Modern Teacher Education in Ukraine and EU Countries: Transformation, Vectors of Development

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The article provides an overview of the main trends and vectors of the development of higher teacher education in the EU countries and Ukraine. The authors analyze the main trends in the development of modern pedagogical education, identify points of contact, and problematic issues that need to be solved for the effective integration of Ukraine into the European educational environment. The article reflects on the problematic issues faced by modern pedagogical universities both in the EU countries and in Ukraine. It was also possible to identify the typical features of the European educational environment, historically inherent in the Ukrainian tradition of teacher training, which shows that Ukraine belongs to the pan-European socio-political and cultural family.

Keywords: higher education, teacher education, European integration, educational space, globalization

INTRODUCTION

The problem of modernization of modern teacher education is primarily due to the need to meet those socio-political, social, and economic challenges that arise in connection with the global world transformation. Today the world is smaller and narrower than ever before, on the one hand, and turbulent and changing on the other. In order to exist in a paradigm of continuous global transformation, educational institutions must be designed to respond instantly to the coming changes (Seikkula-Leino, Jónsdóttir, Håkansson-Lindqvist, Westerberg, & Eriksson-Bergström, 2021). As we know, the current stage of development of higher teacher education can be characterized by the influence of globalization processes.

They largely determine the changes taking place in education policy, both in the EU and in Ukraine. These challenges include the need for new problems and challenges that require international cooperation; manifestation of cooperation and competition in the implementation of educational policies, internationalization, and multicultural education. On the other hand, the crisis of globalization and existing international institutions contributes to the trend of regionalization as a new format of interaction between countries to jointly formulate and defend their interests on global platforms, this process has not excluded the educational field (Kurok et. al., 2022). In parallel, a system of preferential trade and economic agreements between countries is being actively formed. These processes determine the choice of priority areas of educational policy and the mechanisms of its formation. In these conditions, the study of the features of the formation and development of the educational space of the European Union is a systemic resource for the construction and effective internal organization of integration associations and their interaction. The European Union has experience in implementing in practice the principles of comprehensive integration. Ukraine, having received the status of a candidate for accession to the EU, is more interested than ever in a full integration into the EU systems at the level of institutions. The Educational Institute today shows leadership in this process (Valverde-Berrocoso, Fernández-Sánchez Revuelta Dominguez & Sosa-Díaz, 2021).

The study of the experience accumulated by the European Union in creating integration institutions, management of integration processes, including in the field of education, is thus timely and necessary. Having launched integration processes in the sphere of general, higher, and vocational education, the European Union became one of the world's leading centers, largely determining the trends and directions of educational system development in modern conditions. Understanding the peculiarities of the construction and functioning of the educational space of the community is important for the participants of the educational process inside and outside the EU (Tejedor, Cervi, Pérez-Escoda, Tusa & Parola, 2021).

The European Union is one of the main political and economic centers in the world, influencing the work of international institutions, the world political and economic situation. Building a common educational space in Europe is determined by political and socio-economic priorities of community development, which are reflected in the setting of strategic goals, the implementation of educational programs and processes not only within the community but also in other regions of the world (Lavonen & Salmela-Aro, 2022). For Ukraine, which is a participant of the Bologna Process, as well as joint programs with the EU, understanding the driving and systemic factors of this movement is a condition for partnership and effective participation of the country in their implementation and maintaining the competitiveness of the Ukrainian education system in the European and world market of educational services in the status of candidate member. In addition, the study of trends in the development of the EU educational space has historical and pedagogical significance, since Ukraine is an integral part of the European space, and the Ukrainian educational system – is a carrier of common European educational values and traditions (González-Moreira, Ferreira & Vidal, 2021).

In the conditions of the formation of the paradigm of a multicultural environment, research projects devoted to different aspects of international activities, including education, are of great importance. The situation in Western countries after the Russian Federation's large-scale invasion and occupation of Ukraine is a good example of the importance of the problem. It turned out that the study of Eastern Europe in the European educational environment was limited to the consideration of Russian themes in terms of direct Russian narratives, which traditionally existed in the socio-political sciences. This has resulted in a lack of understanding by some EU countries of the importance and urgency of the war in Ukraine. In the scientific and educational space of the EU, the position of Ukraine in the difficult political and economic conditions of recent times has increasingly attracted attention. This has provoked a particular interest in the study of Ukraine outside of Russian traditional norms (Fumasoli & Rossi, 2021).

