with an increased accountability.

The changes taking place in education are comprehended and generalized in theoretical and practical studies of scholars. Researchers, studying the problem of reforming the evolution of higher education, as we can see, distinguish a number of trends that are manifested in education in the early 21st century. Some of them coincide with the above-mentioned tendencies, while others are amplified over time, and there are also trends that transfer national specifics.

The first trend is to understand each level of education as an organic component of continuing education, which predicts solving problems of continuity between school and higher education, between higher education institutions and future productive activities of students and motivates the need to simulate production situations in student learning activities.

The second trend is associated with technology, that is, computerization. The third trend is the transition from "school of reproduction to school of understanding, school of

thinking". From predominantly informational forms to active methods and forms of learning with elements of a problem, scientific search, the use of reserves of independent work of those who study. The fourth trend is the search for psychological and didactic conditions for the transition from control, algorithmic methods of organizing the pedagogical process and adjusting it to active, intensifying, developing game modes. The fifth trend is associated with the transition to such an organization of the interaction of participants in the education process, in which the emphasis shifts from the academic activity of the teacher to the student's cognitive activity. The sixth trend is the availability of education to the entire population of the EU countries and the continuity of its degrees and levels, providing educational institutions with autonomy and independence. The seventh trend is the provision of the right to education for all those who wish (the possibility and equal chances for every person to obtain education in an educational institution of different types, regardless of national and racial belonging). The eighth trend is the expansion of the educational services market. The ninth trend in the field of education management is the search for a compromise between rigid centralization and complete autonomy. The tenth trend is the fact that education is becoming a top priority in EU countries. It became clear that education is an investment in the development of countries and the development of the learner.

It should be emphasized that the pedagogical systems of developed countries are also characterized by the tendency toward the synthesis of science, education and production through the creation of large technopolises. In forming such technology parks, the main role belongs to higher education institutions. For example, in Japan, 2/3 of all the country's scientific staff (more than 80 research and educational institutions), where hundreds of thousands of students from 50 countries study, are concentrated in such centers that combine both firms and institutions of higher education, and also research institutes, where fundamental and applied research are conducted. Today, Japan has the highest proportion of academic students among countries – 68 percent, for comparison – 25 percent in the United States (Semenchenko, 2010, p. 67).

Based on our analysis of trends in the development of higher education in developed countries, we can conclude that it has the following features, such as democratization, humanization and generality. Higher education in Western countries is also characterized by the tendencies towards universal accessibility, the freedom to choose the type of education and specialty, the type of training and the scope of future activities, the rejection of authoritarianism, which involves the creation of favourable opportunities for self-expression of the personality of the teacher and the student, responsibility to society. With the democratization and humanization of education, there is a tendency to realize the need for individualization of student's study and work, which is achieved by increasing the optional and elective courses, the spread of individual plans, taking into account the individual and psycho-physiological characteristics of students when choosing forms and methods of study. In this case, the individualization of training enables an increase in the volume of independent work by reducing the face-to-face training time.

CONCLUSIONS

Thus, summarizing the most important and key trends in the evolution of modern educational practices gives us reason to believe that the main directions of higher education reforming during the 20th–21st century against the emergence of the phenomenon of general higher education are associated with the idea of variability and individuality. It is worth noting that the current higher education reforms are accorded with requirements of its multivariance and multimodel character, flexibility and adequacy that requires updating educational content and teaching methods towards individualization of the education

process. At the same time, common tendencies in the field of education can be manifested in a certain peculiarity, which is due to the peculiarities of the national and historical development.

In the context of our defined trends in higher education in the EU countries, the basic trends of teacher education include focus on higher education as a condition of obtaining teaching profession; complication and strengthening of psychological and pedagogical preparation; a variety of specializations in curricula; improvement of the system of teachers' professional development; simultaneous training in various educational institutions; multi-level education; flexibility, openness and variability of education; multicultural character and continuity of education.

Analyzing the content of teacher education reforming within the European educational space, we rightly associate it with the rise of the intellectual level of teacher education and the introduction of a number of state standards of professional teacher training, providing organic connection of educational institutions that prepare teachers for professional activity. In our study, we aimed to analyze and compare only, in our view, a progressive program of European universities, under which experiments are conducted, the most effective innovations are established, the time allocated for students' teaching practice is increased, new ways of working with future teachers are offered to make learning practice-oriented and valuable in terms of the fact that teacher training, on the one hand, meets social realities, and, on the other hand, embodies the spiritual and moral values of national and universal knowledge. Despite the fact that not every institution has similar programs for teacher training, the first results are of great importance, since they determine the direction of the general movement in pedagogical education in the EU.

Observing and evaluating European achievements are undoubtedly valuable for Ukrainian teachers, there we consider rather perspective further studies on the organization of pedagogical education in the leading European countries.

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