

## **Implementation the Principle European Education in the New Ukrainian School**

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*The article deals with the problem of implementation of the principles of European education in the New Ukrainian School. In particular, the need to form a set of key competencies at different levels of education was argued. The authors emphasize the importance of educational innovation, readiness of teachers for renewed professional activities; implement integrated educational courses in the field of school education and cross-cutting content lines.*

Key words: *European education; New Ukrainian School; key competences; teacher training; cross-cutting content lines*

### **Introduction**

#### **Actuality of the implementation of the principles of European education in the New Ukrainian school**

Over recent years, Ukraine has been rapidly developing a modern European strategy for providing quality education at all levels. The aspiration of society for democratic change has led to the development and testing of the concept of the New Ukrainian school and the relevant documents that will facilitate its implementation. The new Ukrainian school is defined as a key public reform

aimed at providing students with not only knowledge but also the development of their ability to apply them in life, that is, the creation of “key competencies for life and peaceful coexistence with other people in a multicultural and democratic society” (Association Agreement with the EU, 2015).<sup>1</sup> The competence of the Council of Europe model is, according to the Secretary General of the Council of Europe, Thorbjorn Jagland, “an extremely important step that must be taken to enable people to aim within the framework of respect for the rights man and democratic processes. Providing each of these competences within educational systems, overcoming structural weaknesses and inequalities is crucial for the future of our multifaceted, democratic societies, and will make young people strong and successful” (Competence for the Culture of Democracy, 2016).<sup>2</sup> Leading slogan of the New Ukrainian School: “Key competencies are those that everyone needs for personal development, active citizenship, social inclusion and employment, and who can provide personal fulfillment and life success throughout their lives,” defines the path of change and the implementation of the principles of the European education in Ukraine.<sup>3</sup>

The basis for the changes in education is the “Recommendations of the European Parliament and the Council of Europe on the development of key competences for lifelong education” (dated December 18, 2006), which is already enshrined in the Law of Ukraine “On Education”, and will be regulated by the Law “On General secondary education”. The list of ten competences that students will receive will be fixed: fluent state language; ability to communicate the native language (if it is different from the state language) and foreign ones; mathematical competence; competence in the field of natural sciences, engineering; innovation; ecological competence; digital competence; throughout life; civil and social competences related to the ideas of democracy, justice, equality, human rights, well-being and a healthy lifestyle, with awareness of equal rights and opportunities; cultural competence; entrepreneurship and financial literacy (<https://mon.gov.ua/ua/tag/nova-ukrainska-shkola>). Consequently, the study, discussion and elaboration of a common socio-pedagogical and scientific thought about the successful and effective implementation of the principles of European education in the New Ukrainian School require careful consideration.

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<sup>1</sup> Association Agreement with the EU: myths and new opportunities for Ukraine [Electronic resource], 2015. Resource Access: <https://www.volynnews.com/news/analytics/uhoda-pro-asotsiatsiiu-z-yes-mify-tanovi-mozhlyvosti-dlia-ukrayiny/>

<sup>2</sup> Competence for the Culture of Democracy – We live together as equal citizens in a multicultural, democratic society. – Council of Europe, May 2016, Council of Europe Publishing House F-67075 Strasbourg Cedex <http://book.coe.int>

<sup>3</sup> <https://mon.gov.ua/storage/app/media/zagalna%20serednya/nova-ukrainska-shkola-compressed.pdf>

### **The introduction or implementation?**

The most widespread interpretation of the term for implementation (in Latin, the implementation - "fulfil", "execute" ) is associated with the implementation of the state of international legal rules, that is, traditionally its use was mainly in the legal field. If you switch to a word translation in Ukrainian, then the following options are offered: implementation, use, application, execution. In our opinion, according to today's changes in Ukrainian education, the notion of implementation should be used as it provides an algorithm for achieving a holistic educational goal, namely: competitiveness of specialists who have received education in Ukraine in the European and world labor markets. As noted by the French researcher Jacques Delors, chairman of the International Commission on Education of the XXI Century, in a report to UNESCO in 1996, four basic principles of education are important for life: to learn to know; learn to work; learn to live together, learn to live with others; learn to live.<sup>4</sup> Consequently, the term "implementation", in our opinion, objectively outlines and regulates the prescribed process: a) recognition of education and key competencies acquired is a value at the level of the state, society and personality; b) determination of the strategy and resources for ensuring quality education on the basis of the formation of key competencies at all stages of education; c) organization and introduction of various modern forms of professional development and professional development of teachers with a view to comprehensively updating their professional competence; d) development, testing and application of modern measurement strategies and monitoring mechanisms for the determination and evaluation of the results obtained, etc. Confirms expediency the use of the term implements the information from the website "Slovotvir": to implement - a set of purposeful organizational, legal and institutional measures carried out by the states individually, collectively or within the framework of international organizations and aimed at the implementation of their international legal obligations.