Pedagogical studies of EU educational integration usually exclude educational policy from the general socio-economic and political context, the system of EU political governance, leaving the consideration of these factors within the problem field of political, economic, and historical disciplines. In addition, the ongoing research focuses on individual aspects of integration processes in education and the parameters of national educational systems. A comprehensive analysis of the formation of educational space of the

community, taking into account external and intrasystem factors, conceptual solutions, forms of cooperation, institutional and regulatory framework, management system in the field of education in the specific historical conditions of the European integration process has not yet found adequate coverage in the historical and pedagogical research (Gómez-Trigueros, & Yáñez de Aldecoa, 2021).

INNOVATIVE VECTORS OF TEACHER EDUCATION TRANSFORMATION IN THE EUROPEAN INTELLECTUAL SPACE

The new millennium actualizes the development and implementation of an effective strategy for the development of higher teacher education. Increasingly visible are the basic trends in the training of pedagogical workers, which are inherent in many European states. Today, in perspective, European countries are actively competing not only in the sale of goods and provision of services but also in educational systems (Kuzminykh, Yevdokymenko, Yeremenko & Lemeshko, 2021). The reality of the XXI century is a rampant increase in the speed of transformation and the pace of change. The modernization of pedagogical education and higher education in general in the EU and Ukraine is conditioned by today's reality: the formation of a new generation of highly qualified professionals is now a strategic guideline for educational development. The strategy of contemporary higher education in the EU and Ukraine is aimed at the development of a national education model focused on the formation of a creative personality, the accumulation of intellectual capital, the transition from Education to All to Education for All (Sherman, Samchynska & Kobets, 2021).

Pedagogical education as the most important social institution that contributes to the development of human resources, democracy, and equality, performs such important functions in society as:
- the direction of development of the individual creative potential of the student;
- influences social progress and the productivity of cultural reproduction;
- plays a key role in technological transformation;
- ensures that future educators match morality, intellectuality, creativity, and practicality, the combination of irrationality and rationality, and other qualities necessary for successful self-realization;
- improves the relationship between the natural and social environment, etc.

The General Trend of the Transformation of Higher Pedagogical Education With a Focus on the Person

Orientation on Man as a comprehensive social category and considering it as an object of development, communication, and creativity today is a universally recognized global trend in the sphere of higher education. Consciously in the process of training future teachers, the emphasis is made on the ideals of human existence: spiritual freedom, spirituality, and responsibility. They are based on the main values of modern humanity - the values of Nature and Man and the idea of cooperation and humanization of their coexistence (Karvatska & Savka, 2022).

Today the bet is on spirituality, a conscious orientation to higher values because it is a spirituality that humanity owes its progress. The upbringing of a person - a subject of universal culture, capable of active life and creativity both in the native ethnic environment and in a multicultural environment. The dialogic methodological approach is at the core of future pedagogical work. Hence the acute need to educate future teacher to have a high level of cultural awareness, humanism, tolerance, and intercultural communication.

In the pedagogical education of EU countries, there is a tendency to develop personality and its individual qualities. It is expressed in the principle of the personality-centered paradigm of higher teacher education. This requires taking into account the individual characteristics of each individual. Professional personal development and self-development of the future teacher is a priority.

The Trend and Vector for the Development of Quality Education by Uniform Standards

To raise the quality of education today it is necessary to update its content at different levels (general theoretical, subject, the level of teaching material), to implement innovative educational technologies, to

introduce competency-based approaches to learning. The main goal of improving the quality of education is to nurture the future teacher's desire for knowledge and self-education (Iotkovska, 2022). The standardization of teacher education is seen as a cross-national issue and is a process to continuously improve the quality of general education. The creation of standards as agreed solutions based on the development of a broad consensus to take into account different educational paradigms. Today, the scientific and pedagogical community in the EU is discussing mechanisms for implementing common educational standards in the framework of the Bologna process (Behas, 2022). Ukraine also joined this discussion within the framework of the planned European integration processes. In this connection, the trend of humanization and humanization of higher pedagogical education is important, which should remain the main for the entire educational system, whatever the specialties about which we are talking. Higher education in the XXI century should not follow the narrow professionalization and specialization. Its most important purpose is to form a culture of personality, the humanities of which allow expanding the horizons of the specialist's understanding of the complexities of a dynamic world.

