KEY TRENDS OF EUROPEAN INTEGRATION PROCESSES IN THE EDUCATION SYSTEM OF UKRAINE

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Abstract. *The authors analyse the key trends of the European integration processes in the Ukrainian education system. In particular, modernisation of curricula and standards, adaptation to European standards; deepening international cooperation and an increase in the number of international projects, exchanges and partnerships that promote the integration of the Ukrainian educational institutions into the European and global educational areas; introduction of innovative technologies, digitalisation and technologisation of education; and an emphasis on the professional development of teachers and pedagogical staff. It is emphasised that European integration and bringing the Ukrainian education system in line with European standards and norms is an important strategic priority of Ukraine today, to promote the quality of education and the formation of European values, introducing new approaches to the management of educational institutions, mobility and competitiveness of students at the international level, etc. The authors note that there is a clear trend towards integrating Ukrainian school education into the European educational area, including the harmonisation of the legislative framework, which is an important step in Ukraine's overall European integration. This process is ongoing and re-*

quires constant improvement in response to new challenges and needs of society. It is concluded that integration of the Ukrainian education system into the European educational area is a complex, multidimensional, but necessary process that requires a comprehensive approach that includes teacher training, curriculum adaptation, active international cooperation, and digital transformation. It will contribute to the development of education and ensure long-term, qualitative changes in Ukrainian society.

Keywords: *European integration; trends; Ukrainian education system; teacher training; international cooperation; educational standards; digital transformation.*

INTRODUCTION, PROBLEM STATEMENT

The vision of the future of Ukrainians is based on their desire for European integration and the promotion of basic human and European values (Ministerstvo osvity i nauky Ukrainy, 2023a). In this context, the desire of Ukrainians to integrate into the European community necessitates the adaptation of the educational system to European standards and values.

Integration of European standards and practices into the Ukrainian educational space contributes to a stronger and more dynamic learning environment that prepares the younger generation for sustainability, competitiveness and prosperity in the international dimension. Furthermore, European integration provides Ukraine with an opportunity to improve the quality and efficiency of its education system in the face of adverse circumstances and offers to adopt best practices from European education systems, deepen cooperation with EU member states, and access funding for education development initiatives. Such a strategic orientation could not only raise the standards of education in Ukraine, but also contribute to the country's overall resilience, recovery and development after the war.

It should be noted that the process of "Europeanisation" of Ukrainian education has already begun, has been legislated and can hardly be reversed (Liubarets, 2023).

"European integration" can be defined as the process whereby European states have developed close forms of cooperation in economic, political, social, and legal domains (Show, 2022). European integration through the mobility of people, capital, information and ideas was one of the main purposes for the creation of the European Union (Texier & Caruso, 2017). In the context of international relations, integration means deepening interconnections and cooperation between countries and peoples, supranational institutions and organisations. If we consider Ukraine's European integration progress, it is a complex process that covers various areas of society and the state, contributing to their development and strengthening of international positions.

It can be stated that European integration is the rapprochement of Ukraine with the European Union at the level of laws, in particular, the implementation of European norms and standards in national legislation, at the level of economic and security relations, as well as at the level of worldview, rules, values, cultural and educational ties. Thus, this is the path of profound, transformational changes that should lead to the creation of conditions for our country's entry into the community of European developed countries (European integration portal, n.d.).

Ukraine needs to bring its legislation, norms and standards closer to those of the EU, including in the field of education. Reaching a new level of cooperation between the European Union and our country is dictated by the challenges Ukraine is facing. Ukraine's accession to the EU (on 23 June, 2022) requires the fulfilment of the Copenhagen criteria and the harmonisation of Ukrainian legislation, including at the educational level, with the EU legislation.

European integration and bringing the Ukrainian education system in line with European standards and norms is an important strategic priority of the Ukrainian state today, which aims to promote the quality of education and the formation of European values, the introduction of new approaches to the management of educational institutions, the mobility and competitiveness of students at the international level, etc. The relevance of the study is enhanced by the insufficient development of the problem at the level of general secondary education

and the lack of comprehensive comparative research on this issue. Thus, the strategic tasks and challenges faced by Ukrainian education make the study of European integration processes in the school education system relevant.

LITERATURE REVIEW

The integration of Ukrainian school education into the European educational space is an important strategic direction of development of national education, which should be based on in-depth study and understanding of modern European educational trends, standards and practices, and the activities of international organisations.

