

2. Derzhavniy standart pochatkovoyi zagalnoyi osviti [State standard of primary general education]. (n.d.) www.mon.gov.ua. Retrieved from <http://www.mon.gov.ua>. [in Ukrainian].
3. Zakon Ukrainy "Pro vishchu osvitu" [Law of Ukraine "On higher education"]. (n.d.). zakon4.rada.gov.ua. Retrieved from <http://zakon4.rada.gov.ua/laws/show/1556-18> [in Ukrainian]
4. Pal'shkova, I. O. (2009). Formuvannia profesiyno-pedagogichnoyi kultury maybutniogo vchitelia pochatkovoyi shkoly: praktyko-orientovanyi pidhid [The formation of professional and pedagogical culture of future teacher of primary school: practically-oriented approach]. *Extended abstract of candidate's thesis*. Odesa [in Ukrainian].

Gokhman O. R., Galitsan O. A.

**EUROPEAN AND INTEGRATION TRANSFORMATION IN
HIGHER EDUCATION OF UKRAINE**

Odesa, Ukraine

Abstract. *There has been considered the projection of culture on modern educational models reveals contradictions between the demand of the global oriented world in specialists able to conduct professional activity on the international level and their availability. The powerful processes of globalization not only generate significant benefits, but, alongside, preserve previously unseen danger of "suppression" of national cultures and traditions in education in particular. The purpose of the article is to establish vectors of cooperation in education between Ukraine and the European Union.*

Keywords: *higher education of Ukraine, European and integration transformation.*

The relevance of study is due to the fact that at the turn of the millennium there are many changes in all spheres of society, there is a process of transition from one qualitative state to another where knowledge will be the main resource ensuring progressive development of society and the real competitiveness. Projection of culture on modern educational models reveals contradictions between the demand of the global oriented world in specialists able to conduct professional activity on the international level and their availability. The lack of a required number of specialists on the labor market of Ukraine that can adequately and effectively work in the globalized world where Ukraine seeks to take place in all areas of human activity, defines the basic tendencies of modern educational scope development in the context of globalization.

The purpose of the article is to establish vectors of cooperation in education between Ukraine and the European Union.

The subject of the scientific study are scientific generalizations on reform and modernization of higher and professional education in Ukraine (V.

Andruschenko, A. Alekseyuk, V. Bondar, V. Kremen, V. Kurylo, V. Luhovyy, O. Moroz, M. Yarmachenko and others); philosophical problems of innovative education reform in Ukraine in the context of the Bologna process have been effectively investigated by V. Andrushchenko, V. Kremen, M. Mihalchenko, V. Ognevyyuk, V. Skotniy, V. Shevchenko, V. Yaroshovets and other scientists. The scientific achievements of the researchers known as Yu. Habermas, K.Yaspers, D. Hyumen are devoted to the problem of university as an institution of society, developing not only education, but also science, world-famous scientific schools, culture and democracy, international relations. Their theoretical results represent a new paradigm of education that according to academician V. Andrushchenko, “is being developed as a response to the challenges of civilization and at the same time in response to the human needs to find one’s own place and the possibility of self-realization in the new global environment” [1].

The emergence of state standards of general, secondary and university education forms a situation of dominant displacement in the aspect of research of continuous pedagogical training system towards increasing the degree of subjectivity of future professionals in the process of self-development and also learning processes of self-regulation in the system of professional development and finding innovative training technology. Much less attention is paid to direct development of invariant structure of training content isomorphic to the real problems of professional activities at each stage of professional development.

In Ukraine there are both classical and technical, economic, medical, agricultural, educational and other universities, that carry on comprehensive multidisciplinary training of highly qualified specialists with higher education in the sector.

As the academician V. Andruschenko stated, in all historical periods universities were higher educational institutions that trained specialists of a set of disciplines forming the basis of scientific knowledge. These public institutions that emerged back in the Middle Ages as centers of intellectual search, in our day are designed to realize the spiritual breakthrough, which awaits the humanity. Universities should establish the rules, collaboration, cooperation clear and understandable for all countries and peoples. The first step towards this was the Bologna agreement on the single European educational space [1].

The implementation of the Bologna Declaration requires the formation of large-scale national strategy for scientific and technological development, strategic planning system in training in terms of increasing human knowledge, distribution of information society patterns. In such circumstances, traditional universities of Ukraine are called to fulfill its important mission to the community and to be at the forefront of education reform processes, responding to the challenges of globalization.

