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EUROPEAN, AMERICAN AND UKRAINIAN EXPERIENCE OF CAREER GROWTH OF PRESCHOOL TEACHERS EDUCATION IN THE QUALIFICATION DEVELOPMENT SYSTEM

Nataliia Melnyk
Doctor of Sciences (Pedagogy), Associate professor
of The Faculty of Linguistics and Social Communications
National Aviation University
Kyiv, Ukraine
ORCID ID 0000-0002-6641-0649
n.melnyk@nau.edu.ua
Sopfiia Dovbnia
Ph.D (Candedate of Sciences (Pedagogy)),
Associate professor of The Department of Education and Psychology of Pre-school Education and Children's Creativity
National Pedagogical Dragomanov University
Kyiv, Ukraine
ORCID ID 0000-0002-2882-4680
so.dovbnia@gmail.com
Halyna Otchenko
Assistant of the Department of Pedagogy and Psychology of Pre-school Education and Children's Creativity
National Pedagogical Dragomanov University
Kyiv, Ukraine
ORCID ID 0000-0002-0063-8632
galliya565@ukr.net

Abstract. The study is dedicated to the theoretical and practical aspects investigation of European American and Ukrainian experience of career growth of preschool teachers in the system of qualification development system. "Qualification development» (fortbildung) is

interpreted as a professional duty aimed at deepening the acquired knowledge, skills and abilities necessary for the qualified activities of preschool teachers. It is determined that in European and American practice of pedagogical education qualification developmentof preschool teachers is carried out in five forms of professional development: formal education, certification, specialized training in the workplace, trainings or consultative forms of interaction, associations of practitioners or collegial professional groups. These forms of professional postgraduate education are implemented both in formal educational institutions (in most cases - institutes, universities) and in non-formal education. It is established that the purpose of the functioning of these associations is the integration between science and practice, as well as the creation of an independent community of stakeholders, professionals. Continuing education of preschool education specialists involves professional development of personality, professionalism, skills, modern thinking, professional development and retraining in vocational training, the ability to work in new economic conditions and provide high productive work and effective employment.

Key words: European American and Ukrainian experience; qualification development; career growth; preschool teachers; professional development of personality.

ЄВРОПЕЙСЬКИЙ, АМЕРИКАНСЬКИЙ ТА УКРАЇНСЬКИЙ ДОСВІД КАР'ЄРНОГО ЗРОСТАННЯ ПЕДАГОГІВ ДОШКІЛЬНОЇ ОСВІТИ У СИСТЕМІ ПІДВИЩЕННЯ КВАЛІФІКАЦІЇ

Наталія Мельник
доктор педагогічних наук, доцент кафедри іноземної філології
факультету лінгвістики та соціальних комунікацій
Національний авіаційний університет
м. Київ, Україна
ORCID ID 0000-0002-6641-0649
n.melnyk@nau.edu.ua

Софія Довбня
кандидат педагогічних наук, доцент кафедри педагогіки і психології
дошкільної освіти та дитячої творчості
Національний педагогічний університет імені М.П. Драгоманова
м. Київ, Україна
ORCID ID 0000-0002-2882-4680
so.dovbnia@gmail.com

Галина Отченко
асистент кафедри педагогіки і психології дошкільної освіти та
дитячої творчості
Національний педагогічний університет імені М.П. Драгоманова
м. Київ, Україна
ORCID ID 0000-0002-0063-8632
galliya565@ukr.net

Анотація. У дослідженні розкрито теоретико-прикладні аспекти європейського американського та українського досвіду кар'єрного зростання педагогів дошкільної освіти у системі підвищення кваліфікації. «Підвищення кваліфікації» (fortbildung) потрактовано як професійний обов'язок, що має на меті поглибити набуті знання, вміння і навички, необхідні для кваліфікованої діяльності дошкільних педагогів. Визначено, що у європейській та американській практиці педагогічної освіти

підвищення кваліфікації педагогів дошкільної освіти здійснюється в цілому у п’яти формах професійного розвитку: формальна освіта, атестація, спеціалізоване навчання на робочому місці, тренінги або консультативні форми взаємодії, об’єднання практиків або колегіальні професійні групи. Ці форми професійної післядипломної освіти впроваджуються як в умовах формальних закладів освіти (в більшості випадках – інститути, університети) так і в умовах неформальної освіти. Встановлено, що метою функціонування цих об’єднань є інтеграція між наукою та практикою, а також створення незалежної спільноти зацікавлених сторін, професіоналів. Безперервне навчання спеціалістів дошкільної освіти передбачає професійний розвиток особистості, професіоналізму, майстерності, сучасного мислення, підвищення кваліфікації та перепідготовку в умовах професійного навчання, вміння працювати в нових економічних умовах і забезпечувати на цій основі високу продуктивну працю й ефективну зайнятість.

Ключові слова: європейський американський та український досвід; підвищення кваліфікації; кар’єрне зростання; педагоги дошкільної освіти; професійний розвиток особистості.

