Alina Sbruieva
Sumy State Pedagogical University named after A. S. Makarenko
ORCID ID 0000-0002-1910-0138
Dmytro Kozlov
Sumy State Pedagogical University named after A. S. Makarenko
ORCID ID 0000-0003-1875-0726
Olena Kozlova
Sumy State Pedagogical University named after A. S. Makarenko
ORCID ID 0000-0003-1626-5188
Iryna Chystiakova
Sumy State Pedagogical University named after A. S. Makarenko
ORCID ID 0000-0001-8645-510X

EUROPEAN TEACHER EDUCATION AREA: THE TRANSFORMATION OF TEACHER EDUCATION PRACTICES IN EUROPE

The article explored the features of the transformation of teacher education in the context of the creation of the European Teacher Education Area (ETEA). Based on the content analysis of European teacher education, the article identifies and characterizes the mechanisms, processes and key agents mutually reinforcing each other to form the process of Europeanization in teacher education. For analytical purposes, these mechanisms, processes and key agents have been grouped according to their functions in the following main categories: 1) policy coordination; 2) cross-industry instruments; 3) fact-based management; 4) Bologna Process; 5) educational programs; 6) stakeholders.

Key words: European Teacher Education Area, transformation, teacher education, Europeanization.

Introduction. Teacher education in Europe was mainly "university"; therefore, its present and future should be discussed in the context of the general changes in the European higher education, which are deeply marked by the Bologna Process and the European Higher Education Area. Therefore, the transformation of pedagogical education is a need and requirement of the time and caused by new society challenges. In addition, improving the quality of pedagogical education, updating it in accordance with modern civilization requirements contributes to the consistency and content of transformational changes, which are now declared in regulations governing education development, including the Conceptual Framework for Teacher Education in Ukraine and its integration into the European education area (2004), Concept of pedagogical education development (2018).

Analysis of relevant research. The problem of modernization, reform and transformation of pedagogical education was the subject of special

investigations of both domestic (N. Avsheniuk, Y. Kishchenko, K. Korsak, V. Kremen, T. Krystopchuk, N. Lavrychenko, O. Lokshyna, A. Parinov, L. Pukhovska, O. Savchenko, I. Samoiliukevych, A. Sbruieva, S. Sysoieva, O. Sukhomlynska, L. Khoruzha and others) and foreign (N. Alexiadou, M. Barber, T. Börzel, F. Buchberger, F. Caena, BP Campos, R. Denk, O. Gassner, A. Greaves, S. Grek, G. Halász, P. Holdsworth, K. Howell, B. Hudson, D. Kallos, L. Kerger, H.-G. Kotthoff, M. Lawn, KS Louis, P. Mayring, M. Mourshed, S. Moutsios, CM Radaelli, T. Risse, T. Sander, M. Schratz, J. Stephenson, V. Symeonidis, P. Zgaga, B. van Velzen and others) scientists.

However, European integration processes in the field of education are developing very dynamically, which leads to emergence of the new approach to solving this problem.

Research methods. The study is based on the principles of interdisciplinarity, comparability and criticality, which has led to the use of complex interconnected and complementary research methods, including: general scientific – analysis, synthesis, comparison and generalization of scientific literature and programs and regulations; systems-structural and systems-functional methods.

The aim of the study is to investigate the peculiarities of the transformation of pedagogical education in the context of creation of the European Teacher Education Area (ETEA).

Research results. First of all, we note that in this study, transformation is understood in the context of Europeanization, and therefore the focus is on the process, rather than on the content of the transformation of teacher education in Europe. Thus, based on the content analysis of the European teacher education, the mechanisms, processes and key agents that mutually reinforce each other to shape the process of Europeanization in teacher education are identified. For analytical purposes, they were grouped according to their functions into a number of categories:

1) policy coordination;
2) intersectoral tools;
3) evidence-based management;
4) Bologna process;
5) educational programs;
6) stakeholders.

