

<http://dx.doi.org/10.16926/p.2017.26.24>

Yuliya KOLISNYK-HUMENYUK

National Pedagogical University by M.P. Drahomanov in Kyiv

Theoretical and Methodological Fundamentals of Modernization of Professional Teacher Education in Ukraine

Keywords: modernization, reformation, methodology, higher education, artistic and pedagogical education, paradigm of the education.

A necessary condition for the dynamic development of modern society is the development and modernization of higher education, which should be the basis for ensuring a high pace and level of scientific, technical, economic, social and cultural progress. Ways of reforming higher education are aimed on the transformation of education into an important resource of the personal and social development, which will provide the state with highly professional competitive specialists to build it strong and democratic.

The modern higher education in Ukraine is the sphere of manifestation of acute social contradictions. Students graduating schools enter into the world of unemployment, competition, uncertainty and stress. To prepare young people for life in such a dynamic world, it is necessary to equip them not only with theoretical knowledge but also methods of independent acquisition of knowledge, that is with methodological knowledge. Methodologically important condition for effective training of future teachers of professional and art subjects is quality level of their knowledge about patterns of educational and personal development, socially-public relations, trends in the development of professional and spiritual culture, the foundations of art pedagogy and psychology of perception of art. Contemporary teacher of professional-art subjects should be as an example of a new type of modernizational outlook and must have a suitable methodological training to be able successfully shape this outlook in students. First of all, it

should be highly skilled and visionary professional, psychologist, patriot, who possesses informational and pedagogical technologies.

Researcher S. Honcharenko emphasized that methodical mastery of teacher should develop not by providing him with plenty of prescription methodical textbooks and extensive use of ready developments by him. First of all teacher needs fundamental knowledge of basic subject, high general culture and a thorough didactic competence:

In fact, the requirements for education of a teacher are lower than for education of a student, because he should know all subjects, and for the teacher it is enough to know at the same level just one¹.

Scientist H. Vasyanovytch believes:

Pedagogy as a science, which is directly affecting the formation of the individual, its development and self-development, requires a clear and consistent definition and observance of the methodological foundations of its functioning, to be an effective source of knowledge, an effective factor in the creation of interpersonal relationships in systems: a teacher – a student, a teacher – a teacher, a student – a student, a teacher – parents, etc.²

Today traditional training of students in universities requires changes that should take into account the major trends in education. Particularly, a structure, content, forms and methods of methodological training of students need to be revised. As a result of analysis of scientific sources and study of the practice of teaching in higher education there are identified the most significant disadvantages in the methodological training of future teachers: a) mismatch of the level of the development of modern methodological science comparing with a content of the training course for professionally-artistic disciplines in higher educational institutions; b) the abstract nature of the subject of learning activities; c) the dominance of reproductive study, the use of traditional forms of organization of educational process; d) isolation of theoretical knowledge from school practices; e) reducing the number auditorium teaching hours for study of the methodical subjects; f) subject-content focusing of the system of methodical preparation without sufficient consideration of ideas of developing and personality-oriented education; g) basing during training, primarily, on processes of attention, perception, memory, but not on creative thinking and social activity of students; h) orientation of content of training activities on the previous teaching experience instead focusing on the future content of professional activity; i) passive position of students during class.

The essence of the methodology, its place and role in education were studied by philosophers and pedagogues, such as: P. Alekseev, A. Averyanov, V. Bakumenko, S. Honcharenko, V. Ilyin, V. Knyazeva, P. Kopnin, T. Kuhn,

¹ С. Гончаренко, *Методика як наука*, Хмельницький 2000, р. 20.

² Г. Васянович, *Методологічні контексти педагогічної науки на сучасному етапі її розвитку*, "Педагогіка і психологія професійної освіти" 2013, № 3, р. 9.

V. Ryzhko, Yu. Surmina, V. Shtoff and others. Methodical maintenance for training pedagogical specialists of art profile are disclosed in the papers of A. Antonovich, H. Byeda, N. Boholyubov, S. Honcharenko, I. Zyazyun, V. Kuzin, A. Puchkov, M. Rostovtsev, O. Romanovsky, O. Ponomariov, S. Pazynich, O. Hovorostov, E. Shorokhov, T. Shpikalova. Professional training of teachers of professional and artistic disciplines were examined by A. Abdullin, L. Archazhnikova, V. Orlov, H. Padalka, O. Rudnytska, T. Smirnova, T. Tan'ko, A. Shchokolova and others. New approaches in the field of art education are developed by A. Melik-Pashayev, B. Nemenskyy, B. Yusov and others.