Relevance of research. In the light of current socio-economic changes, development of educational policy in the field of professional training of preschool teachers in European countries, the priority requirements for preschool workers are: professional competence in comprehensive perception and understanding of child development and competence in implementing education tasks for preschool children; ability to provide broad, multifaceted knowledge of the child within its capabilities, creating conditions for life experience in preschool education and family. However, resources to ensure the quality of professional training of preschool teachers are characterized by certain limitations - access to vocational education and professional development, insufficient network of educational institutions for professional development, quality of educational services, provision of professional teaching staff and more. Thus, professional postgraduate education becomes one of the effective ways not only of professional development and practice in the field of preschool education, but also of obtaining basic professional qualifications of employees in this field. In addition, postgraduate education is one of the main forms of professional training of preschool teachers in Europe, so it is important to focus on the analysis of its organization in order to identify positive practical experience of the holistic process of professionalization of preschool workers.

The knowledge, skills and practice of preschool teachers are important factors in determining the quality of educational services in the system of preschool education and preschool education of children. The task of preschool teachers is not only to maintain professional competence to ensure the intellectual, emotional and practical experience of all children, including children at risk (single-parent families, disadvantaged families, orphans and children with special needs), but further professional growth in order to enrich children with a positive experience of social interaction in preschool education, the preschool teacher's ability to carry out the educational process and setting standards for preschool education tasks for the development, education and upbringing of children, even with a limited range of resources [38, p. 377].

The importance and necessity of high professional qualities of preschool teachers that contribute to the optimal learning and development of children in the European educational space in recent years is evidenced by the actualization of this problem in the context of meetings of EU member states, namely the European Council. Thus, the first steps to ensure quality in the field of preschool education and care was the EP meeting in Barcelona in 2002, at which Member States decided and committed to ensure by 2010 the availability of places in official preschool institutions for 90% of children aged from three years to the beginning of schooling [9, p. 134]. Subsequently, in 2007, the Conference of European Ministers of Education was held in the German city of Heidelberg, the main issue of which was the quality of training of preschool staff. In addition, a symposium of the European Commission was held in Brussels on 14 October 2008 and in 2009 the reports of the European Network on Education Systems (Eurydice Education, Audiovisual and Culture Executive Agency (EACEA)) were adopted. strategic program of cooperation in the field of education and training until 2020, which provided for "improving the quality of services and increasing support for preschool education workers" [9, p. 135].

Analysis of recent research and publications. According to the Harvard research project in the field of preschool education, the common and widespread

in European terminology concept of "professional development" of preschool teachers refers to the concept of professional education and retraining, which contribute to the formation of professional competence, create conditions for training and opportunities to develop professional skills in different areas of individuals, I work or will work with children from birth to 7-8 years [28]. In this context, we are talking about professional development, which provides a full range of activities aimed at enriching the person involved in preschool education, knowledge, skills and abilities, or forming worldviews on preschool education as a primary basic human education [38, c. 378].

In a narrower sense, the professional development of preschool teachers is to achieve two main goals. First, it is assumed that professional development will improve the knowledge, skills, professional skills and practice of preschool workers, which will serve to obtain positive educational results and will be reflected in high educational results of children, will promote effective interaction between teachers and families. The second goal is to promote the development of a culture for continuous professional growth in individuals and teaching staff [20].

The first goal is to improve the knowledge component of professional competence, with the skills and abilities of the person, his attitude to the profession (disposition) [32]. Practical knowledge consists of facts, concepts, ideas, vocabulary, and related aspects of educational, cultural, and best practices. Skills are a clear set of actions that a teacher uses to achieve an educational goal or solve a professional task, they are clearly expressed because they are characterized by consistency and formed through direct instruction, modeling and simulation, trial and error. Skills can be adjusted by a person, they can be changed through feedback, which provides the ability to self-regulate (control? Management) their own professional activities, behavior, skills are improved in the process of practice, repetition, continuous use. The disposition is related to the model of professional behavior, which is characterized by a conscious attitude of a person to his professional activity, professional values, it

is a personal formation. The model of behavior in this context assumes a focus on general and long-term goals of professional activity, rather than limited short-term. Attitudes to professional activities differ from skills and are understood as a broader concept, because attitudes are manifested in the active position of the subject to their activities, for example, a teacher may have a skill but not willing to implement it, not motivated. Therefore, the attitude to the profession contributes to the fact that the teacher makes every effort to master professional skills and improve them.

The second goal of professional development of preschool teachers is to maintain high quality professional practice by strengthening the acquired skills of professional activity. This means that the heads of preschool educational institutions should constantly monitor and control the implementation of professional development and improvement of employees [26]. In this context, professional development will take place first in the direction of "external initiative" - when professional development is initiated by the leader, and then the desire for professional development, development and growth becomes "teacher's own motivation", which manifests itself in the fact that people determine their professional development. based on the constant study of current and best practices and reflection on personal goal setting in collaboration with colleagues, families of children and children in particular [27].

According to the definitions of European researchers M. Zaslow, I. Martinez-Beck, in the European practice of pedagogical education there are a total of five forms of professional development: (1) formal education; (2) certification; (3) specialized on-the-job training; (4) trainings or consultative forms of interaction; (5) associations of practitioners or collegial professional groups [44]. These forms of professional postgraduate education are implemented both in formal educational institutions (in most cases - institutes, universities) and in non-formal education [44].

