

FOREWORD

In conditions of rapid changes that affect all the spheres of social life, education system has to meet various challenges in achieving its main goal – developing, educating and upbringing of a versatile personality, an innovator able to compete in the labor market. Solving the outlined task can be facilitated by learning historical background of education development and conceptual ideas of foreign countries that have positive experience in the sphere that undergoes transformation in Ukraine. Agreeing with modern scientists-comparativists, in particular A. Sbruieva, that comparative education is a prolongation of history of education on modernity, the comprehensive study of topical issues of history of education and comparative education is very important.

In the proposed monograph the results of scientific search of the creative team have been presented, which includes specialists in the field of history of education and comparative education. The study is of an interdisciplinary nature, which reveals various aspects of education system development at different levels of its functioning.

An important issue in modern conditions is pedagogical support of gifted children and youth as a future national elite. The monograph presents methodological approaches (systems-synergetic, personality-centered, cultural and comparative) to consideration of gifted education with the aim of defining positive conceptual ideas of US and Canadian experience of pedagogical support provision in the out-of-school education institutions for their creative implementation in practice of Ukrainian out-of-school education institutions.

At the same time, the outlined positive conceptual ideas of US and Canadian experience should be implemented only taking into account national historical background and traditions of the out-of-school education, which are considered in the monograph in the framework of organizational principles of historical and local lore work in the institutions of out-of-school education in the second half of the XX century – at the beginning of the XXI century.

Versatile development of children and youth is impossible without their spiritual upbringing, historical foundations of which are presented in the monograph. The author characterizes stages of spiritual education development in Ukraine, analyzes factors and reasons that had influenced its formation. Special attention is paid to development of Kyiv Mohyla Academy as a center of theological education in Ukraine. Along with development of education institutions the author traced genesis of goals of spiritual education in different historical periods.

The importance of training theology specialists for development of spiritual education is also emphasized in the study of perspectives of using organizational and pedagogical experience of the Federal Republic of Germany in theological higher education institutions. The author argues that German experience can become the basis for borrowing individual elements in Ukraine and gives recommendations on their implementation in domestic practice.

No less important issue in personality development nowadays is formation of a foreign language communicative competence. Since enhancing learning of foreign languages and increasing the level of foreign language knowledge are priorities of national education policy, deserve attention presented in the monograph content-methodological foundations of foreign language teaching in polish primary schools.

It is undeniable that high quality of educational services and pedagogical support for children and youth, including gifted and talented, can provide competent teachers. In this context we consider it expedient to implement creatively positive conceptual ideas of teacher education in Finland, which is one of the world leaders in teachers training, as well as peculiarities of youth workers training, since these specialists provide young people with opportunities and experiences that support their successful integration into society and enable them to be active and responsible members of their societies, as well as agents of change, which is very important at current stage.

Enhancing teacher education can be facilitated by learning the main trends in development of normative, theoretical and organizational bases of the social dimension of the European Higher Education Area. Understanding mechanisms of specification of the reference groups, content and instruments that make up the responsibility of the states in the field of higher education; twofold nature of the EHEA, its focus on realization of economic and social priorities of the region; the nature of application of the Open Method of Coordination in the activities of leading stakeholders in the sphere of European higher education will help to make Ukrainian higher education institutions active participants of the transformation processes.

In the context of the study of the EHEA development deserve attention presented in the monograph theoretical foundations of internationalization of educational process, in the framework of which the concepts of “internationalization”, “internationalization of educational process”, “curriculum” are defined and the main approaches to improving professional training of the British teacher ready to work in the context of internationalization are revealed.

At the same time, understanding of the Eurointegration and globalization processes of modernity envisages revealing the importance of external

factors as well as internal logic of higher education development in a certain country, aimed at ensuring high educational standards and preservation of national-cultural identity. In view of this important are presented in the monograph peculiarities of organization of educational content, forms and methods of education in higher education institutions in the territory of Ukraine and transformations in models of higher schools in historical retrospective.

In conclusion we'd like to emphasize that the monographic work does not exhaust all the aspects of the issue under investigation. Further research can be directed at modeling the process of educational services and pedagogical support provision at domestic general secondary, out-of-school and higher education institutions taking into account historical background and positive foreign experience.

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