

### Sustainable development under the conditions of European integration. Part I

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Veröffentlichungsversion / Published Version

Sammelwerk / collection

#### Empfohlene Zitierung / Suggested Citation:

Bele, D., Weis, L., & Maher, N. (Eds.). (2019). *Sustainable development under the conditions of European integration. Part I*. Ljubljana: Ljubljana School of Business. <https://nbn-resolving.org/urn:nbn:de:0168-ssoar-62812-8>

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**LJUBLJANA SCHOOL OF BUSINESS**

**SUSTAINABLE DEVELOPMENT UNDER THE CONDITIONS OF  
EUROPEAN INTEGRATION**

Collective monograph

Part I

Ljubljana, Slovenia  
2019

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CIP - Kataložni zapis o publikaciji Narodna in univerzitetna knjižnica, Ljubljana  
502.131.1:061.1EU(075.8)

SUSTAINABLE development under the conditions of European integration: collective monograph / [editorial board Darko Bele, Lidija Weis, Nevenka Maher]. - Ljubljana: VŠPV, Visoka šola za poslovne vede = Ljubljana School of Business, 2019

ISBN 978-961-91021-5-2 (zv. 1)

ISBN 978-961-91021-6-9 (zv. 2)

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COBISS.SI-ID 300136960

*This collective monograph offers the description of sustainable development in the condition of European integration. The authors of individual chapters have chosen such point of view for the topic which they considered as the most important and specific for their field of study using the methods of logical and semantic analysis of concepts, the method of reflection, textual reconstruction and comparative analysis. The theoretical and applied problems of sustainable development in the condition of European integration are investigated in the context of economics, education, cultural, politics and law.*

**Publisher:** Ljubljana School of Business

Tržaška cesta 42, 1000 Ljubljana

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**COMPARATIVE ANALYSIS OF FUTURE PRESCHOOL TEACHER  
TRAINING IN FOREIGN EDUCATION SYSTEMS**

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**Abstract.** *The article provides comparative analysis of preschool educators training for innovative activity in foreign education systems. It characterizes higher pedagogical education tendencies in foreign countries: maximum continuity, perspective, succession of different degree education systems, and their mutual integration that guarantees continuing of education. An innovative aspect of preschool teacher training is singled out during the analysis of preschool educators training systems abroad. The future pedagogue training is viewed through a wide use of such innovative methods as discussions, heuristic conversation, "aquarium", method of synectics, didactic games, etc. The results of the analysis of innovative methods used abroad during the preschool specialist training prove the uniformity of its basic criteria, namely conceptuality, consistency, manageability, effectiveness, and reproducibility. The research emphasizes on the fact that in the aspect of integration into European educational system abroad future preschool specialist training acquires the features of knowledge generalization and universalization, curriculum diversification, disciplines courses integration, standardization and unification of education content, and appraisal of students educational achievements etc. Considering these principal statements, the process of Ukrainian pedagogical educational development can be projected saving organizational forms and models that were shaped historically taking into accounts European and world tendencies. Conclusions regarding organization tendencies of future preschool teacher training in the world countries allow focus on those aspects that can be determined as innovative ones for the modern domestic system of preschool teacher training.*

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**JEL Classification: I 23**

**Introduction.**

The processes of globalization, increasing relationship between countries and nations regularly cause growing interest to international experience research in the different spheres of social life including education. State and dynamic development analysis of foreign education systems suggest that the modern phase is an epoch of global education reformation on the world level. The uniformity of national educational standards, educational models diversification, and teaching technologies improvement take place in the Bologna process.

However, every nation wishes for reaching its historically accumulated education potential, actively researching innovative experience of education organization and content of other countries.

Consequently, the question of preschool teacher vocational training obtains new understanding. Nowadays, preschool educator personality, his/her professional competence, social maturity, and spiritual wealth are the most important features of the upbringing and teaching process efficiency providing of children under school age.

To achieve the aim of specialist training for vocational activity domestic reformers of higher education have already researched a lot of points particularly in the aspects of its philosophical and ideological principles determination (V. Andrushchenko, H. Vasianovych, I. Ziazun, V. Kremen, V. Lugovyi, etc.), vocational education methodology of different branches specialists (I. Bekh, S. Honcharenko, R. Hurevych, O. Dubaseniuk, N. Nychkalo, V. Oliynyk, O. Savchenko), general didactic and technological parameters (A. Aleksiuk, Y. Boliubash, V. Bondar, V. Semychenko, etc.), pedagogical technologies (O. Piekhota, S. Sysoieva, etc.), conceptual principles of future preschool vocational training (L. Artemova, H. Bielienska, L. Zahorodnia, L. Zdanevych, E. Karpova, I. Lutzenko, T. Ponimanska, I. Uliukaeva etc.).