Ukraine, choosing European space as a vector of state development, actively implements the principles of European education.

### **New Ukrainian School: Present and Future**

The first institutional and legal steps of the Ministry of Education and Science of Ukraine to create a new Ukrainian school were implemented, the implementation of the principles of European education within the framework of the state legal field and cooperation with international organizations were

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<sup>4</sup> Delors J. (1996). Education: hidden treasure. The main provisions of the Report of the International Commission on Education for the XXI century. - Publishing UNESCO, c. <https://slovotvir.org.ua/words/implementuvaty>

implemented. The wide-ranging discussion of scientists (as well as teachers, sociologists, psychologists, economists, etc.) reveals the importance and ambiguity of the new educational path of Ukraine, which is broadened by various levels regarding the diversity of aspects of content, methods and technologies of modern education and the implementation of European dimensions of its quality. So, the discussions are first and foremost about the expediency of the European direction of Ukrainian education and the key moments of its content, for example: possible threats are analyzed;<sup>5</sup> There are some doubts about the path chosen by Ukraine<sup>6</sup>; Controversial aspects of the introduction of European values,<sup>7</sup> and others are discussed. It is important for Ukraine that the cooperation of European countries in education is aimed at developing strategic priorities up to 2020. Regarding higher education, the EU Strategy for European Cooperation in Education and Training approved by the EU Council (May 2009), which presents four strategic goals: lifelong learning and mobility; quality and efficiency; equality and social cohesion; innovation and creativity, including the development of entrepreneurship. The said document, according to V. Galik, identifies priorities for the modernization of the higher education system in the EU up to 2020: reform of curricula, management reform and financing of education and training.

Taking into account the scientific synthesis, we consider the presentation of the experience in the field of research of European integration processes in Ukraine and abroad conducted during the session of the section 'Educational and cultural plan of European integration: lessons for Ukraine' by the participants of the International scientific and practical conference 'European integration processes in the 21<sup>st</sup> century: Key Trends, Major Challenges and New Opportunities',<sup>8</sup> which was attended by researchers from Ukraine, Great Britain, Italy, Canada, Macao (China), Germany. The resolution of the conference highlighted the results of research by Ukrainian scholars on various aspects of European integration, in particular, recommended to promote the academic achievements of European Studies in Ukraine (European Integration Processes in the 21<sup>st</sup> Century, 2018). And although the reports concerned, above all, higher education, but their general connotation is unambiguous: the educational sector should contribute to the European integration policy of Ukraine, and the training of specialists, including for the educational branch at all its links, to be competent and focused on European values.

Consequently, we can state that at the state and society levels, education is now recognized as a value. The most difficult objective is the interiorization of the

<sup>5</sup> Association Agreement with the EU: myths and new opportunities for Ukraine (2015).

<sup>6</sup> Pisarenko A. (2014). Are European values capable of uniting Ukraine? [Electronic resource]. Resource Access: <http://eu.prostir.ua/library/262181.html>

<sup>7</sup> Sakalo O. E. (2015). European Values: Essential Fundamentals and Practical Implementation. Resource Access: <http://dspace.pnpu.edu.ua/bitstream/123456789/4335/1/>

<sup>8</sup> European Integration Processes in the 21<sup>st</sup> Century (2018). Kyiv: Ukrainian Association of Teachers and Researchers of European Integration, p. 677.

individual (parents, students, teachers, state or civil servants, scientists, education managers, etc.) of education and the acquisition of key competencies as a value orientation. Moreover, according to the academicians of the National Academy of Sciences of Ukraine Sergey PyrozHKov, today it is a good opportunity to understand the path, which we have already passed

The time has come to answer the questions of what preference and values confesses the modern Ukrainian society and what future image it seeks to shape for generations to come? ... We have a pronounced contradiction that gives rise to tragic consequences between declarative values and true value orientation».<sup>9</sup>

Can this contradiction be overcome? Obviously can, if the goals, in particular in the educational plane, will be accompanied by value content for the state, society, teachers, students, etc.