Specialized or direct professional training. Training of preschool teachers in this case involves professional certification without separation from

production. This form of professional development is organized outside of formal education and includes a set of activities that provide training in a specific direction and content, following the instructions of a coach (trainer) or coach (coucher) in order to consolidate and improve professional skills directly in the workplace [35]. Training activities and activities can include seminars, conferences, presentations of practical and advanced pedagogical experience or web lectures, discussions, video demonstrations, training and practice in specific practical actions, the use of textbooks, textbooks and many other tools, synchronous and asynchronous, ensuring the transfer of knowledge and information in order to positively influence professional activity and further development of professional competence. However, it should be noted, according to research by R. C. Pianta, such forms of education are used in training programs as formal pre-vocational education, and in terms of further vocational education in the workplace, without leaving work. Moreover, it should be noted that the duration of professional courses in the context of formal education is 10-12 weeks, while in informal education - up to 3 days. In the conditions of formal education, students have less opportunity to communicate directly with a teacher or coach to clarify information. Non-formal education courses are more practice-oriented and closer to the needs of practitioners, while in formal terms the content of courses is somewhat prolonged over time and may not meet the urgent needs of the student, but focus on the perspective and simply broadening the informative horizons of those involved in postgraduate education [36]. Coaches in such forms of professional development are often seen as experts, individuals who have positive effective practical experience. The training format usually provides short-term interaction between teacher and listener or student, and the flow of information is often one-way. The trainer voices and analyzes hypothetical cases or specific pedagogical situations, the template of which can be used in the process of further professional activity of students. The format of this form of postgraduate education also involves

interaction on the principle of "giving an example of a pedagogical situation - the presentation of a practical solution."

Coaching / Consulting. Coaching for the professional development of preschool teachers is "voluntary, impartial, and joint cooperation with the coach-coach, which is initiated by a person who has expressed a desire and intention to learn new knowledge and skills from another more experienced and successful person" [29]. . The purpose of coaching is usually focused on the direct efforts of the individual teacher to improve their professional skills and learn effective means of organizing the educational process with preschool children. The main direction of coaching in the initial stages of professional development of preschool teachers - improving existing professional knowledge, skills and abilities, and further study and acquisition of qualitatively new knowledge, practical skills and abilities [25]. B. Hanft [29]. Characterizing coaching as a form of postgraduate education, it should be noted that it involves objective remarks, instruction, demonstration, practice in performing actions, self-reflection, feedback and evaluation of the results of the training process and professional results.

Counseling is closely related to coaching. The consultations are designed to guide a teacher who is undergoing qualification development or receiving postgraduate education. The purpose of this form of professional development is to advise and assist the trainee teacher in order to provide practical recommendations, teach the teacher orientation and flexibility of thinking to solve the pedagogical situation [17]. Depending on the situation, the counselor may be perceived as a leader of professional development, who shares his experience, but also as a counselor who provides brief recommendations that can be used in professional situations. The peculiarity of consultations is that if at the initial stage the interaction of the consultant with the teacher-student or student is frequent, then later the need for consultation with the student disappears. The vast majority of consultations are conducted individually [39].

Communities of practice. Training and coaching are relatively short-term and small forms of professional development. The association of practitioners is one of the forms of continuous professional development, which is becoming increasingly known in the field of vocational education of preschool teachers [29, 43]. Communities of Practitioners (COPs) are defined as groups of people who come together on the basis of common professional interests and a desire to improve their practice in a particular field through the exchange of their knowledge, opinions, and observations [42]. This is vocational training, which takes place on the basis of a certain model, which includes a complex of complex social relations, through which specialists transfer knowledge to inexperienced practices of preschool education [37, p. 381]. Communities of practice have been used to support professional development in a variety of settings, including schools and childcare programs [16]. The format of such training is work with the audience, discussion, work in the format of "question-answer", etc. [33]. The key difference in this aspect is that the relationship between the participants is bilateral. Group members have the opportunity to cooperate and communicate via e-mail, remotely through social networks and electronic video networks, etc. The purpose of such associations is to reduce the gap between science and practice, as well as to create an independent community of stakeholders, professionals.

Summarizing the results of a study by Francesca Caena (Francesca Caena), conducted in 2011 provides grounds for identifying such methods of professional development as: analysis of the characteristics of the children's subculture and the contingent of children involved in the educational process organized and carried out by the teacher; direct observation of practical experience of colleagues; short-term research within one group; analysis of statistical data on the general state of development of children; creation of research groups; participation in the process of development or improvement (design or development of new curricula or textbooks for teaching, education and development of children; participation in improving the curriculum of the

educational institution where the teacher works; implementation of case studies aimed at studying patterns of children's behavior in different social pedagogical conditions [18].

The relevance of the quality of professional retraining in the field of preschool education is an urgent problem in the United States. Well-known modern American researcher H. Whitebook notes that: “The quality of preschool education provided in preschools in the United States depends on the qualifications and quality of training of educators. Qualified teachers work in accordance with modern standards of preschool education, pedagogically correctly select the forms, methods and means of teaching preschool children. " [31, p. 399]. Moreover, highly qualified teachers develop their own innovative approaches to the organization of the educational process in preschool, thus ensuring a high level of development for their students [15]. The American psychologist, educator, philosopher F. Skinner wrote that "educators must learn how to teach, and in order for them to teach well, they must be taught even better and even more effectively" [40, p. 4-6].