In developing the conceptual basis of the national system of functioning of modern European university the researchers (V. Andruschenko, V. Babak, V. Bazylevych, L. Kurylo, V. Luhovy, E. Luzik, N. Terentyeva) emphasize that the devaluation of academic values creates problems of personnel policy, reducing the quality of teaching and learning that are the backbone for all universities, regardless of their status, geographic location, national-cultural identity and educational traditions.

Considering the specificity of the educational environment of modern universities in terms of innovation parameter, we should go primarily to the analysis of trends of international cooperation at the institutional level, which determines an increase in the degree of involvement of future specialists into the European educational space, enhance their professional mobility and “universality” at the international labor market.

It is known that the mobility of students and teachers is one of the basic principles of modern European education. Education, training and research work abroad enriches individual human experience, giving the opportunity to learn more about other models of creation and dissemination of knowledge, allowing to expand the network of contacts and dialogue and deepen knowledge of foreign languages.

Today, the EU introduced and funds many programs, actions and initiatives in support of education and training that have an international dimension. Each of the existing educational programs and initiatives has its specific features, but between them there is much in common, since their main objective is the realization of human potential as one of the basic values enshrined by the European Union.

Southern National Pedagogical University named after K. D. Ushinsky has agreements on cooperation, scientific exchange with many leading universities and research centers and foundations in the world. On the basis of these agreements the organization of academic exchanges between the university and partner organizations, joint research activities, exchange of scientific and scientific-methodical literature, conducting training of undergraduate and graduate students based on both partners, the preparation and publication of scientific papers on the results of the joint research are being executed.

The current state of cooperation in the field of education is characterized by intensification of cooperation with the Visegrad countries. The Visegrad countries (Poland, Hungary, Czech Republic, Slovakia) in the period 2010-2014 belonged to the group of countries which supported the European aspirations of Ukraine, despite the obvious problems with the state of democracy in the country, the lack of reforms in other areas of life, corruption. The Uryadorm of Ukraine made a proposal to the governments of the Visegrad on directing a larger share of the resources of the International Visegrad Fund (IMF) in higher education, including the development of double degree programs, joint master and doctoral programs.

Today between the universities of Ukraine and Slovakia there have been signed 30 agreements and contracts, as well as 4 transactions in which one party is a Ukrainian higher educational institution, and the other – a structural unit of the Slovak Academy of Sciences. The main areas of cooperation are exchange of students on full and part-time training course, trainees and graduate students, teachers and researchers in teaching and research.

In both countries, to meet the needs of minority operate schools with the study, respectively, Ukrainian and Slovak languages. April 8, 2014 Agreement was signed between the Government of Ukraine and the Government of the Slovak Republic on mutual academic recognition of equivalence of educational documents issued in Ukraine and the Slovak Republic, which will contribute to the development of bilateral relations in the educational and scientific fields and is the first of this type of document signed by Ukraine from the EU (currently continuing the internal procedures necessary for the entry of the Agreement into force).

In the current academic year in Slovakia public and private universities enrolled a total of 450 people (in various forms of education in state SR schools are being trained 367 students, 21 of them received a scholarship from the Government of the Slovak Republic, private Slovak universities enrolled 83 students in various forms of education).

In the framework of cooperation between the Ministries of Education of Ukraine and the Slovak Republic the Slovak Office of Education in the 2014/2015 academic year will take on training 35 teachers and students (25 students and 6 teachers) from Uzhgorod National University.

To promote the development of humanitarian cooperation there has been established bilateral Ukrainian-Slovak commission on national minorities, education and culture. Another – Thirteenth meeting of the Commission held on December 9, 2014 in Kyiv and became an important event that defined the principles for further development of Ukrainian-Slovak cooperation in culture, education, support of national minorities.

The program included a session of exchange of information on public policies on the rights of persons belonging to national minorities in Ukraine and SR, as well as bilateral cooperation in culture, education and science. The parties agreed in accordance with the current legislation of both countries to continue to make efforts in creating favorable conditions for the preservation of linguistic, cultural and religious identity of persons belonging to the Slovak national minority in Ukraine and Ukrainian minority in the SR. The Commission approved the intention to promote further cooperation between state bodies, governments and civil society organizations of both countries, and feasibility of development of joint research projects, expansion of cooperation in the field of media, to facilitate implementation of cooperation programs between culture and education departments of the two countries.

