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РОЗДІЛ II. ПРОБЛЕМИ ПОРІВНЯЛЬНОЇ ПЕДАГОГІКИ

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ANALYSIS OF INTERNAL QUALITY ASSURANCE PRACTICES IN THE BEST UNIVERSITIES OF THE WORLD

The article examines the experience of creating quality assurance systems in foreign universities. Using the method of content analysis, the functions and main aspects of the activities of quality management bodies, in particular Committees, Councils, special units for quality assurance, are outlined, and description of elements of quality assurance in foreign universities, presented on the sites, is given. The results of this study may be useful in analyzing the formation of a quality assurance system in Ukrainian universities. This practice will help modern Ukrainian universities create their own education quality assurance system.

Key words: *education quality assurance, internal quality assurance of higher education, quality management bodies, elements of the system of internal quality assurance.*

Introduction. Quality assurance and creation of a quality assurance system are one of the most important issues in the development of modern higher education, which is provided at the state level by the Law of Ukraine “On Higher Education” (2014), the Law of Ukraine “On Education” (2017). The Law of Ukraine “On Higher Education” defines the necessity of building quality assurance systems for higher education in Ukraine, guided by the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG, 2015).

Modern socio-economic changes, integration processes, rapid technological development, and the quality of working life cause dynamic changes in attitude of growing generation to education and labor, which requires changes in the education system and creation of internal systems for ensuring the quality of higher education in universities that are capable of responding to external changes and needs of society. Formation of internal quality assurance systems should ensure the interests of educators in high-quality education, and the labor market in high-level specialists, suitable for modern conditions and future.

Formation of internal quality assurance system is a new for Ukrainian universities, so the experience of the best foreign universities, which have effective systems of internal quality assurance, will be very useful.

Analysis of relevant research. Universities create their own system of quality assurance in higher education, taking into account the best

international experience, in accordance with current legislation of the country and national traditions. The issues of forming a system of quality assurance in education in Europe were considered by T. Dyman, S. Kalashnykova, O. Shyika; the experience of the USA in forming a system of education quality assurance and its coordination with employers' unions – by D. Ilnytskyi, S. Tezikova, the issues of ensuring education quality at the state level – by V. Kremin, Yu. Raskevych, T. Finikov and others. But the issue of formation of a quality assurance system based on generalization of experience of leading universities from open sources and subsequent systematization and implementation at the university level hasn't attracted attention of domestic scientists.

The aim of the article is to study the internal systems of quality assurance on the materials of the official websites of the best universities of the world according to the QS rating.

Research methods. In the study were used: the methods of grouping and classification of information, content analysis for studying systems of quality assurance on the materials of the official websites of the best universities of the world.

Research results. The quality of education is characterized by a system of dynamic indicators of coherence of the educational process with objectives of employment and is provided by a number of procedures. Although these procedures are quite understandable, each university has its own peculiarities and their coherent integration creates a unique system of education quality assurance. If the university is successful, then the quality assurance system at this university is interesting for further investigation, so the very successful universities have acted as research objects.

In order to study the quality assurance systems in foreign universities, the authors analyzed information that was provided on the official websites of the universities, which were included in the TOP 100 (2017), QS World University Rankings (2018) (QS World University Rankings, 2018).

The leaders of QS rankings for many years have been UK and US higher schools. The TOP-100 also includes universities of Europe and Asia, South America, Australia, Canada, Russia.

The study was conducted on the official websites of those universities that have the English version. In total 50 official sites of foreign universities were analyzed, their list is presented in references. We investigated the structure of sites, the bodies that are responsible for quality, the main aspects of quality assurance, and elements of quality assurance.

Official sites of foreign universities are very rich in information and have a complex multi-level structure. The main pages, as a rule, consist of: information about the university; assistance to entrants; teaching/learning; research (innovations, inventions); university life; events; news; feedback.

There are several peculiarities of the official websites of foreign universities compared to the sites of Ukrainian universities. These sites provide a lot of visual information: photos, pictures, large headings of articles, different colors, fonts. All this gives the site a dynamic, helps to imagine real life of the university and can be attractive for entrants. Plenty of space is devoted to student life: campus life, student research, creativity, interviews with students, student essays on different topics – from learning, experiences to views on world events.

A special place is given to study programs. They are described in detail for different levels, including short-term schools. They contain peculiarities of study for each level, entry rules and answers to questions.

Considerable attention is paid to university research, research activity of teachers and students. The topic of research is almost central to information about the university and has an attractive visual appearance.