The methodology has emerged as a special area of rational cognition, which consists of sensory and rational stages. The first stage is carried out on the subject and actively-operational basis; second stage interiorizes an obtained information into internal plan in the form of concepts among which versatile connections are established via mental activities. The methodology describes the types of these relationships, methods for their establishing, rules of rational order of actions, whereby the process of cognition is realized³.

After analyzing the scientific, psychological, educational, philosophical literature and practices of teacher training for professional-art disciplines in higher education institutions we are more sure in the opinion that methodology is a "science about building of human activity"⁴, that makes it possible a targeted and efficient theoretical cognition and practical transformation of the world. Not coincidentally the methodology is conventionally divided into two main types: the methodology of theoretical cognition and methodology of practice⁵.

The methodology as doctrine about the system of scientific principles, forms and methods of research activity has an extensive structure. Today are distinguished fundamental, generally scientific principles, which constitute the methodology, in particular scientific principles, that underlie theory of that or other discipline or scientific branch, and a system of specific methods and techniques used for solving research objectives. Methodological knowledge is very multifaceted. They can be considered as knowledge about common research methods (experimental and theoretical), knowledge about methods of transmission of scientific information (language of science, structure of scientific knowledge, form of their fixation) and knowledge about methods of learning. The methodology defines ways of obtaining scientific knowledge, which reflect dynamic processes and phenomena; directs the special way in which it is achieved a certain research objective; provides obtaining information on the process or phenomenon being

³ Г. Ельникова, *Методологічні засади цілеспрямованих перетворень в управлінні розвитком професійно-технічної освіти*, [в:] *Модернізація професійної освіти і навчання: проблеми, пошуки і перспективи*, зб. наук. пр., Вип. 3., ред. В.О. Радкевич, Київ 2013, р. 16.

⁴ С. Гончаренко, *Методологія* [в:] *Енциклопедія освіти*, ред. В. Кремень, Київ 2008, р. 498.

⁵ А. Аверьянов, *Системное познание мира: методол. проблемы*, Москва 1985, р. 224.

studied; helps entering new information into the fund of science theory; provides clarification, enrichment, systematization of terms and concepts. In science, it creates a system of scientific information based on objective facts and logical-analytic scientific knowledge. Methodology – is the conceptual presentation of objectives, content and research methods that provide obtaining maximally objective, accurate, systematized information about the processes and phenomena. During training are used a variety of teaching methods: visual, verbal, practical, search, reproductive, methods of stimulation and motivation of training activities, methods of knowledge control⁶, their efficiency increases due to the use of educational and cognitive sources, periodicals, the Internet. However, observations show that in real practice, during the learning process students get acquainted with methodological knowledge spontaneously, unconsciously, it is related to that most teachers haven't a sufficient methodological culture; second – in the most common methodological manuals a methodological knowledge has got not enough attention. Most teachers consider that the methodology is an area of science that is too far from their needs, so during the educational process in universities it is dominated exclusively informative approach, students are oriented only on mastering an appropriate amount of knowledge and on possessing a limited number of practical skills.

Herbart I.-F., one of most important theoretic scientist of pedagogy, wrote: “Nowhere is so much needed wide philosophic views, based on common ideas, as for pedagogy, where everyday work and individual experience strongly blocks worldview of educator”⁷.

Any knowledge is stored in a form of ideas, theories, normalities, which define a value aspect of teacher's activity. In the process of cognition future teachers accept professional knowledge and operate by it (logical, theoretical and practical cognition). Existing methods of cognition the profession are divided on two big groups: 1) methods of watching for professional activity, social environment; 2) methods of intellection (analysis, synthesis, comparing, modeling, analogy), the results of watching for educational activity. Methods of first group are differentiated depending from the types and objects of watching: inclusive – when a future teacher is direct participant of the professional activity (internship); noninclusive – watching, when students watch for educational process; open – when teachers and methodical staff observe for activity of students in the period of practice; hided – when there is performed intermediate observation for future teachers.

Among methods of intellection of the second group:

Method of professionally important associations – it is directed on the formation of connections between different people, phenomenons, processes concerning pedagogical profession.

⁶ С. Гончаренко, *Педагогічні закони, закономірності, принципи. Сучасне тлумачення*, Рівне 2012, р. 98.

⁷ И. Герbart, *Избранные педагогические сочинения*, Москва 1940, т. 1, р. 99.

