

Conceptual Approaches to the Development of Teacher Education: Experience, Trends, and Current Models

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The issue of developing teacher education is important in the modern educational space. The paper considers and examines the experience of European countries; leading concepts and practices used in world-famous educational institutions; trends that are popular among young people to effectively interest and involve them in curricula; modernised structures and models for the development of the educational process and its components. The purpose of the research is to identify and consolidate conceptual approaches to the presentation of a modern model of teacher education and its individual institutions, as well as to highlight the methods and techniques used in educational programmes in Ukraine. The results obtained are the identification of theoretical and practical aspects of developing approaches to implementing effective changes in the field of pedagogical education due to the use of experience, trends, and models of teachers' professional training that exist now.

Keywords: postgraduate education, educational reform, educational services, continuous process

INTRODUCTION

The relevance of the issue of teacher education development is certainly conditioned upon its great importance for society and education in general. The development of innovative technologies and programmes, the emergence of new educational methods, the modification of the entire educational process – all this actively affects the educational sphere and, accordingly, teachers (Oliinyk et al., 2021; Shevchuk and Yaroshchu, 2021). The teacher must meet the challenges of modernity and provide students with high-quality educational services using all possible methods. In the context of European integration, Ukraine often turns to the European experience when solving various issues, including educational ones. Thus, it is worth noting that the most common measures aimed at improving teacher education are the following: the development of professional courses and trainings; control of scientific and practical materials for their compliance with modern conditions in society; systematic certification of teachers (Konovalov, 2020).

Higher educational institutions in Ukraine that train specialists in the pedagogical field are guided by modern recommendations and practices, which allows them to provide students with high-quality knowledge. However, the level of development of teacher education cannot be called perfect since a considerable number of requirements are ignored by universities or their resource availability is at a low level. Turning to the practice of the European Union member states, it is worth highlighting some recommendations for the effective operation of this educational institution. First of all, it is necessary to modernise the infrastructure for the implementation of teacher professional training and advanced training of teachers who are currently working. The next step is to establish a clear algorithm and directly follow it to approve and implement the assessment, as well as to form an understanding of their important task for society and students in the minds of teachers (Dorozhkin et al., 2020).

For each country, including Ukraine, it is important to take measures to provide free access to all those who want to receive teacher education throughout their lives, systematically analyse the labour market in this area and develop a network of opportunities for teachers, implement various programmes for financial support for persons getting teacher education. To successfully activate the process of improving the pedagogical system, it is advisable to use common factors for the development of the pedagogical profession in general, among which are: high qualification for obtaining the profession of a teacher; continuous training throughout the professional career; mobility of the profession aimed at distance learning; development and implementation of professional skills due to the principle of partnership and cooperation. These conditions are formalised in a considerable number of different European documents. They are the basis of national strategies and programmes in such countries as Germany, Austria, Denmark, and France, admittedly, considering certain properties of the implementation of teacher education in each of them (Levrints, 2020).

Considering the opinions of scientists and sociologists on the reform and establishment of a modernised system of teacher education, it should be noted that an important task of Ukraine and the effective development of the process of providing educational services in it is to form and provide the necessary conditions for the upbringing and training of a person not only in the context of a highly qualified specialist but also a person who can fully realise the priority of their own duties in society and the importance of their effective implementation. It is important for the teacher to develop as an active and cultured person who can think critically and creatively, and most importantly, aims to positively influence students and society in general (Dyakov et al., 2020).

The results obtained after the study show that the current level of the pedagogical system in Ukraine needs to be developed and reformed to some extent. Therefore, it is advisable to apply the experience of foreign countries, in particular, European Union member states. This approach will allow immediately analysing possible risks and prospects as a result of integrating certain programmes into the educational process in Ukraine. The issue of developing and attracting computer technologies to modernise the process of providing educational services remains a priority (Dudyrev and Maksimenkova, 2020).

MATERIALS AND METHODS

The implementation of the presented research involves the use of various scientific methods and techniques. This condition is important because due to it, the paper is structurally logical and capacious. The method of logical analysis is used in the research, which allows getting results quickly enough without additional operations and formalisation through logical procedures and conclusions, covering the basic principles of forming the current pedagogical system, as well as covering the essence of the presented aspect in the context of its relationship with modern technologies and techniques.

The paper uses the method of comparative analysis, namely: consideration and evaluation of this industry in different European countries, which allowed establishing the dynamics of educational processes that underlie the development of the pedagogical system and the qualifications of teachers, as well as identifying common and distinctive features in their programmes. The use of the synthesis method in the course of the paper allowed concisely and concretely present the results and conclusions obtained since it consists in combining new ideas and practices that have developed in the course of research, and allows forming important concepts that can be used in future papers.

