

MODERNIZATION OF UKRAINE'S CONTINUING TEACHERS' TRAINING IN THE CONTEXT OF EUROPEAN INTEGRATION

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Thanks to its special achievements stemming from the Lisbon Strategy and the Bologna Process, the European educational and scientific area is becoming more and more significant reality for the scientific and educational environment, particularly in Ukraine and Europe. However, the implementation of objectives provided in the Bologna Declaration, Communiqué of the European Union: "The Global Value of European Research Area", Declarations of the European University Association, the European Union Program "Creative Europe" is possible only while using, strengthening and concentrating intellectual, cultural, social, research and technological potentials of Ukraine's educational environment and its close neighbors. In particular, Poland and the Czech Republic, passed their way of European integration in education through the introduction of procedures for recognition of diplomas, the introduction of new curricula and program content, through the use of western experience in encouraging business circles, parents and public in funding and governing education, through the introduction of European standards for the educational process quality assessment, facilitating the students' and teachers' mobility, the globalization of education, etc. Thus, new educational reality, in particular, the digitalization of education and the creation of an open educational area, requires the modernization of education content and making up the appropriate open content which involves the value-based use of knowledge, the development of key competences, cognitive abilities and critical thinking among modern specialists, their social integration and social activity during the whole life.

The World Report of UNESCO "Towards Knowledge Societies" (2005) states that the modern era marks exclusion beyond the bounds of the information society, for which technologies are fundamental. Productive resources of knowledge society: knowledge, intelligence, key competencies and value orientations, are distinguished by wider social, ethical and political parameters. The source

of development for a knowledge society is its own diversity and its own abilities. Its values, creativity and innovation play an important role in contributing to other types of cooperation. Introduction of a plural form “Knowledge Societies” is highlighting the absence of any single model that could be ultimately used and would not adequately reflect the cultural and linguistic diversity; they instead enable every individual to navigate and find one’s place in current rapid changes [, c. 19]. The new knowledge society model development implies: 1) the ability of each person to freely navigate in the flow of information; 2) development of its cognitive abilities and critical mind, which is a goal but just a tool; 3) social integration and social activity of each member for sharing knowledge as social heritage; 4) new forms of solidarity between modern and future generations avoiding the practice of social exclusion. Important means of disseminating knowledge, in addition to the Internet and multimedia, are called the press, radio, television, school. However, the document states that it is not enough to reduce information inequality, digital gap, but it is necessary to minimize a cognitive gap or knowledge gap by providing everyone with free access to knowledge, its accumulation, dissemination, value-for-use throughout one’s life in formal educational institutions, professional activities and non-formal education [4, c.20, 26]. Lifelong learning is a response to instability in the field of employment and occupations, which includes personal, cultural, social and professional development of a specialist and involves one’s ability to adapt in the conditions of social and economic change, personal autonomy, knowledge sharing and its spread on a global scale, transformation, redistribution and new harmonization of personal and social time, etc.

The idea of forming a single educational area as an integrative system in the information society led to a change in the cognitive situation in science which begins to acquire an excessive substantive diversity associated with an immense amount of information flows, because knowledge (not what one knows, but how one practically uses knowledge in all spheres of life) acquires a new meaning in a post-industrial society. Modern information and telecommunication technologies have led to the emergence of new cognitive and communication methods, substantially updated research arsenal, aimed at studying nature, culture, and society. The ideas on retrieving, saving, transforming and rendering information, the relationship between verbal, visual, audio, kinesthetic coding and knowledge representation have significantly changed. Thus, formal education left leadership positions in the “human-knowledge” system that led to strengthening of informal and informal education. First of all, this is due to the fact that in today's information society, reality is identical to information. A human in such paradigm is considered as the amount of information contained in it.

It is the “information society” that points to the principle of organizing this social form: information and knowledge [11]. The processed information as knowledge is of practical importance to the society. It changes society at every structural level of its organization. The ability to

continuously acquire, accumulate and use information is a prerequisite for integration changes and social innovation.

Traditional understanding of information as a meaningful description of an object or phenomenon (C. Shannon) loses its own relevance. More expedient is the definition of information as means of diversity transmission (W. Ashby). The theory of information seeks to find its own value-for-use definitions, to find out the axiological potential of information, to preserve cultural diversity, to adhere to the “policy of diversity” (Ch. Taylor). New knowledge cannot arise, for example, on a conveyor belt, but is the result of the creative, intellectual activity of an individual person, the result of his or her professional development throughout one’s life. However, modern education is responding to new challenges of the information society with its divergence. “Human-Reality” gap is overcome by education by its “multi-theory” and “multi-paradigmatic” approaches trying to preserve the plurality instead of creating conceptual foundations for synthesis. The problem also consists in the absence of modern education unity in the complex global processes [4].

