PROFESSIONALISATION AS A MODERN GLOBAL TENDENCY
IN THE DEVELOPMENT OF HIGHER PEDAGOGICAL EDUCATION
IN FOREIGN COUNTRIES AND UKRAINE

ABSTRACT
The paper deals with the professionalisation of higher pedagogical education as a modern
global tendency that places new demands on the quality of education, direction and level of
training. It has been noted that the modernization of European education appeared legitimate, since geographical and socio-economic transformations have led to the increase of European citizens’ mobility. The need for the European labor market’s correspondence with international standards of qualification, recognition of diplomas and standardization of education has been thoroughly justified. It has been stressed that the main purpose of the Bologna reforms is to harmonize European educational architecture through the elaboration of common descriptors and quality standards. It has been noted that the increasing demands of the labor market, rapid technological change, globalization, the rise of academic and labor mobility require the use of the competency approach to the formation of would-be teachers to improve their professional level, which is a prerequisite and a priority in modernization of higher pedagogical education in Ukraine. The thesis that defines professionalisation as a modern global tendency in the development of higher education has been confirmed. The role of the Bologna agreement in the development of higher education in the EU and Ukraine in the context of implementing a two-stage education, since it deals with a flexible choice of higher educational qualifications and complete upgrade of training programs, as well as strengthening its professional component, has been stressed. The attention has been drawn to the fact that the predominance of bachelor and specialist levels in Ukrainian higher education prevents the effective operation of the master’s degree education.

Key words: professionalisation, globalisation, the Bologna reforms, two cycle system of higher education, mobility, multistage education, “bachelor” level, “specialist” level, “master” level.

INTRODUCTION
With the increase of education role in society and the intensification of economic and cultural globalization, modernization of European education appeared legitimate, since the geographical and socio-economic transformations have led to the increase of European citizens’ mobility. Simultaneously, large-scale social change and modernization of education place new demands to the quality of training and professionalism of would-be specialists. In this context, special attention of the Ukrainational scientists is given to adaptation of the national higher education to the European one in the context of the Bologna Declaration.

THE AIM OF THE STUDY
The aim of the article is to determine the main idea of professionalisation as a modern global tendency in the development of higher education in foreign countries and Ukraine, to define the possibility of using foreign experience in the national system of higher pedagogical education.