

## COMMENTARY PEDAGOGICAL CONSTITUTION OF EUROPE

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Nowadays, the European system of pedagogical education is overcoming complex, multidimensional process of transformation in response to globalization challenges and information revolution.

Teacher's training according to the modern social needs is the key issue of all-European and national institutions. Nevertheless every European country has its vision on solving this problem. Ukraine is not an exception as well as its educational community in that process. Our higher educational establishment — National Pedagogical Drahomanov University actively implements its own strategy of participation in the all-European process of the new teacher's training.

Our intentions found its institutional embodiment. European Association of Rectors of Pedagogical Universities was founded in Kyiv 2011. Rectors of 15 universities from 10 countries became the part of that organization. Since the time of foundation, this public organization has been solving the following problems: the development of international relations for Institutions of Higher Pedagogical Education in Europe; the preparation of proposals on improvement of regulatory framework in the field of pedagogy; the organization of international scientific and practical activities; the attraction of financial resources. V.P. Andruschenko is the president of the association.

In May 2013 in Frankfurt am Main the second Forum of European Rectors of Pedagogical Universities adopted the document of strategic importance: the axiological platform of the new pedagogue training for united Europe of the 21st century. It has become "Pedagogical Constitution of Europe The draft document had been developed in Kiev with the active participation of V. Andruschenko (Ukraine), M. Hunzinger (Germany) and A. Gaizhutis (Lithuania). That document was discussed democratically, openly, tolerantly, with respect to different thoughts and suggestions. PhD Doris Pack, the chairman of Committee on Culture and Education of European Parliament, delivered program report at the forum, highly appreciated and supported that project.

The establishment of the European Association of Rectors of Pedagogical Universities, the adoption of Pedagogical Constitution directs to realization of specific measures: resource mobilization, development and implementation of effective technologies of the new teacher's training for united Europe of the 21st century. The main issue in this case is the *philosophy and content of that*

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*axiological platform*, on the basis of which the process in question could be developed.

The policy guidance for this has been formulated by the European society for the whole period of historical development. Tolerance and peacefulness, ecological safety and human rights, democracy and solidarity, as well as a number of other values may quite obviously play the role of such spiritual heights, which serve as the basis for training a new teacher capable to achieve the objectives in educating and upbringing the personality in accordance with the newest challenges of the epoch.

These values have a universal character. They are equally required by different nations and cultures as they reflect the universal context of interpersonal communications, not in the least humiliating or degrading national values, but even enriching them with some axiological experience of other nations and cultures.

General human status of these values gives the chance to qualify them as the **main universals** of the pedagogical process arrangement in all the states of European area. And their unity into the one general system can be qualified as the Main Law of the Educational policy of European territory – **the Pedagogical Constitution of Europe**.

The notion “Pedagogical Constitution of Europe” is pretty under special circumstances, more clearly in the meaning of international agreements in the sphere of education in European countries. Supporting the jointly developed standards of the education organization, assuming the obligations as to their realization, each *country participates in this process voluntarily*, without any kind of coercion (or pressure) from the parties of other states, nations or cultures. Every one of them leaves the right for itself to preserve personal national pedagogical achievements.

Education, culture as well as all inner life are the national treasure and nobody has the right to thrust externally developed standards upon the nations. At the same time, each country may investigate and adopt the teaching experience of near and far neighbors; introduce it into its own educational practice. This is the very sense of the Constitution, aiming to deepen mutual understanding and development of cooperation in this important sphere of human activity.

The “Pedagogical Constitution” is elaborated on the basis of European agreements concerning the principles ensuring free access of young people to the intellectual resources of all the countries of European area, the frankness and suitable quality of education. It generalized the experience of such documents as “The Great Charter of Universities” (Bologna, Italy, September 1988); “The Convention on the Recognition of Qualifications concerning Higher Education in the European Region” (Lisbon, Portugal, April 1997); “The World Declaration on Higher Education for the Twenty-First Century: Vision and Action, Practical Measures of UNO on the Issues of Education, Science and Culture” (Paris, France, October 1998); “Bologna Declaration of the Ministers of Education of Europe” (Bologna, Italy, June 1999), as well as documents adopted by Kiev Forum of Ministers of Education of European Countries and the First Forum of Rectors of Pedagogical Universities of Europe (Kiev, Ukraine, September-October, 2011).

The unity of national and universal human values, educational traditions and innovations, freedom of teacher's individual creativity and his integrated responsibility before the future that is the philosophical bulk of *Pedagogical Constitution of Europe*.