The comparative analysis of graduate education abroad and in Ukraine was made by L. Pukhovska. Active university training as the precondition of the formation of future kindergarteners and teachers' creative personality are represented in researches of I. Dychkivska, I. Konovalchuk, V. Kuzmenko, Z. Kurliand, and S. Harchenko. The functional opportunities of pedagogical practice are investigated in the process of vocational training (L. Artemova, L. Mashkina, etc.). At the same time, analysis of modern conditions of pedagogical education problems and pedagogue training practice in foreign countries provided by scholars as F. Buchberger, P. Brodfud, F. Vaniscott, A. Combs, D. Liston, and I. Hyorst, UNESCO and other international organizations documents outlines deep contradictions between national systems of pedagogue training. High internal complexity of the national systems makes it hard to differentiate types of education institutions and curriculums with the help of any taxonomy (Dychkivska, 2017).

According to the topic of our research, the **aim** of the article is to provide comparative analysis of the development of pedagogical education abroad and to highlight the main approaches in training preschool educators for innovative activity.

### **1. General Trends and Peculiarities of System of Professional Training of Preschool Editors in Foreign Countries**

This scientific discourse outlines the researches, where general tendencies and peculiarities of foreign preschool teacher vocational training are covered. In particular, L. Zdanevych's research stands out because of its detailed review of overseas experience training of future preschool teacher for activity with children under school age.



Opening organizational, meaningful, and value peculiarities of vocational teacher training systems especially of preschool education, the author summarizes higher education trends in foreign countries, to which he refers a maximum continuity, perspective, and succession of the different degree education systems, its mutual integration that guarantees continuing of education. The scholar determines practical training implementation as a basic feature of vocational education organization in foreign countries. He points out on the general amount of practical education hours that lean toward 50 %, use of task-oriented teaching methods, focusing on group (team) working, integration of academic disciplines as the «approximation method» of the case study to the existent occupational one, practical experience in the majority of instructors (Zdanevich, 2014).

In their researches, German scholars define the priority of the competency-based model principles in vocational training organization of future preschool teacher. Primarily, it is a formation of the competency «improve your studying skills» (Pearce, 1994). These authors determine the importance of situational experience for future preschool teacher. It takes the form of the ability to solve unexpected situations. We consider this representation as a relevant one to the problem of student innovative focusing. Precisely situations of comfort breach cause the intention to find new means of activities.

In classical German universities teacher training is actualized due to the widespread use of innovative methods: word methods (discussion, heuristic conversation, «microphone»); visual demonstrations (video presentation, digital resources); practical methods (training, brainstorming, «aquarium», method of synectics (combination of elements), method of free associations, «talk show», «range of ideas», jigsaw, didactic games (Meyvohel', 1998). It is noted that students' involving in innovative activity is effective for skill formation to vary the process of studying. In this way, future pedagogues are sent to use innovations in their future vocational training. Therefore, level of the focus on innovative activity of future preschool teachers in nursery schools depends on the qualitative innovative process of the learning activity that is organized in vocational training institutions (Dychkivska, 2017). According to this point of view Karl Holtz's (a professor of Heidelberg University in Germany) thought is considered as a suitable one towards the diverse existence of forms, methods and means to organize the educational process as a main condition of preschool specialist personal development (PH-Heidelberg).

Comparing German and domestic system of pedagogical preschool education, it should be commented about certain outdistancing of the last one in the context of innovations. Particularly in Germany pedagogical education knowledge and skills formation of children speech development, their mathematic, technical and social development is considered as innovation that is caused by current reformation of educational system (Pchelina, 2008). Meanwhile in Ukrainian system of vocational preschool education this aspect is included to classical physiological and pedagogical training content of preschool teachers.

Simultaneously the probation content is marked in German experience of preschool teacher training. The core of this probation is visiting of families with children under school age to observe the children development. Such an experience transfer can be determined as an innovation for the system of preschool teacher training.