This testifies to the relevance of the American and European experience studying in terms of its prospects for introduction into the system of postgraduate education of preschool teachers in Ukraine.

Formulation of the goals of the article. The aim of the study is to reveal the peculiarities of preschool teachers gaining additional qualifications in the system of European, American and Ukrainian postgraduate education, which ensures their mobility in career growth and flexibility within the teaching profession.

Results of the research. Addressing directly to the analysis of postgraduate education of preschool teachers in Germany, we note that the recommendations of the forum of education emphasize the need to improve the forms of professional development of teachers in the country [11, p. 105].

According to O. Sulima's research, the system of postgraduate education of preschool teachers in Germany is branched and differentiated. The researcher

divides postgraduate education of preschool teachers according to the content and tasks into two groups: qualification developmentof educators (Fortbildung) and obtaining an additional specialty (Wieterbildung) [9, p. 28].

Qualification development (Fortbildung) is a state requirement and aims to deepen the acquired knowledge, skills and abilities necessary for the qualified activities of preschool teachers. Qualification development provides for three-day thematic seminars, after the successful completion of which practicing teachers receive certificates. The implementation of this type of retraining is provided by qualification development centers, regional professional academies in social pedagogy. According to the resolution of the Conference of Ministers for Youth and Education of 12/13 May 2005, the content of qualification development courses should be determined by innovation and based on a modular system [9, p. 129].

Acquisition of an additional specialty (Wieterbildung) is carried out in universities and academies of social pedagogy, is a voluntary form of professional development and improvement, funded by individuals. The purpose of such retraining is to expand functional responsibilities. These are four- to five-semester courses that are characterized by fundamentality and regularity. A person can receive such education without leaving work and take place both in-patient and in absentia. Acquisition of additional qualification can also take place remotely, an example is the experiment of the Private Correspondence School named after Wilhelm Buchner in Darmstadt (Wilhelm Buchner Hochschule, Private Fernhochschule Darmsadt) [9, p. 129]. Forms of professional development of preschool teachers deserve special attention, among which - professional development in the workplace. The advantage of this form is to improve skills and efficiency, creativity and functionality [9, p. 120].

The postgraduate education of preschool teachers in the system of professional training of pedagogical staff deserves special attention. In France, a long tradition of professionalization of teachers of preschool educational institutions has been formed, starting from the category of preschool teachers

who work with children 2.5-3 years old and ending with those who organize educational activities for 6-year-old children [23, p. 36].

The implementation of the concept of lifelong learning and professional development of preschool teachers in France is reflected in the fact that both teachers of "mother schools" and primary school teachers are required to undergo 36 weeks of lifelong learning, funded by the government. This opportunity is usually used by most educators who are starting their careers. Inspectors and pedagogical consultants annually conduct training for preschool teachers lasting 4 and a half days. In addition, the long-established Professional Association of Preschool Teachers, the General Association of Teachers and Public Preschool Teachers (Association Générale des Institutrices et Instituteurs des Ecoles Maternelles Publiques), organizes annual conferences and other professional support for preschool teachers (for example, publication of practical experience of teachers publication of methodical materials, etc.) [24, p. 22].

In addition, according to M. Palchuk, the idea of lifelong learning is creatively implemented in practice by French teachers through a developed network of institutes of additional pedagogical education and Centers of pedagogical documentation - institutions with information, technological and methodological resources that respond to changes in the market of educational services. , which is an important means of modernizing education [6]. Note that the National Center for Pedagogical Documentation (CNDP), which coordinates the work of the Centers for Regions (CRDP) and departments (CDDP), was founded in Paris in 1954 and each higher education institution has its own Documentation and Information Center (CDI). The centers focus on the promotion of new educational technologies, their effective use. Particular attention is paid to the implementation of technological and pedagogical examination of methodological complexes. The results of experimental work are published in the "Dossier of pedagogical technologies". An important component of the Centers' work is their publishing activity: publishing their own

magazines, catalogs, bulletins, publishing pedagogical and methodological literature, creating computer programs, audiovisual documents [6, p. 136].

In addition to their main activities, the centers take an active part in scientific activities, in various socio-cultural activities, in particular, in providing assistance to developing countries. Specialists from relevant services from the European Community are undergoing internships at the Centers. It should also be noted that the Centers work on a continuous basis with other organizations and governing bodies. These are, first of all, territorial authorities, various ministries and departments, international and national organizations: the Council of Europe, UNESCO, the National Center for Distance Learning, the National Center for Research, the National Library of France, the Louvre Museum, large companies and firms: Sony , IBM, Apple, JVC, Panasonic and others [6, p. 137].

Professional development of employees working with children from birth to three years can be organized by government agencies or non-profit associations. For example, the Association des collectifs enfants-parents professionnels (ACEPP) offers seminars focusing on strengthening parental involvement in the educational process and organizing the development, upbringing and education of children, especially for low-income families. income and immigrant parents. Professional organizations can also organize annual conferences on topical issues in the field, distribution of publications, as well as provide professional development for their members [24, p. 23-26].

