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THE TRAINING OF QUALIFIED SPECIALISTS IN THE COUNTRIES OF THE BLACK SEA REGION IN THE CONTEXT OF GLOBALIZATION EDUCATION PROCESSES

ABSTRACT

The article presents the trends in higher education development in the countries of the Black Sea region, namely, historical, methodological, methodical and technological, which determine the objective and subjective connections and relationships that are common to the system of higher pedagogical education of the countries under study and define persistent pursuit of modernization and transformation of the nature, content, structure, functions, ways of management approaches to the education process, forms, methods, tools and techniques of teaching students. The trends in the public-authoritarian model of higher education have been revealed. It has been found out that the leading trend in Ukraine and other countries of the Black Sea is the governance and financing of future teachers with appropriate management functions and control that significantly affects the organizational structure of higher education. The features of a modern system of higher pedagogical education in the Black Sea region are the system of higher education institutions; main directions of modern reforms in higher education; functioning of leading universities that prepare teachers, their types, characteristics of structural units, students. According to the areas in development of higher pedagogical education in the Black Sea region, we have divided the trends into four groups: historical, methodological, methodical, technological, that are top priority for education systems.

Keywords: higher pedagogical education, trends in development, university, model, education system.

INTRODUCTION

The current stage of development of human society in the field of pedagogical education in the countries of the Black Sea Economic Cooperation (BSEC) is characterized by global changes that are updated in all structures of its national systems, modernizing the content and methods of training teachers, developing new forms and links between teacher training and school. It must be noted that the Black Sea Economic Cooperation (BSEC) was created in 1992 to coordinate economic and political development of the Black Sea, whose members are 12 countries, namely, Azerbaijan, Albania, Bulgaria, Armenia, Greece, Georgia, Moldova, Russia, Romania, Serbia, Turkey and Ukraine. The headquarters are located in Istanbul (Turkey). In terms of further integration of Ukraine into the European community, interactions between national teacher training systems of different countries are being enhanced. This is due to the planned introduction of each country's own recovery strategy of pedagogical education, and one cannot ignore the impact of the Black Sea region on the educational processes taking place in Ukraine (Vulfson, 1999).



THE AIM OF THE STUDY

The aim of the study is to reveal and analyze major trends in teacher training in the Black Sea region. According to it, we have outlined the following objectives: 1) to highlight major trends in teacher training in the Black Sea region and to justify its nature and main features; 2) to determine strategic and tactical directions in the identified trends.

THEORETICAL FRAMEWORK AND RESEARCH METHODS

The researches on the above-mentioned processes is an important task in the context of Ukraine's integration into the European Higher Education Area (EHEA). Theory and practice of foreign education processes have been studied by Ukrainian (V. Bepalko (1995), V. Kapranova (2004), L. Lahotniuk (2007), L. Puhovska (2010), T. Volkova (2008), B. Vulfson (1999), I. Ziaziun (2006) et al.) and foreign (E. R. Marginson (2008), J. Valimaa (2004) et al.) scholars. During the study, we have used the following methods: analysis and synthesis of psychopedagogical scientific knowledge, comparison, classification, systematization, generalization.

RESULTS

To improve the system of higher pedagogical education it is necessary to study its complexity from the position of system-based approach, to distinguish past and present structural components available today and to determine future ones. Thus, identifying reasons for prognosis, one can proceed to describe the persistent trend of the phenomenon under study. It should be noted that the methodology of systemic research allows to consider the objects that really exist not only in space and time, but independently, at a certain angle, to highlight the properties of the objects and their relationships.

The paradigm of modern higher pedagogical education primarily involves determining the total model of the system. Foreign experience of higher education makes it possible to distinguish two generalized models, namely, state-authoritarian and socially independent. According to the authoritarian model of leadership, the state addresses issues of science by determining the purpose, content, structure and functions of higher education. The independent model assumes autonomy and relative independence of higher education as well as self-government based on democratic and collective management (Marginson, 2008).

A comparative analysis of the stages of higher pedagogical education development in the Black Sea region created the conditions for determining trends in higher pedagogical education development. First, we have revealed trends in the state-authoritarian model of higher education. Most of these countries, except Bulgaria and Greece, employ the socially independent system of higher education regulation by the Ministry of Education (the Council on Higher Education at the Ministry of Education), which not only finances the activities of higher education institutions, but also provides them with a licensed volume of student admission, adopts national standards on staff training, monitors the quality of training, etc. However, democratic transformations in the EHEA influenced management processes in several countries and identified ways to decentralize elements of academic and administrative freedoms. It must be noted that today historically justified is the harmonious coexistence of two models of higher education (Puhovska, 2010).

Retrospective and targeted approaches to defining traditions of forming and development of higher pedagogical education in the BSEC countries have established a methodology to identify development trends in teacher training in the above-mentioned countries. First of all, we have outlined the following trends: the enhancement of quantitative and qualitative levels of higher pedagogical education (Albania, Turkey), decentralized management (Bulgaria, Greece), funding cuts and fees increase (Armenia, Georgia), reforms in foreign language teaching (Romania).