Method of analogs of objects of the professional environment – it is the method of cognition, which prepares a future teacher to creative work, it is based on finding analogs, that have similarities with cogniting objects of this environment. The ability to find analogs widens quite a lot student's knowledge sphere, stimulates and develops his intuition, imagination, professional minding.

Methods of professional designing – a future teacher can imagine his nearest, middle and distant professional future, predict ways of its achieving.

Method of professional communication – the ability to find approach talking with children is a professional necessity for a teacher.

Method of a «golden middle» – method of trusted communication, which is based on understanding the other person. It is consisted from knowledge, trust and compassion concerning communication with partners.

Method of a role harmonization – it's a method of communication, which is performed on the basis harmonic role of partner of the communication.

Methods of professional self-organization – the process is motivated by the aim and motives of self-management, it needs a presence of: the object of self-organization, its aim, facilities for performing self-organization, practical actions and operations.

Method of strengthening the professionally-pedagogical connections – method of professional self-organization, directed on creation and improvement connections with objects of professionally-pedagogical environment.

Methods of professional self-control. A future teacher must possess by means of self-control.

Methods of professional self-regulation. Mastering such methods gives ability for a future teacher to develop a necessary professional sensitivity, to learn maximal concentration of attention, will, thinking on objects of professional environment⁸.

In universities problem of professional becoming is studied on methodological, theoretical and experimental levels. On methodological level it solves problems of necessity of innovative changes in education, which are called by paradigmatic crisis and beginning of the development of new pedagogical formation. Analyzed methods promote an effective professional development of future teachers, give possibilities for better orienting in different pedagogical situations, teach to make optimal independent decisions, help to become more competent in the field of activity.

Classic scientific paradigm, which united two controversial tendencies of the contemporary science – universalization and integration of the knowledge, and their scientifically-technical specialization, lead to origin of a problem connected with decreasing of the professional competency of future professionals. Became an important question of implementation of the contemporary educational integrative paradigm, which has to predict an integration of theoretical ba-

⁸ О. Дубасенюк, Т. Семенюк, О. Антонова, *Професійна підготовка майбутнього вчителя до педагогічної діяльності: монографія*, Житомир 2003, р. 21–25.

sics and practical results of scientific and pedagogical paradigms and directions. This paradigm is made by tendencies of the process of the society development with integrative and globalizing character. The development of global process of informatization of the society leads to formation of not only informative society, but new informative style of life and professional activity.

Integration tendencies are clearly expressed in the creation of a unified European space in which the activity of national higher education systems operates on the basis of the general strategy, goals and principles of single or close models of organization of educational and research activities, mutually determined systems of assurance a quality, free exchange of students.

The strategy of the Bologna process is clearly formulated by S. Reichert and C. Tauch, for three purposes of education: increasing the suitability of graduates for employment; promotion of mobility; raising the attractiveness of Europe for the rest of the world⁹.

The implementation of European norms and standards in education and science, spread of national cultural and scientifically-technical advantages in the world are main directions of culturally-educational and scientifically-technical integration of educational systems. In order to ensure the preconditions for Ukraine's membership in the European Union, the Decrees of the President of Ukraine approved the "Strategy of Ukraine's Integration of the European Union", which emphasizes the potential of Ukraine to achieve significant success in the integration process in the secondary and higher education, retraining of personnel in science, culture, Art, scientific and technical field¹⁰.

In Ukraine as in other developed countries professional education is accepted as one of central branches of society development, which promotes the formation in young person a sense of civic duty, ability to understand and perceive social transformations, an active life position in various spheres of social life. Accordingly, the main indicators of the quality of higher education is the satisfaction of higher education graduates with the level of acquired education, which will enable young people to better realize themselves in the labor market. The effectiveness and quality of studying at higher educational institutions depends on the processes that promote the integration of professional education into the European, the expansion of intellectual relations; guarantee the stabilization, reformation and development of professional education through the introduction of new informationally-communicational technologies for the training of specialists¹¹.

⁹ S. Reichert, C. Tauch, *Bologna four year after: steps toward sustainable reform of higher education in Europe, Trends in Learning Structures in European Higher Education III*, European Commission 2003, p. 5–6.

¹⁰ М. Степко, Я. Болюбаш, К. Левківський, Ю. Сухарніков, *Модернізація вищої освіти України і Болонський процес*, Київ 2004, p. 4.

¹¹ Указ Президента України № 344/2013 від 25.06.2013 р. Національна стратегія розвитку освіти в Україні на 2012–2021 роки, <http://zakon4.rada.gov.ua/laws/show/344/2013> [date of access: 20.08.2017].