The English system of postgraduate education of preschool teachers provides two routes of professional development - scientific, when the entrant goes to graduate school and beyond, and professional - when professional development involves short training courses and certification upon completion [30]. Forms of vocational education in the UK - courses, seminars, lectures, trainings, conferences, mutual attendance of classes conducted by colleagues, attending workshops, summer schools, visits and internships in educational centers [19]. Among the courses offered to preschool teachers in the framework of advanced training, the study of the following: Froebel courses, Educational

leadership, School curriculum, group and classroom interaction, "Open Days" at universities, Distance course "Integrated team building knowledge" and others [37].

Forms of organization of postgraduate education of preschool teachers in European countries are also determined by diversity and differentiation, the most traditional are: conferences, lectures, symposia, seminars held in study groups, teams, classes, presented in the form of open classes, individual consultations, etc. . Among the new innovative forms of professional development of preschool teachers in Germany are study trips to Germany and trips to other countries in order to get acquainted with the practical experience of organizing the educational process in preschool educational institutions [3, p. 120]. New forms of postgraduate education are also summer studies, on-the-job training, which are organized and conducted by the governing bodies of the Ministry of Education of each federal state [41, p. 91].

In France, effective new forms of postgraduate education are internships outside the country, which are organized and provided by the National Ministry of Education [3, p. 120]. In the UK, the most effective form of professional development is the exchange of teachers of different educational institutions, as well as, as in France and Germany, international internships [3, p. 120]. Forms that also enhance the professional competence of modern British preschool teachers are distance learning courses and overseas internships [37].

The current management system for preschool education consists of the Center for Career Development in Early Care and Education, which includes the National Association for the Education of Children (NAEYC), the Association for Childhood Education International (ACEI).) and Head Office (OHS - Office of Head Strat), whose functions are to formulate educational policy in the field of teacher training (content of training programs); development of standards and requirements for the level of knowledge of the child; formation of standards of professional competence of an educator, etc. [21]. Coordinating functions in the field of US public education policy in regulating the training of educators also

belong to the Center for Preschool Education of Children at Head Head, which aims to improve information support for all those involved in preschool education: development of career programs, personal development and education, distance learning programs and organization of training courses [14]. As the American researcher Marcia Munter notes: “Important in the training of pedagogical staff is first of all the self-determination of a person in the profession he chooses. The establishment in 2006 of the Head Start Early Childhood Education Center at the Head Start Headquarters is an important step in creating effective teacher training in the US preschool education system. The provisions of the Head Start program define the basic principles of training and the standards they must meet, which is a prerequisite for providing quality education" [34, p. 82].

Professional training of preschool education specialists is provided by a number of educational institutions of different types that develop programs for professional training of educators, they include:

- educational institutions that provide professional training with the possibility of obtaining the appropriate academic degree (universities);

- complex educational institutions, universities and colleges that offer education according to the curricula of general humanitarian training and specialized professional training;

- humanities colleges (4 years of study);

- municipal (2-year) colleges and institutes;

Following the development by the Board of Directors of the Coalition of Adult Education Organizations, the Bill on Rights for the Adult Learner (1991) and the adoption of the Higher Education Act (1965) by the American Association of Communal Services. colleges in the United States appeared non-traditional educational institutions [1, p. 148]. These include: alternative municipal colleges and universities; centers; public organizations and institutions; correctional facilities; institutions that train educators who will work on a certain pedagogical technology (educators of Waldorf, Montessori

preschools, etc.). Priorities in receiving professional training and education have 4-year colleges and universities, as well as 2-year colleges and institutes [31, p. 403-407]. The difference between alternative educational institutions is the availability of non-formal educational services for students (professional development centers, counseling offices, departments of charitable organizations, etc.). Many educational institutions in the United States accept all applicants without entrance exams, regardless of material security, as public policy is aimed at providing equal conditions for higher education, which is regulated by the Law on Education for All (The Education for All Act of 2007) [1 , with. 152]. Among the forms of professional training of preschool education are full-time and part-time. In addition, there are such forms as evening, external and distance education.

Of particular interest for the study are organizations that form requirements for the professional competence of educators and standards of professional training of preschool education. These include: Early Childhood Learning and Knowledge Center, National Academy of Early Childhood Programs, NAEYC, National Association of Preschool Education (NAECS / SDE). Let's analyze the requirements set by these organizations.

Thus, an important function in the field of professional training of educators belongs to the Educational Center for Preschool Education of Children, which was amended to the program "Head Start" regarding the professional activities of educators. In particular, in the section “Professional Qualifications and Development” (Improving Head Start for School Readiness Act of 2007 № Sec. 648A. Staff Qualifications and Development) it is said that the preschool educator: “plans, organizes and evaluates the educational process in accordance with the areas of development children defined by the head start program "Head Start" (language, mathematics, science, socio-emotional and physical development); creates a safe environment and promotes the health of the child; promotes the socialization of children; involves families in the education and upbringing of the child, establishes partnerships with them” [22].