It should be noted that some of these categories correspond to the management and policy tools, outlined by G. Halász (2013), with the help of

which EU policy is disseminated in the European education area and they can be considered useful tools for the study of teacher education policy in Europe.

Below we will describe how these specific mechanisms, processes and key agents affect European teacher education.

Policy coordination in the field of education in general and higher education in particular is considered to be one of the governance mechanisms, which are used by the institutions of European Union to coordinate Community policy. To such mechanisms can be referred policy documents, the Open Method of Coordination (OMC) and the presidency.

In the policy concerning teacher education, proposals of the European Commission are developed only in the form of the Reports, with further approval by the Council of Ministers, and turning into the Conclusions of the Council. Since early 21st century, a number of Council Reports and Conclusions on teacher education and teacher training have been published. For example, Rethinking Education Communication (2012) is an important document for reviewing the transformation processes in pedagogical education. It is an outstanding document that summarizes ideas from several reference documents, e.g. Supporting the Teaching Professions for Better Learning Outcomes (*European Commission,* 2012).

Since the Lisbon Treaty in 2000, the introduction of the OMC has seemed to be the leading political mechanism that has launched at some extent the EU intervention in the national education systems. The EU uses the Open Method of Coordination as a means of managing development of education, setting mutually agreed goals, as well as by equal and informal pressure on Member States to implement them (Alexiadou, 2007).

In 2002, there was established the first working group on enhancing teacher education, which proposed development of a system of teacher competences. This idea was further developed in the Common European Principles for Teacher Competences and Qualifications (*European Commission,* 2005), a policy paper in which that for the first time the field of teachers and the field of coaches had been separated, initializing political cooperation in teacher education.

The next step was formation of the Teachers and Coaches Cluster in 2005, which later received the names of the Thematic Working Group on Teacher Professional Development (2010), School Policy (2014) and Schools (2016). It is determined that the most influential for the formation of the national policy in the field of teacher education are such policy initiatives as: (a) support for the development of teacher competence (2013); (b) support for

teachers-educators (2013); and (c) development of the agreed and system-wide introductory programs for teachers-beginners (2010).

The Presidency gives Member States the opportunities for coordinating the bottom-up policies. Presidency priorities can draw the attention of the policy-makers to both specific problems and positive and effective examples of the education policy to support teachers, improve the quality of teacher education, and so on.

Intersectoral tools. There is no doubt that teacher education development is widely influenced by the tools that belong to the non-education sectors. G. Halász notes that for the EU it a common practice to shift policies from one sector to another, as it often launches initiatives in sectors to which member states are more receptive (Halász, 2013). In the framework of the above-mentioned, education is often connected with priorities of employment, and consequently the tools used for the field of employment can influence teacher education. Therefore, such intersectoral tools include the European Qualifications Framework (EQF), financial resources and the European Semester.

The EQF provides support for the EU countries in comparing systems of the national qualifications by outlining several pan-European reference levels, which are described in terms of learning outcomes: knowledge, skills, responsibility and autonomy (*European Commission,* 2018). Thus, the Recommendation of 23 April 2008 invites Member States to send their national qualifications frameworks at the EQF level, thus promoting professional mobility and lifelong learning in Europe (*European Parliament and Council of the EU,* 2008). It affects the field of teacher education, ranging from EQF 4 to EQF 8 level, which is an equivalent to a diploma of higher education and a doctorate. For example, preschool education in Austria is top-level and awards university admissions (EQF 4), while university teacher education faculties can award doctorates (EQF 8).

Furthermore, within the EQF, the learning outcomes approach has greatly affected different stages of teacher education, changing the process of developing curricula and qualification standards and, ultimately, our perception of learning in both higher education institutions and schools.

It should be noted that in order to support development of the education system, some EU member states use European social funds (*Cedefop,* 2016). This is the second intersectoral tool that should be considered in the framework of our study. In particular, such a fund was the European Social Fund (ESF), which was widely used by Member States to support the ITE, CPD

and teacher competences development (Stéger, 2014a). In addition to the social and structural funds, innovation in teacher education is funded through Horizon 2020, the EU's largest research and innovation program with a budget of around € 80 billion for the period 2014-2020 (*European Commission,* n.d.-a).