The sites of technological universities contain data on connections with production.

Most universities highlight “International University Relations”: number of foreign students, cooperation with other countries of the world, entry requirements for foreign students, mobility programs.

Often there is a page “Business / for business / partnership”, which highlights the benefits of cooperation with the university for business and employers, information on graduates and sponsors. Sometimes, there is a separate page – “For university graduates”.

Almost every university site has information on quality assurance. As a rule, it is not highlighted on the main page of the university website, but it is a separate subpage in which you can find collected information about the quality assurance at the university: standards, principles, directions, research and necessarily contacts for questions about quality assurance.

Responsible for quality assurance in the investigated universities are: Committee/Council for ensuring/improving quality – a representative body; special units for quality assurance – departments.

The distribution of representative bodies or special quality assurance units in the universities is approximately the same, in many universities there are both departments and representative bodies.

The Committee/Council for ensuring/improving quality, as a rule, operates at different levels: levels of the university, departments, units, students, faculty through collegial bodies.

Special units perform primarily administrative and organizational functions, support university policy development and quality assurance and improvement procedures, dialogue with authorities and decision makers, and responsible for quality issues, etc. More detailed information on the quality assurance provided by universities is found on the sites of European and Asian universities, less – on the sites of American universities.

As for Ukrainian universities, they also create their sites and fill their content with information. In general, these resources highlight main directions of work of the institutions, their structure and, crucially, directions of research of their departments or structural units. But often such information is obsolete and irrelevant. For scholars, these sites are not informative and do not always contain relevant information. The sites of many universities are updated only before the entrance campaign, and not all sections.

Foreign universities systematically update sites, especially in terms of scientific content. Entire departments or teams work on this task to ensure maximum efficiency and relevance.

The key aspects of ensuring education quality in the Committees/Councils at TOP foreign universities are presented in Table 1.

Table 1

Aspects of work of the Committees/Councils on education quality assurance

№	Key aspects	University
1	2	3
1	Permanent supervision of the effectiveness of achieving educational goals, based on evidence and self-analysis. Study of changes in the environment of higher education, adjusting their future. These measures are the basis for institutional planning and systematic assessment of educational efficiency. The results of institutional research and data collection are used to prioritize, plan, and improve quality and efficiency	Committee on Quality Assurance, Training and Improvement of Stanford University (USA) (Stanford University)
2	Quality assurance and improvement can be defined as activities and processes designed to measure and improve the quality and effectiveness of individual research. These measures must be consistent with organizational policies and procedures, as well as with all laws, regulations, rules and guidelines. Main directions of quality assurance are: scientific and research staff, personnel provision of teaching and resources, tracking and evaluation of services provided	Subcommittee on Quality Improvement of Harvard University (USA) (Harvard University)
3	Strategic planning of teaching and learning; coordination of university and college education; review of learning, teaching and evaluation activities; training throughout life; providing information for students and executives	General Council for Quality Assurance of the University of Cambridge (UK) (University of Cambridge)
4	Strategic supervision of all aspects of teaching and learning, responsibility for guaranteeing the quality of educational services of the University: development, implementation, evaluation and review of quality assurance mechanisms, quality control; improving the quality of teaching and learning; guaranteeing academic standards	Educational committee of the University of Oxford (UK) (University of Oxford)
5	Development and report on policies and procedures related to quality assurance, improvement and quality internal audit. Development and report on actions that may be required to ensure compliance with national and international mechanisms and codes related to academic	Committee on the Provision and Improvement of Educational Quality of Imperial College London

