



Development of postgraduate pedagogical education in conditions of creation of the new Ukrainian school

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The article shows the current state of postgraduate pedagogical development in Ukraine. The most important pedagogical and psychological challenges determining this process are revealed. The major trends and prospects of modernization this educational branch are outlined in the context of the creation the New Ukrainian School.

The social significance of postgraduate pedagogical education in the conditions of creation of the New Ukrainian School is substantiated, the social mission of PPE institutions as innovative centers of training, retraining and advanced training of teachers and leaders of the New Ukrainian School is revealed. The uniqueness of the experience of professional development of specialists of the educational branch based on andragogical principles accumulated by the pedagogical personnel of institutions of postgraduate pedagogical education is emphasized.

Keywords: postgraduate pedagogical education; the New Ukrainian School; pedagogical staff; research and teaching staff; educational leadership; andragogic approach; competencies.

Introduction

In modern society built on knowledge education becomes the leading factor of personal development and sensibilisation of its creative capacity. Innovative changes of educational industry, its modernization under the person-centered philosophy (V. Kremen) (Kremen, 2011) determine fundamental changes of a person's worldview, redirecting it from consuming attitude to the outside world towards creativity, personal and professional continuous self-development. Extrapolating into Life-long Learning (LLL), the idea of continuing education promotes formation of new methodology and practice for professional development in the postgraduate pedagogical education.

According to paragraph 1 of Article 60 of The Law of Ukraine "On Higher Education" postgraduate education is "a specialized enhancement of educational and professional training by means of advancing, empowerment and updating of personal knowledge and skills and abilities or receiving a new profession, specialization on the basis of previously attained educational level and practical experience".

To specify this notion in pedagogical sphere we define postgraduate pedagogical education (PPE) as a field of adult education determining continuing improvement of

professional knowledge and skills of pedagogical, scientific-pedagogical and leadership personnel by advanced training, re-training, specialized training and internship based on emerging technologies and scientific progress (Oliynyk, 2008).

Goal of article

The objective of this article is a pedagogical analysis of the current state of development of postgraduate education in Ukraine, identification of the most important pedagogical and psychological problems that determine this process, and outlining the main trends and perspectives of modernization of this educational branch in the context of the development of the New Ukrainian School.

Results & Discussion

Modern system of postgraduate pedagogical education consists of SHEI "University of Educational Management" of NAES of Ukraine, 27 community-owned regional institutions of PPE as well as institutes of postgraduate pedagogical education and other respective structures of higher educational establishments. Educational process in those

institutions is based on continuing professional formation and development of pedagogical personnel on different levels of their professional career that involves continuity of advanced training and self-education during intercourse period.

During the years of Ukrainian independence the system of postgraduate pedagogical education has shown dynamic development proved by essential institutional, management, personnel, content, technological changes. In particular, regional institutes of advanced teachers' training were transformed to institutes of postgraduate pedagogical education or academies of continuing education that ruined the ideological obsession of the Soviet style and promoted holistic, systematic support for the professional development of pedagogical personnel and scientific and methodological support for the reform of education at its various stages (2016).

In this process, the national system of post-graduate pedagogical education in Ukraine is challenged by, firstly, its integration into the European educational environment and the need to overcome the post-Soviet "heritage." For this reason, the development of domestic postgraduate education takes place in the domain between the European and post-Soviet paradigms of education and the overcoming of theoretical and methodological contradictions and organizational difficulties caused by them.

Secondly, there is a need to identify a place for postgraduate pedagogical education not only in the global system of life-long learning, but in the system of national culture and education in particular. This is reflected in the fact that the post-Soviet system of postgraduate education, having lost its emphasis on academic positions, finds itself at the junction of traditionalist and modernizing cultural and educational intentions. It draws special social interest, and the social order for educational services in the postgraduate education system has become much wider and more disorderly than it was during the Soviet era. In addition, there were issues associated with the emergence of "postgraduate qualifications" in the International Standard Classification of Education (Lugovoi, 2014; Stompel, 2011).