Another mechanism for bringing education priorities together in terms of employment is the European Semester, an instrument for coordinating economic and employment policies, which is aimed at reporting and monitoring the education contribution to growth and creating workplaces. The Commission publishes annually budgetary, economic and social policy recommendations for each EU member state, which are adopted by the Council in late June.

Evidence-based management. In order to reach its education policy objectives, the Commission applies the Knowledge and Information Dissemination Tool (Halász, 2013). It helps to define benchmarks for monitoring of good practices between Member States and conducting statistical analyzes (*European Commission/EACEA/Eurydice,* 2017, p. 5). Besides, there are some European agents who make a significant contribution to the database for development of the European and national policies in the field of teacher education. In particular, such EU networks and agencies as Eurydice and Cedefop together with pan-European associations, namely the Association for Teacher Education in Europe (ATEE) and the European Educational Research Association (EERA), find facts and disseminate them in the European education area through publications, online resources, public conferences, etc.

Unlike the EU, ATEE is a non-profit European organization since that appeals to practitioners, in particular teachers and lecturers. In its effort to bridge the gap between research and practice in teacher education, ATEE organizes conferences, publishes the European Journal of Teacher Education and creates research and development communities, united by a variety of topics (*ATEE,* 2015), including teacher education policy and PD. ATEE has made a significant contribution to the European discourse on teacher education through research, which investigates teachers' profiles and competences (Swennen & Klink, 2009).

Bologna process. Significant developments that strongly influenced the higher education structure, in particular teacher education, took place in Europe with the Sorbonne Declaration of 1998, which resulted in launching the Bologna Process (BP) in the next year. The BP envisaged creation of the EHEA through the joint restructuring of higher education systems and establishing a

two-cycle structure of bachelors and masters to achieve their comparability and compatibility. It should be noted that in the framework of teacher education, in many countries implementation of the BP provisions was aimed at professional renewal to increase the attractiveness teaching profession and improve the subject teachers' training (Stéger, 2014b, p. 22).

The result of structural reforms in education has been the ECTS system aimed at improving mobility. The ECTS, which became the national credit system in most EHEA countries, is considered to be "a paradigm shift from teacher-centered to student-centered higher education" (*European Union,* 2015, p. 14), together with a results-oriented approach.

We consider it necessary in this study to mention the TUNING project, launched in 2000 as the Socrates-Erasmus project in order to "offer a concrete approach to the BP implementation at the level of higher education and subject areas" (*Tuning,* 2008, p. 9). Tuning provides a review of the methodology of the European teacher education area for the development, implementation and evaluation of curricula for different disciplines, including teacher education, in each of the Bologna cycles.

Educational programs are known as the mechanism, which influences greatly the teachers' professional development in Europe (*European Commission/EACEA/Eurydice,* 2015; Halász, 2013; Zgaga, 2013), although it needs fewer resources than for developing activities through the above-mentioned funding programs. Educational programs constitute a direct link between the EU educational priorities and local institutions in the EU countries. Participation is voluntary, and any person or institution can apply directly for funding and support to the EU providers, leading to bottom-up Europeanisation that avoids processes and policy translations at the national level. Since appearance of the first generation of the educational programs in 1986, the aim of teacher education included introduction of the European dimension in education and training through academic mobility and cooperation between HEIs (*European Council,* 1988).

Stakeholders. The main groups of stakeholders, who make a significant impact on the European teacher policy and practice, include global and European stakeholder groups play an extremely important role in advising, legitimizing policy and mediating between the EU and national policies. Other stakeholder groups include international organizations and networks that promote educational cooperation in the field of teacher PD.