	standards, provision and improvement of quality. Information about requirements and procedures, consultations of departments and faculties on issues related to the quality of educational services, including academic standards, preparation for quality assessment, program review, quality improvement	(UK) (Imperial College London)
6	The quality of education focuses on the following aspects: program quality, teaching quality and monitoring result. The intention is to ensure the quality in all aspects of undergraduate and postgraduate programs in accordance with the required standards. At the undergraduate and magistracy level, there are committees and councils, which are set up to monitor this process. Teaching control is based on student feedback and review. The results are regularly monitored and evaluated using: employment surveys, feedback from employers, graduate interviews, etc.	Committee on Quality of National University of Singapore (Singapore) (National University of Singapore)
7	The goal of the quality assurance and quality improvement is to provide a mechanism by which the university can determine whether the proposed research initiative meets the requirements	Institutional Review Council of the University of Pennsylvania (USA) (University of Pennsylvania)
8	Improvement of the academic success of the bachelor's and master's degrees; emphasis on academic development; connection of teaching and research; ambitious academic culture; ensuring differentiation and specialization	Quality Board of the University of Amsterdam (Netherlands) (University of Amsterdam)
9	Basic evaluation criteria: quality of research, relevance to society and viability. Important aspects to evaluate: programs and integrity of research. The assessment report is based on self-assessment of the research unit, followed by inspection by the review committee	Executive Council of Delft University of Technology (Netherlands) (Delft University of Technology)
10	Responsibility for: hiring, selection and admission of graduate students; supervision of postgraduate students; initial review and subsequent success of graduate students; development, management and delivery of postgraduate studies and other training skills, funding for postgraduate research support; feedback from graduate students; assessment and expertise; resources for postgraduate programs	Education Committee of Durham University (UK) (Durham University)
11	Regular monitoring of all guidelines and requirements of the Agency for higher education quality assurance, in particular on the review of higher education and the UK Higher Education Quality Code, initiation and coordination of action, as appropriate. Development and control of university systems, policies and guidance to ensure and improve the quality of education, student experience and academic standards. Development of review processes for annual review of modules and programs for undergraduate and graduate	Permanent Quality Assurance Group for Doctoral students of the University of Sheffield (UK) (The University of Sheffield)

	students and management of the results of these processes. Tracking the results, the effectiveness of the external evaluation system/expertise of the taught programs	
12	Support, subject to approval by the Senate, where applicable, of the university regulatory framework (including admission, hiring and propaganda rules) for all study programs and degrees of study, including all forms of joint provision in the UK and abroad, as well as regular review of the framework taking into account external benchmarks such as QAA and Quality Code. Development of policies and guidelines, subject to the approval of the Senate, where it can be applied, in the field of learning, teaching and assessment. Consideration and, if necessary, approval, on behalf of the Senate, of any requests for exemption from the agreed rules submitted by the faculties	Committee on Academic Quality and Standards of University of Southampton (UK) (University of Southampton)
13	Support to the achievement of university policy goals; support for administration and management; continuous assessment and improvement of operations, offering tools and indicating direction of development; provision of reliable monitoring and evaluation data for operations management, clarification and harmonization of procedures, as well as elimination of errors and shortcomings; distribution and establishment of best practices	University Council of the University of Helsinki (Finland) (University of Helsinki)

Of course, every university has special quality management tools, but common aspects can be highlighted.

The activities of the Quality Assurance Committees/Councils are aimed at the efficiency of achieving the educational goals of universities, using different means of quantitative and qualitative measurement, studying environmental changes, appropriate correction of academic activities of universities, planning and prioritization. Quality committees/councils assume responsibility for guaranteeing the quality of the university educational services.

On the one hand, the results of measurements should correspond to the policy of universities in the field of quality, on the other hand – respond to external changes and needs.

Quality assurance is divided into internal and external.

Domestic provision in universities focuses, as a rule, on the quality of programs, quality and strategy of teaching, quality and strategy of learning, quality assessment, and student satisfaction. The departments and chairs provide consultations on issues related to academic standards, preparation for quality assessment, review and improvement of programs, establishing connections between studies and research at bachelor's and master's levels.

As proclaimed on the National University of Singapore website, "The intention is to ensure the quality in all aspects of undergraduate and postgraduate programs in accordance with the required standards" (National University of Singapore).

Teaching control can be based on feedback from the student and review. Learning outcomes – assessed through employment studies, feedback from employers, interviewing graduates.

External quality assurance is cooperation with external quality assurance agencies, external review reports and processing of these results, regular monitoring of all guidelines and requirements of the external quality assurance agency.

The main aspects of activities of the special units for quality assurance are generally similar to those of the Committees/Councils; sometimes departments can focus on some of the elements of quality: program quality, quality of teaching, quality of learning, monitoring of the implementation of comments and proposals for external evaluation. The key aspects of ensuring the quality of education of special departments for the quality of some universities are given in Table 2.

Despite the fact that quality assurance necessarily includes internal and external support, which respectively have their mandatory elements, description of the quality assurance system and its elements in the studied universities is quite different. Universities can cover to a greater or lesser extent, those or other elements.