Thirdly, the changes in the methodology of educational activities, as outlined in the Concept for the Development of the New Ukrainian School, are a serious challenge for postgraduate pedagogical education.

In an effort to address these challenges adequately, academics in the field of postgraduate pedagogical education have intensified their efforts to comprehend and update the methodological, theoretical, methodical and technological foundations of the development of this educational branch.

Annually, more than 123 thousand pedagogical, scientific-pedagogical personnel and heads of educational institutions undergo advanced training in institutes of postgraduate pedagogical education and academies of continuing education; about 400 thousand employees of the educational industry are reached through the system of methodological work during their intercourse period. Educational methodological support including more than 2,0 thousand educational programs was developed and implemented in educational process. During the intercourse period almost 6,0 thousand different methodical events are held annually for teachers, enhancing continuous development of their professional competencies,

improvement of teaching methods and educational technologies.

Since institutions of postgraduate pedagogical education have capacity (and act in practice) to present advanced training to specialists with higher education, including Doctors of Philosophy and Doctors of Sciences, they actually acquire the status of institutions of "post-higher" education providing the highest ("master") level of postgraduate education, which, in its essence, follows Bachelor's and Master's degree. Consequently, these establishments should, in our opinion, obtain the appropriate educational status and receive recognition as "post-higher" institutions of education, which must be reflected in the content of the new Law of Ukraine "On Education".

The research of various problems of the development of postgraduate pedagogical education in the conditions of social transformations is presented in the scientific works of G. Dmitrenko, I. Zhorova, V. Maslov, S. Nikolayenko, P.Oleshko, V. Putsov, M. Romanenko, O. Samoilenko, L. Sigaeva, I. Smagina, G. Stompel and other scientists, who substantiated theoretical and methodological principles of development of postgraduate education in the conditions of decentralization, formulated the andragogical principles of the development of postgraduate pedagogical education and the continuous professional development of a teacher, the organizational-methodological conditions for effective functioning of basic schools, validated mechanisms of implementation of open postgraduate education and foundation of public universities in the system of postgraduate education.

The study of the legal and regulatory framework for the development of postgraduate pedagogical education in Ukraine leads to the conclusion that with the adoption of the new Law of Ukraine "On Higher Education" regional PPE institutions "vanished" from the legal field, so there is an urgent need to define and formalize their status by relevant wording of the Law of Ukraine "On Education" as institutions of higher education or institutions with special status that are entitled to provide higher and vocational education. After all, in accordance with p. 4 of Art. 17 of the Law of Ukraine "On education", "postgraduate education envisages the acquisition of new and improving of previously acquired competencies on the basis of previously attained educational level and practical experience" (although it should be noted that, according to the opinion of the employees of PPE establishments, mandatory postgraduate pedagogical education of persons with higher education, declared by the Law of Ukraine "On Education", corresponds to higher education status).

Due to the failure of considering peculiarities of the organization of the educational process in the PPE institutions in the legislative educational documents, these institutions are forced to use the norms for budget financing, payment and wages regulations, organization of educational activities, etc., developed for higher educational institutions that does not always correspond to the real conditions of functioning establishments of postgraduate pedagogical education.

Given that, according to p. 4 of Art. 17 of the Law of Ukraine "On Education", postgraduate education can be obtained in institutions of postgraduate, higher and vocational education, other educational institutions,

scientific institutions or through informal education, there is a need to differentiate the spheres of influence of these institutions and assignment of corresponding categories of students, development of new standards and the content of their retraining and advanced training; developing mechanisms for their certification in the regions; formation of readiness of Ukrainian teachers for transition to a 12-year educational term in public educational institutions, development of their civil competencies, preparing them for the teaching of integrated subjects, empowerment with the necessary information on the participation of students of Ukrainian secondary schools from 2018 in the PISA Program, etc.

The above-mentioned challenges of modern society to the domestic educational education are especially acute in the system of professional training, retraining and advanced training of the teacher for the New Ukrainian School, who acts as the provider of educational reforms at all its levels, as reflected in the key idea of the Concept of the New Ukrainian School: "New School - a New Teacher" (2016).