Note that European social partners represent professional organizations of employers and trade unions involved in the European social dialogue, as it is

stated in the Articles 154 and 155 of the Treaty on the Functioning of the European Union (*Eurofound,* 2014). In the field of education, the European Federation of Employers of Education (EFEE) and ETUCE, the regional organization of Education International in Europe, are setting up a Committee on European Social Dialogue.

It is interesting to note that social dialogue in education highlights problems connected with teacher education. Thus, the social partners' work is directed at (a) improving teachers' skills and working conditions; (b) providing support for teachers with a focus on lifelong learning and PD; and (c) increasing the attractiveness of the teaching profession (*European Commission,* n.d.-b).

Consultation and lobbying are not the only areas of social partners' activity; they also develop policy documents and conduct research, such as Teacher Education in Europe, the ETUCE policy paper, which was published in 2008. One more technical report that demonstrates joint action between ETUCE and EFEE highlights the results of a joint survey on teacher recruitment and retention (*ETUCE/EFEE,* 2012).

As a result of the analysis of scientific works on the studied problem we can say that the role of international organizations is crucial in the development of political problems and defining new educational policy programs in Europe (Grek, 2010; Grek & Lawn, 2009).

Thus, the OECD is defined as a "strong agent of Europeanization" (Grek, 2010, p. 401) and an organization that has "great influence on policy-making".

We can't but mention such influential organization as the World Bank which global impact is manifested in the development of the Systems Approach for Better Education Results (SABER), a policy tool focused on teachers and teacher education used in a number of countries, in particular EU ones.

This list also includes the Council of Europe, which developed the Pestalozzi program, an action that supports teachers' PD through a variety of educational resources and educational activities (*Council of Europe,* 2018a).

The important agents of social partnership are European networks of teacher education professional, that influenced the European policy and scientific discourse. Among the first initiatives that received funding from the European Commission was the SIGMA-European Universities' Network, which had to prepare a report on European teacher training systems (Sander et al., 1996). The main impact of the SIGMA project policy had become creation in 1996 of the Thematic Network on Teacher Education in Europe (TNTEE), which published the Green Paper on Teacher Education in Europe (Buchberger et al., 2000), the first strategic document on teacher education in Europe, prepared

jointly with research and teaching staff of the European pedagogical institutions (Hudson & Zgaga, 2017).

Another network that unites politicians and is closely connected with the European Commission is ENTEP. Founded in 2000 during Portugal's EU presidency, ENTEP has made an important contribution in the ETEA development and promoted cooperation between the EU Member States on teacher education policy (Gassner et al., 2010).

In the framework of this study, we consider it necessary to address the issue of what is European in the work of teachers. This question arose before the world scientific community in the mid-2000s after the appearance of the discussion paper What is a 'European teacher'? (Schratz, 2005).

Note that a consortium of five EU universities and ENTEP, as an advisory board, initiated the European Doctorate in Teacher Education (EDiTE) to introduce the European dimension in the teachers' PD and to overcome the problem of mobility and barriers in doctoral programs admission (Schratz, 2014). The European Commission provided EDiTE with financial support within a number pf programs, namely, the Lifelong Learning Program (2012-2014), the Horizon 2020 Innovation Learning Network (2015-2019), to develop a "leading European innovation network for teacher education accessible to scientists, practitioners and politicians" (*EDiTE Website,* 2015).

Conclusions. Thus, in conclusion, we can say that from the point of view of the Europeanization, the emergence of ETEA is the result of a "circular approach" (Wach, 2017), which combines vertical and horizontal procedures of policy transformation. On the one hand, the vertical procedures of downloading (from the European Community to the EU Member States) and uploading (from the EU Member States to the European Community) provide for a system of mutual adaptation between the European and national levels.

Examples of downloading include EU policy documents, intersectoral tools and evidence-based management, while uploading can take place through the presidency, transnational initiatives such as the Bologna Process, and the influence of stakeholders. At the same time, the OMC can be seen as a place of controversy between downloading and uploading policies, while educational programs function as a direct link between European and local institutions, often avoiding translations at national level.