Throughout the whole active life of a person, education solves one of the most important problems – providing him with the necessary amount of information, in accordance with the development and change of technologies in professional and social activities, in industry and the economy. These factors predetermine the need for a direct improvement of professional knowledge and skills of a specialist in the process of all work activity. The problem is only in the awareness of the person of his individual abilities, the feeling of need and necessity for self-development and self-improvement of thinking, responsibility, implementation of the scientific basis of professional activity, analyticity, creativity, mental activity and other personally, socially and professionally important qualities and properties during professional development¹². Upgrading the professional training of students means preparing qualified teachers who can train students for life in the socio-legal, cultural-educational social environment.

Therefore, the new educational paradigm prompts future specialists not to accumulate knowledge, but to enrich themselves with those activities that provide new knowledge¹³. Its feature is the reorientation of the system of professional education on the needs of human development. This approach confirms the priority role of education and recognizes knowledge as the main value of man and society. The basis of this paradigm is the culture and sustainable development of society, which involves the “inclusion” of each person in a continuous environment of knowledge, values, relationships, skills and competences. As stated at the meeting of the heads of states and governments of the European Union countries in Lisbon in 2000, Europe is entering a new era, known as the “century of knowledge”¹⁴.

V. Bykov defines in such way the essence of the modern educational paradigm and presents its components: “Processes of integration: knowledge about man, society and nature; technologies of human activity, technical and socio-technical systems; as well processes of integration of socio-economic and scientific-technical systems: political, normative and legislative, environmental, industrial production, agriculture, construction and architecture, transport, trade, energy and material and technical resources, provision and conservation, economic, international activities, information and telecommunication, security and defense, culture, health, sports, tourism, social protection of the population, science and education; systems for managing the functioning and development of various fields of human activity and their structural components”¹⁵. The scientist

¹² Р. Гуревич *Теорія і практика навчання в професійно-технічних закладах : монографія*, Вінниця 2008, р. 11.

¹³ В. Беликов *Образование. Деятельность. Личность : монография*, Москва 2010, 340 с., <http://www.rae.ru/monographs/76> [date of access: 20.08.2017].

¹⁴ *Lisbon European Council Presidency conclusions*, March 2000, http://www.europarl.europa.eu/summits/lis1_en.htm.

¹⁵ В. Биков *Моделі організаційних систем відкритої освіти: монографія*, Київ 2009, р. 31.

highlights the main components of the overall integrational process of development: educational and educational-professional standards; the content of multi-level pre-school, general and vocational education; teaching and methodological support; methods, means and technologies of preschool, general and vocational education; methods, means and technologies for assessing the levels of educational achievements and professional competences; methods, means and technologies of postgraduate education; organizational-functional and structural building of the education system; methods, means and technologies of training, retraining and professional development of education personnel; methods, means and technologies of scientific activity; computer networks of educational establishments, scientific institutions and educational management bodies; educational and scientific data bases; library business; mass media systems offering educational and popular science programs; legislative and normative-legal support of educational and scientific activity; economic mechanisms and processes of management, functioning and development of education and science¹⁶.

Modern higher education focuses on the formation of versatily trained specialists, bringing the educational process closer to practical and research professional activity. Without lowering the requirements for the volume and depth of subject knowledge, skills and abilities of graduates, it is happening orientation not only on the intellectualization of human activity, but on its individualization as well, which manifests itself in the further activity and competence of a specialist. For this, professional education should guarantee the graduates the competitiveness of their profession, and the professional training of future specialists should be based on the main provisions of the National Strategy for the Development of Education in Ukraine, in which education is claimed as the leading resource of “socio-economic, cultural and spiritual development of society, improvement of people’s well-being, National interests, strengthening of international authority and formation of a positive image of our state, creation of conditions for self-realization of each personality”¹⁷. This document defines a course on the education of a person of an innovative type of thinking through the creation of informational educational space taking into account pedagogical innovations, personality demands, social and public needs.

Increasing the flow of information promotes the strengthening of the information era, but a significant part of the scientists believe that society is unprepared to perceive and adequately respond to the civilizational challenges of our time, which leads to economic, political, environmental and other human problems. Significant problems are caused by the supporting type of study that prevails in higher educational institutions, which aren’t able to provide an educational result, do not meet the urgent needs of the development of society.

¹⁶ Ibidem, p. 31–32.

¹⁷ Указ Президента України № 344/2013... Ibidem.