An important aspect in the course of the study is the use of a formal research method since it allows quickly getting acquainted with sources and resources, identifying the main aspects that should be applied in the process of studying the outlined subject, as well as widely presenting them in the study. One of the important methods used in the course of studying this subject is the method of analysing scientific literature, in particular, scientific sources: dissertation research, monographs, abstract papers, textbooks, which allowed considering and analysing the papers of both Ukrainian and foreign scientists, identifying the main views, and investigating the feasibility of their use in modern research.

Empirical research methods are an integral part of the study. One of these is the method of pedagogical design of the content and form of pedagogical skills development during methodological work and professional development, which allows integrating modern approaches to current educational programmes, as well as materials used by teachers in the preparation for classes. Through the modelling of individual mechanisms and structures for studying the regularities of the process of continuous professional self-improvement and creation of methods for developing teachers' pedagogical skills, the main methods and practices of improving teachers' skills were developed and indicated.

Thus, the main objectives of the study can be formulated: to evaluate the current level of development of teacher education, to identify the main obstacles to its effective improvement; to identify the main concepts and practices that are successfully used in European countries, to cover current trends that interest young people and can be used in the educational process; to cover methods and practices for the development of teacher education in Ukraine, to consider possible problems using methodological tools.

The authors study this issue in stages:

1. Firstly, the authors define the theoretical foundations of this subject, use educational materials, scientific papers of Ukrainian and foreign authors, draw up a plan for conducting analysis and research, in particular, the main purposes and objectives are being defined.
2. The authors study the development of teacher education, current concepts, methods, and programmes used in the educational process, and identify new models for reforming the educational sector.
3. The final stage involves the creation of a clear algorithm and practical methods for applying the acquired knowledge in the field of professional pedagogical development.

RESULTS

The importance of the educational sphere and, accordingly, the pedagogical one for the development of all sectors of society is conditioned upon the need to provide high-quality educational services to young people since they shape the future of the country and are personnel for various state structures, such as hospitals, law enforcement agencies, administrative bodies, etc. Therefore, the issue of improving the quality and accessibility of education, its compliance with modern pedagogical requirements carries

transformational and structural changes. The main problem that arises in Ukrainian society in the educational sphere is the lack of correlation between such elements as the public need to obtain highly qualified teachers, opportunities and prospects for development in the educational sphere, global innovative technical and computer changes, and the level of development of current teacher education. In addition, there is a discrepancy between the level of motivation and the desire of educational workers to dynamically reform the educational process in Ukraine and attract new methods and concepts to it, which require advanced training of teachers and obtaining new skills (Melnichenko, 2020).

The presented transformations are accompanied by changes in the content and technological structures of the teacher educational system. This is conditioned upon two aspects, in particular, social requirements, modern needs and individual properties of students, as well as the presence of constant challenges that are formed in other academic disciplines aimed at studying a person and their development in society. These include the following: social anthropology, phenomenology, cognitive science, culturology, and sociology. Accordingly, they are constantly changing their structure and methods. As a result, the subject of pedagogy as a science is constantly subject to changes, while expanding the range of various processes and situations, as a result of which the area of human personal development as a teacher changes.

The processes described above are increasingly linked to reforms being implemented in foreign countries, in particular in Europe. Most of them are aimed at consolidating humanistic principles related to the modern social environment in the content of the teacher educational system. It is worth referring to the dynamics of modern progress in consolidating, first of all, humanity in each person, then qualifications and professional skills. Notably, the diversification of teacher education is a conscious necessity (Khoruzha, 2020).

In the process of updating the teacher educational system, the concept of “educational transformations” appears. It can be considered in several aspects, in particular, it means a continuous process that arises and acts spontaneously or in an organised manner, is purposeful, and is characterised by a separate independent value and motivational orientation. Thus, using concept “educational transformation”, meaningful changes and dynamic progress of the educational system can be described, in particular, the pedagogical one with the integration of possible innovations.

The transformation of modern teacher education is undoubtedly one of the elements of changes that are actively taking place in society both in Ukraine and in many other countries. Analysing the concept of development of pedagogical education in Ukraine, it is worth noting that pedagogical education is a system of training of pedagogical personnel in higher educational institutions of all forms of ownership, institutions of postgraduate pedagogical education and management bodies in the field of education and international importance, which determine the vectors of development of pedagogical education and are aimed primarily at affirming the value, democratisation, comprehensiveness, and variability of teacher education; ensuring a high level of quality of teacher professional training; professional development of pedagogical personnel capable of working in conditions of institutional openness with knowledge of foreign languages and orientation to academic mobility; expanding mobility through the establishment of transparency of qualifications and mutual recognition of diplomas (the concept of the development of pedagogical education, 2018).