The current education of Ukraine is intense and becomes a sign of social and social positive, value, rampant and productive development, which is the key to achieving the goals set for the future.

The teacher is the leader of change, "the person who holds the reform. Without her or her, any changes will be impossible, so one of the main principles of the New Ukrainian School is a motivated teacher. This means that our goal is to promote his professional and personal growth as well as to increase his social status" (<https://mon.gov.ua/ua/tag/nova-ukrainska-shkola>, 2018). Declaration of a prominent mission of a teacher in the process of teaching and upbringing of student youth, it is an age-old national tradition (or rather, post-Soviet) system of education, because of what only "emotionally-motto" declaring the significance of teaching acquired over time sarcastic signs (maybe we hyperbolize), if you compare the requirements for the professional activity of teachers from with a material reward for their work.

Today, this shameful tradition is being abolished, teachers in Ukraine have a decent salary, which in the future will grow. As communication with teachers shows, they are ready for change, they understand the importance and responsibility of their mission at the New Ukrainian School, motivated to develop their own professional competence as "ability (attribution) to perform qualified tasks," as stated in the documents of the International Department of Education and Standards of Achievement (International Council for Standards of Training, Activities and Training) (IBSTPI). In this sense, the concept of competence implies the availability of a set of knowledge, skills and means that allow people to effectively act or perform certain functions aimed at achieving certain standards in the professional field.<sup>10</sup>

At first glance, the proposed understanding of professional activities is not entirely new for Ukrainian educators. Recently, information on various aspects of

<sup>9</sup> Ukraine's Civilizational Choice (2016). Kyiv: NAS of Ukraine.

<sup>10</sup> Foxon, M. (2003). Training Manager Competencies. Syracuse (NY): ERIC p. 144.

a competent approach in education is available. On the content filling of competencies, on modern innovative forms and methods of their formation, etc. Teachers of Ukraine are well-known program materials, for example «DeSeCo» (Definition and selection of competencies: theoretical and conceptual foundations) in which competence is interpreted as the ability to successfully meet individual or social needs, carry out activities or perform tasks. However, most of the teachers who upgraded their qualifications in the Kiev regional institute of postgraduate education of pedagogical personnel (Bila Tserkva city) in the course of 2017 – 2018 (more than 600 people), at a poll determined have determined the main difficulty in professional activity which is associated with the use in the learning process of such forms and methods that ensure the implementation of a personal, competent process. The problem is most clearly illustrated with the following words: "Each competence is built on a combination of interconnected cognitive relationships and practical skills, values, emotions, behavioral components, knowledge and skills, everything that can be mobilized for active action."<sup>11</sup> Under such an understanding of their own difficulties, the teacher needs to update his professional knowledge precisely in the context of providing individual (personally oriented) and competent approaches to teaching students of all ages, mastering the principles and technologies of integrating the content of various educational subjects, implementing cross-cutting educational lines, implementing the foundations of European education, etc.

### **Discussion and conclusion**

#### **How to prepare a teacher to overcome professional challenges?**

Ukraine has already created a significant number of professionally-oriented learning resources for primary school teachers. Scientists and teachers actively involved in the formation of scientific and methodological content regarding the introduction of cross-cutting content lines in education in the study of various school subjects in primary and secondary schools. Educational on-line resources are created by public organizations, educational non-state centers, associations, separate teachers-bloggers, etc. That is, in aggregate, all voluntary participants in the creation of the content of teaching are the speakers of the high interest of society in updating the system of school education. This suggests: the content of education is intensively established as a personal value by representatives of different communities and groups of participants in the educational process.

The Ministry of Education and Science of Ukraine emphasizes: in order to teach in a new way, the teacher must receive, in accordance with the new Law 'On Education', the freedom to act - to choose educational materials, improvise, etc., although the Ministry will offer typical curricula, but the teacher will have the

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<sup>11</sup> Rychen, D. S. (2002). Definition and Selection of Competencies. Neuchatel, Swiss FSO, p. 8.

opportunity to supplement or create them in accordance with the State Standard, which outlines what students need to know and be able to attain after completing a certain stage of study. It is important that the process of achieving these results is determined by the teacher himself. Consequently, it must be competent and value-oriented in the changing of professional activity.