Raising the Prestige of Teacher Education

The upward trend in the status of the teacher asserts the relevance of the pragmatic and spiritual demands of the personality of the modern teacher. It helps solve the issue of recruiting well-prepared applicants for training on the one hand, and on the other hand - guarantees a high professional interest of the student in future work, the desire to work in the specialty. The systemic improvement of the status of the teacher has been extensively studied at the international level. It was adopted by a special intergovernmental UNESCO Conference (Paris, 1966). The Recommendations on the Status of Teachers were developed and adopted, indicating official recognition and understanding by the world community that educators should have the appropriate status and the teaching profession should be surrounded by the public respect it deserves (Postryhach, 2022; Devadze, Gechbaia, & Gvarishvili, 2022). The concept of liberal society and market relations stipulates that the central figure in education is the student - the future teacher - the consumer of services and, above all, pedagogical universities should adjust to his needs and interests. In fact, as practice shows, the main thing is to find and unite around high goals a critical mass of professionally gifted individuals. It is the elite, intellectual cadres that can ensure the eliteness of higher education institutions as a whole. At the same time, the quintessence of quality and success strategy of modern pedagogical education.

Ensuring Continuous Professional Development

The functioning of the system of continuing education is formed by a flexible system of teacher education. Important principles to ensure this process multilevel, flexibility, and variability of the teacher training system. University type of teacher education is associated with the implementation of new models of teacher training. Reforms of teacher education in the EU countries and Ukraine have led to the establishment of a new category of teachers – "specialists of universal type" (Protsyk, 2022). The peculiarities of the implementation of this phenomenon in practice are:
  – interdisciplinary approach to preparing future teachers;
  – flexible and in-depth intellectual and professional-pedagogical training;
  – the convergence of higher education with professional education aimed at close interaction with professional practice, starting from the first year of study in a pedagogical university (Castaño Muñoz et al., 2021).

Fundamentalization of Teacher Education as a Tandem of Education and Science

This trend is associated with the introduction in the pedagogical practice of new scientific approaches to comprehending the culture of the subject (society, school, group, personality). Special attitude to the processes of self-education, self-education, and self-improvement requires addressing in pedagogical practice such values as freedom, spirituality, responsibility, human spiritual life, spiritual world, spiritual relationships, spiritual activity, spiritual needs, spiritual abilities. It should be noted that the comprehension of the modern science of these concepts, their substantial filling, dictates the need to study their

technological implementation in the educational process. For example, freedom is now interpreted not as "freedom from..." (separation), but as "freedom for..." (co-creativity, cooperation). Spirituality is being taken beyond religious discourse (Beaton et al., 2021). It is interpreted as a focus on high above-personal ideals. Responsibility is increasingly associated with "collective responsibility for...". Particular attention should be paid to the idea of the formation of an integral personality, which acts as an internal necessity for human development. The integrity of the personality implies the unity of its value orientations, attitudes, and lifestyle (Bakhmat et al., 2020).

AN OUTLINE OF THE MAIN VECTORS OF THE DEVELOPMENT OF TEACHER EDUCATION IN THE EU COUNTRIES AND UKRAINE

Today, the system of higher teacher education has accumulated experience in the creation and use of electronic educational resources, quality digital didactic materials, as well as distance learning technologies in the educational process. Along with the increased use of information and communication technologies, there is an opportunity to improve the quality of self-training of future teachers, as well as the use of distance learning resources and portals of both national and foreign origin. At the same time, the multicultural educational paradigm has been widely used. This vector of development of higher teacher education is aimed at overcoming the problems arising against the background of globalization.

The Basic Principles of Digitalization of Higher Teacher Education

The education system is aimed at ensuring a confident transition to the digital age, focused on increasing the productivity of the educational and educational process. Informatization of education, creating the basis for the transition to a new level, solves the problems of training specialists who are guaranteed to be able to find a decent place in the labor market, easily and fluently use mobile and Internet technologies, as well as focused on continuous learning, professional development (lifelong learning). The solution to this problem can be achieved through the environment of information interaction between the subjects of the educational process - the information and educational environment of the university, which is not only a tool but also the environment of existence (McGarr, Mifsud, 2021). The vector of development on informatization of the educational process of pedagogical universities is typical for both Ukrainian and European education.

The analysis of existing European experience shows that improving the quality of teacher education is associated not only with a developed infrastructure (providing students with access to information resources) but also with the organization of a unified information and educational environment and the use of its capabilities in the educational process. The structure of such an environment is presented in Table 1.

TABLE 1
COMPONENTS OF THE INFORMATION AND EDUCATION ENVIRONMENT

State	Teaching staff	Teachers
– Providing material and resource base; – Provides the system of teacher education with social order; – Ensures the formation of public opinion on education in general	– ensures the formation of requirements for the information and educational environment; – ensures the creation of the main components for filling the information and educational environment	– providing the content of training courses; – selection of educational literature

Source: authors' own development

In a complex representation, the technical-technological and didactic potential of the information and educational environment of a modern pedagogical university in their functional and content integration is

interpreted as the presence of an optimal volume of technical solutions and resources, technologies, methods, techniques, and teaching tools, which enable the most effective implementation of its full characteristics. Development of the education system today is determined by the need for continuous, flexible, advanced, independent education, which is emphasized in its essence the system of functioning principles of information and the educational environment of higher education (principle of accessibility, the principle of openness, the principle of multicomponent, the principle of structured resource redundancy, etc.) (Bergroth et al., 2022).