Thus, it was established that the change in the content of the teacher educational system is based on some transformations that certainly affect the essence of pedagogical science. This is due to the fact that pedagogy is aimed at performing such a function as a system-forming category, which consists in analysing and synthesising scientific and pedagogical material, despite the dynamics of differential processes. Indeed, pedagogy is a single organised structure since all academic disciplines are combined in an educational set and are based on general methodological principles related to each other by special and general pedagogical concepts. Despite this, the transformation process is influenced by a considerable number of factors, in particular, changes in the target audience and their benefits; changes in the role and place of all subjects of the educational process, that is, the teacher and students; innovations and introduction of innovative computer technologies (Kremen, 2021).

Special attention should be paid to changes and reintegration of scientific and pedagogical areas around the world. These include media pedagogy, multicultural pedagogy, gender pedagogy, adult pedagogy,

critical pedagogy, etc. The description of these scientific areas can be carried out by analysing the problems that arise in the 21st century and cannot be considered due to the small volume of one academic discipline. Therefore, there are opportunities for the development of modern interdisciplinary branches of pedagogical science. Therefore, it is possible to trace the deviation of the modern system of teacher education in the context of its internal content and essence from its classical understanding, and therefore, it can be characterised as postmodern to some extent, that is, provoking changes, reforms, transformation and, accordingly, the search for new conceptual approaches for its effective and rapid development (Prystupa, 2020).

In some studies, a paradigmatic approach to studying the process of training specialists in the pedagogical field in various developed countries of the world can be observed. The content of this approach consists of various beliefs and corresponding theories that cover the general nature and purpose of the entire process of learning, teaching, and mastering skills by teachers, which provokes the development of different approaches to teacher education in general. However, based on modern conditions, increasingly established phenomena change and only what can be invariant and, accordingly, transformed and reintegrated remains. That is why the presented study uses a conceptual approach to establish and study various methods of developing teacher education in accordance with modern conditions. Notably, in this case, the entire strategy is studied in the context of a prolonged method of achieving the purpose by rational use of existing materials and, accordingly, modern challenges and other factors (Salienko, 2019).

In the process of development of teacher education, it is necessary to apply all the available volume and specialisation of knowledge, which is characterised by special dynamism and prospects for improvement. Thus, when analysing current methods and concepts, it is worth noting that the priority is the ability of the teacher to constantly search for ways to acquire knowledge and improve skills, develop the ability to think logically and critically, quickly analyse situations and make decisions, learn and transmit information to students as effectively as possible. That is why it is advisable to interpret the system of teacher education as a means of identifying intercultural factors for improving professional skills and general socio-cultural experience of a teacher, which occurs as a result of increasing the subject volume of academic disciplines. Thus, the future modernised system of teacher education should be aimed at integrating and forming the following qualities in the teacher: social responsibility, professional and social reflection, ability to innovate, information culture, adaptability and flexibility, tolerance. These components of the pedagogical industry are dominant in terms of transformation, public goods, and the country's focus on bringing educational institutions in line with European standards (Kazakova, 2020; Hreilikh and Vydolob, 2021).

DISCUSSION

To study the process of development of teacher education on the territory of Ukraine in the 21st century, it is necessary to consider the historical aspects of the development of this educational institution. The development of the presented model can be considered in four stages, namely: 1917-1920 – dynamic organisation of research on the essence, forms, and methods of development of new higher pedagogical education under various forms of state power (Kolosovich, 2021); 1921-1934 – development and active training and staffing of national pedagogical personnel; 1935-1985 – establishment of a unified system of higher teacher education. In the post-war period, there was an active training of teachers who acquired several disciplines at pedagogical institutes at the same time and thus were able to transfer their knowledge and educate students in difficult situations. According to the above, an active national policy can be traced aimed at developing and restoring the system of higher teacher education by increasing the number of places for admission to various higher educational institutions throughout Ukraine of a certain specialisation, expanding the scope of the range of specialisations, increasing the demand for specialists in a certain field, which is associated with the introduction of general compulsory seven-year education. However, it should be stated that all the measures did not achieve the success that the state expected. This is conditioned upon the lack of interest among young people in entering pedagogical specialisations, low financial support for specialisations, and the lack of promising career growth.