A teacher who has the freedom to teach must also have the freedom to study. This slogan is also declared by the reform. The state resource for the professional development of teachers remains a system of institutes of postgraduate pedagogical education (as independent institutions and units in the structure of universities) and methodological services of the city / district levels. Half of the compulsory hours of a teacher of professional development, as indicated in the documents of the relevant ministry, will be able to pass not in institutes of postgraduate pedagogical education, but will choose on their own. Two requirements are required to be met: during the five years the qualification should be 150 hours, and the training in different formats takes place annually.

We emphasize the challenges that await the learning in a new educational situation, those that are interspersed with contradictions, and sometimes lead to mutual convergence.

First, responsibility that integrates a significant number of indicators of its implementation, that is, the responsibility of different levels of detection (important for the state, for society, for the student, for his parents, personally for the teacher, etc.). As an illustration of this call, let's quote from E. Toffler's book *Metamorphoses of Power*: "Control over knowledge - this is the essence of the upcoming world battle for power in all the institutions of mankind".<sup>12</sup> In other words, knowledge is the key to everything, but take control of what is being put into the head of a young person who is educated at school, in a higher education institution, or receives informal education, and means to get power. The controversy lies in the control plane / the freedom of the teacher's professional activity.

Secondly, the readiness of the teacher to raise the level of the whole complex of knowledge, skills and skills that make up professional pedagogical competence. We emphasize that readiness as a category of psychological and pedagogical research is described by a large pool of scholars for a long time (both coryphaeus and young researchers), but national scientists have not yet reached a unanimous view on its interpretation regarding. Obviously, contradictions in readiness as motivation / unpreparedness, as unmotivated ness in the process of educational reforms are only deepened. We share the interpretation of readiness for professional self-development, presented by Helen Pehota: difficult structured education, which provides the necessary internal conditions for successful professional self-development.<sup>13</sup> Overcoming this contradiction in the

<sup>12</sup> Toffler, E. (2003). *Metamorphoses of power*. LLC Publishing TACT, p. 42.

<sup>13</sup> Pehota, E. (1997). *Personalization professional and pedagogical training of teachers*: Diss. Dr. Ped. Sciences. Kyiv.

professional activities of a particular teacher will mean, in our opinion, the dialectic of his personal growth as a specialist.

Thirdly, the traditionalism / innovation of comprehension, achievement and perception by the teacher of the results of their own professional activities. In our opinion, this contradiction is the deepest, because it integrates the whole complex of professional skills of the teacher, which in the process of pedagogical activity is formed much faster than the quality of his professional self-awareness and personal professional culture in the broadest sense. The most vulnerable in this aspect are teachers who have more than 20 years of work experience. The survey of this category of teachers (200 people) confirms the traditional educational myth: traditional education 'always' provided "high" knowledge. However, the majority of respondents - 72% - could not provide an argument in support of this thesis. Young teachers (up to 15 years of pedagogical experience) unanimously (96%) choose innovations in student training and increase their professional qualifications.

As already mentioned, the overcoming of these and other objective contradictions in the professional activity of the teacher is facilitated by various forms of professional development. Since the authors of the article have more than 20 years of experience in the regional institute of postgraduate pedagogical education, then we will continue to talk about this institution, the functioning of which is aimed at the professional development of all categories of pedagogical workers. We emphasize the peculiarities of the organization of professional development of teachers, the implementation of which not only helps to overcome the revealed contradictions, but also promotes the implementation of the principles of European education in the New Ukrainian school.