General preschool curriculum is a peculiarity of French preschool education. Its accomplishment makes possible to form a single value system, life competency level. In opposition to the common educational system rating, the future preschool teachers are trained to operate in the conditions of diversification including French ministry of education recommendations. These recommendations deal with alternate operation with different groups, variety of free lessons focused on observation, thinking, and initiative development of children, lessons organization with special preschool training tasks, obligation to explain tasks and marks (Malonga, 2000). Such state policy in the pedagogical education branch causes preschool teacher training curriculum to be oriented on the new techniques, technology familiarization, and the elective courses. The aim of these courses is to prepare future preschool teachers to the child's balanced growth. According to these aspects, the vocational pedagogical training organization can be considered as an innovation-oriented one. That is because of future preschool teacher constant attention to the taking into account changing social competence requirements in children upbringing.

The British preschool education system is oriented on children's life competence formation as well. Herewith child development is set over as a spontaneous process that needs not a strict marking but a regular observation and improvement. Basing on such method in the preschool teacher training the attention is paid to realization of the individualization and differentiation principles, refusing of testing, and actualization of pedagogues' attention to the awareness development, effectiveness of useful for life knowledge and skills of children under the school age (Baeva, 2007).

An opposite to the British system in the context of assessing children is the Chinese preschool education policy. Taking into consideration the fact that children, as future social units, will face strict competition, pedagogues have the idea to habituate them to its pressure with the help of the weekly 100-grades assessment. The preschool teachers training courses provide the information about the children's disadaptation prevention techniques and form the awareness of necessary corporate educational activity with parents (Tszun, 2015).

In the context of the treating the child's disadaptation processes in kindergarten, the Japanese preschool educational system is similar to the Chinese one. The approach «child – preschool teacher» is innovative within the preschool upbringing content. Taking into account child's predilection to trust one tutor, all the group classes are provided by one tutor. At the same time, every year the group tutor is changed to prevent children from getting used to one communicative model with an adult. Japanese experience of providing state interests is interesting for the national pedagogical training system. Particularly the main task of Japanese pedagogue is to form a youth civic consciousness.

As a result, during the studying process in pedagogical universities students absorb the methodical prescriptions to impart the citizen qualities formation in the context of the national goals by the language of the specific tasks (Paramonova, 2008).

In Sweden, vocational training base of future preschool teachers is student-centered education that is provided by the reflexive surroundings in universities. Herewith Sweden preschool teacher training system content is required by the state vocational training system. This system obliges every pedagogue to get ready to work with children of special needs. Except of basic program, the compulsory course that deals with the special teaching methods for such children is obligatory (Fourth Periodical Report...).

## **2. Innovative Approaches to Preschool Specialists Training**

The most well defined innovative aspect in preschool teacher training is presented in Finnish pedagogical education system. From its point of view, future preschool teachers study not only the childcare and early childhood development theory but also the latest researches of the children upbringing branch and the practice of its realization (Paramonova, 2008).

Pedagogical support experience should be considered as an innovation in the vocational training organization of future preschool teachers that is implemented in the British and French educational institutions. In concurrence with this in the support assignment subjectivity to some preschool teacher categories, certain differences should be noted. Within the British system tutoring is covered as students' training aspect (personal teacher attachment to students with the aim of their teaching to act and think by theirs own). French pedagogical training system is focused on the support and young teachers' vocational development (those who have already had a specialty). According to M. Sassilotto-Vasylenko's research results the vocational training phase functions in this country. Such system aims to study the facts of pedagogue career (Sassilotto-Vasylenko, 2007). Thus the experienced specialist's pedagogical support can be singled out as a positive innovation in the preschool teachers training system. Transferring of such support into the domestic curriculum allows adopt young specialists to vocational surrounding.

Belgian preschool teacher training system is characterized by the conservation of traditions. Notably the authors of preschool teachers training programs follow O. Dekroli's pedagogical theory that paid his attention to the principle of the educational program concentration around the child's interest centers according to his/her needs. In this view teacher training program consists of such units as «Child and its needs», «Child and environment (minerals, plants and animals)», «Child and social environment» (Dychkivska, 2015). This idea can be put for the retro innovation that is up-to-date in modern society.

In the context of mentioned aspects, the USA state policy towards preschool teachers training is becoming of great current interest. In American universities, future preschool teachers are taught to follow the democratic approach in kindergartens provided by the

course «Social sciences and art»; to diagnose and assess the projects success (children development, educational process), to use integrative methods (due to the course «Technologies of the integrative studying»), and to study theory and practice of the cooperation with pupils' families (provided with the course «Cooperation with families») (Mel'nyk, 2012).