The amendments also define the qualification level of persons involved in preschool education: "… in order to be eligible to work in a preschool institution, an educator must have a bachelor's or senior specialist's degree, or a bachelor's degree and a certificate of advanced training. Preschool education coordinators, specialists in the development of preschool education curricula, employees of national preschool education centers are required to have the same qualifications as preschool educators; the assistant educator must have at least the qualification of a junior specialist and obtain a bachelor's degree or present a certificate of completion of two-year refresher courses "[22].

Thus, the main function of postgraduate professional training of preschool teachers in Europe and the United States is to ensure continuing professional education and implementation of the generally accepted concept of "lifelong learning". The content of such education in a generalized form is professional improvement and study of innovative approaches to learning, new forms, methods, tools, etc.

The analysis of the European and American systems of postgraduate education showed that there are various forms of professional development and professional development of preschool teachers. The diversity and multifaceted nature of the postgraduate training system create ample opportunities for professional implementation and improvement. It should be noted that previously European and American researchers gave priority to formal forms of professional development, however, recent research in the field of professional training of preschool teachers shows that non-formal and informal education programs are highly competitive with formal ones.

The process of professional development of a preschool teacher defines the purpose and objectives of professional growth as the development of his professional competence in terms of mobility of creativity, integration and culture of the individual as criteria for its development, self-education and self-improvement.

According to G. Tsvetkova, a favorable psychological climate has been created within the creative and developing space of the university, which promotes personal growth of all participants of educational interaction - a teacher who is on the path of continuous self-development, creation of creative pedagogical products, and students of qualification development courses. participants in creative spiritual interaction, interpenetration and mutual enrichment of the inner individual space of self-improvement [12]. Freedom of self-realization is associated with a system of values, internal uncertainty. Pedagogical freedom - taking into account the internal needs of the teacher, students to be a person and have the freedom to implement, self-affirmation of these needs. The subjects of the educational process should feel their professional usefulness, self-worth, need within the creative development environment. The latter provides freedom to identify the best qualities of the teacher as a carrier of spiritual values and an example of self-improvement for the student, who absorbs the values of freedom, realizing his self-worth, embarking on a path of self-development [12].

The teacher's self-education is also considered in the context of his professional self-consciousness, which involves progressive movement and includes: research work; study of scientific, methodical and educational literature (on a regular basis); participation in collective and group forms of work (educational, scientific, methodical, organizational, etc.); theoretical work and practical approbation of own (author's) methodical developments, practical materials, etc. [13, p. 223].

An important condition for the application of the above forms of professional development, allow preschool teachers to easily formulate professional problems, set goals, identify ways to achieve this goal and analyze the results depending on the specifics of the task [5].

In Ukraine, the system of postgraduate pedagogical education is not just a system of professional development, but the only mechanism for reorientation of teachers in terms of content, forms of education, values, means of

communication [8]. Postgraduate education is aimed at raising the professional level in accordance with modern standards and public or private institutions and means of self-education and is guided by state standards [7, p. 34].

Structural analysis makes it possible to identify such basic elements of the system of postgraduate education of preschool teachers in Ukraine as: in-service teacher training, internships, specialization and retraining of teachers [7].

In order to increase the methodological and practical levels of professional competence of educators of preschool education institutions at the National Pedagogical University named after MP Drahomanov at the Faculty of Pedagogy and Psychology launched the Educational Program Organization and training of teachers in the field of preschool education [10].

The main idea of professional development of pedagogical workers in the field of preschool is to provide individual and professional self-improvement of students on the basis of activation of their basic education, acquired professional and life experience in accordance with individual and personal interests, social demands for effective performance of job responsibilities. languages.

Profiles of basic competencies of teachers of preschool education institutions contain the basic individual-personal and professional-quality activities necessary for the successful implementation of the strategic goals and objectives of preschool education:

- professional - pedagogical competence;
- social and civic competence;
- general cultural competence;
- language and communicative competence;
- psychological and facilitative competence;
- information and digital competence [10].

Elective modules are offered to students to choose from full-time, distance and blended forms of education within the main modules and topics of the compulsory component of the educational program.

The content of the educational program, in particular the holistic and systematic selection of modules and topics, takes into account the specifics of the professional activities of educators and is determined by: the requirements of the knowledge society to provide preschool education with highly qualified specialists; the main directions of state policy in the field of education; National qualifications framework, educational standards, requirements for the competencies of teachers; inquiries of customers of educational services.

The content of the program has a practical focus, contains mandatory and optional components and covers: substantive, practical (practice-oriented) and resource (methodological) components of teacher training.

The educational program provides full-time and distance learning.

Distance learning takes place on the website of the Faculty of Pedagogy and Psychology.

Full-time education is organized by:

- training sessions;
- interactive lectures;
- practical classes (master classes);
- discussions (thematic, podium) of independent work in the form of monitoring and evaluation of the results of the proposed educational changes.

The educational program includes a compulsory and optional part. The compulsory part consists of face-to-face sessions (60 hours) and a distance course (60 hours) and covers professional training modules. The elective part provides a free choice of modules in full-time, face-to-face or remote formats, taking into account the individual needs of teachers with a total of 30 hours. That is, the curriculum of the educational program provides for 150 academic hours, 5 ECTS-credits (see table 1), of which 120 academic hours (4 ECTS-credits) - a mandatory component, and 30 academic hours (1 ECTS-credit) [10].