The implementation of thorough scientific approaches in the process of professional development of teachers is actual. The leading organization is the teaching of teachers on the basis of andragogy, because the adult is motivated by the desire to solve their own current professional problems on the basis of updated knowledge. Adults are active and independent in their education only when their life and professional experience are used to the maximum, they are recognized as partners in the learning process, they are offered active teaching methods (trainings, case studies, discussions, business games, master classes, designing technologies, paging etc.) that allow you to simulate real situations for practice. The adult himself determines what learning outcomes he wants to achieve, in what period and in what quality. Adult needs not proper knowledge, but the solution of vital problems. Achievement of professional development, from the point of view of the acmeological approach, is a high degree of self-realization of personality in professional activity, achievement of the "top", which determines the competitiveness of the teacher in the market of educational services. The axiological approach orientates the teacher in the process of professional development to the need for updated (or fundamentally new) values of the knowledge society, the achievement of world and national culture, which is the



basis of the teacher's value attitude towards his own professional experience, stimulates him to enrich the knowledge, skills and experience. The reorientation from the process to the result in the activity dimension provides a competence approach, developing the teacher's ability to act independently, solve professional problems.<sup>14</sup>

The "Conceptual Principles of Pedagogical Education Development in Ukraine and its Integration into the European Educational Space" states that the purpose of development is to create a system of pedagogical education that, on the basis of national achievements of world importance and established European traditions, provides training for pedagogical workers capable of carrying out professional activities on democratic and humanistic principles, to implement educational policy as a priority function of the state, is directed at the development and self-realization of the individual, from satisfaction its educational, spiritual and cultural needs, and the need to be competitive in the labor market.<sup>15</sup> In our opinion, the declared goal is relevant for the institutions that have determined their goal of improving the qualifications of teachers for the New Ukrainian School.

After having written the main competencies that are provided by education, by defining in the relevant documents the cross-cutting content lines aimed at forming these competencies, updating the purpose of education and subject programs, the state and Ukrainian society delegated to teachers the powers that fundamentally change the professional pedagogical activity and demand from the employees of the educational branch of the updated professional knowledge. For example, such different, at first glance, competences, such as cultural competence and entrepreneurship and financial literacy, should be formed not only by means of educational subjects 'Art' and 'Economics'.

Cultural competence is identified as an integrative phenomenon. In particular, the Council of Europe White Paper on Intercultural Dialogue<sup>16</sup> states that the competences that citizens must possess in order to actively participate in the culture of democracy are not automatically acquired; on the contrary, they need to be studied and practiced. And education in this must play a key role (Council of Europe, 2008). Consequently, this competence is formed by the educational space in which the key figure is the teacher, regardless of the content of the subject being taught.

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<sup>14</sup> Sorochan, T. M. - Danilev, A. O. - Diachenko, B. A. - Rudina, O. M. (2013). Professional development of managers and pedagogical staff of general educational institutions in postgraduate pedagogical education of regional level / Lugansk: SPD Reznikov VS, p. 524.

<sup>15</sup> Conceptual Principles of Pedagogical Education Development in Ukraine, and Its Integration into the European Educational Space (2018). Electronic resource.

<sup>16</sup> Council of Europe (2008). The White Book on Intercultural Dialogue: Living Together in Equality and Dignity. Strasbourg: Committee of Ministers.

Entrepreneurship and financial literacy are also multicomponent integrative characteristics of the personality of life, in our opinion, mega key competence. Ensuring the cross-cutting line "Entrepreneurship and financial literacy" throughout the entire period of child's education at school and in the content of all subjects will provide young people with understanding of the Ukrainians the practical aspects of financial issues (saving, investing, borrowing, insurance, lending, etc.); will promote the development of leadership initiatives, the ability to successfully operate in a rapidly changing technological environment. Therefore, teachers should provide predicted and desired result - the formed competence.

According to the tasks of the New Ukrainian School (400 people), teachers who participated in the study to identify the most difficult problems for them in relation to the formation of key competencies of students, noted that significant difficulties were felt in terms of cultural competence and entrepreneurship and financial literacy - about 60% of the responses.

### **Conclusions**

The system of Ukrainian education is intensively reformed for human benefit. The efforts of the state, society, and the pedagogical community are aimed at the implementation of the principles of European education. Key competencies are declared by the value of the individual, the leading role in education belongs to the student and teacher. At the state and institutional levels, a strategy and resources have been identified to ensure the formation of key competencies at all stages of education.

The urgent need is to provide modern forms of professional development and professional development of teachers, a comprehensive renewal of professional competence. The basis for achieving the desired results is the renewal of the professional competence of teachers on the basis of andragogical, acmeological, axiological, competency approaches.

Intensively formed the request of teachers for the integration of educational material of various school subjects, the use of modern measurement strategies and monitoring mechanisms for assessing the results of education, etc. We consider this as important thing for further research.