The system of open education in European higher education assumes the use of accumulated and systematically organized didactic and technological potential of information and educational technologies, experience in the use of distance education, or its elements. A modern system reflecting all current trends in education is a pan-European information and educational environment, which will allow all participants in the educational process to gain access to mandatory educational information systems and resources, the implementation of which will be an integral part of the policy of digital transformation of education (Raud & Orehhova, 2022).

Prolonged technological change provides opportunities, but it also requires new types of learning, both early in development and throughout one's life. Now, more than ever, people of all ages need to be able to constantly update their skills in interacting with their environment and the rest of the world.

The processes of digitalization of education could not avoid the development of the now popular student-centered approach. In particular, the relevance of this study stems from the need to analyze the impact of the processes of educational paradigm change due to the comprehensive penetration of modern technology in all spheres of life, in particular in the educational process.

The Domination of the Student-Centered Approach in Teacher Training

The student-centered approach is not a new concept in modern educational science and practice. As we know, its roots go back to the beginning of the twentieth century, and, in particular, its elements can be traced in the works of Dewey (1980).

In pedagogical science, there is a wide range of studies devoted to the disclosure of theoretical and methodological foundations of personality-centered education. It should be noted that the domestic tradition of research in the field of personality-centered education is mainly focused on its psychological, pedagogical, and didactic aspects and internal changes that the personality undergoes in the process of development in terms of values, needs, motives, interests, attitudes, positions, personal meanings.

The urge to learn is inherent in human nature. As a biological being, man needs new knowledge and skills in order to survive as a social being - to reconnect with society, as a factor of socialization, in a psychological sense, man can increase his adequacy and competence only through learning, achieving growth of self-esteem and in the end, getting self-affirmation of his essence. Learning involves not only external control but also the education of internal responsibility, awareness of the need for new knowledge and skills. As the main task of the learning process, we can identify the organization of learning activities that will maximize the disclosure of the motivational potential of the student's personality. Learning objectives should meet the needs, interests, and aspirations of students. Learning outcomes-needs of the individual (Sanetra & Małodobry, 2022).

The degree of awareness of this ability is one of the indicators of the social maturity of the individual. The emergence of this need should be taken under control in order to help the individual to form an increasingly conscious life perspective as he or she develops. At the same time, the individual must understand that learning and its outcomes are the most important step into the future. Therefore, the intrinsic motivation of the individual is formed at the highest level.

The motivation of students is always expressed in their interest in improving their knowledge and general culture in the process of learning. It should be noted that the main task of the teacher in this process is the organization and management of learning activities, focus on encouraging the creative participation of students in the learning process.

Orientation to Multiculturalism and Tolerance of the Educational Environment in a Globalizing Vector

Integration and globalization processes in education manifest themselves mainly in two forms (directions) - globalization of education and the formation of global education, already existing and developing for several decades. Globalization is now seen as the dominant form of global development, focused on universalization, integration, and achieving the integrity of humanity. Globalization of education marks its formal and organizational aspects and is associated with the interaction and unification of various regional, national, and other forms and systems of education. Global education complements this "global form" of integration with content "filling": global knowledge and worldview because of global research. In the course of these two processes, a "global highway" of world education is formed.

In this regard, there is a worldwide and very popular in the EU countries trend towards multiculturalism in the educational process. A multicultural environment as a way to explore the diversity of cultures contributes to the versatile development of students of pedagogical educational institutions and directs to the knowledge of other cultural values and reference points. The concept of a multicultural environment can be considered as an information environment, which acts as a way of sharing experiences in the development of cultural values of students. Thanks to this there is a formation and development of important social qualities of a person (Sherman, Puhovskiy, Kambalova & Kdyrova, 2022). A multicultural environment allows students to join the culture of their own people. Nurturing special attitudes toward different cultures and their values is a key factor in human progress and integration with other people. Hence, the multicultural environment of the university activates a lot of social processes in students and forms in them the concept of tolerance and embodiment of social, cultural, and communicative ideas; actualizes the theme of protection, assistance, consultation of personality; is an indisputable attribute of development of intercultural relations. To solve the problem of the multifaceted development of students at pedagogical universities in the EU countries and Ukraine, in multicultural conditions, it is necessary to develop a theoretical and methodological strategy in a completely new environment. These conditions include such elements as modernization, humanization of modern education, and its analysis.

