

**PROFESSIONAL-PEDAGOGICAL ASPECT OF DEVELOPMENT  
OF OPEN EDUCATION IN THE FIELD OF FUTURE SPECIALISTS  
TRAINING IN BRITISH UNIVERSITIES.**

***ABSTRACT***

*The article presents the results of the study of the professional-pedagogical aspect of the development of open education in higher education institutions in the UK. It is established that as a result of informatization of society, new requirements for the training of future specialists arise. Solving requirements means to create an improved open (computer-based) environment with advanced computer facilities of educational institutions, laboratories, libraries; updating methodological support, pedagogical technologies and the content of distance and e-learning based on the use of ICT; introduction of new forms and methods of organizing the educational process; introduction of open educational systems; using the method of forming information and communication competences of scientific and pedagogical workers, methods for evaluating the quality of open electronic systems and free access to open educational resources; as well as in the study of the state, trends and monitoring of the development of open education. The principles of constructing professional training in the British universities are presented, namely: the consolidation of educational disciplines into blocks (general, special and vocational-pedagogical), the use of innovative technologies (distance, credit, modular, personalized, mutual, tutoring, massive open educational courses ( MOOC)) and innovative forms of education such as eco-education, media education, peace-education (education in the spirit of peace) and intercultural education. It is proved that the main advantages of open education are accessibility, flexibility, parallelism, modularity, efficiency, internationalization and co-ordination, which make it possible for everyone to receive education. The use of elements of open education provides not only access*

*to digital content, but also helps to improve the system of education management and control its quality.*

***Keywords:** Open education, professional-pedagogical aspect, innovative technologies, computer-based environment, information and communication competencies, vocational training, teaching resources, methodological support.*

## **INTRODUCTION**

Open education is of particular importance in the system of global education in the conditions of the development of the information society with the use of the latest information and communication technologies, distance learning forms, mastering of relevant skills, skills and competences of the individual. Significant positive experience in the development of open education has been accumulated in developed countries, and in particular in the UK. The qualitative modernization of the British higher education system is conditioned by the rapid development of ICT, the integration of Great Britain into the world of information space, the introduction of innovative technologies in the educational process, the development of information legislation and the need of the population in quality education. The main requirements for the training of specialists in university education are: ensuring a high level of knowledge and skills, the possession of modern information technologies, mobility and adaptation in the conditions of innovative information space. Important changes in the organization of the educational process are the following: wide-ranging training of specialists, flexibility of curricula, professional orientation of training courses, wide introduction of credit-module system, individualization of training, improvement of organizational forms of training and computerization of educational process that is possible through the use of innovative technologies.

## **THE AIM OF THE STUDY**

The purpose of the paper is to study the professional-pedagogical aspect of the development of open education in British higher education Institutions.

## **THEORETICAL FRAMEWORK AND RESEARCH METHODS**

Considering the vocational and pedagogical aspect of the problem, scientists are convinced that as a result of the processes of humanization and informatization of society, new demands are placed on the personality of the teacher, his professional skills, and on the personal orientation of the entire pedagogical process. In comparative studies by F. Morell, L. Pedersen, M. Peters, there is an increasing need for the use of open education technologies that focus on the educational process for a comprehensive study and careful elaboration of the processes associated with the formation of technological skills as integrative characteristics of a modern teacher. .

In the context of considering the professional-pedagogical aspect of the problem under study, we will focus further on the studies of domestic and foreign comparativists. In particular, O. Palekha and A. Sokolova are concerned with the readiness of the future teacher to apply open education technologies; pedagogical conditions of the use of open education technologies in higher educational institutions are highlighted in works by N. Rokosovik and I. Kozubovskaya, O. Voloshina , N. Kuzmina and O. Pichkar emphasize the peculiarities of sociocultural preparation of the future teacher: 1) professional and practical; 2) natural sciences; 3) humanitarian and socio-cultural.

The professional-pedagogical aspect of the research on the development of open education is represented by the work of such scholars as O. Voloshina, V.G. Kremen and V. I. Lugovy, O. Paleha, N. Rokosovik, A. Sokolov, N. Yatsyshyn and others. To achieve this goal, the following methods were used: analysis, synthesis and generalization of scientific literature and Internet sources.

## **RESULTS**

Considering the professional and pedagogical aspect of the problem, scientists are convinced that as a result of the processes of humanization and informatization of society, new demands are placed on the personality of the teacher, his professional skills, and on the personal orientation of the entire pedagogical process. In particular, the well-known Ukrainian scientists V.G. Kremen and V. I. Lugovoi carried out research into the necessity of introducing elements of open education into the system of preparation of a modern specialist. In their opinion, the actual problem is the formation of information and communication competences of scientific and pedagogical workers, leading personnel of education through the improvement of the skills of the staff of methodological services, pedagogical workers of educational institutions, scientific institutions and educational management bodies (Kremen and Lugovoi, 2008). Scientists emphasize the need for certification of pedagogical staff regarding the level of ICT ownership. According to scientists, important changes in the way of the development of open education are as following: creation of a computer-based platform for open education; updating methodological support, pedagogical technologies and the content of distance and e-learning based on the use of ICT; introduction of new forms and methods for organizing the educational process (e-learning, mobile learning, joint training, smart learning, open online courses, mixed learning, social learning); introduction of open educational systems (electronic scientific and educational resources, science-based bases of open journal systems and electronic libraries).