Today, the notion of education is undergoing pluralization and blurring of the limits, namely regarding its traditional basics. The emergence of various educational approaches and models has created ambiguity in the interpretation of methods, forms, technologies of education and upbringing. Instead of united formal, informal, and non-formal education functioning, today there is an extensive complex of multifunctional educational technologies, methods, and techniques. They are empirically existing and spontaneously developing as specific methods of one’s adaptation to the environment. Such technologies in the form of trainings, various types of game situations, preparation for rapid decision making, behavioral models in the conditions of business and financial risks, etc. are focused on the mechanical accumulation of ways which enable a person to navigate for the rapid achievement of life and professional success.

The diversity of modern educational practices derives from a different human attitude to a wide range of integral life situations. Such branching of modern education is denoted by the notion of “divergence”. The term “divergence” (Latin: *divergere* - to identify differences, divergence) was proposed by Charles Darwin to denote the distinction of signs in organisms of one systematic group in the process of evolution [10]. Later, the principle of divergence was used to explain the modification in nature. Divergence occurs as a result of a large group adaptation to different environmental conditions, resulting in differences between similar populations, which subsequently leads to diversity in the different parts of the species range. Accordingly, the process of divergence leads to the emergence of new species. Today this concept was included in the number of liberal arts: linguistics as the conversion of one language dialects into separate languages (D. Crystal, O. Schweitzer, R. Jakobson); psychology, as “divergent thinking” that is moving in various directions (J. Gilford); economy as a forward-looking indicator of price movements.

In particular, N. Kravchuk believes that “the processes of convergence and divergence are manifestations of social universal activity. They are the basic principle of the world development: unity and division of a single unit” [6, 103]. Therefore, these processes are manifested in the relations and links among various structural entities. At the level of self-organizing systems, these ratios acquire values, since they form the set of “combining opportunities” (N. Louman), “free variation” (E. Husserl). Detection of divergent tendencies in education will allow to describe the heterogeneity of modern educational practices, to reveal the dynamics of self-organization systems, to identify the common basis of divergent modern education forms, and to understand how this relates to the various spheres of human activity for the creation of coherent environment [4, 116]. The diversity of modern educational practices derives from a different human attitude to a wide range of integral life situations. In other words, the divergence of educational practices can be seen as a result of challenging the attention and actions of a post-classical human within various elements of reality, as well as in connection with the specifics of the objects themselves, capable of being such a reality. By activating their use, there are new needs of society and human, respectively, the answer should be sought in the specifics of these needs.

The life of a post-classical human has become a movement in a variety of temporal trajectories. There is a gap between a human and being, and as a consequence, the differences between the needs, motives, goals and results of human activity are occurring. Accordingly, this gap is offset by the powerful mediated layering of simulacra: pseudo-actions and pseudo-life based on pseudo-values, pseudo-motivations, pseudo-needs, myths, illusions, utopias, show, falsification, advertising, and other semiosphere codes that have become a vast expanse of human existence. A newly formed human type: “hedonistic egoist” is encouraging philosophers to raise the question of anthropological crisis. “Hedonistic egoist” is characterized by unlimited and total egoism. In particular, S. Zhyzhek is introducing the notion “egotism” which in contrast to egoism” denotes the natural care of a human about self-preservation. “Egoism” is on the contrary a blind passion for pleasure, accumulation of wealth and obsession with success. Egoist “is fanatically committed to the goal of multiplying his own wealth, is ready to disregard one’s own health and happiness, not mentioning the well-being of one’s family and the well-being of the environment” [2, 8]. According to Lipovetski a “total egoist” is one who no longer believes in a bright future and progress; a person wants freedom, multiple options and immediate satisfaction of one’s own needs and ambitions: “Everyone wants to live here and now, staying young without a wish to become a new person” [7, 23].

A new model of knowledge society development requires from a modern specialist a wide range of skills and competences for the successful fulfillment of one’s professional functions, to ensure the comprehensive and sustainable development of education and research in Ukraine, social cohesion and the further development of democratic culture. According to UNESCO, the main task

of adult education is to provide a person with a set of knowledge and skills for active creative life in a modern society. It is about the development of a person throughout one's life as a specialist, citizen, personality, and hence the continuing education that accompanies a person in different periods of his life.

At the same time, we are considering three global pedagogical goals for continuing professional development of a modern specialist: epistemological: the formation of personality through education as an integral system; praxeological: the formation of a specialist through the lifelong learning within formal, informal and non-formal education; axiological: the formation of spiritual and moral patriotic personality. Thus, a complex three-way teacher's development is meant, in particular: 1) harmonious personality as a subject of social and personal values; 2) a citizen and patriot; 3) a competent specialist as a subject of one's own professional and pedagogical activity.

In the Law of Ukraine "On Education" competence is interpreted as a dynamic combination of knowledge, skills, abilities, attitudes, values, and other personal qualities, which determines the ability of a person to successfully socialize, carry out professional and / or further educational activities. Key competencies are needed to enhance one's personal potential and development, expanding employment opportunities, social integration and active citizenship; they are developed in the process of lifelong learning, from early childhood through formal, informal and non-formal learning. All key competencies contribute to a successful life in society.