It should be mentioned that Armenia, Bulgaria, Georgia, Turkey do not reduce the network of higher education institutions, when such a tendency has been traced in Azerbaijan, Russia and Ukraine since 2004. In Albania, Bulgaria, Greece, Romania and Turkey one can observe a clear trend in permanent convergence of basic university education with special vocational training (Kapranova, 2004).

The leading trend in Ukraine and other countries of the Black Sea region is state regulation and financing of future teachers training with appropriate management and control functions that significantly affects the organizational structure of higher education.

Modern higher pedagogical education is characterized by a trend toward forming the system of regional education as a set of subjects of higher pedagogical education in particular countries. The difference of higher pedagogical education systems in the countries under study reflect their national, cultural, social, political, religious and economic features, i.e., the legacy that requires a deep understanding and proper attention. The BSEC countries provide their citizens with the opportunity to obtain quality higher education, helping domestic students to access educational resources of other countries.

The study of content and methodological support of the education process at universities in the BSEC countries has revealed a trend toward enhancing the contradiction between the social requirements for a high level of professional readiness of modern teachers and an insufficient level of educational facilities at pedagogical universities. In most countries of the Black Sea region, there is significant underfunding of education institutions that adversely affects the level of material and technical basis and students' training for professional activity under modern conditions (Valimaa, 2004).

A comparative analysis of state legal documents in the countries of the Black Sea region, where the conceptual foundations of pedagogical education development are presented, as well as the experience of their leading universities have allowed to identify trends and strategic priorities that are common to all the countries under study, namely, integration of higher education systems into the EHEA, development of new and improvement of existing legislative and regulatory frameworks, promotion of equitable access to higher education and higher pedagogical education at all levels, which should contribute to the development of professional competencies of citizens required for employment, efficient work and further education, bring the countries' education systems in line with the market requirements of educational resources and labour, improve the quality of education and ensure its competitiveness in the local and international labour markets, improve management of higher pedagogical education institutions in accordance with modern requirements by developing their autonomy, demonopolizing financing, reforming the research system and innovations.

The education policy on modern system of higher pedagogical education in the countries of the Black Sea region is based on development of a coherent theory of higher education. Its peculiarities include the system of higher education institutions management; the main directions of modern reforms in higher education; functioning of the leading higher pedagogical education institutions, their types, characteristics of structural units, students (Lakhotniuk, 2007).

According to the areas in development of higher pedagogical education in the Black Sea region, we have divided the trends into four groups: historical, methodological, methodical, technological, that are top priority for education systems.

While researching we have revealed methodological trends in higher pedagogical education in the countries of the Black Sea Economic Cooperation. Their nature, strategic directions and tactical implementation are given in Table 1.



Table 1

Methodological trends of higher pedagogical education in the Black Sea Region, its content, strategic and tactical directions for implementation

Trends in higher pedagogical education	Content and main features	Strategic and tactical directions for implementation
Secularization, humanization and humanitarization of higher pedagogical education	The content of higher pedagogical education ensures a system-based wordly ideological training of students, social and moral unity, general cultural and professional growth of future teachers	Development and implementation of models of individual creative and personality-oriented training of teachers; creation of organizational and pedagogical conditions for development of active and creative opportunities and intellectual freedom of students
Fundamentalization of future teachers' training	Deepening and promotion of a unity of methodological, theoretical and practical training of students at higher education institutions	Enhancement of future teachers' comprehensive training by increasing the number of basic academic subjects and instructional hours. Optimization of the list of teacher qualifications, specialties, specializations according to the State Classification of professions. Enhancement of the role of researches in the education process of higher education institutions
The educational process universalization in higher pedagogical education institutions	The systemic nature of teaching and interaction between teachers and students	Forming of systemic knowledge, skills and tools for future professional activities. Forming of various professional competences aimed at enhancing future teachers' readiness to perform professional functions
Individualization and differentiation in student teaching	The subject-based training system that provides students with the opportunity to create an individual curriculum according to the chosen program	Implementation of personality-oriented and individual creative approaches to teaching students who consider individual intellectual, psychological and physiological peculiarities of students
Internationalization of higher pedagogical education	The convergence of national higher pedagogical education systems, selection and development of their universal and specific concepts	Coordination of areas of higher education development in the Black Sea region. Intensification of administrators, teachers and students' academic mobility, international exchange programs aimed at sharing experience of higher pedagogical education
Orientation toward advanced and continuing higher pedagogical education	Preparation of modern teachers eager to develop themselves and affect development of society, education, young people under today's socioeconomic conditions	Organization of teachers' continuing training. Creation of an innovative educational environment that will motivate teachers toward sustainable development, enhancement of their professional skills

CONCLUSIONS

The outlined historical, methodological, methodical and technological trends define sustainable objective and subjective connections and relationships that are common to the systems of higher pedagogical education in the Black Sea region and establish



persistent pursuit of modernization and transformation of the nature, content, structure, functions, management, approaches to the education process organization, forms, methods, tools and technologies of teaching.

Prospects for further researches on the training of qualified specialists in the Black Sea region are a detailed study of its forming and development, theoretical analysis of conceptual analysis, organizational and legal foundations, functioning peculiarities, legal support, management of structural and content components, procedural components, etc.

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