During the third session there is a presentation of the author's creative product (projects, portfolio, educational and methodical developments, model programs, etc.). Upon successful implementation of the program, a document is

issued. Distribution of days / hours according to the compulsory and elective components of the educational program (see table 1.1.)

Table 1.1.

Schedule of the educational program

Training period	Number of hours	Modules / topics
Mandatory component		
Face-to-face sessions 1	18	**Module** 1 Current problems of preschool education
Face-to-face sessions 2	12	**Module 2** The content of preschool education in the dimension of today
Face-to-face sessions 3	30	**Module 3** Organization of an effective and safe environment in preschool education
		Module 4 Integration: thematic and activity approaches in the educational process of preschool education
		Module 5 Raising young children
		Module 6 Game in a new way: LEGO
		Module 7 Development of ingenuity of preschoolers
		Module 8 Art for preschool children
		Module 9 Pedagogy of partnership: essence, basic principles
		Module 10 Fundamentals of inclusive education
Distance course	10	**Module 11** Search and research activities of preschool children
	20	**Module 12** Designer of the educational process with preschool children
	10	**Module 13** Art therapy in working with children
	10	**Module 14** Conflicts and means of overcoming them
	10	**Module 15** Professional self-development of an employee of a preschool institution
Total:	120 (60 full-time, 60 distant)	
Selective component		

Session 4 (part-time)	30	
Total	150	

Table 1.2.

Results of the educational program

Training period	Content. Main topics.	Number of hours	Forms of training	Expected results
Ability to think and learn in a new way				
Session I	Opening of the first (face-to-face session). Greetings to the participants. Review of the educational program. Representation of the teaching staff. Acquaintance of participants.	2	Face-to-face session	
Successful result by creative example				
Session I	**Module 1. Actual problems of preschool education** Modern normative-legislative documents and program-methodical support on problems of preschool education in Ukraine.	16	Face-to-face session	
Ukrainian generation of teachers: we cooperate, interact, reflect				
Session II	**Module 2.The content of preschool education in the dimension of today** 2.1. Modernization of the content of preschool education is a challenge of today.	12	Face-to-face session	
Session III	**Module 3 Organization of an effective and safe environment in preschool education** 3.1. Developmental environment as a factor in the upbringing and education of children in preschool education. 3.2 Conditions for creating an effective and safe environment in preschool education.	30	Face-to-face session	
	Module 4 Integration: thematic and activity approaches in the educational process of			

	preschool education 4.1. Integration of the content of educational work in the preschool institution according to the thematic approach. 4.2 The essence and features of the implementation of the activity approach in the educational process of preschool education.			
	Module 5 **Raising young children** 5.1. Early age as a unique period of child development. 5.2 Methods of raising young children.			
	Module 6 **Game in a new way: LEGO** 6.1. Looking to the future through the prism of game pedagogy. 6.2. Educational potential of the game with LEGO. LEGO game technique.			
	Module 7 **Development of ingenuity of preschoolers** Peculiarity of ingenuity and ways of its development in preschool children.			
	Module 8 **Art for preschool children** 8.1. Art as a cultural phenomenon 8.2. Art activities of preschool children 8.3. Pedagogical support of artistic activity in a preschool institution Musical activity of preschool children: types and forms of organization.			
	Module 9 9.1. Pedagogy of partnership: essence, basic principles 9.2. Pedagogy of partnership as a factor of friendly interaction of participants of educational process in preschool			

	education institution.			
	Module 10 **Fundamentals of inclusive education** 10.1. General problems of inclusive education of preschool children. 10.2. Correctional and developmental education of children with special educational needs. 10.1. Features of creating an inclusive educational space in a preschool institution.			
Strive, develop, achieve				
	Distance course Students work distantly, performing training tasks of the modules	**60 hours**	Distant	
	Protection of author's developments (projects, portfolio, educational and methodical developments, etc.). **Issuance of relevant documents.**			
	Variable component. The content is formed on the basis of the needs of teachers.	**30 hours**	Fulltime – part time	

These structural elements are interconnected and solve a common task - to improve the quality of professional training of teachers in accordance with the requirements of state and international standards. In the intercourse period, preschool teachers increase their professional competence by participating in scientific and practical conferences and seminars and engaging in self-education (see Table 1.3).