Key competences are defined in the Framework of the Key Competences for Lifelong Learning Program approved by the European Parliament and the Council of the European Union (17 January, 2018)¹, in the Concept "New Ukrainian School" and expanded, traced in conjunction with the skills and learning outcomes² of the Law Ukraine "On Education". Skills such as critical thinking, analytical thinking, problem solving, creativity, teamwork, communication skills and negotiation, decision making, self-regulation, resilience, empathy, participation, respect for diversity are taken into account in all key competences.

The framework program for updated key competences for lifelong learning approved by the European Parliament and the Council of the European Union identifies and specifies the key competences, in particular:

1. Literacy competence is the ability to identify, understand, express, create, and interpret concepts, feelings, facts and opinions in both oral and written forms, using visual, sound/audio and digital materials across disciplines and contexts. This competence also includes the

¹ANNEX to the Proposal for a Council Recommendation on Key Competences for Lifelong Learning [Electronic resource]. — Available at: <https://ec.europa.eu/education/sites/education/files/annex-recommendation-key-competences-lifelong-learning.pdf>

abilities to distinguish and use different types of sources, to search for, collect and process information, to use aids, and to formulate and express one's oral and written arguments in a convincing way appropriate to the context. It implies the ability to communicate and connect effectively with others, in an appropriate and creative way.

2. Multilingual competence defines the ability to use different languages appropriately and effectively for communication. It is based on the ability to understand, express and interpret concepts, thoughts, feelings, facts and opinions in both oral and written form (listening, speaking, reading and writing) in an appropriate range of societal and cultural contexts. It relies on the ability to mediate between different languages in the system of formal, informal and non-formal life-long education; to appreciate cultural diversity; to maintain interest to different languages and intercultural communication, etc.
3. Mathematical competence and competence in science, technology and engineering) (STEM) is the ability to develop and apply mathematical thinking and insight in order to solve a range of problems in everyday situations. Building on a sound mastery of numeracy, the emphasis is on process and activity, as well as knowledge. Mathematical competence involves, to different degrees, the ability and willingness to use mathematical modes of thought and presentation (formulas, models, constructs, graphs, charts).
4. Digital competence involves the confident, critical and responsible use of, and engagement with, digital technologies for learning, at work, and for participation in society. It includes information and data literacy, communication and collaboration, media literacy, digital content creation (including programming), safety (including digital well-being and competences related to cyber security), intellectual property related questions, problem solving and critical thinking. It is worthy of note that digital literacy (or digital competence) is recognized by the EU as one of the key to full-fledged life and human activity. The Law "On Education" states that the formation of information and communication competence is mandatory. The Digital Agenda of Ukraine - 2020: Conceptual Foundations (version 1.0) project states that digitalization will become the basis for the life of Ukrainian society, business and government agencies, the usual and everyday phenomenon, our DNA, a key adventure on the path to prosperity, and the welfare of Ukraine. Among the key competencies of New Ukrainian School teacher, the information and digital competence is distinguished (Concept "New Ukrainian School", State Standard for Primary Education). European reference frameworks define the main competence of digital media as a confident and critical use of information society technologies (IST) for work, recreation and communication.
5. Personal, social and learning to learn competence is the ability to reflect upon oneself, effectively manage time and information, work with others in a constructive way, remain

resilient and manage one's own learning and career. It includes the ability to cope with uncertainty and complexity, learn to learn, support one's physical and emotional wellbeing, to maintain physical and mental health, and to be able to lead a health-conscious, future-oriented life, empathize and manage conflict in an inclusive and supportive context. It involves knowing one's preferred learning strategies, knowing one's competence development needs and various ways to develop competences and search for the education, training and career opportunities and guidance or support available.

6. Citizenship competence is the ability to act as responsible citizens and to fully participate in civic and social life, etc.
7. Entrepreneurship competence refers to the capacity to act upon opportunities and ideas, and to transform them into values for others. It is founded upon creativity, critical thinking and problem solving, taking initiative and perseverance and the ability to work collaboratively in order to plan and manage projects that are of cultural, social or financial value.
8. Competence in cultural awareness and expression involves having an understanding of and respect for how ideas and meaning are creatively expressed and communicated in different cultures and through a range of arts and other cultural forms. It involves being engaged in understanding, developing and expressing one's own ideas and sense of place or role in society in a variety of ways and contexts.

Key competences are defined in the Concept "New Ukrainian School" and expanded, traced in conjunction with the skills and learning outcomes of the Law of Ukraine "On Education", in particular: fluency in the state language, ability to communicate using native (in case of difference from the state) and foreign languages; mathematical competence; competence in the field of natural sciences, engineering and technology; innovation; ecological competence; information and communication competence; lifelong learning, civic and social competences related to the ideas of democracy, justice, equality, human rights, well-being and healthy lifestyle, with awareness of equal rights and opportunities, cultural competence, entrepreneurship and financial literacy, other competences provided by the standard of education .