Table 2

Key aspects of ensuring education quality of special units

№	Key aspects	University
1	2	3
1.	The role of quality assurance departments is to provide high standards and best practices in teaching, learning and evaluation for recognized undergraduate programs, as well as for the rapid detection and elimination of problems	Quality assurance in separate departments of the University College London (UCL) (UK) (University College London)
2.	The Quality Assurance Department carries out regular quality monitoring to ensure that the quality of education and education level of the Bachelor of Medicine and the Bachelor of Surgery Program is in accordance with the requirements of the Nanyang Technological University, Imperial College London and relevant regulatory bodies such as the QAA in the UK and the Department of Quality Assurance in Higher Education of the Ministry of Education (ME) in Singapore. These quality reviews provide a framework in which the university can learn and enhance teaching activities to ensure that the goal of educational excellence is attained. Characteristics of programs and summary reports of external experts are considered as a benchmark for future students, current students, faculty and staff	Department of Quality Assurance in Higher Education of the Department of Higher Education of the Ministry of Education, Nanyang Technological University, Singapore (Singapore) (Nanyang Technological University, Singapore)

3.	Tasks of the Department of Quality Assurance at the University: develop and direct the quality control function to assess compliance with laws, regulations, contractual requirements, institutional policies and procedures, as well as to monitor constantly the issues related to compliance with quality and track trends in its changes	Audit and Quality Assurance Department of Yale University (USA) (Yale University)
4.	The Department of Quality and Academic Support on behalf of the College manages quality control issues both in college procedures and in collaboration with other organizations such as the HEFCE and the QAA. This includes external activities, such as QAA support, as well as internal activities such as program approval and review, as well as evaluation policies	Department of Quality and Academic Support of King's College London (UK) (King's College London)
5.	The Teaching and Learning Support Department coordinates the development and management of the support, monitoring and review process of the programs being taught, including those offered jointly with other institutions. It works in close contact with the faculties to ensure that the unit provides academic standards and quality of student experience, quality processes are collegial and effective, not confrontational and bureaucratic. There is also a way to review the quality framework	Department of Teaching and Learning Support of the University of Manchester (UK) (The University of Manchester)
	Department Mission: ensure that all stakeholders have complete confidence in the School's academic standards and quality assurance mechanisms. Tasks: 1) management of quality assurance measures; 2) consideration of approaches to quality assurance in the light of the Agency for Quality Assurance in Higher Education and analysis of results; 3) professional assistance to the committees with which we cooperate and effectively promote general educational processes	Department of Quality Assurance and Teaching Overview of London School of Economics and Political Science (UK) (London School of Economics and Political Science)
5.	The University promotes a responsible research culture and recognizes the need to manage the risks arising from research involving people. Close collaboration with researchers, administrators, staff and regulatory bodies ensures standards that enhance the quality of research and public awareness	Research Office of University of Bristol (UK) (University of Bristol)
6.	The curriculum and quality assurance department develops disciplines according to legal advice and provides support in all matters related to learning and teaching programs. The Quality Assurance team supports disciplines and faculties in a continuous process of development and quality assurance and coordinates and supports accreditation processes at the university	Department of curriculum and quality assurance of Ruprecht-Karls-Universitaet Heidelberg (Germany) (Ruprecht-Karls-Universitaet Heidelberg)

7.	Quality management is a valuable source of information for employees and students. It tries to put as precisely as possible the policy and procedure of the University relevant to teachers, management, undergraduate and graduate students (for study, for research)	Department of Educational Improvement and Security of the University of Nottingham (UK) (The University of Nottingham)
8.	Strategy and management of continuing education define seven criteria for programs: relevance – partnership – interdisciplinarity – cooperation – pedagogical feasibility – examination – recognition – assessment. Flexible, innovative, continuing education programs tailored to the needs of professionals are carried out within the academic responsibility of faculty	Center for Continuous and Distance Learning of University of Geneva (Switzerland) (University of Geneva)
9.	Main areas of activity of the quality department: management, development and support of the quality review process; support of the Quality Committee, which is the Committee of the Council. Promotion of continuous improvement in college performance; support for the development of college policies and quality assurance and improvement procedures; promoting the College's involvement in quality assurance	Department of quality of College Dublin, The University of Dublin (Ireland) (College Dublin, The University of Dublin)

In Table 3 the elements of quality assurance, which are are highlighted on the websites of foreign universities, are presented.