The situation that formed in education in the beginning of the XXI century indicates the growing relevance of the orientation of the national higher education onto the European model. In this regard, in 2004, an active introduction of the ideas of the Bologna process was launched in Ukraine. At that case, scientists note that thoughtless copying does not lead to positive results due to significant differences in the socio-economic situation, historical and cultural traditions and people's mentality. In particular, V. Shynkaruk notes that the Bologna process foresees the structural reformation of the national systems of higher education in Europe, the change of educational programs and making necessary institutional reforms in higher education institutions in Europe, but it does not involve unification of the content of education¹⁸.

During 1995–2004, the Ministry of Education and Science of Ukraine, on the basis of international documents on democracy, humanization in the field of education and human rights, carried out a number of large-scale measures to create a new regulatory-legislative basis for the national higher education of Ukraine. Accepted in Ukraine a set of legal documents passed testing on international level and defined the ideology of reforming the entire educational sector¹⁹.

The reform of professional education is a complex social problem, since the leaders and teachers of higher education are not aware of the depth of the current social crisis, which fundamentally changes the determinants of professional activity. A number of contradictions arose in the high school²⁰, which jeopardizes the realization of the most important right of every person to have equal and equitable access to quality education in accordance with their capabilities. To achieve positive changes in the development of the theory of educational process, modern pedagogical science needs to go through two paths: 1) Modernization of traditional educational models, in which learning is already considered as a technological process; 2) An innovative approach, the purpose of which is the personal development of subjects of learning, the formation of the ability to learn new experiences²¹.

Reformation of the education, according to opinion of O. Vyshnevskyy, should be based on clear observation of values' system. Destruction of the old system still continues and very slow changes are present for development of the new one – nationally-democratic system with traditionally-Christian worldview basis²².

¹⁸ В. Шинкарук, Х. Чаковський, К. Метешкін *Системний підхід до дослідження інтеграційних процесів у вищій освіті України*, "Вища школа" 2008, № 9, р. 13.

¹⁹ М. Степко, *op. cit.*, р. 4.

²⁰ А. Литвин, Л. Руденко, *Науково-організаційні основи модернізації професійно-технічної (професійної) освіти України*, "Педагогіка і психологія професійної освіти" 2014, № 3, р. 18.

²¹ В. Пінчук, *Психолого-педагогічні засади впровадження інноваційних технологій у вищій школі*, [в:] *Сучасна вища школа : психолого-педагогічний аспект: монографія*, ред. Н.Г. Ничкало, Київ 1999, р. 248–249.

²² О. Вишневецький, *На шляху реформ. Актуальні питання сучасної української освіти та змісту виховання: вибрані науково-публіцистичні праці*, Дрогобич 2005, р. 137.

To modernize professional and methodological training of students – is to prepare a qualified teacher, which is able to train students for the life in ecological, political, legislative, culturally-educative social environment. Focus of higher education of the future contain pragmatic use, but not only simple accumulation of the knowledge.

Modernization of education is conditioned not only by the need to find new theoretical concepts of improving the educational process, but also the needs of practice, the challenges that delegate to the education system the newest factors of social life, first of all, globalization and informational revolution, democratization and the formation of market relations, intensification of social relationships and interstate cultural connections²³. The modernization of higher education in Ukraine requires changes in the system of normative and legislative regulation of higher education taking into account the requirements of the European system of standards and certification that will promote the development of national cultural values, democracy and humanism as the main factors of the functioning of civil society²⁴.

Modernization of education is a complex, comprehensive renewal of all parts of the educational system and all spheres of educational activity in accordance with the requirements of modern life, while preserving and improving the best traditions of native education²⁵. This is a complex process of shifting a society from traditionalistic to rationalist world attitudes that has economic, social, political and spiritual dimensions, and its components are changes of all directions²⁶.

I. Zyazyun argued:

The level of progress, [...] Depends on the understanding of the two essential definitions. The first is that democratic ideas should be developed for each new generation, using for this the system of education. Second: there must be a connection between progressive changes in society and the philosophy of reforming the system fo education²⁷.

This process in education takes place under conditions of contradictory political, economic, cultural internal factors. The main ones: political instability; inconsistency of reforms; economic and environmental crises; demographic decline; the crisis of the family as a social institution; not always the positive influence of the media and communication on the consciousness of young people; unjustified growth of public and private sectors of universities.

²³ А. Бойко, *Філософія модернізації освіти в системі ринкових трансформацій: світоглядно-філософський аналіз*, Київ 2009, р. 5.

²⁴ В. Шинкарук *Основні напрями модернізації структури вищої освіти України*, “Вища школа” 2007, № 5, р. 3–17.