For the design of strategic changes in the system of education and upbringing, the successful adaptation of a modern specialist to the conditions of knowledge society, the competences that one should master in the immediate and future prospects are important. One of these modern studies is aimed at substantiating the model of future competences []. Based on the analysis of the authoritative sources involved in the problem under study, in particular Future work skills (Institute for the Future for the University of the Phoenix Research Institute, 2011), the Model P21 (Partnership for 21 Century Skills, 2011), the Model of Key Competences of the OECD / PISA (2005), Materials from

the World Economic Forum in Davos (2016)., *The Concept of Four-Dimensional Education*, Boston, 2015, justifies the Competent Model as a specific key to Global Competitiveness. The authors have developed a model of competences for the future, which covers six clusters and includes over 80% of the competence of the future.

The first cluster of competences that creates the largest pool of competences for the future (23 competences, 21% of the total) that means the ability to interact and co-operate with other people includes such skills: communication (presentation, writing, negotiation, openness), interpersonal (work in team, emotional intelligence, empathy, client orientation), intercultural interaction (social responsibility, cross-functional and cross-disciplinary interaction), etc. The second cluster of competencies (15 competences, 14% of the total) covers thinking and solving problems (critical thinking, evaluating facts and statements, making decisions, managing stress, adequate perception of criticism). The third cluster of competences (13 competencies, 12% of the total) provides learning and openness to new ones (learning, openness to new experiences). The fourth cluster of competences (10 competences, 9% of the total) includes innovation and creativity (courage, readiness for creative experimentation). The fifth cluster of competences (10 competencies, 9% of the total) provides digital knowledge and skills (processing and analysis of data, design of production systems, programming, and knowledge of the robotics basics, the ability to understand and use new technologies). The sixth cluster of competences (10 competencies, 9% of the total): awareness and self-management (prioritization, control of attention, finding meaning in work and life, viability, making one's own plans, self-understanding). The cluster model also includes the following skills of the future: interdisciplinary and intercultural interaction, management (people, projects, processes, resources), ethics and social responsibility, focus on the achievement of the result.

The new social and professional mission of pedagogical expert is considered in the context of European professionalism, with the preservation of the best mental Ukrainian characteristics, European dimension of pedagogical qualities. Such a social demand emphasizes the necessity of training specialists who meet the demands of a knowledge society, capable for continuing intellectual, cultural and spiritual life-long development through formal, informal and non-formal education, focused on preserving, multiplying and transferring humanistic social values, assimilation of new professional roles and functions, adapted to the conditions of a rapidly changing society. In particular, the system of education, continuing teachers' training, is the primary task of developing a modern model of pedagogical profession in the context of social expectations, the prospects for the national economy development and global technological changes; modernization of higher, professional advance education in pedagogical specialties; identifying the perspective ways of continuing professional teachers' development; the preparation of competitive specialists in the market of services, adapted to modern socio-cultural conditions, capable of continuing self-education, self-

development and self-improvement throughout life, assimilation of new professional roles and functions. This primarily involves improving the professional competence of pedagogical staff for the implementation of professional tasks in accordance with the main areas of state policy in education, civil society inquiries, institutions and educational institutions, educational needs of educational service consumers, promotion of continuing professional development in conditions of social transformations. The outlined problem can be solved by radically changing the practice of adult education. Adult education is a multilevel system, the content of which is oriented to the advance development of a knowledge society, professional careers, personal skills and qualities, and other areas of social practice. It is aimed at a clear result: a person who is developing, is prepared for universal activity, has formed cognitive inquiries, spiritual needs, is capable of independently planning and implementing the goals, to be competitive in the labor market. It involves new approaches to the professional training of pedagogical workers, the emergence of new functions in the system of continuing teachers' training, overcoming the separation of course and post-course periods as the single andragogic cycle, the creation of differentiated conditions for teachers to master the position of the professional self-improvement and self-realization subject, mastering of innovative professional roles and functions at the level of domestic and world standards. For the professional development of specialists as an attributive characteristic of socio-economic transformations in the education of adults in the context of the knowledge economy, it is necessary to ensure the content, selection of innovative approaches, andragogic technologies in adult education.

So, education can be considered as a reproduction of cultural and historical experience (theoretical (knowledge) model of education, which provides the translation of cultural and historical experience between generations; its result is rendering knowledge, skills and abilities necessary for the realization of the functions existing in society, in particular, cultural, social, economic, etc.) and as a mechanism of development (universal (capable) model of education, which presents the mechanism of development in society, which is realized through preparation people for innovation through the development of their consciousness, education not only provides the attainment of cultural and historical experience by individuals, but also the acquisition of ability to absorb new types of activity and relations between people) []).

Today, education is not aimed at forming the united scientific world outlook. In the best case, education now provides scientific fragments of the world that are almost unrelated to each other and do not cover all the consumer's needs. It, thus, creates a dynamic scheme of all possible responses, reactions to certain patterns of problem situations. Such a system simultaneously expands the boundaries of freedom and determines them. That is, it opens up a series of creative possibilities that are possible only as a response to a given situation, which the system itself articulates. Thus, it sets the limits of possible practical actions. In an attempt to preserve the plurality of responses, modern

education has become a complex of divergent educational practices that lack a single hermeneutical basis.