The article is based on the following original sources:

• regulatory and strategic documents of Ukraine on the European integration of Ukrainian education into the international educational and scientific space (Law of Ukraine "On Ratification of the Association Agreement between Ukraine, on the one hand, and the European Union, the European Atomic Energy Community and their Member States, on the other hand" (2014); Law of Ukraine "On Higher Education" (2014), Law of Ukraine "On Education" (2017); Concept of the New Ukrainian School (2017); Concept of Pedagogical Education Development (2018), Concept of Digital Transformation of Education and Science for the period up to 2026 (2018), Roadmap for Ukraine's European Integration in Education and Science until 2027, Order of the Ministry of Education and Science of Ukraine of 11 December 2023 No. 1501 (2023), Strategic Plan of the Ministry of Education and Science of Ukraine until 2027. Education of the winners (2024);

• monographs and analytical studies on the tasks and prospects of integrating the Ukrainian educational system into the European educational area, the development of the European educational area in the context of challenges for Ukraine (Hlushko, 2024; Kremen, 2021; Lokshyna, 2019; Lokshyna, 2022; Lokshyna, 2024; Lokshyna et al., 2024; Topuzov, 2024; Topuzov et al., 2024; Shparyk, 2024).

METHODOLOGY

The theoretical basis of the study is the conceptual provisions of the methodology of comparative education, which involve studying the peculiarities of the functioning and development of educational systems of foreign countries in the context of the regional and world educational area, as well as clarifying the supranational influences on the development of national and regional educational systems. In addition, the study was conducted from the angle of the concepts of functioning and development of educational systems in the context of European integration, which formulate the theoretical foundations of education restructuring on the basis of resolving contradictions between the global and the local, between the growing unification of the cultural life of nations and the preservation of their national identity.

The reliability of the scientific statements, conclusions and recommendations of the study is ensured by authentic sources (including such categories as legislative and strategic documents of countries and international organisations in the field of education; monographic studies of foreign and domestic scholars, analytical references, scientific articles, etc.) and a set of methods. In order to solve the tasks and achieve the goal of the study, a set of general scientific methods will be used: general scientific methods (analysis, synthesis, comparison, abstraction, specification, generalisation, systematisation) and specific scientific methods (methods of terminological analysis, structural and logical, systemic and functional analysis, comparative and comparative and problematic and prognostic analysis, method of scientific extrapolation).

MAIN RESULTS

The integration of Ukrainian education and science into the European Education Area (EEA) is one of the key priorities of the state policy in the education sector. The legal basis for rela-

tions between Ukraine and the European Union (EU) was the Partnership and Cooperation Agreement of 14 June 1994. In the following decades, this systematic cooperation (Ukraine-European Union Action Plan, 2005; Eastern Partnership, 2009, etc.) culminated in the signing of the Association Agreement in 2014 (16 September 2014; entered into force in 2017). The Association Agreement between Ukraine and the European Union is an important international legal document that laid the foundations for the development and further deepening of political, economic, educational, socio-cultural ties between our country and the European Union. Thus, the Association Agreement has contributed to deepening Ukraine's integration into European structures and bringing it closer to the standards and values of the European Union.

The next important step towards Ukraine's European integration is the granting of the EU candidate status (2022). On the way to Ukraine's accession to the European Union, a number of reforms should be implemented. Currently, Ukraine's EU candidate status intensifies the European integration of national education, promotes the harmonisation of educational systems, their adaptation to European standards, improves the quality of education, and opens up new opportunities for students, teachers and educators to exchange experience, undertake international internships, mobility and cooperation with European educational institutions and educational establishments.

Ensuring European integration processes in Ukraine's education requires reforming and improving the education system to bring it closer to EU standards and practices. One of the key principles of Ukraine's educational policy is the integration of Ukraine into the international educational space, in particular, the harmonisation of the educational system with European standards and norms (Law of Ukraine "On Higher Education" (2014); The Law of Ukraine "On Scientific and Scientific-Technical Activities" (2016), the Law of Ukraine "On Education" (2017), the Law of Ukraine "On Vocational Education" (2017); the Roadmap for Integration of the Scientific and Innovation System of Ukraine into the European Research Area (2021); the Roadmap for European Integration of the State in the Fields of Education and Science until 2027 (2023)). Obtaining the status of a candidate for EU accession by Ukraine implies the fulfilment of the Copenhagen criteria, further harmonisation of Ukrainian legislation in the field of education with the legislation of the European Union. It should be noted that the Copenhagen criteria set by the EU include political, economic and legal requirements that a candidate country must fulfil to become an EU member (Hlushko, 2024).