²⁵ С. Пінчук *Модернізація української системи освіти як пізнавальна і практична проблема*: автореф. дис. на здобуття наук. ступеня доктора філософських наук: спец. 09.00.10 “Філософія освіти”, Київ 2010, р. 3.

²⁶ С. Пінчук *Модернізація української системи освіти як пізнавальна і практична проблема: монографія*, Київ 2010, р. 8.

²⁷ І. Зязюн, *Технологізація освіти як історична неперервність*, [в:] *Неперервна професійна освіта: теорія і практика*, зб. наук. праць, Київ 2001, Вип. 1, р. 79.

Awareness of the importance of the valueability of conducting modernization at higher educational institutions has led to the emergence of numerous psychological and pedagogical studies. Conceptual foundations for the modernization of education were revealed by: V. Andrushchenko, V. Belikov, A. Boyko, Ya. Bolyubash, H. Vasyanovych, A. Vishnevskyy, S. Honcharenko, B. Hershunskyy, R. Hurevych, I. Dobrianskyy, I. Zyazyun, M. Kahan, V. Kovalchuk, V. Kremen, N. Kuzmina, A. Lytvyn, K. Levkivskyy, A. Marchuk, V. Molyako, V. Ohnevyyuk, Ye. Pinchuk, L. Rudenko, A. Sbruyeva, S. Sysoyev, M. Stepko, Yu. Sukharnikov, V. Shynkaruk and others.

Many scientists are convinced that only modernization of the high school will provide a radical update of the content of education, its forms, methods and technologies²⁸. Modernization of Ukrainian education is a social problem that has intensified in connection with the transition to a new type of civilization, changes in the social division of labor, the predominance of spiritual needs over material, it is a systemic qualitative change that includes innovation processes, informatization, new technologies, etc.²⁹ This is a new philosophy of educational activity, which requires a new, innovative thinking, new principles of the organization of the educational process, new relationships in the educational environment.

Ukrainian scholars have a common view that modernization of education is a political and national task, therefore, it should be implemented not as a departmental project, but as a wholestate program in which active subjects are state authorities, local self-government, professional and pedagogical community, scientific, cultural societies, business fields, third sector³⁰. The cardinal updates of the content of education and the economy of education are two central directions of modernization of education. Without solving these problems, education will not be able to fulfill its social mission – to become the engine of the progressive development of the country, the generator of growth of its human capital.

The goal of modernization is to improve the quality of education to the European level, to reorient educational institutions to meet educational needs and labor market demand, to strengthen the competitiveness of educational institutions and their graduates. This, in its turn, requires structural changes in education, the updating of management personnel and the entire management system, ensuring the transparency of staff appointments, management decisions³¹.

²⁸ В. Огнев'юк, *Реформування – як сутнісна характеристика сучасної освіти*, [в:] *Освітні реформи: місія, дійсність, рефлексія*, ред. В. Кремень, Т. Левовицький, В. Огнев'юк, С. Сисоєва, Київ 2013, р. 70.

²⁹ С. Пінчук, *Генезис поняття і сутності модернізації освіти*, “Вісник Київського національного університету ім. Т. Шевченка, Серія Філософія. Політологія” 2009, Вип. 91, р. 29.

³⁰ І. Добрянський, *Модернізація освітнього потенціалу: регіональна проєкція*, “Вісник Черкаського університету. Серія Педагогічні науки” 2009, Вип. 162, р. 59.

³¹ А. Вітченко *Модернізація освіти в Україні : стратегія прориву чи його імітація?*, “Університет” 2010, № 1, р. 9.

Modern universities are faced with many challenges and must take the reforms which are necessary for their full participation in global competition in education, researches and innovation. These reforms are related to the mobility of universities, recognition of their qualifications, autonomy, skills, financing, technical excellence and partnership. A prerequisite condition for the modernization of universities is their autonomy and responsibility. Universities need to introduce new rules for management based on strategic priorities and professional human resources management³²; to develop new programs and training courses for students, to conduct professional retraining for the acquisition of additional educational programs; to develop and form new ethical codes of behaviour, strengthen awareness of personal responsibility for future generations; to form innovative thinking in youth; to develop the skills of master using of ICT, which will provide updating of didactics, methodology, as well as the whole complex of psychological and pedagogical training of future teachers; to complete the transition of education to the information stage with a developed democratic system; to form a new, informational style of life and professional activity; to increase the professional importance of the teacher in reforming the system of education.

Before education there is a task to form students' necessity for self-education, continuous improvement of their qualifications, and to form a harmoniously developed, creative personality that directs its forces on realization of its own intellectual, spiritual, and professional potential. In the center of the educational process should be the subject, who actively acts and consciously masters the foundations of intercultural, cognitive, social competence.