The basic principle for the formation of coherent continuing education should be the principle of educational activity self-determination at all its levels. Accordingly, it is necessary to provide a united research, methodological, andragogic, information and communication support for the continuing development and self-development of specialists, actualization of one's potential creative resources, subjective creative activity, and the development of a new quality for pedagogical activity. Of course, the problem of continuing education is not limited to the mechanical accumulation of innovative educational experience fragments. In the Law of Ukraine "On Education", continuing professional development is defined as a continuous process of training and improvement of professional competences after obtaining higher and / or postgraduate education, which enables a specialist to maintain or improve professional activity standards, and it goes throughout the period of his professional activity (Article 18 Adult education). One of the key competences is life-long learning. Lifelong learning is based on the idea of continuously eliminating the uncertainty status of a specialist in the dynamics of cognitive and activity practices throughout one's life, as well as revealing one's creative resources that will form new horizons of one's professional and personal-oriented life.

Formal education is education acquired through educational programs in accordance with the levels of education, branches of knowledge, specialties (professions) approved by the legislation and provides the achievement of education results defined in the standards of education in accordance with the corresponding level of education and qualifications recognized by the state. This education is institutionalized, purposeful, planned with the participation of state and recognized private organizations and totally creates the formal educational system of the country for providing educational programs and relevant qualifications recognized by the state. Formal education is a state system of professional development with the approved educational (educational-professional and educational-research) programs and terms of training. It occurs, as a rule, in specially created conditions (institutions) and is controlled by the state. Educational institutions of this system provide "educational qualifications: certificates and diplomas indicating the acquisition of a certain knowledge level, abilities, skills, development of competencies, confirmed by an assessment, which is awarded according to generally accepted criteria.

Non-formal education is education usually acquired through educational programs and does not require the award of educational qualifications recognized by the state to the levels of education, but may result in the award of professional qualifications and / or the award of partial educational qualifications. This education is institutionalized, purposeful and planned by postgraduate education institute without providing educational programs and qualifications, and is an additional, alternative

and / or complementary to formal education during lifelong education. It helps to ensure the right of people in all ages to access education, but does not require a compulsory continuous structured sequence in education and may be short-term, of a small or high intensity, in particular in the form of short-term courses, seminars, and practical classes. Informal education does not have age, professional or intellectual restrictions on participants, is often not limited in time. Informal education of specialists is the elective form of lifelong education, carried out in the context of educational initiatives that have become widespread in all the regions of Ukraine and beyond, and is aimed at developing additional skills and competences. Non-formal education is carried out in educational centers, universities, clubs, cultural centers, museums, libraries, studios, schools, craft studios, computer and language courses, interest groups and others. The field of non-formal education includes individual lessons led by andragogs, coaches, tutors, trainings and short-term courses, pursuing practical short-term goals. Institutions or organizations engaged in non-formal education usually do not award qualifications and do not formally assess the achievements of the participants. Formal qualifications may be obtained by a specialist through the development of a specific set of individual programs of non-formal education and the corresponding recognition by the authorized body of the acquired knowledge, skills and competencies.

Informal education (self-education) is an education that involves the self-organized acquisition of certain competencies by a person, in particular during everyday activities related to professional, civic or other activities, family or leisure activities (Law of Ukraine “On Education”). Informal education is an unorganized, not always conscious and purposeful process that lasts throughout one’s life. This is obtaining of necessary knowledge, skills, abilities in the form of life experience. Informal education is realized at the expense of the teacher’s own activity in cultural and educational environment, when a specialist is transforming the social educational potentials into effective factors of its development. Informal education can be carried out through purposeful communication, reading, watching TV programs, visiting cultural institutions, travelling, etc. Similarly to non-formal education, informal education is not time limited, is not necessarily systematic, has no age, professional or intellectual restrictions on the participants, its results can be counted in formal education in the way approved by the current legislation.

Continuing teachers’ training is an integral part of postgraduate education system in Ukraine, a form of adult education based on individual needs and requests on achievement of certain knowledge, skills, and abilities, personal and professional lifelong development.

Formal continuing teachers’ training covers:

- Specialization: preparation of professional profiles able to attain the ability to perform certain tasks and carry out the responsibilities that are specific for one’s specialty;

- Professional development is a component of formal professional education, organized form of adult education, the main objective of which is to adapt professional and functional competence of specialists in accordance with the needs and requirements of society, the state, the labor market, as well as meeting personal educational requests, determining one's competitiveness in professional field
- Internship - acquisition of experience by a specialist while carrying out professional tasks, duties and functions of certain professional activity or knowledge area;
- Obtaining another specialty on the basis of the acquired earlier educational level and practical experience

In the conditions of continuing teachers' training, the development of a flexible, forward-looking system of professional development involves the development and introduction of multi-elective, multilevel, diversified by the profile of educational and professional programs, forms of adult education into the system of professional development in accordance with social and pedagogical requests, personal and professional needs of specialists, that provide them an opportunity to choose places, terms, content of study on an individual educational trajectory; creating a flexible, competitive educational environment with the predominance of mobile training programs; modernization of content, forms, methods, learning technologies depending on the social and individual educational needs of customers, in accordance with the aging and updating of information, opportunities and peculiarities, competence experience, etc.

