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PECULIARITIES OF FORMATION OF PROFESSIONAL-PEDAGOGICAL COMPETENCE OF TEACHER OF HIGHER EDUCATION IN THE LEADING COUNTRIES OF EUROPE

Today, education systems in different countries are experiencing trends in the standardization of the educational process related to globalization processes, and at the same time there is an increasing need to improve the level of teacher training for higher education institutions (hereinafter referred to as HEI). Therefore, the issue of developing their professional and pedagogical competence is of particular relevance. Achieving an adequate level of professional and pedagogical competence of Ukrainian teachers of HEA in modern conditions requires the use of foreign experience in the field of pedagogical activity.

This requires in-depth and comprehensive analysis and dissemination of good practice and new educational strategies in the world community.

The study of this experience opens new opportunities for improvement of the process of professional and pedagogical competence of teachers of the HSE of Ukraine. In this context, the progressive achievements of countries demonstrating high levels of teachers' professional and pedagogical competence, in accordance with world standards that have rich historical traditions of education, have accumulated considerable experience in the field of teacher retraining in the new sociocultural context.

We have analyzed the process of educational training and professional development of teachers and argued that it depended on the characteristics of socio-economic and political life, historical traditions, national mentality, pedagogical traditions of each of the developed countries.

It should be noted that in the Western European countries, the main requirement for the level of development of this competence was focused on the qualities of the teacher, such as the ability to independently find ways to solve complex tasks, independently to acquire new knowledge, skills, skills, to have a positive idea of their own personality; the ability to communicate harmoniously with students, the ability to comfortably work in a team. Experts from the European Union countries have defined the teacher's pedagogical competence primarily as an "ability to apply knowledge and skills" that ensures the active use of learning achievements in new situations.

That is why they believe that in this process it is important to understand the concept of this competence in pedagogical science and practice. It was necessary to determine how it needed to be developed so that it could become a necessary criterion for working in the HEA.

To this end, in 2005, the European Parliament promulgated recommendations on the definition of core competences, including vocational training, which will enable a person to become aware of and use opportunities for: self-development, defining the goals and strategies of quality education, as well as teaching methods.

Thus, according to the European System of Qualifications, a modern teacher should:

- use specific knowledge to critically analyze, evaluate and synthesize new complex ideas at the most advanced frontier of the relevant field, expand or rethink existing knowledge and professional practice within a specific area or at the junction of areas;

- be able to research, develop, implement and adapt projects leading to the acquisition of new knowledge and new solutions;

- demonstrate significant leadership, innovation and autonomy in work and training in new contexts that require solutions to problems arising from many interrelated factors;

- demonstrate the ability to maintain a strong interest in developing new ideas or processes and a high level of understanding of the learning processes;

- communicate authoritatively within the framework of critical dialogue with equal status specialists;

- study and reflect on social norms and relationships and be a leader in changing them;
- critically analyze, evaluate, synthesize new and complex ideas and make strategic decisions based on these processes;
- demonstrate operational experience with strategic decision-making ability in a complex environment.

It is noteworthy that the criteria for the development of professional and pedagogical competence of the teacher required to work in the HEA have identified the following components: motivational value, which manifests itself through a set of motives and needs that encourage the teacher to develop the necessary professional and pedagogical competence; cognitive, which is characterized by the system of acquired knowledge that the teacher must possess; practical, which is ensured by the implementation of the relevant professional skills.

Modern requirements for the pedagogical staff of ZVO in France require a more concentrated approach to the development of their professional and pedagogical competence, this is primarily the ability to use discussions in the educational process, the implementation of activities and exercises of communicative and dialogical nature and experimental exercises, the ability to analyze and solve unplanned situations. To do this, the teacher should make extensive use of "problematic methods", methods of demonstrating pedagogical videos, modeling, micro-teaching, role-playing games, project presentations, etc.

The system of improving the professional and pedagogical competence of working teachers of HSE in Germany includes advanced training courses at higher education institutions, seminars, conferences. There are a system of requirements for conducting them: classes should be short-term; they should be held near the place of residence and work of teachers; they should address problems that are particularly relevant to the university where the teacher works; the content of the classes should be tailored to the wishes of the trainees themselves and help them to solve specific problems and difficulties that occur in their practical activities.

The analysis of the specialized literature shows that the development of professional and pedagogical competence of teachers of HSE in Germany is due to the

creation in the respective higher educational institutions of appropriate organizational and pedagogical conditions that allow to effectively achieve this goal, taking into account the specifics and peculiarities of their professional activity.

The Strategy for the Development of Education of Poland for 2007-2013 laid down the basic principles and tendencies of the formation of professional and pedagogical competence of teachers of HEA, which was grounded in particular with the development of a flexible education system capable of adapting to changes related to the progress in science, new technologies and globalization, as well as the positive changes in the international educational process that have been associated with the implementation of a transparent system of professional qualifications; creating a unified system for recognition of teachers' professional qualifications.

The conducted analysis of the leading European experience in the development of professional and pedagogical competence of teachers in the field of higher education confirmed the presence of:

- a clear orientation of the state policy of the leading European countries on the development of the necessary potential of teachers of the HEA;
- legal and regulatory framework to support and integrate their professional development;
- reasonable guidelines and results of implementation of programs of their professional retraining for work in the ZVO.

Thus, on the basis of the theoretical analysis of foreign experience of professional and pedagogical competence of teachers for their work in the higher education system, we can distinguish the main aspects of the implementation of this problem:

- obligatory connection of standards of pedagogical training of these specialists with the standards, which are defined in the normative legal norms of carrying out the educational process in ZVO;
- in the selection of required courses, which they must have be connected with their teaching activities, taking into account the necessary issues of pedagogy and didactics.

The professional and pedagogical competence of a teacher should be understood as having not so much amount of knowledge and experience as the ability to actualize the accumulated knowledge and skills at the right moment to use them in the course of the exercise of their professional functions in higher education. Studying foreign experience is, in our opinion, important, but there is a need for theoretical substantiation and experimental verification of a promising model for the development of professional and pedagogical competence of teachers of higher education institutions in the European Union.