In line with the outlined strategic directions, the Ministry of Education and Science of Ukraine has approved the Roadmap for the European Integration of the State in the fields of education and science until 2027. This is stated in the relevant order of the Ministry of Education and Science of 11 December 2023. One of the strategic goals is Ukraine's cooperation with the European Union member states in the fields of education and science using the best European practices and standards. The ultimate goal is that participants in the educational process and researchers are aware of the benefits and use the opportunities of Ukraine's integration into the EU (Ministerstvo osvity i nauky Ukrainy, 2023b).

Overall, Ukraine's integration into the European Education Area has a positive impact on the country's education system. It contributes to improving the quality of education, developing international cooperation, knowledge exchange and innovation. Ukrainian education is actively adapting to European standards, including the implementation of the Bologna Process, the ECTS credit system, modernisation of curricula and the learning assessment system, etc.

However, it is important to note that integration into the European Education Area requires fulfilment of certain requirements on the part of Ukraine, namely: adaptation of educational programmes, quality assurance, professional development and mobility of educational staff, changes in the management of educational institutions, etc.

Ukraine has already made significant progress towards integration into the European Education Area, but still needs further efforts and reforms to implement EU standards and principles. The integration of Ukrainian education into the European Education Area involves not only adapting the legal framework, but also modernising the educational system and improving the qualifications of teachers, as they play a key role in implementing new pedagogical approaches and innovative teaching methods. This set of problems on the way to Ukraine's integration into the European Education Area requires harmonisation of Ukrainian legislation, bringing it in line with European standards and norms, further reform of the educational system, changes in curricula, teaching methods, assessment and certification systems.

Analysis of the school education reforms in Ukraine in the context of European integration processes suggests that systemic transformation, covering various aspects of education policy, has become the basis for the modernisation of the education system. In addition to the concept of the New Ukrainian School (2016) and the Law of Ukraine "On Education" (2017), a number of important documents and initiatives were adopted that contributed to the modernisation of education, including The Sustainable Development Strategy "Ukraine – 2020" (2015), the State Standard for Primary Education (2018), the State Standard for Basic Secondary Education (2020), the Law of Ukraine "On Complete General Secondary Education" (2020), the Concept of STEM Education Development until 2027 (2020), etc.

It is worth noting that the course of Ukraine's European integration has remained unchanged for many years. A characteristic feature of European integration processes in Ukraine, despite the war, is the intensification of cooperation with international organisations and programmes, mutual synergy and the search for innovative approaches. Currently, the European integration of education in Ukraine is taking place through a number of key stages and reforms that have contributed to the adaptation of the national education system to European standards. We can highlight several key aspects.

Modernisation of curricula and standards, adaptation to European standards. The main goal of modernisation is to develop not only knowledge, but also skills and personal qualities. This includes the development of critical thinking, creativity, communication skills and the ability to learn independently.

Ukrainian scholars (Kremen, 2021; Lokshyna, 2019; Liashenko, & Topuzov, 2021) have emphasised that Ukrainian school education has undergone a transformational shift from a knowledge-based to a competence-based paradigm. The main goal of the competency-based approach is to develop in students the knowledge, skills, attitudes and values necessary for successful self-realisation and adaptation in the modern world.

The importance of competence-based learning is emphasised in all modern key documents on education, including the Concept for the Implementation of State Policy in the Field of General Secondary Education Reform "New Ukrainian School" for the period up to 2029 (2016), the Law on Education (2017), the State Standard of Primary Education (2018), the State Standard of General Secondary Education (2020), the Concept of Digital Transformation of Education and Science for the period up to 2026 (2021), and standard educational programmes, etc. Currently, the draft State Standard of Specialised Secondary Education is under public discussion with the scientific and professional community (Lokshyna et al., 2024).

School education in Ukraine is undergoing an active process of modernisation, updating the content of education on a competency-based basis, and it is systemic. In addition, curricula are gradually being adapted to European standards, which allows for the integration of best practices from other countries. This includes updating the content of education, integrating interdisciplinary topics, and focusing on intercultural competence. There is also a

gradual shift to new forms of assessment that take into account not only knowledge but also practical skills. This may include student portfolios, self-assessment and project-based assessment.