Continuing education, therefore, should implement an innovative model of professional development and self-development of a specialist throughout one's life through informal, informal and non-formal education. Consequently, continuing education should be not only interactive, but also intersubjective as it concerns the constant increase of the target audience, the dimensional and temporal boundaries of educational trajectories and the possibilities of their choice. A modern teacher receives the right to choose a place and method of further training; outcomes of learning and competences required for the awarding of educational and / or professional qualifications can be achieved and obtained through a system of formal, informal and non-formal education. The number of alternative models of teacher's professional development has been increased, which will become a key condition for the implementation of the Concept for the State Policy Realization in the field of general secondary education reforming "New Ukrainian School".

Advanced training forms have been diversified: courses at the institutes for continuing teachers' training, internship, participation in certification programs, trainings, seminars, workshops, seminars, trainings, webinars, master classes, online courses, conferences, etc.

The draft Concept of Pedagogical Education Development (2018) states that continuing professional development can be carried out through formal, informal and non-formal education. The

total number of academic hours for the a teacher's advanced training within a five-year period cannot be less than 150, of which a certain amount should be aimed at improving knowledge, skills and practical abilities of working with children having special educational needs. Qualifications gained in formal education are counted as advanced training and do not require a separate recognition or confirmation.

An obligatory condition for the recognition of other advanced training types is the description of newly acquired and / or improved professional competences and achieved learning outcomes with the time spent on it. The mechanisms of recognizing the results of informal and non-formational education by educational establishments and qualification centers are outlined. Advanced training through informational education is allowed for mentors, certified pedagogical staff and pedagogical staff with a higher pedagogical category, a degree and implies the development of a self-education program with a description of the of new and / or improved competences planned before the acquisition, and the achievement of learning results that is recognized / confirmed during the attestation of learning outcomes. On a teacher's initiative with the purpose of his professional competencies external evaluation (in particular, pedagogy and psychology, practical skills of applying modern methods and training technologies) carried out through independent testing, self-evaluation and study of practical experience, certification is performed (Article 51 of the Law of Ukraine "On education"). Successful certification (certificate valid for three years) is counted as passing a certification by a teacher. Certified educators can be involved in conducting institutional audits in other educational institutions, developing and accrediting educational programs, other procedures and activities related to quality assurance and implementation of educational innovations.

Ensuring continuing professional development of specialists in accordance with the requirements of state policy in the field of education, employers and key stakeholders, as well as following the educational needs of educational service consumers is possible due to the successful implementation of research and methodological support with the use of digital technologies. This process allows to overcome the isolation of formal, informal and non-formal education, "to ensure the continuity of specialist's professional growth in the individual educational trajectory, to create acmeological conditions for mastering the position of professional development subject, to learn new roles and functions" [8, 17].

In the conditions of continuing teachers' training, the development of a flexible, forward-looking system of research and methodological support for the continuing professional development of specialists includes:

Providing advanced services for the continuing self-development and self-realization of pedagogical staff on the principles of benchmarking activity, which includes the creation of a flexible, competitive educational environment with the dominance of mobile training programs, the modernization of

content, forms, methods, teaching technologies depending on the social and individual educational needs of customers, respectively in accordance with aging and updating of information, opportunities and peculiarities, competence experience of teachers.

- Provision of andragogical, axiological, acme-synergetic, culturological, integrative, educational-developmental, praxeological, informational functions of the advanced training system, etc.
- Preparation of andragogs for effective research and methodological support of professional development in its advisory, coaching, methodological, professional, social, expert, marketing, information-communication, monitoring, psychological-motivational, etc. directions;
- Provision of information and communication support for the professional development of specialists through the creation of a unified information and technology infrastructure of the continuing teachers' training system, including the educational telecommunication network, knowledge sharing platforms, educational websites, educational portals, information databases, electronic catalogs, personal web resources, etc.
- The digitalization of education leads to a new model of its development, which is not limited by dimensional, temporal and institutional boundaries. New forms of educational practice do not correspond to the traditional teaching scheme, henceforth, the cognitive capabilities of the mass media make it impossible to complete the educational process. Therefore, the constant development of information requires continuing education not only within the educational institutions, but also in the space of informal and non-formal education.

This updates the problem of prior learning validation, in particular, the results of adult non-formal and informal learning. The problem of validation is one of the key issues in the education policy of many countries due to the movement of humanity to the information society, the loss of the monopoly to share knowledge and disseminate information by formal education institutions.