In modern conditions, universities must provide a clear balance between education and research within their main area, since the research work of teachers and students is important for learning.

Higher education institutions should define teaching and learning objectives in relation to their curricula and programs, find ways to implement them, and evaluate their effectiveness. The assessment of teaching and learning strategies can be enhanced by the processes of interpenetration of authorities, teachers, students and administration, internal and external quality control of education³³.

The training of teachers of professional and artistic disciplines aims not only to create a system of knowledge, skills, competencies, development of personal qualities that meet the requirements of future professional activities, but also the development of the person itself, which involves his participation in the system of humanistic, universal human values. Human values combine the values of culture, spiritual activity, assessments, moral consciousness. The spiritual need of each person in self-worth is connected with the mechanism of self-regulation and arises in the process of spiritual-practical and creative-transformative activity.

³² *Modernisierung der Universitäten*, <http://eur-lex.europa.eu/legal-content/DE/TXT/?uri=URISERV%3Ac11089> [date of access: 20.08.2017].

³³ *Podnoszenie jakości nauczania i uczenia się w szkołach wyższych w Europie*. Grupa wysokiego szczebla do spraw modernizacji szkolnictwa wyższego, Warszawa 2013, p. 24.

Therefore, the main task of higher education is the introduction of standards, recommendations and key tools that will promote compatibility, comparability, recognition of periods and terms of training of specialists, improvement of their competences in accordance with modern requirements in order to ensure sustainable development of the system of higher education and the state; the development and implementation of professional standards as a basis for the modernization of state educational standards in order to improve the quality of the content of professional education and training and bring it in line with today's requirements; rethinking the content and structure of scientific and methodological provision of universities, introducing of multilevel educational process, using the latest forms, methods and technologies of professional training. Modernization of the system of training a modern teacher requires: the formation of a new outlook; the formation of the methodological culture of students as a system of socially-tested principles and methods of organizing theoretical and practical activities; the formation in higher educational institutions of different levels of fundamental professional and moral qualities of a specialist-teacher; the educational process should as far as possible be directed towards the formation of a self-sufficient person in an institution of higher education adapted to the present.

References

- Аверьянов А.Н., *Системное познание мира: методол. проблемы*, Москва 1985.
- Беликов В.А., *Образование. Деятельность. Личность: монография*, Москва 2010, <http://www.rae.ru/monographs/76> [date of access: 20.08.2017].
- Биков В.Ю., *Моделі організаційних систем відкритої освіти: монографія*, Київ 2009.
- Бойко А.І., *Філософія модернізації освіти в системі ринкових трансформацій: світоглядно-філософський аналіз*, Київ 2009.
- Васянович Г., *Методологічні контексти педагогічної науки на сучасному етапі її розвитку*, "Педагогіка і психологія професійної освіти" 2013, № 3.
- Вишневецький О., *На шляху реформ. Актуальні питання сучасної української освіти та змісту виховання: вибрані науково-публіцистичні праці*, Дрогобич 2005.
- Вітченко А., *Модернізація освіти в Україні: стратегія прориву чи його імітація?*, "Університет" 2010, № 1.
- Гербарт И.Ф., *Избранные педагогические сочинения*, т. 1, Москва 1940.
- Гончаренко С.У., *Методика як наука*, Хмельницький 2000.