In Slovakia, there are only 25 institutions of higher education, including 15 state and 10 private universities. For foreign students the tuition in public universities is not free. In Slovakia, there are a number of universities, which are famous for their history, for example, the Kamensky University. Tuition in Slovakia is largely dependent on the university, its location and other parameters. In the labor market of Slovakia the most popular specialties such as information technology, mass media (in PR), graduates of economic and legal professions because of oversaturation of the market are in lower demand.

The graduates of the universities after training find the employer and having a working contract and required certificates (certificate of good conduct, a medical certificate) are granted the right to live in Slovakia, with the right to work. The whole process is quite fast and takes about three months.

Since 2014 the training for all foreign students without exception in all public universities in Slovakia is absolutely free. The only thing you have to pay towards higher education is for training courses. Most public universities for admission of international students require a certificate of state standard of knowledge of the Slovak language, which is available only on preparatory courses (fee), accredited by the Ministry of Education of Slovakia. At present, the studies at public universities in Slovakia is no longer a privilege of only the rich and famous and a reality for every average citizen of Ukraine and is the best reality that parents can give their children and adults can choose for a successful career.

Unlike many EU countries in Slovakia, foreign students have the right to enter public universities without any additional recertification or academic difference in school programs.

To enter the Slovak State University a bachelor domestic certificate of secondary education is sufficient, and to facilitate the entrance to the master State University - a domestic bachelor's, master's or specialist's degree. For those who are very serious in approach to the issue of training abroad and are adjusted to a successful career in the EU, it is recommended to choose for training only state universities. It must be admitted that a fact that in the EU countries serious employers and staffing agencies still perceive diplomas of private schools quite skeptical, especially the Polish, Hungarian and Baltic.

Conclusion. The powerful processes of globalization not only generate significant benefits, but, alongside, preserve previously unseen danger of "suppression" of national cultures and traditions in education in particular. Thus, strategic condition both of sociocultural and educational Integration should be the principle of maintaining their cultures and integrity. Therefore, in view of the specific professional activity of specialists in different areas, the system of training of students in universities should be improved, since the declaration of the European choice of Ukraine, the strengthening of cooperation between Ukraine and the European Union is being done in many ways. In public documents there have been secured obligations of the parties to promote and

encourage cooperation in the field of education. In particular, there have been envisaged concrete measures, among which the following should be highlighted: the improvement of higher education and training system in Ukraine in accordance with modern requirements, including the system of certification of higher educational establishments and diplomas of higher education; launching of political dialogue between Ukraine and the EU in the field of education and training; increasing of the opportunities for Ukrainian exchange through participation in various EU programs; promotion of training in European Studies in the relevant institutions; expanding the exchange of students, teachers and researchers; strengthening of Ukraine's participation in programs such as Tempus, Erasmus Mundus, Youth etc.

References translated and transliterated

1. Andrushchenko, V. (2005). *Filosofiya osvity XXI stolittya: Poshuk prioritetiv* [Philosophy of education of the XXI century: The search for priorities]. *Filosofiya osvity – Philosophy of education*, 1, 5-7 [in Ukrainian].
2. Zhuravsky, V. S. (2003). *Bolonsky protsesy: golovni princypy vkhodzhennya v Yevropeysky Prostir vishchoi osvity* [Bologna processes: the main principles of entering the European Society of higher education]. Kyiv: IVTS "Vydavnytstvo Politekhniky" [in Ukrainian].
3. Kremen, B. (2003). *Osvita i nauka v Ukraini: shlyakhy modernizatsii (fakty, rozdumy, perspekty)* [Education and science in Ukraine: the ways for modernization (facts, thoughts, prospects)]. Kyiv: Gramota [in Ukrainian].

Gorzhankina O. Yu.

**PROCEDURE OF IMPLEMENTING PEDAGOGICAL CONDITIONS FOR
FUTURE MUSIC TEACHERS' MUSICAL AND PERFORMING
COMPETENCY FORMATION**

Odesa, Ukraine

Abstract. *The paper deals with pedagogical conditions for future music teachers' musical and performing competency formation and procedure of their implementation. Pedagogical conditions for effective formation of future music teachers' musical and performing competency are the following: application of problem and task teaching technique when training future music teachers; creating favourable psychological climate at the lesson, which is based on educator and student's co-creation; developing students' ability to perform adequate evaluation and self-analysis in their musical and performing activity.*

Keywords: *pedagogical competency, pedagogical conditions, musical and performing competency.*