To respond to these challenges adequately, domestic post-graduate pedagogical education requires not only prompt reaction, but also developing and implementing an advanced action program. It is only in 2017 that it is necessary to start an experiment on implementing the standard of primary education in 100 pilot classes in all regions of Ukraine, to prepare more than 22 thousand primary school teachers in-service to operate according to this standard in 2018, but also to design a system of teacher training for each subsequent year, to develop its scientific and educational support, to train methodologists, coaches and trainers for teachers who are able to provide them with a qualified scientific and methodological, management, information and other assistance in the implementation of reforms in education.

In connection with this, there is a need to develop a state approach to teacher training for the implementation of educational reforms, ensuring the coherence and continuity of the functioning of all educational levels that implement such a training. This requires the implementation of pedagogical analysis and updating of educational potential of higher educational establishments and PPE institutions in preparing teachers for work in the conditions of the New Ukrainian School. Such an approach will help identify those areas of educational activity and those categories of pedagogical personnel that will benefit the work of these institutions, and thus arrange the interaction of these educational establishments so that they complement and mutually reinforce each other's educational activities by working on a joint result - a new teacher of the New Ukrainian School.

The solution of this problem objectively requires the concentration of domestic pedagogical education and pedagogical science on two main problems.

The first is the design of the content and organization of the future teacher training of the New Ukrainian School in higher educational institutions, the development of his readiness for effective professional activities in the context of educational change. This requires, first and foremost, a serious preliminary work with the high school professors to prepare them for this activity in correspondent directions, providing scientific and methodological support for their

retraining and advanced training, modernizing the content of higher education pedagogy, and improving the teaching methodology in higher education with a focus on new competencies of teachers of public educational institutions and new requirements for their pedagogical skills. After all, only a master-professor who is a "teacher of teachers" can train a master-teacher.

The most effective for this task turned out to be pedagogical and other universities that provide professional training for teachers, since they have a high level of organization of research, a number of specialized academic councils and a whole range of scientific schools, so that each of these institutions can act as the basic (or main, supporting) one in Ukraine with a certain direction of professional training: natural sciences, social and humanitarian, artistic, etc.

The second important concern is the improvement of the content and forms of postgraduate pedagogical education, in particular, advanced training, specialized training, retraining and internship of teachers in-service, heads of educational institutions and a reserve for the replacement of senior positions in education, as well as reorientation of these forms and methods to form the readiness of the identified categories of pedagogical workers for effective professional activity in the conditions of decentralization of education, introduction of mechanisms of educational management and its quality, building up their capacity to create an effective system of educational services in the context of the reform of local government, empowerment of reference schools directors with management competencies, enhancing them with innovative approaches to the management of these educational institutions and their sub-divisions in cooperation with local education authorities and united local communities, the introduction of a democratic model for the development of reference schools as educational institutions of an innovative type, etc. (Koloch, 2016).

And here the institutions of postgraduate pedagogical education have the greatest potential, since they are traditionally closely connected to educational practice, they know the needs of the New Ukrainian school; have many years of experience in the field of adult education, relevant physical infrastructure, scientific and methodological basis, trained methodologists, moderators, facilitators, coaches, trainers for working with teachers and education managers on an andragogical basis.

In particular, only the University of Educational Management of the National Academy of Sciences of Ukraine organized the thematic course of advanced training called "Organization and content of the work of the reference school as an innovative educational institution" for headmasters (reserve of headmasters) of the reference schools of Ukraine, heads of local educational departments. Since January 2017, about 130 students have done the course. Particular attention is paid to increasing the efficiency of management and formation of educators as agents of change, improving their information and communication competence, the ability to create an innovative educational environment.

In addition, according to the Order of the Ministry of Education and Science of Ukraine "On Approval of the Procedure for Advanced Training of Teachers of Vocational Education Institutions" dated 30.04.2014, #535, the

University provides advanced training to more than 400 head-managers of vocational schools annually.