Vector for Interactive Learning

Interactive learning is a special form of organization of cognitive activity, during which a large degree of student involvement in the learning process is achieved. Any training poses a didactic task, which can be effectively solved with the help of interactive learning, implemented by a qualified teacher. Interactive learning is becoming increasingly popular in the process of teacher training both in the EU and in Ukraine. This is due to the proven effectiveness of using this method. Education is the only purposeful process of education and learning, which is a public good (Tsekhmister, Konovalova, & Tsekhmister, 2021).

Interactive learning is dialogic learning built on the interaction of students with the learning environment, an educational setting that serves as a sphere of learning experiences in which teacher-student interaction takes place (Tannehill, Demirhan, Čaplová, & Avsar, 2021). The educational process based on interactive learning is organized in such a way that almost all students are involved in the process of learning, they have the opportunity to understand and reflect on what they know and think. This means that everyone contributes to the work, experiences, knowledge, and skills are exchanged, i.e., there is vitogenic learning based on the students' life experiences. Moreover, learning takes place in a friendly environment and with the mutual support of each other. The advantages of interactive learning are shown in Table 2.

Interactive learning technologies in teacher education, based on the sign of reproduction (imitation), model representation in learning, are divided into imitation and non-imitation. Imitational interactive technologies are based on imitational or simulation-game modeling of phenomena that take place in reality. Simulation-based interactive technologies are based on simulation or simulation-game modeling. Non-simulation interactive technologies imply the absence of constructing models of the phenomenon being studied. Non-simulation interactive technologies do not involve building models of the phenomenon, process, or activity being studied (Nahorniak, 2022).

TABLE 2
ADVANTAGES OF INTERACTIVE METHODS OF EDUCATION

Advantages		
Aiming to stimulate students' interest in learning	Maximum focus on the effectiveness of learning material	Formation of students' own opinion
Involvement of each student in the educational process	Implementation of multidirectional impact on the student	Formation of students' social behavior skills
Work with the feelings of each student	Organization of effective feedback	Formation of social reactions

Source: authors' own development.

Interactive learning technologies are based on the principles of interaction of participants in the educational process and mandatory reflection, so it is necessary to create an environment of educational communication, which is characterized by openness, constant interaction, and equality of arguments of all participants in the process, the accumulation of common knowledge, the admissibility of mutual evaluation and control. Joint activity means that each participant makes his/her own personal contribution; there is an exchange of knowledge, ideas, and methods of activity between them while training. It is difficult to overestimate the importance of interactive technologies because they are aimed at personal development, at the development of teachers and students, at improving the management of the learning process (Sydoruk, Bakhmat, Poberezhets, Misenyova & Boyarova, 2022).

CONCLUSION

Now more than ever, the system of teacher education must act as a socially significant locomotive in the implementation of socioeconomic change. Ukraine has recently acquired the status of a candidate for accession to the European Union, and this poses a new challenge to our society - comprehensive reunification with the European family. Our country has been taking integrative steps towards the system of European educational space for a long time already. Ukraine is an active member of the implementation of the Bologna process for the unification and modernization of educational standards and joining European educational innovation.

Reform of higher teacher education in the EU and Ukraine is ongoing and ongoing. It is a tool to respond to the challenges of a world that never stands still. This article describes the main features and vectors of the development of teacher education in the European Union and Ukraine. Of course, you can find many common features and trends here, because, despite the difficult socio-economic and political conditions of the present, Ukraine has always been and remains an integral part of the European cultural and political space and has absorbed all of its most expressive features. Consequently, the general trend of pedagogical higher education development is its focus on Man in the broadest sense of this definition. Modern education is aimed not only at reproducing social experience but also at educating a free and independent personality. Education is aimed not at the mechanical reproduction of knowledge, skills, and abilities, but at the acquisition, development, and full use of the internal potential of the person. An important vector in the development of pedagogical education today is its focus on deepening intercultural relations. This trend is conditioned by the ongoing globalization processes of all-round and comprehensive integration of the world into a single cultural and economic space. And today as never before the ability to intercultural dialogue against the background of a high level of multicultural awareness is an important competence for the future teacher. Speaking about the main vectors of the development of modern teacher education, we cannot avoid the vector of digitalization and interactivization of the educational process. With the development of technological means should modernize the educational field. The profound

integration of advanced information technologies in the educational process of a pedagogical university ensures the competitiveness of a future teacher in the global, digital world.

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