Analysing the situation in the field of education in the second half of the 20th century, it should be noted that the implementation of positive reforms and changes can be traced. They regarded the appearance of admission benefits, the number of higher educational institutions in the specialisation related to teacher education increased, heterogeneous two-profile specialisations were created, the structure of teacher training changed, individual structural organisations were improved in existing pedagogical institutions, a special form of selection and competition for applicants was established, which ensured the involvement of motivated and educated young people in the educational process. These measures have provoked the establishment of a holistic system of teacher education, which continues to evolve over time to meet the necessary conditions and challenges that arise as a result of individual social needs. Admittedly, tracing the dynamics of this area in the last few years, it is impossible not to notice the active development of the presented system, which is associated with innovative opportunities provided to teachers. In addition, the active transition to a remote form of conducting the educational process forces teachers to improve themselves, study trends and methods that are appropriate and useful at this stage of historical development (Madrimov, 2020).

Based on the studied foreign experience and the historical development of the pedagogical industry, it is worth noting that in the post-war period, an active policy was launched in Western countries to restore the educational system in general and its pedagogical component. Consequently, the processes of development and consolidation of new industrial technologies, industries and, accordingly, new professions that needed specialists had a considerable impact on the development of education. The development of science and academic disciplines was traced. This led to the development of new pedagogical specialisations based on fundamentally new mechanisms. The main areas in the process of integration of teacher education were as follows: increasing the overall level of competence and requirements for students who received education; democratising and humanising the entire procedure of teaching and upbringing, which were laid in the minds of future teachers; forming the principle of prioritising human and child rights in students' minds, their consolidation as the main and generating maximum consideration of their needs and values in the course of training. An indispensable component of the development of the system of pedagogical education abroad at the end of the 20th–beginning of the 21st century was the introduction of pedagogical specialisations of electronic computing and other computer technologies into the curriculum. That is why the dynamics and trend of using personal computers and the Internet in daily education is typical for Western countries. Therefore, the level of development of teacher education abroad is slightly higher than in Ukraine. However, in the authors' opinion, the application of foreign experience will be useful for forming a conceptual approach to solving this issue in Ukraine (Nichkalo, 2020).

It is advisable to rely on the concepts and approaches that have been established in Western Europe since it was there that the development of education reached a high level, including pedagogical, since the development of the educational system of world-famous higher educational institutions, such as Bologna, Cambridge, Oxford, is directly historically connected with it. Therefore, it is necessary to adopt the idea of strengthening cooperation between various educational institutions that train specialists in a particular educational field and extend the duration of teacher training. In the authors' opinion, this will allow creating a single system that will function successfully through cooperation and exchange of experience between them. In addition, it will allow not separating students of different universities from each other, increasing the level of their communication and influence on the educational system (Bilyk et al., 2020).

Speaking about such countries as Denmark, Belgium, Germany, and Italy, it is worth noting that their educational policy in the context of teacher education is aimed at increasing the priority and interest in continuous professional training of teachers and is carried out in appropriate special scientific and practical centres. This aspect is also relevant for Ukrainian society since the teaching profession, like no other, requires constant professional development and updating of acquired skills, but there is a question of ensuring such retraining since there are almost no separate special centres and organisations in Ukraine. Therefore, the issue of developing educational infrastructure is relevant today. In this regard, in the authors' opinion, it is necessary to propose the creation of special institutions with specialised levels in various academic disciplines, which will be aimed at improving the professional training of teachers. Such facilities

should be upgraded and equipped with leading computer technologies for the effective implementation of their main purpose (Lubkov, 2020; Ignatescu et al., 2021).

Speaking about the education of France and Luxembourg, a special concept in their practice is the development of extracurricular education centres. They are also aimed at developing professional qualities in teachers, however, within particular institutions aimed at developing students' cultural and spiritual values. Therefore, there is a need to acquire the appropriate competence and skills. In addition, some of these centres exist on a training basis, that is, their activities are focused on bringing together different teachers to exchange their own experience and practices that they use. Students and teachers are often involved in such events to gain practical knowledge and advice for future professional activities.

A fairly common form of distance learning for teachers is typical for Germany and the Netherlands. It is particularly successful due to the fact that teachers can improve their own skills and abilities at the same time as teaching in schools or universities, which considerably saves time. In addition, to some extent, it saves them money since there is no need to spend money on a trip to the centre for advanced training and living there, referring to nonresidents. Distance learning is also comfortable for the teacher, as he can independently set the training schedule and combine it with permanent work. It can be stated that this form of training is the safest for health, especially given the current situation regarding the spread of the epidemiological disease COVID-19 (Hrytsenko, 2020).