Table 3

Description of elements of quality assurance at foreign universities

№	Description of elements of quality assurance	University
1.	Internal quality assurance; external quality assurance; learning and teaching strategy; reviews of the General Council; annual quality updates, software characteristics	University of Cambridge (UK) (University of Cambridge)
2.	Quality assurance; quality assurance management; quality assurance survey; procedures for annual monitoring of courses; external experts; departmental reviews; external quality assurance; common mechanisms; normative and regulatory bodies	University of Oxford (UK) (University of Oxford)
3.	Quality management; student feedback; poll of graduates; student satisfaction surveys; departmental evaluation; assessment of teaching. Assessment of teaching includes four processes: semester student reviews; student assessment of teaching; postgraduate reviews and departmental evaluation. The University evaluates each department with an international expert group in a cycle of six or eight years. The purpose of this assessment is to position the departmental research	ETH Zurich – Swiss Federal Institute of Technology (Switzerland) (Zurich – Swiss Federal Institute of Technology)

	internationally and to assess the goals and implementation of programs and cooperation with industry and public administration	
4.	Ensuring the quality of education; program quality; quality of teaching; the result of the monitoring	National University of Singapore (Singapore) (National University of Singapore)
5.	Characteristics of programs; summary of reports of external experts	Nanyang Technological University, Singapore (Singapore) (Stanford University)
6.	External evaluation; monitoring and internal review; institutional review of improvements; themes of improvement; student participation; accreditation and cooperation	The University of Edinburgh (UK) (The University of Edinburgh)
7.	External experts; examination and student surveys	King's College London (UK) (King's College London)
8.	Quality framework; changing or removing programs; annual review of teaching and learning; internal provision of academic standards and quality; collaboration with the Quality Assurance Agency; student representation	The University of Manchester (UK) (The University of Manchester)
9.	Courses and offers; changes in existing courses and programs; leadership and school principles; internal quality assurance; external quality assurance; program characteristics; educational research; the results of the National Student Survey and the University leadership	London School of Economics and Political Science (UK) (London School of Economics)

Conclusions. The study, conducted on the basis of open information published on the official websites of foreign universities, which took the leading positions in the world educational rating QS, allowed to get acquainted with the formats for the creation of official sites of higher education institutions, their information filling, data highlighted; to find out how the quality assurance system is presented, who is responsible for ensuring and managing quality; what are the main goals, objectives, aspects and elements of quality assurance.

All the investigated universities have quality management bodies – representative bodies or special units for quality assurance who are involved in: studying changes in the environment of higher education and adjusting the elements of the quality system to improve it, assessing systematically the educational efficiency of universities; strategic planning of teaching and learning, educational programs, review of learning, teaching and assessment; taking control of implementation of requirements of external quality assurance agencies; consulting departments and chairs on the issues of quality, relevance of studies for a society; communicating and providing information to interested parties on quality issues, etc.

They are responsible for guaranteeing the quality of educational services of the university: developing, implementing, evaluating and reviewing quality mechanisms, providing, controlling and improving the quality of teaching and learning, ensuring academic standards.

They form a system of indicators and establish feedback with students, graduates and employers, and they are united by recognition of the importance of coverage of the system of ensuring the quality of education and its monitoring by educators. Some differences in approaches do not interfere with the synthesis of general principles for the formation of an effective system of quality assurance in education, consisting of openness, comprehensive public control, constant development and orientation to modern trends, needs of society and advanced scientific experience.

The results of this study may be useful in analyzing formation of a quality assurance system in Ukrainian universities. This practice will help modern Ukrainian universities create their own education quality assurance system.

Further directions of work are seen in the formation of a system of indicators for conducting a cluster analysis of the quality assurance systems of the universities.

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РЕЗЮМЕ

Ермоленко Алексей, Григорьева Юлия. Анализ практик внутреннего обеспечения качества в лучших университетах мира.

В статье рассмотрен опыт построения систем обеспечения качества образования в зарубежных университетах. Путем использования метода контент-анализа выделены функции подразделений управления качеством, в частности Комитетов, Советов, специальных подразделений по обеспечению качества. Результаты этого исследования могут быть полезны при формировании системы обеспечения качества в украинских университетах. Такая практика поможет современным украинским университетам создать собственную систему обеспечения качества образования и позволит посредством контроля соискателей обеспечить ее эффективность.

Ключевые слова: *обеспечение качества образования, внутреннее обеспечение качества, функции органов управления качеством, элементы системы внутреннего обеспечения качества.*

АНОТАЦІЯ

Ермоленко Олексій, Григорьева Юлія. Аналіз практик внутрішнього забезпечення якості у кращих університетах світу.