We agree with the opinion of the named scientists on the effectiveness of introducing open education in the system of professional and pedagogical training by: firstly - creating an improved open (computer-based) environment using the technologies of distance learning, methods of forming information and communication competences of scientific and pedagogical workers, methods of evaluating the quality of open electronic systems and free access to open educational resources; and secondly, the study of the state, trends and monitoring of the development of open education.

The comparativists argue that as a result of the innovative development of society, the requirements for the competence and qualification of a European teacher change (Peters, 2008). The studies stated that the contexts and ideas of multicultural education aimed at pedagogical activities taking into account the peculiarities of intellectual and psychophysical development of students, as well as the ethnic, social and religious specificity of educational groups (Palekha, 2016, Sokolova, 2009). It is found that in the British teacher training system, six areas of key competencies related to: linguistic literacy, computing literacy, information and communication technologies, cooperation with the environment, training improvement, problem solving are identified (Rokosovyk, 2016). It has been shown that due to the modernization of the professional training of teachers, the ways of obtaining a teacher's profession were diversified: one-, two-, three- and four-year university programs, alternative school-based teacher training programs (consortium of schools), accelerated, flexible post-graduate programs, and organizational content updating of teacher training programs (Yatsyshyn, 1998). Effective teaching methods, including open, used in the practice of teacher training in the system of teaching education in England and Scotland, was studied by A. Sokolova. The author notes that the content of teaching in educational institutions in England and Scotland is projected on the basis of the principles of differentiation, humanization and personification of education, graduality and practical orientation. Disciplines of curricula are united into blocks: general education, special and professional-pedagogical. Together with such compulsory subjects as language, mathematics, literature, psychology, methods and strategies of learning, students study such additional disciplines as the art of thinking, drama, a course in successful careers, a course in forming skills to solve complex teaching tasks, the course of formation of leadership and creative qualities of the teacher (Sokolova, 2009).

Among the main teaching technologies used in the practice of teacher training in the system of pedagogical education in England and Scotland, the following are defined: distance, credit, modular, personalized, mutual, tutor.

Effective forms of the process of providing educational services are considered as follows: tutorial, seminar, lecture, discussion, independent, laboratory and practical work, teleconference, joint review of projects and dissertations. Monitoring of learning outcomes is done through writing, examinations, tests, research and professional projects.

In the opinion of the scientist O. Palekha, and F. Morell, an independent component of the professional training of future foreign language teachers in the UK is independent outside the classroom work, during which the following personal qualities of the student are formed such as: the desire for full self-realization, purposefulness, self-organization, necessary for the continuous self-improvement of the acquired knowledge, skills and abilities. The fundamental component of the technology of organizing the independent work of future educators in British universities is appropriately organized didactic resources that perform information, management and organizational and control functions. According to the author, the didactic resources of independent work are represented by traditional means (paper media), electronic resources (interactive means of communication, interactive computer packages and multimedia), and human resources (teachers, tutors, consultants). According to O. Palekha and F. Morell the advantages of electronic resources are the possibility of distance learning, flexible access to the authentic learning environment, the storage of information on electronic media, and open access to educational information (Palekha, 2016, Morell, 2011).

A comparativeist N. Yatsyshyn is engaged in the study of modernization of traditional British models for the training of future teachers. The scientist singles out such innovative forms and technologies of learning as: eco-education, media education, peace-education (education in the spirit of peace) and intercultural education. The goal of eco-education, according to N. Yatsyshyn, is to improve the inner world of a person, taking into account the sense of dignity, humanity and mutual assistance. The goal of e-education is to develop a system of scientific knowledge that reflects the socio-economic, natural sciences, philosophical,

technical and legal aspects of integrated ecology. The main goal of e-education is to actively involve students in the process of scientific research as a means of generating knowledge. The main principle of media education is the presentation. According to the scientist, media tools help initiate an interest in the study of the problem, the continuity of the research process, the focus on the critical understanding and analysis of the problem under study. The effectiveness of media education is reflected in the ability of students to apply their knowledge in certain situations and the ability to motivate them. The researcher considers peace-education and intercultural education to be the most effective models. The researcher understands peace-education as a process of acquiring values, knowledge and skills in the development of relationships that enable human life in peace and harmony with oneself, with others, with the natural environment (Yatsyshyn,1998).

The researchers N. N. Rokosovik and L. Pedersen consider such innovation in the British system of distance learning as the use of massive open educational courses (MOOC), created on the basis of the Institute of Educational Technologies of the Open University of Great Britain. These scholars emphasize that some British universities have free open educational resources and use a large number of methods and means of distance learning, conducted under the guidance of a tutor. The researchers found that distance learning at British universities is accompanied by both student's independent study of material and on-the-spot group activities in the form of seminars or out-of-school. The most widespread innovative forms of distance learning are: teleconferences, webinars, video backgrounds, etc. (Rokosovyk, 2016, Pedersen, 2005).

## **CONCLUSIONS**

Thus, the analysis and systematization of the work of Ukrainian scholars on the professional-pedagogical aspect of the development of open education has led to the conclusion that in the conditions of the growth of volumes of information from many branches of knowledge, technologies and means of education, fundamental changes in the social sphere, the nomination of high professional

requirements for future teachers in the world as a whole and in the UK in particular, there is a conscious awareness of the need to intensify the learning process, to create the conditions for the training of highly skilled teaching staff, to use learning the latest technologies and methods of open learning. Prospects for further research are the introduction and adaptation of the results of the study aimed at improving the quality management system.

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