Thus, the competence-based paradigm in Ukrainian school education is a key element in the context of European integration processes. It contributes to the formation of a modern, adaptive, fulfilled citizen, ready to live in a globalised world, focused on continuous learning and improving competences throughout life.

International exchanges in the school education system are undoubtedly crucial for both European integration and post-war reconstruction of Ukraine. These exchanges play a key role in bringing Ukrainian educational practices in line with European standards and foster a culture of cooperation and knowledge exchange with European colleagues. By participating in international exchange programmes, Ukraine can not only improve the quality of its education system by adopting the best practices of European countries, but also strengthen its integration efforts with the European community.

In addition, international exchanges provide Ukrainian educators, pupils and students with a valuable opportunity to broaden their horizons, gain cross-cultural perspectives and develop the skills needed to navigate an increasingly interconnected world. Through such exchanges, Ukraine can build relationships with European partners, create networks for future cooperation, and gain access to resources that support educational development and innovation.

In fact, international exchanges in the school system serve as a catalyst for Ukraine's European integration and post-war reconstruction, promoting mutual learning, establishing cooperation and improving the overall quality of education in the country. Such exchanges are not only beneficial to Ukraine's educational landscape, but also contribute to broader efforts to integrate with European educational standards and values.

The key education programme of the European Union is the Erasmus+ programme. It covers all sectors of education and training, from early childhood education and care, school education to vocational education and training, higher education and adult learning. In December 2020, the European Commission decided on a new Erasmus+ Programme for 2021–2027 with a budget of over €26 billion. The global budget is distributed among the 33 Erasmus+ countries. In general, Erasmus+ funds academic mobility and cooperation projects that involve partners from 27 EU Member States and six associated countries, on the one hand (Erasmus+33), and from non-associated countries of the world, on the other (European Commission, 2023).

The main priorities of the Erasmus+ programme for 2021–2027 include the following:
• promoting academic mobility in the field of education and professional development;
• promoting the quality of learning and teaching, inclusiveness, innovation, creativity;
• promoting innovations in curriculum development, learning and teaching practices, as well as promoting both environmental and digital skills.

Ukraine has the largest number of projects in the Eastern Partnership region and is among the top twelve countries participating in the programme.

In particular, in 2021–2024, the Erasmus+ Programme funded 1026 projects of educational mobility for young people (13-30 years old), youth workers and youth leadership exchanges; 142 projects of cooperation partnerships in education, training, youth and sports; 256 Jean Monnet projects in European Studies (grants of up to €100,000 per project). In 2024, 1480 educational institutions gained access to the European School Education Platform operated by the Erasmus+ Programme, 21 eTwinning projects received the National Quality Award, 17 the European Quality Award; 4 schools received the eTwinning School Award.

Today, eTwinning brings together educators from 46 countries in Europe and the world. In school education, the eTwinning programme is aimed at international cooperation and professional development of educators, and the exchange of best practices among students, teachers and school leaders (eTwinning Ukraina, n. d.). Teachers and students registered in the eTwinning network have the opportunity to implement joint projects with different European schools. A key component of the training is the use of information and communication technologies. Through the programme, teachers have the opportunity to share and learn from the experience of colleagues from other European countries, improve their ICT skills and enhance their creative approach to teaching. Ukraine joined the programme in 2013 as part of the EU's Eastern Partnership (British Council Ukraina, n. d.).

The eTwinning programmes coordinated by the National Support Office (NSO) continue to be successfully implemented today, despite the war and the challenges faced by Ukrainian society. In particular, the eTwinning Ukraine programme website contains information about the distance course "Navigating the European School Education Platform". This course is offered on the platform of the European Commission. The benefits of the course: it opens up opportunities for professional development and the creation of quality eTwinning projects, provides knowledge of how to work with the platform, how to achieve better quality in eTwinning projects, explore opportunities for schools and teachers to participate in networking events, etc.

Thus, the Erasmus+ programme plays an important role in the modernisation of Ukrainian education, promoting integration into the European educational environment and improving the quality of education. It also helps to address the challenges associated with educational reforms in Ukraine, such as inclusiveness, digitalisation, accessibility and adaptation to new socio-economic conditions.

Among the international programmes that provide funding and educational materials to improve infrastructure and educational processes in Ukraine are the following (Table 1):

Attracting funding and resources from these programmes will help modernise infrastructure, improve learning processes and ensure access to quality education for all students, and therefore can become important tools for Ukraine in the process of restoring and modernising its education system in the context of European integration.