On the other hand, horizontal procedures provide a system of interaction at the internal level in which Europe can give impetus to policy change. External horizontal procedures involve the study of policies by Member States, while internal horizontal procedures involve the study of policies among

national actors (Radaelli, 2004, p. 5). The horizontal procedures are facilitated by the OMC, benchmarking and best practices, as well as the exchange of experts in the form of working groups, political or research networks and associations.

In addition, the emergence of ETEA confirms what Halász (2013) identified as future trends in EU education reform policy. One of the trends is the growing role of the EU in education policy, including policy on teacher education, as well as increasing its ability to influence education development in the EU member states.

The second trend is the constant ability of other industries to influence development of education. This becomes apparent when teacher policies and initiatives fall under the priorities of employment and social affairs, in which the EU has the capacity to provide mechanisms within which EU Member States must coordinate policies. Employment tools or agencies often deliberately influence teacher education (e.g. the EQF and the work of Cedefop) and may even monitor policy developments (e.g. the European Semester).

Although the signs of convergence on what constitutes European teacher education are clear, teacher education is still trying to find its own way by reviewing the European teacher education area within the EHEA.

Thus, we can conclude that Europeanization of the industry can either increase existing tensions or function as a remedy for historically entrenched contradictions. In order to enable emergence of new innovative solutions, the process of Europeanization should enable pedagogical education systems to define their own organizational models, given that different countries may be at different stages of formulating and implementing educational pedagogical policy.

ЛІТЕРАТУРА

Alexiadou, N. (2007). The Europeanisation of Education Policy: Researching changing governance and 'new' modes of coordination. *Research in Comparative and International Education, 2 (2),* 102-116.

ATEE. (2015). *Statutes of association for teacher education in Europe*. Retrieved from https://atee.education/who-we-are/.

Buchberger, F., Campos, B. P., Kallos, D., & Stephenson, J. (Eds.) (2000). *Green paper on teacher education in Europe*. Umeå: University of Umeå.

Cedefop (2016). *Application outcomes of learning across approaches Europe: A comparative study*. Luxembourg: Publications Office of the European Union

Council of Europe (2018a). *Closure of the Pestalozzi Programme since the end of 2017.* Retrieved from: https://www.coe.int/en/web/pestalozzi/-/capacity-building-in-education-at-the-council-of-europe.

EDiTE Website (2015). Retrieved from: http://www.edite.eu/

ETUCE/EFEE (2012). *Technical report of EFEE-ETUCE survey on recruitment and retention in the education sector*. Retrieved from: https://www.csee-etuce.org/images/Publications/VP-2011-001-0160_Technical_Report_EN.pdf

Eurofound (2014). *European social partners.* Retrieved from: https://www.eurofound.europa.eu/observatories/eurwork/industrial-relations-dictionary/european-social-partners.

European Commission (2005). *Common European principles for teacher competences and qualifications*. Retrieved from: http://www.pef.uni-lj.si/bologna/dokumenti/eu-common-principles.pdf

European Commission (2012). *Supporting the teaching professions for better learning outcomes.* Retrieved from: http://ec.europa.eu/dgs/education_culture/repository/education/policy/school/doc/teachercomp_en.pdf.

European Commission (2018). *How does the EQF work?* Retrieved from: https://ec.europa.eu/ploteus/content/how-does-eqf-work

European Commission (n.d.-a). *What is Horizon 2020?* Retrieved from: https://ec.europa.eu/programmes/horizon2020/en/what-horizon-2020

European Commission (n.d.-b). *Sectoral social dialogue - education*. Retrieved from: http://ec.europa.eu/social/main.jsp?catId=480&langId=en&intPageId=1822#top-page

European Commission/EACEA/Eurydice (2015). *The teaching profession in Europe: Practices, perceptions, and policies*. Luxembourg: Publications Office of the European Union.