The study of the leading motives of the advanced training of all the above-mentioned categories of students leads to the conclusion that their main motive is the desire to solve important professional problems by applying the acquired knowledge and sharing their life and professional experience with other participants of the course, who, in essence, become partners in joint educational activities. In this regard, teaching activities in the system of post-graduate pedagogical education are fundamentally different from teaching at higher school. Since PPE students are not just adults but high-level professionals in a particular area of educational activity who have accumulated their own pedagogical and management experience, the purpose and content of the educational activity of the PPE professors implies advancing, empowerment and updating of this experience at a level relevant for each particular listener.

That is why the leading forms of training in postgraduate pedagogical education institutions are individual work, trainings, case studies, topic discussions, master classes, based on specific methodological principles requiring the use of interactive teaching methods, modeling practical situations and, thus, require the highest level of professor's pedagogical skill.

Institutions of postgraduate pedagogical education have such professors. For more than 75 years of their activities, they raised a strong human capacity consisting of 66% of doctors and candidates of sciences (73% of professors and associate professors), 72% of methodologists of the highest category, 27% - with pedagogical titles "teacher-methodist" and "senior teacher". Each PPE institution includes methodological structural subdivisions and departments; their activity directed at the operative solution of modern educational tasks and applied scientific research.

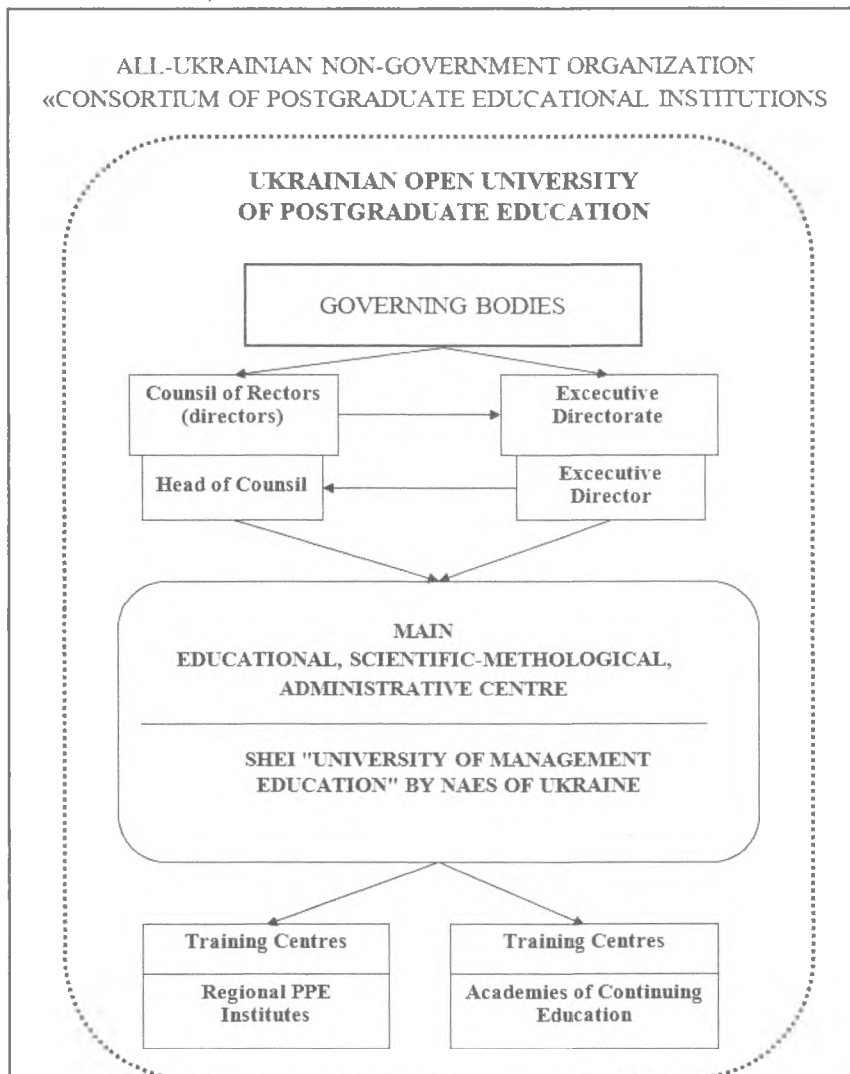


Fig. 1. Structure of Ukrainian Open University of Postgraduate Education (UOUPE)

In PPE institutions advanced innovative pedagogical experience has been accumulated as well as the experience of scientific and methodological support of educators in the implementation of educational standards and innovative educational technologies - today, in particular, technologies of open education.