Also, the spontaneously massive character of labor migration, caused by the global trends, the unstable geopolitical situation in the world, the harmonization of national formal education systems based on the Bologna Agreement and the universal learning outcomes, raised the issue of recognizing the learning outcomes results on the level of international, social and economic, epistemological and pedagogical problems.

UNESCO defines recognition, validation and accreditation of the informal and non-formal learning outcomes as a procedure for identifying and evaluating hidden and unrecognized competences acquired by people in different spheres, ways, at all stages of their life cycle. Assessing and recognizing these educational outcomes can greatly enhance self-esteem and level of welfare,

motivate for further learning and contribute to the growth of the competence competitiveness in the labor market. Taking into account the experience of European countries, the follow-up mechanism for recognition of informal and non-formal education outcomes is still at the stage of development and implementation of programs. The most universities consider the recognition of informal and non-formal education outcomes practice as a “Pandora’s chest” because they believe that an individual is not able to acquire competence in higher education outside of the university room. Accordingly, the logical question arises: how to deal with the phenomenon of Mass Open Online Courses (MOOCs), the educational modules of which are hosted by the recognized universities of the world?

The massive open online courses will play a leading role in implementing the concept of recognition of informal and non-formal education outcomes in future, since their practice is in line with the modern educational trends: practically oriented, accessible and technological education.

Today, in the countries of the European Union, the concept of “validation” of informal and non-formal education outcomes is interpreted differently. For example, in Norway and Iceland, the outcomes of non-formal adult education are mostly counted as the removal of barriers for obtaining formal education. In Austria and the United Kingdom, they are used to obtain a formal education certificate. However, most countries adhere to the definition proposed by CEDEFOP, according to which the validation of non-formal and informal learning outcomes is understood as confirmation by the competent authority that the learning outcomes acquired by a person in formal, informal and non-formal contexts are assessed according to the pre-established criteria and meet the requirements of the validation standard. Normal validation of the results of non-formal education leads to certification. Usually, the validation of non-formal and informal learning leads to certification [14, 119].

In accordance with the integration educational guidelines, Ukraine has made the first step in the implementation of European validation practice that includes developed in 2018 “Regulations on the certification of pedagogical staff”. The purpose of certification is to identify and encourage pedagogical staff with a high level of pedagogical skills, possessing the methods of competence training and new educational technologies and promoting their dissemination” [13].

The implementation of validation practice requires from the domestic education the creation of a unified methodological basis for the recognition of informal and non-formal education on the basis of the European practice and, as a result, the creation of an electronic platform that will accumulate the experience and become a resource for the formation of a group of experts in this field. The validation procedure should be voluntary, transparent and fair, based on social dialogue, guarantee of personal data confidentiality, and have the follow-up mechanisms for incorporating the results. The basic principles of successful validation are: reliability, trust, transparency of the procedure, clarity of requirements, clarity of criteria, impartiality of experts, authenticity and legitimacy. Also, the methodological rules, commission activities, criteria for issuing the certificate,

legal aspects of the activities carried out by the expert commission members should be clearly defined.

Continuing education in Ukraine within the framework of integration educational processes is moving towards standardization, transfer of assessment tools and transparency of education. Due to this, education is gradually becoming perceived as a metacognitive process, which is continuously realized in the professional and individual-practical life of a specialist. The most effective strategies for correlating the results of formal, informal, non-formal education are effective vertical and horizontal educational communication, the development of technologies and techniques to ensure the quality of education, the formation of unbiased experts on the international level. In this context, it is necessary to distinguish between the processes of internationalization and the globalization of education. Internationalization involves the expansion of multilateral ties between educational institutions of different countries on the basis of equal and mutually beneficial cooperation. The purpose of this process is to increase the efficiency of educational and research activities, to bring it to a better world level, to increase the mobility of pedagogical and research staff. Globalization is an objective process, the main danger of which is that instead of unity in diversity and the expansion of educational opportunities one can receive a sad uniformity, monotony and the loss of the original creative potential of national (regional) educational systems. In contrast to globalization, the benefits of educational internationalization are the processes of combining educational resources, which allow: to avoid duplication and information copying; improve identification of projects and determine their feasibility; to improve the knowledge base of educational institutions, to enrich educational programs. It enables the active work of conscious, initiative and creative professionals capable of ensuring economic growth and cultural development of the country.

Consequently, the processes of continuing education should encompass the development of creative industries as a key factor in the development of innovation. Creative industries are a set of views, ideas, trends and tendencies of modern economy and cultural development characterized by an organic combination and the use of knowledge, information and creativity. To ensure the development of creative sector, an organic combination of five key educational activity areas is needed: professional networks and associations functioning; strengthening of organizational capacity that can be ensured through the establishment of continuing education system; professional development of specialists for providing business incubators; creation of creative educational clusters; the internationalization of innovative industries and research projects.