European Commission/EACEA/Eurydice (2017). *Support mechanisms for evidence-based policymaking in education. Eurydice report*. Luxembourg: Publications Office of the European Union.

European Council (1988). *Resolution on the European dimension of education*. Retrieved from: http://eur-lex.europa.eu/legal-content/HR/ALL/?uri=CELEX:41988X0706(01).

European Union (2015). *ECTS users' guide*. Luxembourg: Publications Office of the European Union.

Gassner, O., Kerger, L., & Schratz, M. (Eds.) (2010). *The first ten years after Bologna*. Bucureşti: Editura Universităţii din Bucureşti.

Grek, S. (2010). International organisations and the shared construction of policy 'problems': Problematisation and change in education governance in Europe. *European Educational Research Journal, 9 (3),* 396-406.

Grek, S., & Lawn, M. (2009). A short history of Europeanizing education. *European Education, 41 (1),* 32-54.

Halász, G. (2013). European Union: The strive for smart, sustainable and inclusive growth. In Yan Wang (Ed.), *Education policy reform trends in G20 members,* (pp. 267–288). Berlin Heidelberg: Springer. Retrieved from: http://halaszg.ofi.hu/download/G20_EU_paper.htm

Hudson, B., & Zgaga, P. (2017). History, context and overview: Implications for teacher education policy, practice and future research. In B. Hudson (Ed.), *Overcoming fragmentation in teacher education policy and practice,* (pp. 1-25). Cambridge, UK: Cambridge University Press.

Radaelli, C. M. (2004). Europeanisation: Solution or problem? *European Integration Online Papers (EIoP), 8 (16),* 1-26. Retrieved from: http://www.eiop.or.at/eiop/pdf/2004-016.pdf

Sander, T., Buchberger, F., Greaves, A., & Kallos, D. (1996). *Teacher education in Europe. Evaluation and perspectives*. Osnabrück: Universität Osnabrück

Schratz, M. (2005). *What is a 'European Teacher'? A discussion paper European network on teacher education policies (ENTEP)*. Retrieved from: http://www.pef.uni-lj.si/bologna/dokumenti/posvetschratz.pdf

Schratz, M. (2014). The European teacher: Transnational perspectives in teacher education policy and practice. *CEPS Journal, 4 (4),* 11-27.

Stéger, C. (2014a). Review and analysis of the EU teacher-related policies and activities. *European Journal of Education, 49 (3),* 332-347.

Stéger, C. (2014b). *State of play in teacher education in Hungary AFTER the Bologna reforms*. Budapest: ELTE Eötvös Kiadó.

Swennen, A., & Klink, M. van der. (2009). *Becoming a teacher educator: Theory and practice for teacher educators*. Berlin Heidelberg: Springer.

Tuning. (2008). *Universities' contribution to the Bologna process*. Bilbao: Publicaciones de la Universidad de Deusto.

Zgaga, P. (2013). The future of European teacher education in the heavy seas of higher education. *Teacher Development, 17 (3),* 347-361.

Wach, K. (2017). Europeanisation: Its definition, research approaches and dimensions. In P. Stanek & K. Wach (Eds.), *Macro-, meso- and microeconomic dimensions of Europeanisation,* (pp. 15-31). Warszawa: PWN.

Про затвердження Концептуальних засад розвитку педагогічної освіти в Україні та її інтеграції в європейський освітній простір: Наказ МОН № 998 від 31.12.2004. Режим доступу: https://zakon.rada.gov.ua/rada/show/v0998290-04#Text (*On approval of the Conceptual Principles of Pedagogical Education Development in Ukraine and its Integration into the European Educational Space: Order of the Ministry of Education and Science № 998 of 31.12.2004.* Retrieved from: https://zakon.rada.gov.ua/rada/show/v0998290-04#Text).

Про затвердження Концепції розвитку педагогічної освіти: Наказ МОН № 776 від 16.07.2018. Режим доступу: https://www.uzhnu.edu.ua/uk/infocentre/get/17105 (*On approval of the Concept of pedagogical education development: Order of the Ministry of Education and Science № 776 of 16.07.2018.* Retrieved from: https://www.uzhnu.edu.ua/uk/infocentre/get/17105).