- Гончаренко С.У., *Методологія*, [в:] *Енциклопедія освіти*, ред. В.Г. Кремень, Київ 2008.
- Гончаренко С.У., *Педагогічні закони, закономірності, принципи. Сучасне тлумачення*, Рівне 2012.
- Гуревич Р.С., *Теорія і практика навчання в професійно-технічних закладах: монографія*, Вінниця 2008.
- Добрянський І.А., *Модернізація освітнього потенціалу: регіональна проєкція*, “Вісник Черкаського університету. Серія Педагогічні науки” 2009, Вип. 162.
- Дубасенюк О.А., Семенюк Т.В., Антонова О.Є., *Професійна підготовка майбутнього вчителя до педагогічної діяльності: монографія*, Житомир 2003.
- Єльнікова Г., *Методологічні засади цілеспрямованих перетворень в управлінні розвитком професійно-технічної освіти*, [в:] *Модернізація професійної освіти і навчання: проблеми, пошуки і перспективи*, зб. наук. пр., Вип. 3., ред. В.О. Радкевич, Київ 2013.
- Зязюн І.А., *Технологізація освіти як історична неперервність*, [в:] *Неперервна професійна освіта: теорія і практика: зб. наук. праць*, Київ 2001, Вип. 1.
- Литвин А., Руденко Л., *Науково-організаційні основи модернізації професійно-технічної (професійної) освіти України*, “Педагогіка і психологія професійної освіти” 2014, № 3.
- Огнев’юк В., *Реформування – як сутнісна характеристика сучасної освіти*, [в:] *Освітні реформи: місія, дійсність, рефлексія*, ред. В. Кремень, Т. Левовицький, В. Огнев’юк, С. Сисоєва, Київ 2013.
- Пінчук В.М., *Психолого-педагогічні засади впровадження інноваційних технологій у вищій школі*, [в:] *Сучасна вища школа: психолого-педагогічний аспект: монографія*, ред. Н.Г. Ничкало, Київ 1999.
- Пінчук Є.А., *Модернізація української системи освіти як пізнавальна і практична проблема: монографія*, Київ 2010.
- Пінчук Є.А., *Модернізація української системи освіти як пізнавальна і практична проблема: автореф. дис. на здобуття наук. ступеня доктора філософських наук: спец. 09.00.10 “Філософія освіти”*, Київ 2010.
- Пінчук Є.А., *Генезис поняття і сутності модернізації освіти*, “Вісник Київського національного університету ім. Т. Шевченка, Серія Філософія. Політологія” 2009, Вип. 91.
- Степко М.Ф., Болюбаш Я.Я., Левківський К.М., Сухарніков Ю.В., *Модернізація вищої освіти України і Болонський процес*, Київ 2004.
- Указ Президента України № 344/2013 від 25.06.2013 р. *Національна стратегія розвитку освіти в Україні на 2012–2021 роки*, <http://zakon4.rada.gov.ua/laws/show/344/2013> [date of access: 20.08.2017].

- Шинкарук В., *Основні напрями модернізації структури вищої освіти України*, "Вища школа" 2007, № 5.
- Шинкарук В., Чаковський Х., Метешкін К., *Системний підхід до дослідження інтеграційних процесів у вищій освіті України*, "Вища школа" 2008, № 9.
- Lisbon European Council Presidency conclusions*, March 2000, http://www.europarl.europa.eu/summits/lis1_en.htm [date of access: 20.08.2017].
- Modernisierung der Universitäten*, <http://eur-lex.europa.eu/legal-content/DE/TXT/?uri=URISERV%3Ac11089> [date of access: 20.08.2017].
- Podnoszenie jakości nauczania i uczenia się w szkołach wyższych w Europie*. Grupa wysokiego szczebla do spraw modernizacji szkolnictwa wyższego, Warszawa 2013, 80 p.; <http://dx.doi.org/10.2766/81933>.
- Reichert S., Tauch C., *Bologna four year after: steps toward sustainable reform of higher education in Europe*, *Trends in Learning Structures in European Higher Education III*, European Commission 2003, 17 p.

Teoretyczne i metodologiczne podstawy modernizacji kształcenia zawodowego nauczycieli na Ukrainie

Streszczenie

Wyższe wykształcenie zawodowe na obecnym etapie rozwoju systemu edukacji na Ukrainie jest jednym z determinujących czynników odtwarzania intelektualnych i twórczych sił społeczeństwa, rozwoju duchowej kultury narodu, kluczem do przyszłego sukcesu w konsolidacji i wzmocnienia statutu Ukrainy jako państwa demokratycznego. Dlatego zjawisku hamowania modernizacji edukacji i nauki winni są nie tylko politycy, ale także sam system, którego pracownicy są mniej aktywni w obronie własnych interesów zawodowych, ale także względem rozwoju edukacji i nauki.

Artykuł analizuje kierunki rozwoju kształcenia wyższego zawodowo-pedagogicznego, warunki wstępne i podstawy pedagogiczne systemu zawodowego kształcenia nauczycieli dyscyplin zawodowo-artystycznych; poziomy metodyczne kształcenia zawodowego nauczycieli dyscyplin zawodowo-artystycznych i innowacyjnych zmian w edukacji wywołanych kryzysem paradygmatycznym i początkiem tworzenia nowej formacji edukacyjnej. Biorąc pod uwagę nowoczesny paradygmat, uwzględniono teoretyczne zasady szkolenia nauczycieli na różnych poziomach edukacji.

Słowa kluczowe: modernizacja, reforma, metodologia, szkolnictwo wyższe, edukacja artystyczna i pedagogiczna, paradygmat wykształcenia.