Innovative approaches to preschool teacher training are stated by Polish state policy, which popularizes the foundation of profiled institutions that realize the Preschool education program that is characterized with a greater number of classes in a certain discipline (Klim-Klimaszewska, 2000). Thus, modern profiled kindergartens are divided into different types. In the artistic kindergartens, preschool teachers give children a possibility to take over various art techniques, develop their speech due to public utterances. The ecological kindergartens emphasize on healthy nutrition (especially for the children who have allergies and need a diet) and formation of energy and water resource conservation competence. The language kindergartens are focused on the active foreign languages learning in the surroundings of the foreign language children and persons belonging to national minorities, etc. Without any doubts preschool teacher training for the working in the institutions of such types is possible due to the students' attention to the innovative methods of working with children. The list of these methods includes: different forms of play activities (relaxing, integrative, activating, problem games and games focused on self-esteem); authors methods of child motor development («creative movement», motor expression, rhythmic gymnastics, educational kinesiology); methods of the relaxation, psychotherapy, psycho educational fairytale; writing teaching through H. Tumichova's and M. Phrostig's methods; reading teaching due to the analytical and synthetic method (Y. Pshywubska, F. Pshywubskiy), method of colors and sounds (O. Metera), method of phonics, letters and colors (B. Rotzlavskiy) etc.

L. Zdanevych's and M. Oliynyk's defensible researches outline the peculiarities of preschool teacher training abroad. It is determined that in the area of world general characteristics of future preschool teacher vocational training scholars discuss the question of innovative processes that deal with both points: university educational process organization and preschool education content in general. Within the systematic and comparative analysis of preschool teacher training models M. Oliynyk singles out the innovative one that is about the authors conceptions realization («activity research», studying «through the practice» (Delli Fish) (Oliynyk, 2016). The scholar determines such strategic models of student training system as provocative and funded ones. The provocative model bases on the stimulation of student motivation and individual potential development. The funded model follows experience enriching with the help of social component that is gathered due to the vocational achievements studying. These models can be considered as innovative for domestic education system.

The core is to provide the accordance of the vocational teacher education organization with the ground statements of the institutions that patronize the problems of the international educational development (UNESCO, United Nations Children's Fund, International standards department). It can be done using the initiation of individual educational ways and personal development course for future pedagogues that is out of the box principle of self-creation process.

In the educational practice of Eastern Europe, the legal and regulatory framework events can be recognized innovative. In particularly standards development of the instructor cumulative hours, budget formation only on the standards base, local government authorities and employers participation in the educational institution financing and its management belong to mentioned events [8]. Whereas social institutions role is intensified in kindergartens, for pedagogues formation of the possibilities to develop new basic skills is becoming up-to-date. These skills are determined as socially necessary for child training to a globalized life. The most effectively such skills can be attained through the continuous learning system. Herewith the idea of occupational mobility is getting on time that is caused by the constant self-transformation and self-improvement of own skills. It should be mentioned about the backsliding of strategic conceptions of pedagogical education in Eastern Europe. In F. Buchberger's opinion, vocational training stability, its absolute priority during the professional life is presented by a certain type of philosophy that is called «backpacking philosophy» (Buchberger, 1994). Such ideas on personal attitude to the vocational self-development is similar to classical idea "education for life" with its absolute priority of the pedagogical basic training as its sufficiency for the whole professional life and thus harmful for the accordance of the preschool teacher vocational competence to the modern social challenges. Therefore, traditional methodological aims neglect the problem of the vocational career and pedagogue development. Focusing on the innovations allows intensify the process of pedagogue self-improvement.

In the aspect of the integration into European education system Eastern Europe future preschool teacher training acquires the features of knowledge generalization and universalization, curriculum diversification, disciplines courses integration, standardization and unification of education content, appraisal of the educational achievements etc. In scientific and pedagogical discourse entry of new notions «euro teacher» and «training of European teacher» is caused by the unambiguous direction of Eastern Europe state education policy. Such kind of teacher is understood as a pedagogue who can be up to speed on the specificity and customs of different nationalities, knows how the educational process is set up in the neighboring countries, and is a participant of a dialogue about the problems of world educational reforms.