Open education is significantly different from the traditional one because it is an educational system of a higher level and is more in line with the goals and needs of the information society. It is a flexible system of obtaining knowledge based on its formalization, transfer and control using information technology. Open education is available to anyone without an analysis of his educational qualifications and the regulation of the frequency and duration of training.

The transformation of postgraduate pedagogical education into an open system can take place based on different approaches, principles and models of open education. Thus, V. Gravit and S. Antoshchuk suggest the restructuring of PPE system by forming so-called "districts of postgraduate pedagogical education" in the boundaries of the administrative regions (Antoshchuk, Gravitov, 2015; Gravitov, Antoshchuk, 2016).

Another way of transformation of PPE system to an open system involves the creation of open universities - the higher education institutions of a distributed type that is a network of training centers, united around the administrative core. This structure facilitates the transformation of an open university into a "distributive university", which organizes and coordinates the work of structural units, provides unity and a high level of requirements for the provision of all types of educational services. An open university operates based on new technology of education, new didactics and a new organization of training (Oliynyk, Gravitov, 2015) with the use of distance and combined learning. In our opinion, the second way of implementing principles, models and elements of open education in PPE has more advantages. It is simpler, less costly, based on the existing system of postgraduate pedagogical education, real PPE institutions and relevant to the European and global approaches to solving the problem. In addition, it contributes to improving the efficiency of scientific and educational, scientific-organizational, scientific-methodical and informational activities PPE institutions.

In 2010, in order to create an innovative system of retraining and advanced training of leading pedagogical and scientific-pedagogical staff in Ukraine, an association of institutions of postgraduate pedagogical education formed Consortium, within the framework of which the Ukrainian Open University of Postgraduate Education (UOUPE) was founded in December 2015. Its structure consists of 17 institutions of postgraduate pedagogical education from different regions of Ukraine, led by the SHEI "University of Management Education" by NAES of Ukraine (Figure 1).

UOUPE is the first ever Ukrainian self-governing educational institution of the type of the distributed university, which, implementing state educational policy on optimization of the network of higher educational institutions, ensures coordination of activities of postgraduate education institutions and directs it to implementing the legislation on education, aligning the content of postgraduate education and adult education with European educational standards, modernizing educational

infrastructure, developing educational and methodological support of the operation of postgraduate educational institutions, introducing innovative approaches to the continuous development of the personality of a specialist on the basis of the interaction of formal, informal and informal education.

The structure of the UOUPE includes scientific laboratories, virtual teaching departments, temporary creative teams and working groups for the development of scientific, educational and methodological support, and the creation of a unified information educational platform for PPE institutions, their involvement in international educational projects, and the development of legislative and regulatory documents in the field of education.

The founding of UOUPE gives a new impulse to the development of the postgraduate pedagogical education system in Ukraine, but for its success it is necessary to implement a number of measures as soon as possible (2-3 years), namely: to clarify the possibility of cancelling a number of restrictions when enrolling students for training, adjusting the UOUPE rules to European; to develop qualitative educational programs for the advanced training of the teaching staff worth from 1 to 7 ECTS credits and to place them openly on the official web-sites of regional institutions of postgraduate pedagogical education - members of UOUPE; to provide educational and methodological support of self-study as the main form of organization of educational process in UOUPE, to improve the quality of its methodological and informational support; to create conditions for free and unrestricted access of students to domestic and foreign information and educational resources; to accelerate the transition of all institutions - members of UOUPE to the distance and combined education; to expand the scope of information, distance and Internet technologies; to create a unified system of teaching control for all members of the UOUPE and a methodology for evaluating the final results of learning, using the experience of European open universities and the achievements of domestic higher education institutions; to provide training of educational and scientific-pedagogical staff, methodologists of UOUPE to work in new conditions according to the program "Being an educator in the system of open education", etc.