Implementation of innovative technologies, digitalisation and technologisation of education. The use of digital technologies in education is currently one of the most important and sustainable trends in the global educational process.

We would like to focus on the strategic goals of developing digital competence in the educational sector of Ukraine. In 2021, the Ministry of Education and Science of Ukraine prepared a document called the Draft Concept of Digital Transformation of Education and Science for the period up to 2026 (Ministerstvo osvity i nauky Ukrainy, 2021). It presents a comprehensive, systemic, strategic vision of the digital transformation of education in Ukraine. The document states that the Ukrainian education system should ensure the formation of digital competencies of students, teachers and research and teaching staff, as in the context of modern society, the acquisition of digital competencies is becoming a basic need for everyone (Ministerstvo osvity i nauky Ukrainy, 2021).

One of the main tasks emphasised in the Concept is to increase the level of digital competencies of educational staff. As we can see, in the context of reforming the Ukrainian education system, the digital transformation of education plays a key role. This process correlates with key trends that are typical for the educational systems of EU countries (Lokshyna (red.) et al., 2024).

Today, the importance of digital transformation in Ukrainian education cannot be underestimated, as it helps to significantly improve the quality of school education and prepare the

Table 1. International programmes to improve infrastructure and educational processes in Ukraine

Title	Description	Possibilities	Use
Erasmus+	European programme supporting education, training, youth and sport in Europe.	Funding for projects, exchange of students and teachers, development of innovative curricula.	It can be used to implement projects in the field of school education, including the exchange of experience and resources.
Global Partnership for Education	An international organisation that supports countries in ensuring access to education. In particular, it helps countries strengthen and rebuild their education systems during and after crises so that children do not lose access to education.	Funding programmes that improve the quality of education, accessibility and inclusion.	It can be used for projects that restore and modernise educational infrastructure.
UNESCO	United Nations Educational, Scientific and Cultural Organisation.	Programmes that fund educational initiatives, including in times of crisis.	Access to educational materials and resources for teachers.
World Bank Education Projects	Projects funded by the World Bank to improve education in developing countries.	Financing infrastructure projects, training, and curriculum modernisation.	It can be used for large-scale school infrastructure rehabilitation projects.
Open Society Foundations	A foundation that supports projects in the field of education and human rights.	Grants for educational initiatives and programmes that promote inclusiveness.	It can be used to fund projects that improve access to education for vulnerable groups.
Education for All	An initiative that promotes access to quality education for all children.	Various programmes that fund projects in education.	It can be used to improve access to education for all segments of the population.

Source: Compiled by the authors based on European Commission, 2023.

younger generation for future challenges and social change. The ongoing war in Ukraine has further intensified the problem of digital transformation of education. The war has disrupted the traditional practice of the educational process and created numerous problems in the education sector, including interrupted schooling, damaged infrastructure, school closures, an increase in the number of displaced persons and refugees, including students and teachers, limited access to quality education and learning resources, etc. Digital transformation enables continuity of education, provides access to quality learning opportunities, flexibility and adaptability, promotes personalised learning, builds communities of support and enables people to succeed despite the challenges they face. Digital transformation is essential to ensuring that all people, regardless of their circumstances, have equal access to education and the opportunity to build a better future (Lokshyna (red.) et al., 2024).

Focus on the professional development of teachers and pedagogical staff. In recent years, Ukraine has adopted a number of laws, policies and regulations that promote the development of teacher professional development, including: the Law of Ukraine "On Education" (2017), the Law of Ukraine "On Complete General Secondary Education" (2020), the Concept of the New Ukrainian School (2017), the Concept of Teacher Education Development (2018), the Concept of the Ministry of Education and Science of Ukraine "Recovery Plan. Education and Science" (2022), the National Strategy for the Development of Inclusive Education until 2029 (2024), the Strategic Plan of the Ministry of Education and Science of Ukraine until 2027 (2024), the Resolution of the Ministry of Education and Science of

Ukraine "Regulations on the Certification of Pedagogical Workers" (2018), the Resolution of the Ministry of Education and Science of Ukraine "Some Issues of Professional Development of Pedagogical Workers" (2020), the Resolution of the Ministry of Education and Science of Ukraine "On Amendments to the Regulations on the Certification of Pedagogical Workers" (2023), etc. These documents create a legal framework for the development of teachers' professional competence, which is an important element of the modernisation of education in Ukraine and its successful integration into the European educational space.

