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THE MAIN CONCEPTS OF OPEN PEDAGOGICAL EDUCATION

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Transformational changes in the field of education are leading to a rethinking of traditional models of educator training and bringing the concepts of open pedagogical education to the forefront. After all, its development is linked both to the expansion of access to educational resources and digital platforms and to changes in the principles governing the organization of the educational process, the interaction among its participants, and the production and dissemination of pedagogical knowledge. It should be noted that open teacher education is a key component in the development of a unified information space for open education, which ensures the continuous professional development of teaching staff, their academic and professional mobility, and provides access to a variety of knowledge sources. At the same time, the conceptualization of open pedagogical education requires a systematic integration of teaching, information, digital, cultural, value-based, and research factors. Meanwhile, it has been established that the concept of `open teacher education' should be understood as a multidimensional phenomenon that combines openness in content, resources, the educational environment, communication, research, and professional interaction. The purpose of this research is to identify and briefly characterize the main concepts of open pedagogical education as the theoretical and methodological foundations for its development in the context of digital transformation, as well as the formation and development of its unified information space.

Unlike the traditional model of pedagogical education, which is largely oriented toward institutionally defined content and fixed educational trajectories, the open model of education emphasizes variability, adaptability, networking, and the possibility of personalization [2].

In this context, we can identify a system of interrelated main concepts (hereinafter – C) of open pedagogical education: 'accessibility + openness' ↔ 'open educational environment' ↔ 'open pedagogical knowledge' ↔ 'digital openness' ↔ 'transdisciplinarity' ↔ 'adaptability' ↔ 'continuity of teacher education' ↔ 'networked communication' ↔ 'values-based openness' ↔ 'scientific, informational, and analytical support.' Here is a brief description of their essence:

C1: Accessibility and Openness. Broad access for all participants in the educational process to educational, scientific, informational, and digital resources, regardless of their location or organizational affiliation. This includes overcoming spatial, temporal, and informational barriers and creating conditions for the development of individualized educational and professional pathways.

C2: Open Educational Environment. The convergence of formal, non-formal, and informal education, as pedagogical education is increasingly taking place not within the confines of a single institution of higher education, but within a multifaceted educational environment. This includes the

use of resources from digital educational platforms and open repositories.

C3: Open Pedagogical Knowledge. Free access to the results of pedagogical research, educational data, methodological materials, open educational resources, scientific publications, and other products of pedagogical activity. This entails that participants in educational activities act not only as consumers of existing knowledge but also as active participants in their search, critical evaluation, transformation, and production.

C4: Digital Openness. Digitalization expands the possibilities of open teacher education through online courses, digital libraries, electronic repositories, educational platforms, learning management systems, open data, and artificial intelligence tools. It is envisaged that digital openness will be associated with both technological accessibility and the development of the digital component of future educators' transdisciplinary competencies.

C5: Transdisciplinarity. Educators address problems that cannot be effectively solved using the tools of a single academic discipline; therefore, educator training must integrate subject-specific, psychological, informational, digital, and other types of knowledge. It is envisaged that a transdisciplinary approach creates the conditions for moving beyond the traditional subject-based fragmentation of knowledge and equips future educators with the ability to comprehensively analyze educational phenomena.

C6: Adaptability. Open Pedagogical Education must respond adaptively to dynamic changes in society, science, technology, and educational policy. This includes adaptive updates to the content of educator training, a variety of educational pathways, personalized learning, and a prompt response to new societal and professional challenges.

C7: Continuity of Pedagogical Education. The open model envisions a shift from viewing pedagogical education as a complete stage of training to understanding it as a continuous process of professional formation and development. It provides that higher education, postgraduate education, professional development, self-education, and participation in academic and professional communities form a unified system of open, lifelong pedagogical education.

C8: Networked Communication. Open pedagogical education develops through horizontal connections between students pursuing this education and instructors, practicing educators, researchers, librarians, representatives of cultural institutions, and other participants in the educational process. It is envisaged that the networked nature of this interaction will facilitate the exchange of experience, the joint production of knowledge, and the formation of professional educational communities.

C9: Value-Based Openness. The openness of pedagogical education is not limited to technological and organizational parameters, as its fundamental characteristics include academic integrity, responsibility, respect for diversity, civic and democratic values, and professional ethics. The goal is to foster the civic identity of future educators and develop their ability to provide a values-oriented education for future generations.

C10: Scientific Information and Analytical Support. Given the rapid growth in the volume of information, openness requires mechanisms for its professional selection, systematization, semantic processing, analysis, and interpretation. The following is envisaged: information and analytical support for education, pedagogy, and psychology, which makes it possible to transform disparate information resources into structured knowledge necessary for pedagogical practice, scientific research, and educational decision-making.

Consequently, the concepts of open pedagogical education reflect a transition from an institutionally closed model of training to an open, networked, and adaptive system in which knowledge, resources, and communication are in constant flux and interaction.

Thus, Open Pedagogical Education can conceptually be viewed as an open, networked, digital, adaptive, and transdisciplinary system for the professional formation and personal development of educators, whose functioning is based on the accessibility of knowledge, resources, and

communications and is supported by scientifically grounded information and analytical mechanisms.

The results of this research are expected to contribute to the productive implementation of the conceptual and analytical phase of the research project 'Scientific and Analytical Support for the Development of a Unified Information Space for Open Education' (2026–2028, No. 0126U001421, scientific supervisor M. Rostoka) [1]. Overall, this is consistent with the scope of activities of the Department of Scientific, Information, and Analytical Support for Education at the V. Sukhomlynskyi State Scientific and Educational Library of Ukraine and directly implies the need to formulate a concept for the terminological and methodological foundations of scientific and analytical support for open education, as well as to justify the methodological approaches on which this support is based.

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