Referring to Norway, the defining principles that have been formed in the country historically and serve as the basis for the establishment and development of the pedagogical system, in particular, considering the interests and values of the student; tolerance; fixing the advanced place of education in a society in which relations between teacher and student are based on partnership and cooperation. Therefore, the main concept for creating an effective system of teacher education in Ukraine based on the Norwegian experience can be defined as one that consists in implementing the process of obtaining knowledge and improving skills in accordance with the development of the student's personality, his activity during the educational process, involvement in practical activities, as well as maintaining various ways of his individual self-expression and cooperation with him in various forms. The use of methods related to practice is effective, namely, the combination of theoretical knowledge with practical situations throughout the entire period of study and the organisation of such work, which "provokes" practice teachers to reflect on their own results. Thus, it is worth noting that a characteristic feature of the training of future teachers in Norway is the focus on the development of the student as a whole person (Bubnova, 2020).

It is advisable to consider the experience of Denmark since it perfectly follows European standards, which are combined with the cultural characteristics of the country and, accordingly, form an integral link in the educational system. Historically, the development of teacher education was influenced by the International Conference of Ministers of Education of Developed European States in 1971 and 1976 and the signing of the declaration on the development of higher education in Europe. The current policy on the development of education is aimed at using a practice-oriented methodology for training future teachers. This implies the development of a subject-didactic awareness of the system of education and training of students while considering modern factors that exist in society, as well as orienting applicants to motivation and desire. In the authors' opinion, the application of such a concept in Ukraine will allow the future teacher to objectively and logically form criteria for assessing students' knowledge in their own minds, as well as analyse and present educational material, attracting various resources for effective learning. The main aspect that Denmark relies on is one that is aimed at creating the necessary conditions for continuous and gradual application of theoretical knowledge through pedagogical practice at school (Filatova et al., 2020).

A considerable number of programmes and concepts were developed in Finland, with the beginning of the active development of teacher education. It is appropriate to consider the 80s of the 20th century since it was during that period that the state began not only the reform of educational programmes of pedagogical specialisation but also the entire process of regulating teachers' professional activities. Therefore, 12 factors necessary for providing high-quality teacher education are proposed. First of all, teacher education is aimed at developing such features as personal independence and responsibility, as well as qualities that allow them to discover specific skills. Among the factors, it is worth highlighting the provision of future teachers with career prospects and the necessary conditions for improving the professional skills of the teacher and his

ability to research and reflexive activities. Students can independently choose the areas of pedagogical training in the course of training and form an autonomous structure of the curriculum, considering personal values and interests. However, one of the most important aspects of society is the preservation of national culture, language, and national characteristics. Therefore, the issue of prioritising the tasks of the educational sector is relevant. This trend should be reflected in the content of reforms in teacher education (Makarenko et al., 2020).

CONCLUSIONS

European integration processes considerably affect social development and education. Having analysed the theoretical foundations for the development of teacher education, it can be noted that the purpose of the conceptual development of higher and postgraduate teacher education in Ukraine is to create a concept that will provide for national and foreign trends in the development of the educational industry. The importance of effective implementation of such changes lies in the fact that teacher education plays an important role in the development of key and general competencies, value orientations, and socialisation of the individual. Therefore, modern education is designed to implement competency-based, activity-based, personality-oriented approaches, which will contribute to the qualitative assimilation of knowledge and comprehensive development of the individual, who can acquire knowledge and apply it during life.

The main aspects that are necessary to bring the modern Ukrainian educational space in line with the pan-European one is changing the concepts and practices of pedagogical universities in the course of training pedagogical specialists, the reintegration of the student's personality and his needs and interests in carrying out professional activities. Undoubtedly, the development of European integration processes involves the development and implementation of special requirements for the teacher and his competence, and most importantly – the development of him as a teacher of a new generation.

Important principles and qualities that a modern teacher should be endowed with are the ability to think both creatively and critically, navigate the information space and skillfully use computer technologies and innovative programmes in professional activities, have critical thinking skills, be aware of the problems of the educational industry, to learn and improve a personal methodological system, to apply various educational methods. However, the most important feature that every highly qualified teacher should be endowed with is an incentive to continuously learn and improve professional skills. This aspect is a priority since it requires the teacher to constantly improve and work on himself both in the context of teaching and in the universal and personal dimensions.

Thus, the authors can identify the necessary trends for Ukraine that will positively affect the pedagogical system in the future, among which are the following: unification of regulatory systems, structures, and content of pedagogical education; humanisation and improvement of the level of future teacher's professional training; development of a modernised model of specialists' selection and the development of their high competitiveness; practical orientation of educational programmes of pedagogical specialisations; consolidation of the system of continuous pedagogical education with all the necessary conditions.

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