У статті розглянуто досвід побудови систем забезпечення якості освіти в зарубіжних університетах. Метою статті є дослідження позитивного досвіду функціонування систем забезпечення якості освіти на матеріалах сайтів кращих університетів світу за рейтингом QS. Якість освіти характеризується системою динамічних показників узгодженості освітнього процесу з цілями працевлаштування й забезпечується низкою процедур, які в кожному університеті мають свої особливості і їх взаємоузгоджена інтеграція створює унікальну систему забезпечення якості освіти. За допомогою методу контент-аналізу виокремлено функції органів управління якістю, зокрема Комітетів, Рад, спеціальних підрозділів із забезпечення якості, представлено опис елементів забезпечення якості в зарубіжних університетах, висвітлених на сайтах. Проведене дослідження на основі відкритої інформації, оприлюдненої на офіційних сайтах відомих зарубіжних університетів, що зайняли передові позиції в світовому освітньому рейтингу QS, дозволило ознайомитись із форматами створення офіційних сайтів закладів вищої освіти, наповненням їх інформацією; виявити, як представлена система забезпечення якості, хто і яким чином несе відповідальність за забезпечення та управління якістю; які основні цілі, завдання, аспекти та елементи забезпечення якості. Можна стверджувати, що всі досліджувані університети мають відповідні підрозділи із забезпечення якості, що опікуються даною проблемою, формують систему показників і налагоджують зворотній зв'язок зі студентами, випускниками й роботодавцями. Також їх об'єднує визнання важливості висвітлення системи забезпечення якості освіти і контроль за цим з боку здобувачів освіти. Певна різниця в підходах не заважає синтезувати загальні принципи формування ефективної системи забезпечення якості освіти, що полягають у відкритості, всебічному громадському контролі, постійному розвитку й орієнтації на передовий науковий досвід. Результати цього дослідження можуть бути корисними при аналізі формування системи забезпечення якості в українських університетах. Така практика допоможе сучасним українським університетам створити власну систему забезпечення якості освіти й дозволить через контроль здобувачами забезпечити її ефективність.

Ключові слова: *забезпечення якості освіти, внутрішнє забезпечення якості, функції органів управління якістю, елементи системи внутрішнього забезпечення якості.*

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ТЕОРЕТИЧНІ ЗАСАДИ РОЗВИТКУ СИСТЕМИ НЕПЕРЕРВНОЇ ПЕДАГОГІЧНОЇ ОСВІТИ У ВЕЛИКІЙ БРИТАНІЇ

У статті розкриваються теоретичні засади розвитку системи неперервної педагогічної освіти у Великій Британії. Визначено характерні ознаки розвиненої неперервної освіти XXI століття. Окреслено структуру британської системи неперервної педагогічної освіти, що має такі рівні: перший рівень включає неуніверситетські і університетські програми педагогічної освіти; другий рівень включає теоретичну та практичну підготовку стажиста в процесі «пробного року», період адаптації випускника університету або коледжу до умов школи; третій рівень включає підвищення кваліфікації на короткострокових і довгострокових курсах з відривом і без відриву від роботи.

Ключові слова: неперервна педагогічна освіта, Велика Британія, учитель, університет.

Постановка проблеми. Стрімкий розвиток сучасного суспільства, науково-технічний прогрес викликають необхідність постійного оновлення знань педагогів. У світовій педагогіці з'явився феномен неперервної освіти як реакція на потреби суспільства, що постійно розвивається, коли на перший план вийшли такі компетентності, як прагнення до саморозвитку і самореалізації у праці. Нині неперервна освіта забезпечує можливість поступального розвитку людині (Сабинова, 2008; Standards for the Award Qualified Teachers Status, 1998).

Становлення й розвиток неперервної педагогічної освіти у Великій Британії відбувалися шляхом повільного еволюціонування, поступової зміни змісту підготовки та перепідготовки вчителів. Необхідно відзначити, що спочатку у Великій Британії підходи до початкової професійної підготовки та підвищення кваліфікації вчителів розвивалися окремо, поступово перетворюючись на систему неперервного навчання і професійної підготовки вчителів протягом всієї їхньої кар'єри.

Метою неперервної освіти є встановлення зв'язків між різними аспектами розвитку людини: матеріальними, соціально-економічними, інтелектуальними, фізичними, духовними, пізнавальними тощо на окремих етапах її життя, праці та творчості; формування здатності до засвоєння та творчого сприйняття нових досягнень науки; удосконалення вміння вчитися; стимулювання мотивації до навчання; створення відповідних умов і атмосфери, сприятливих для навчання; реалізація

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