Affiliating of regional PPE institutions into an Open University promotes the strengthening and modernization of the educational and material base of the PPE institutions. Currently, UOUPE, in cooperation with the Ukrainian Telecommunication Group, is creating a unified electronic educational platform for the Open University, which will host electronic educational resources (depository, library, statistics, etc.). It will facilitate optimal conditions for teachers and PPE students to master innovative technologies (open training, ICT, e-learning, etc.), present online training sessions, webinars, video conferences, joint workshops on sharing of experience, meetings, etc.

In order to improve the educational legislation in the field of postgraduate education, round tables were held in February and March of this year. They were attended by representatives of the government, state authorities, members of the Parliamentary Committee on Education and Science, officials of the Ministry of Education and Science of Ukraine, scientists of the NAES of Ukraine, employees of the

Institute for the Modernization of the Content of Education of the Ministry of Education and Science of Ukraine. During these events, urgent issues were raised, such as: legislative uncertainty about the status of PPE institutions, the lack of clear mechanisms and procedures for obtaining scientific degrees by scientific-pedagogical workers in-service in these institutions; the need to develop new standards and content for advanced training and retraining of teaching staff; conducting their certification in the regions, etc.

Resolutions and letters approved during these round tables are highlighted in the pedagogical press, made public during the Parliamentary hearings, and sent to the Ministry of Education and Science of Ukraine and the Ministry of Social Policy of Ukraine. The Ministry of Social Policy has already responded with a consent to contribute to the development and implementation of a new mechanism for confirming the results of non-formal education of specialists in the postgraduate education system.

For the implementation of the Joint Program of the UMES and NAES of Ukraine for 2017-2020, UOUPE took the initiative to develop, in cooperation with the Institute for the Modernization of the Content of Education of the Ministry of Education and Science of Ukraine, Strategy and Concept for the Development of Postgraduate Pedagogical Education for the period up to 2025, as well as scientific and educational support for its implementation. Today the University of Education Management of NAES of Ukraine as the leading institution of UOUPE has developed Concept for the development of the system for advanced training of pedagogical personnel, Standard of professional activity of the teacher for adult education system as well as Methodical recommendations for the development of standards for postgraduate pedagogical education in the field of advanced training of specialists in the educational sector.

These documents are actively discussed at the national level with the participation of the broad pedagogical community, UMES, NAES of Ukraine, educational management bodies of different levels, heads of higher educational institutions and institutions of postgraduate education. At the same time, the efficiency of solving the tasks depends largely on the scientific substantiation of the priority directions and mechanisms of development of postgraduate pedagogical education, as well as the provision of qualitative scientific and educational support for its reformation.

In the last decade, under the influence of European integration processes, the role of non-formal and informal education has increased, with the potential, according to our convictions, to prospect the postgraduate education.

It is well known that an important formal component of postgraduate education is advanced training courses. The definition of the content and the technologies of their presentation is conditioned by factors such as: civil society's request for the spread of democracy in educational establishments and institutions; the objective demand to differentiate and individualize the educational process to meet the needs of the trainees; growth of interest from society, professional communities and specialists themselves to the value-semantic aspects of the educational process; better science-policy interface in various fields of human activity. The informal component of postgraduate education is implemented through the interaction of

institutions of postgraduate education with NGOs, non-governmental institutions, foundations, international projects, etc. Information education is based on the widespread use of information and communication technologies.

Considering the assumption of importance of the continuity of postgraduate education and its final results, the combination of formal, non-formal and informal education can be executed on a credit-modular system that is able to provide academic and professional mobility of specialists in the education process as well as the establishment and recognition of the results of professional development during their certification, accreditation, etc.

Pedagogical, scientific-pedagogical and methodological personnel of PPE institutions developed and implemented various models of postgraduate education: competency, differentiated, diversified, cluster, prolonged, accumulating, personality oriented (2016). Experimental testing of these models testifies that the cluster model is optimal for preparing the teacher in-service for work in the conditions of the New Ukrainian School. That model involves the reference PPE institution with certain directions of training: first of all, professional, psychological, pedagogical, management, etc.