Ukraine has already taken the first steps in the development of creative industries, as evidenced by the participation in the European Union's Creative Europe program, which allows Ukrainian cultural and educational institutions to join European professional networks, find partners and implement a variety of joint international projects. The doctrine of balanced

development “Ukraine-2030” mentioning that the development of creative economy is one of the drivers of economic development of the country has been developed [12]. The document provides creation of conditions for achieving economic growth in Ukraine at least 10-15% annually, so that by 2030 it has entered the thirty largest developed countries of the world. Only human capital can be the determining factor and catalyst for the economic growth of the national economy, and therefore the priority is a new socially oriented model of development, the highest value of which is a person, and the main driving force is its creative potential.

Also, the draft law “On Culture” was adopted, which added the term “creative industries”: a list of economic activities that have the potential to create added value and jobs through cultural (artistic) and / or creative expressions, when their products and services are the result of individual creativity, skills and talent. In Ukraine, the cluster of creative industries, which originate from individual creativity, collective creativity, professionalism and talents, is already beginning to emerge. It has the potential for welfare creation through the generation of creative ideas and the economic realization of intellectual property. This process should ensure a purposeful, differentiated system of formal, informal and non-formal education.

Postgraduate education as a part of continuing education should implement new types of economic activity in accordance with the statistical classification adopted on the basis of the European Parliament and the Council of the EU, which relate to creative industries, namely: development and publication of multimedia manuals, textbooks; production of educational video films and television programs; development and broadcasting of educational events; computer programming, online consultations, online coaching; research and development (R & D), marketing research in education, master classes, educational festivals, forums, etc.

Creative approach based on the capitalization of human talent and its intellectual potential, coupled with the accelerated development of digital technologies, is able to accelerate the creation of innovative strategic national education development, to serve as a catalyst for its modernization and the creation of a new high-tech economy. In this context, a coherent system of formal, informal and non-formal education should provide psychological and pedagogical, andragogical, informational and communicative support for the development of a specialist’s creative activity. First of all, it is mastering the methodology of continuing and effective harmonization of professional and personality-oriented life not only in stable but also in changing conditions of social and economic interactions. It is realized in a specialist's ability to see the nearest options, to ensure their diversity, to create conditions for the emergence of new ones and to preserve the unity of elements in their ratio. The emergence of innovation is possible only where great opportunities are available, and where the freedom of choice is ensured. In this case, the principle of redundancy, due to which new elements arise, are preserved, regardless of whether there are immediate prospects for their inclusion in the

system. This excessive variety creates a range of possible development lines, provides material for selecting the most optimal trends of a specialist's professional development.

Thus, the development of continuing education in terms of European integration will contribute to the formation of creative researchers' international teams who will independently coordinate, organize and direct professional search for creative ideas. Then, a new educational ideal will be formed: an innovative, free specialist, capable of self-building, self-organization, adaptation to the multicultural environment. In this context, alternative pedagogical practices, including transgressive pedagogy, [3], are aimed at identifying intercultural mechanisms for the formation of the social and cultural experience of an individual, studying the practice of creating intercultural values for overcoming the limitations of one's capabilities in order to actualize and self-realization. This is a special existential condition in the educational process caused by the change of individual internal identifiers, the expansion of one's own experience by including it in another social, cultural and semantic field. But the European integration processes in education can also have negative consequences, namely: excessive pragmatism will reverse the attention to personal development, the advantage of financial success can cause and deepen inequality due to the differentiation in access to education; in the integrated world the national peculiarities become less important, attention will be reduced to a peculiar basic system that can intensify the development of cynicism, the transition from currently popular assertiveness to primitive egoism. Also, in a global market, the significance of family values decreases. Modern family under the influence of modern innovations undergoes a period of degradation. The most negative of all the consequences is the growth of consumer interests, now most young people give preference to entertainment rather than self-improvement. In these processes, the system of traditional values is leveled out, which can exacerbate the negative aspects of ethnopluralism, and cultural relativism. Multiculture in the youth environment, in addition to its benefits, has a number of drawbacks. In particular, there can be a reverse of patriotic motives, uncritical perceptions of other cultures, dissatisfaction with one's own state, nihilism. A separate study needs a balance between the positive and negative aspects of the European integration in education.

All in all, the effective use of mentioned opportunities and options for the development of lifelong learning can stop isolation and stagnation in the field of research, formulate the demand on quality training of researchers and cost-effective developments in the field of fundamental and applied sciences, reduce the gap between research and the implementation of its findings, integrate continuing education and science of Ukraine in the educational and research area of the European Union. For its realization it is necessary to promote the formation of a coherent system of formal, informal, and non-formal education in its vertical and horizontal network options; to develop and implement a system for validation of informal and non-formal education outcomes, to implement the principles of a

competitive educational virtual environment; to develop the individual educational trajectories of professional development and self-development of specialists; to develop and implement a differentiated, multi-elective profile that is also diversified by the program profile, forms of adult education based on one's professional needs, individual needs, social and economic demands, and to actualize creative industry development. The multiple range of forms, models, technologies, and lines of professional development make it possible to prepare a competitive specialist in the market of educational services, capable to continuing self-development, self-education and self-realization through formal, informal and non-formal education throughout one's life.

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