Table 1.3

Forms, methods and means of professional postgraduate education of preschool workers in Europe and Ukraine

Forms, methods and tools	Western European countries	Ukraine
Forms	Germany: four to five semester courses, professional development in the workplace;	lectures, seminars, workshops, participation mainly in domestic scientific-practical conferences,

	France: 36-week continuous training, short 4-week courses, conferences, methodical councils, symposia, distance learning, seminars with parents of pupils; Great Britain: short-term refresher courses and certification upon their completion, courses, seminars, lectures, trainings, conferences, mutual attendance of classes conducted by colleagues, attendance of master classes, summer schools, visits and internships in educational centers. Internships in various educational institutions outside the country, specialized or direct professional training, coaching, consultations, community of professionals have gained popularity in all countries.	projects, professional competitions, involvement in research activities, conducting experimental research on the basis of preschool educational institutions
Methods	analysis of the features of the children's subculture and the contingent of children involved in the educational process, which is organized and carried out by the teacher; direct observation of practical experience of colleagues; short-term research within one group; analysis of statistical data on the general state of development of children; creation of research groups; participation in the process of development or improvement (design or development) of new curricula or textbooks	Modeling and discussion of pedagogical situations, scientific-methodical and practical seminars for teachers, psychoanalytic exercises, methods of producing ideas, synectics, projects, syncveins, discussions, round tables, business and role-playing games, popularization and involvement of teachers in various forms of creativity, pedagogical readings, problem-modeling classes, work in focus groups, pedagogical workshops and laboratories
Means	Similar to those used in higher education institutions in Western Europe	Means of effective professionalization are Author's special courses and programs ("Development of professionalism of school educators", "Time management in the work of a school educator", "Improving the professional status of preschool workers by means of information and communication technologies" and others); enrichment of the content of disciplines with the concepts of professional self-development, development of programs of personal and professional growth of educators, ICT tools, visual-illustrative

In the content of postgraduate education we consider promising for implementation such British programs as: School-oriented programs of

pedagogical education, which provide pedagogical education and development for working teachers, graduate students, completion of the program also provides for the status of qualified teacher; Teach st rst programs, which are aimed at training "leaders of tomorrow", a program of pedagogical education for school graduates, allows graduates to obtain a teacher's qualification in direct professional activities, a program of registered pedagogical training of those involved in another field activity or profession and has a desire to become a teacher, but can not afford full-time education; another category - professional training of persons who work as a non-certified teacher in the education system and obtain qualifications, a program of pedagogical education for pre-certified teachers who for some reason did not work in the specialty for a certain period; Of particular scientific interest is the introduction of a teacher education program for teachers from abroad, which provides an opportunity for teachers from the European Union and other European countries to receive professional training and certificates of professional teacher education.

Among the forms we can single out - professional development at the place of work, seminars with parents of pupils, visits and practice in educational centers, internships in various educational institutions outside the country, coaching, community of professionals; among the methods - analysis of the characteristics of the children's subculture and the contingent of children involved in the educational process, which is organized and carried out by the teacher, short-term research within one group; creation of research groups; participation in the process of developing or improving the design or development of new curricula or textbooks.

Conclusions from the study and prospects for further exploration in this direction. In general, in the system of postgraduate education of preschool teachers in Europe, USA and Ukraine aproximatly divided into two subgroups: *the first includes* such forms as teacher training, internships, specialization and retraining of teachers, which are designed to improve the quality of teacher training. to constantly changing state requirements and EQF standards; *the*

second – inter-qualification period, which is realized by participation in various types of methodical seminars, scientific-practical conferences of regional, state and international levels, involvement in development and implementation of various educational projects and programs aimed at supporting and improving professional competence of preschool teachers and programs to improve the quality of preschool education in general, participation and holding of master classes, trainings, participation in public hearings and discussions of problems of preschool education, etc.

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CULTURE OF SOCIETY AND PROSPECTS OF HIGHER EDUCATION DEVELOPMENT IN UKRAINE

Iryna Lysakova
Candidate of Pedagogical Sciences,
Associate Professor of the Department
Management and Innovative Technologies of Socio-Cultural Activities
National Pedagogical Dragomanov University
Kyiv, Ukraine
ORCID ID 0000-0002-4531-6514
ir.lysakova@gmail.com

Abstract. The article presents views on the impact of global economic and socio-cultural trends on the further development of Ukrainian higher education. Among them are such trends as the globalization of the economy, the formation of the information paradigm, the network logic of the deployment of communications, the growing role of knowledge. One of the proofs that Ukraine has embarked on the path of economic modernization is the legislative recognition of creative industries and changes in the nature of professional activity, based on knowledge and creative potential of the individual. The key to this modernization should be an understanding of the need for change in the content of higher education, based on awareness of the role of culture in the information society.

Keywords: information society; culture; creativity; creative industries; content of higher education.

КУЛЬТУРА СУСПІЛЬСТВА ТА ПЕРСПЕКТИВИ РОЗВИТКУ ВИЩОЇ ОСВІТИ В УКРАЇНІ

Ірина Лисакова
кандидат педагогічних наук, доцент,
доцент кафедри менеджменту та інноваційних технологій
соціокультурної діяльності
Національний педагогічний університет імені М.П. Драгоманова
м. Київ, Україна
ORCID ID 0000-0002-4531-6514
ir.lysakova@gmail.com

Анотація В статті викладено погляди щодо впливу загальносвітових економічних та соціокультурних тенденцій на подальший розвиток української вищої освіти. Серед них такі тенденції як глобалізація економіки, формування інформаційної парадигми, мережева логіка розгортання комунікацій, зростання ролі знань. Одним з підтверджень того, що Україна вступила на шлях модернізації економіки, є законодавче визнання креативних індустрій та змін в характері професійної діяльності, що базується на знаннях та творчому потенціалі особистості. Запорукою цієї модернізації має стати