Identifying the prospects for the development of postgraduate pedagogical education in Ukraine, we note that the updating of this system requires clarification of its normative, legal, organizational and methodological principles, as well as the formation of its new philosophy, according to which the advanced training of pedagogical, scientific-pedagogical personnel and education managers is perceived from two positions: traditional and as a stage of professional career growth. In the latter case, the priority is given to those employees who can make a personal contribution to the theory and practice of modernizing the educational process. Such an approach to the problem of advanced training is typical of many European and world education systems and, in our opinion, is expedient in Ukraine, since it really individualizes the process of selecting candidates for further training and their subsequent training by individual curricula and plans.

The new philosophy of PPE determines the need for its new organization on the principles of open education ideas in order to adequately meet the challenges of the information society and respond to the transformation of the educational demand for the training of high-level educational professionals, motivated for effective action under dynamic changes in different, even adverse conditions. These ideas lead to a significant reformation of postgraduate pedagogical education, the transition to open-ended educational systems that operate based on network technologies, the decentralization and democratization of education, the open formation of the structure and volume of education and professional training of specialists.

However, significant potential of postgraduate pedagogical education in terms of qualitative training of educational professionals can be fully implemented only if institutionalized as an independent branch of education. Unfortunately, today this is not the case in the new Law of Ukraine "On Higher Education". Although, de facto, a powerful postgraduate pedagogical education system has been created in Ukraine as a component of the adult

education system. There is a PPE institution in each region, which is usually the only local institution that provides advanced training of educational personnel, as well as coordinates methodological work during the intercourse period in virtually all educational institutions of the region. Therefore, firstly, there is a need to intensify the activities of institutions of postgraduate pedagogical education to ensure the country gets skilled educational professionals (including postgraduate education itself), as well as increasing the impact of institutions of postgraduate pedagogical education on the educational processes taking place in the regions of Ukraine. For example, we consider it expedient to create centers for the development and introduction of new educational technologies, expertise of innovations that are available for widespread implementation into educational practice, certification of pedagogical workers, etc.

We also consider it necessary to reorient the process of postgraduate pedagogical education in such a way that it contributes not only to the professional, but also to the personal growth of the educational industry personnel, and, in particular, to increase their tolerance, to form an impartial attitude to other participants of educational process and their actions, to stimulate the desire for constructive cooperation, non-confrontation and conflict-solutions during educational activities, etc.

It is important to ensure the psychological support of the process of professional growth and postgraduate pedagogical education in general, and, in particular, through the identification of actual personal problems and the development of prolonged individual self-development staff programs for educational personnel; relevant training of PPE professors able to create an enhancing educational environment. In connection with this, the need to create a psychological service in the system of postgraduate

pedagogical education has been mainstreamed. It allows to timely identify unreasonable changes occurring on the personal and professional level, both teachers and listeners of PPE institutions, to provide timely assistance in their correction, fixation and development of positive personal qualities. It seems appropriate to establish a close link between the PPE institutions and higher education institutions that provide the future specialists training in order to harmonize training and formation activities of these educational institutions.

PPE institutions with their powerful informational, scientific, methodological, training and educational potential have the capacity to enhance democratic transformations in each region and in the whole of the country. Therefore, it is important for the government and regional authorities to support these institutions, develop their physical infrastructure, replenish scientific, educational and methodological literature, modern means of education, and have proper financing, because it is impossible to implement modernization and reformation in Ukrainian education without a perfect PPE system.

Conclusions

Thus, the success of the modernization of the system of postgraduate pedagogical education in our country depends on the unification of the efforts of institutions of postgraduate pedagogical education with higher educational institutions, educational governing bodies at all its levels. This will allow creating an innovative system of retraining and advanced training of management, pedagogical and scientific-pedagogical personnel in accordance with European standards of quality of education and will facilitate the creation of the New Ukrainian School.

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