According to M. Oliynyk, the main professional task of European teacher is the development of the regional upbringing program for preschool children including the innovations presented in the university curriculums of other countries, search of capabilities

and formation of conditions for sharing experience between pedagogues and students, their overseas probations, and comparative analysis of effective training methods, forms, and methods of teacher's work (Meyvohel', 1998). Similar to M. Oliynyk's position is S. Synenko's definition of the principle statement about European education function. S. Synenko makes a remark on the upbringing of European who is "a citizen of the world" (Synenko, 2001). Endorsing the scholars towards the innovative aspect significance in preschool teacher training it should be noted that the insufficient level of proficiency in a foreign language could become an obstacle for the implication of Ukrainian specialists into innovative educational system whereas this fact reduces the chance of the specialists' free vocational communication.

Analysis of Polish and Romanian pedagogical educational systems particularly in the branch of preschool teacher training determined essential contrasts in its content, which are connected with the traditions and social factors orientation. However, despite of the diverse national factor importance models of preschool teacher training are defined by the uniformity of its organizational approaches among which is an innovative one. In M. Oliynyk's opinion, the organizers' problem of preschool education is in the understanding of the essence how to manage by innovative processes, formation of the conditions that provide continuous improvement and career growth of pedagogues (Oliynyk, 2016). Therefore pedagogical projection mechanisms, certification of qualification, pedagogues' creation, quality standardization of preschool institutions function, attainment of the official innovative educational institution status are intensifying for the development of innovative processes.

According to the methodical providing analysis of preschool teacher training program in Eastern Europe innovative methods of pedagogical interaction are actively used: videotaped classes (Poland), simulations of the provocative activity, stimulation (Romania), portfolio, case method; technologies of the contextual reading, situations of social and psychological cooperation. In return, analysis of innovative technologies used in Eastern Europe preschool teacher training shows the uniformity of its basic criteria: conceptuality, consistency, manageability, effectiveness, and reproducibility. Herewith the criterion of manageability is understood as a diagnostic targeting, studying process projection, phased diagnostics, and variation of influence means to achieve the result.

West-European scholars included innovative content into the definitions of preschool education quality research. Components of knowledge, practice, and values are the constituents of vocational competence definition. Herewith the notion «practice» is used in spite of «skill», because the practice outlines the creative approach while skill delineates the reflexive one. Meaning of values (in spite of skills) distinguishes between the individualized targets of preschool education (focused on the separate child's development) and pedagogical excellence of its process organization (Vandenbroeck, 2010).

### **Conclusions.**

In foreign education systems analysis, generalization of future preschool teacher training for innovative activity focused on certain statements:

- approximation of academic disciplines content to existent professional situations, consideration of personal civic education policy in country;
- focusing of future preschool educators on the formation of single value system, level of life competence;
- orientation of preschool teachers training curriculum on the new technologies and elective courses which conduce training to comprehensive child development;
- pedagogical support organization of future preschool teacher vocational training with the aim of its adoption to vocational surrounding;
- preschool teacher training for vocational activity in the conditions of preschool program diversification (through the profiled establishments);
- focusing of the lifetime pedagogical education on the formation of preschool teacher professional mobility in the conditions of global professional environment.

Consequently, in the other countries tendency consideration of future preschool teacher training organization focuses on aspects that can be determined as innovative ones for modern domestic system of preschool teachers training.

Scientific foundation of prognostication and working out of the basic models and directions of Ukrainian integration into European education system require the understanding and development of fundamental methodological practices in the sphere of European pedagogical education. Prognostic directions of foreign pedagogical ideas and experience implementation in the system of Ukrainian modern preschool education specialists' training can be based on two tendencies: unification (formation of standardized system pedagogical education, obligatory disciplines cycle accentuation and new disciplines implementation into the curriculums) and diversification (development of different ways of how to get higher pedagogical education in the context of obligatory vocational training and in the system of postgraduate education). Basing on the system and comparative analysis of foreign system of future preschool specialist training the modeling of conceptual trajectories of Ukrainian higher pedagogical education modernization is outlined as a possible one. These trajectories are united by the fundamental principles of single European educational space formation that will be realized through the educational programs standardization, knowledge generalization and universalization, academic mobility, instrumental methods acquisition of how to get personal and vocational competences, using of distance, informational and communicative pedagogical technologies etc. Special comparative investigations are needed, conducted according to well-defined criteria and methods that can bring us closer to scientific reasoning of specific recommendations towards the organization, content, and technology of future preschool educator for innovative activity.

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Collective monograph

Part I

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Publisher:  
Ljubljana School of Business  
Tržaška cesta 42, 1000 Ljubljana  
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Ljubljana 2019

Circulation 50 copies, free publication