The Concept for the Development of Teacher Education (Order of 16 July 2018, № 776) emphasises the need to improve the system of teacher education, ensure effective training and professional development of teachers. It is noted that one of the important requirements for successful professional activity is continuous professional development of a teacher, which can be carried out through formal, non-formal and informal education (Ministerstvo osvity i nauky Ukrainy, 2018).

In 2024, in order to overcome the challenges posed by Russia's war against our country, strengthen education reforms and deepen European integration in education, the Ministry of Education and Science, in cooperation with the Ministry of Digital Transformation, developed the Strategic Plan of the Ministry of Education and Science of Ukraine until 2027. Education of Winners (2024). This strategic document is aimed at restoring and developing the country's educational system in the post-war period. One of the most important areas of activity is teacher training. The Strategic Plan emphasises the need to reform the system of professional development of teachers and create a modern market for educational services. As part of the reform, a voucher programme is proposed to allow teachers to choose where and to what extent to improve their professional level by entering into individual training agreements (Ministerstvo osvity i nauky Ukrainy, 2024). Thus, the emphasis is placed on the need to introduce new approaches, models and mechanisms in the system of training and professional development of teachers.

As we can see, the integration of Ukrainian education into the European Education Area (EEA) involves not only the adaptation of the legal framework, but also the professional development of teachers, as they play a key role in the implementation of new pedagogical approaches, technologies and methodologies. Here are some practices that can contribute to teacher development in the context of the integration of Ukrainian school education into the EEA:

1. Professional development. Ensure that teachers have access to quality professional development programmes. These may include trainings, seminars, workshops, online courses, online training and other forms of learning. Development of the educational services market.

2. International cooperation. Involvement of teachers in international professional networks and exchange programmes, such as internships in European schools, participation in cooperation projects with foreign partners, and participation in international conferences and seminars.

3. Self-study. Promoting teachers' self-study, using digital resources and online platforms for self-education. These can include webinars, video tutorials, e-courses, and distance learning programmes that allow teachers to learn new methods and pedagogical approaches on their own.

4. Evaluation of professional development. Implementation of a system for evaluating teachers' professional development that meets European standards. This may include portfolios, peer review, and involvement in professional associations.

5. Providing material resources to teachers. Providing teachers with the necessary material resources to help them implement innovative approaches, such as electronic textbooks, teaching materials, technical equipment, access to computers and the Internet, etc.

6. Motivation of professional activity. A motivated teacher, focused on continuous professional development, is one of the actors contributing to improving the quality of school education and implementing reforms.

These practices are aimed at improving teachers' qualifications and preparing them for the implementation of European standards and successful integration into the European educational area. They will help teachers to acquire new knowledge, skills and competences necessary for effective work in the modern educational environment.

CONCLUSIONS

The analysis of Ukraine's European integration progress in the education sector has made it possible to identify several key trends that are characteristic of the development of school education:

1. Modernisation of curricula and standards, adaptation to European standards. There is a gradual transition to a competence-based approach to education, approximation to European educational standards.

2. Deepening international cooperation. The number of international projects, exchanges and partnerships that facilitate the integration of Ukrainian educational institutions into the European and global educational environment is growing.

3. Introduction of innovative technologies, digitalisation and technologisation of education. Digital technologies are being actively used in education. In particular, electronic school records, distance and blended learning, and the use of cloud technologies in the educational process are being introduced, bringing Ukrainian education closer to European practices.

4. Emphasis on the professional development of teachers and pedagogical staff. Various programmes of teacher training and exchange of experience with European colleagues are being introduced.

It is concluded that there is a clear trend towards the integration of Ukrainian school education into the European educational space, in particular, the harmonisation of the legislative framework, which is an important step in the process of Ukraine's overall European integration. The European integration of education in Ukraine has become an important factor in modernising and improving the quality of the educational system. This process is ongoing and requires constant improvement in response to new challenges and needs of society. It is determined that the integration of the Ukrainian education system into the European educational space is a complex, multifaceted, but necessary process, and the prospect of Ukraine's membership in the EU has certainly intensified it. It requires a comprehensive approach that includes teacher training, curriculum adaptation, active international cooperation, and digital transformation. This will not only contribute to the development of education, but also ensure long-term, qualitative changes in Ukrainian society.

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