РЕЗЮМЕ

Сбруева Алина, Козлов Дмитрий, Козлова Елена, Чистякова Ирина. Европейское пространство педагогического образования: трансформация практики образования преподавателей в Европе.

В статье были исследованы особенности трансформации педагогического образования в контексте создания Европейского пространства педагогического образования (ETEA). В статье на основе контент-анализа европейского педагогического образования определены и охарактеризированы механизмы, процессы и ключевые агенты, взаимно усиливающие друг друга для формирования процесса европеизации в образовании учителей. Для аналитических целей указанные механизмы, процессы и ключевые агенты были сгруппированы в соответствии с их функциями в следующие основные категории: 1) координация политики; 2) межотраслевые инструменты; 3) управление на основе фактов; 4) Болонский процесс; 5) образовательные программы; 6) стейкхолдеры.

Ключевые слова: европейское пространство педагогического образования, трансформация, педагогическое образование, европеизация.

АНОТАЦІЯ

Сбруєва Аліна, Козлов Дмитро, Козлова Олена, Чистякова Ірина. Європейський простір педагогічної освіти: трансформація практики освіти вчителів у Європі.

У статті досліджено особливості трансформації педагогічної освіти в контексті створення Європейського простору педагогічної освіти (ETEA). У статті на основі контент-аналізу європейської педагогічної освіти визначено механізми, процеси та ключові агенти, які взаємно підсилюють один одного для формування процесу європеїзації в освіті вчителів. Для аналітичних цілей означені механізми, процеси та ключові агенти було згруповано відповідно до їх функцій у такі основні категорії:

1) координація політики;

2) міжгалузеві інструменти;

3) управління на основі фактів;

4) Болонський процес;

5) освітні програми;

6) стейкхолдери.

Доведено, що з точки зору європеїзації, поява ETEA є результатом «кругового підходу», який поєднує вертикальні та горизонтальні процедури трансформації політики. Визначено майбутні тенденції політики реформування освіти ЄС: 1) зростання ролі ЄС в освітній політиці, включаючи політику щодо педагогічної освіти, а також збільшення його здатності впливати на розвиток освіти держав-членів ЄС; 2) постійна можливість інших галузей впливати на розвиток освіти.

Констатовано, що європеїзація галузі може або посилити існуючу напруженість, або функціонувати як засіб від історично вкорінених протиріч. Для того, щоб уможливити появу нових інноваційних рішень, процес європеїзації повинен дати можливість системам педагогічної освіти визначити власні організаційні моделі, ураховуючи, що різні країни можуть перебувати на різних стадіях формулювання та впровадження освітньої педагогічної політики.

Ключові слова: європейський простір педагогічної освіти, трансформація, педагогічна освіта, європеїзація.

Василь Хрик
Білоцерківський національний аграрний університет
ORCID ID 0000-0003-1912-3476
DOI 10.24139/2312-5993/2021.05/213-223

СУЧАСНІ ПРОБЛЕМИ ЛІСІВНИЧОЇ ОСВІТИ В УКРАЇНІ

У статті здійснено спробу висвітлити основні проблеми лісівничої освіти. Розкрито основні напрями вдосконалення лісівничої освіти. Доведено, що найбільш затребуваними проблемами, які потребують висвітлення у процесі підготовки майбутніх фахівців лісового господарства є: спільне управління лісовими ресурсами державним сектором і населенням; лісове господарство і його роль у збереженні та захисті біорізноманіття; ліси як місця відпочинку, зокрема екологічний туризм; надання інформації громадянському суспільству з питань лісу і лісового господарства; формування і реалізація лісової політики; взаємозв'язок з іншими секторами, такими як сільське господарство, управління природними ресурсами, освіта, туризм, інфраструктура і торгівля.