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АКСІОЛОГІЧНИЙ ДИСКУРС ПРОБЛЕМИ ПІДГОТОВКИ НОВОГО ВЧИТЕЛЯ ДЛЯ ОБ'ЄДНАНОЇ ЄВРОПИ ХХІ СТОЛІТТЯ

Анотація. У статті обґрунтовано актуальність створення ціннісної основи сучасної європейської педагогічної освіти, проаналізовано напрацювання вітчизняних і зарубіжних учених щодо визначення аксіологічної платформи підготовки нового вчителя для об'єднаної Європи ХХІ століття, узагальнено інформаційні джерела з питань професійної підготовки європейського вчителя.

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AXIOLOGICAL DISCOURSE OF THE PROBLEM OF TRAINING A NEW TEACHER FOR THE UNITED EUROPE OF THE XXI CENTURY

The article deals with a substantiation study of urgency of modern European pedagogic education development value basis, an analyses of groundwork of Ukrainian and foreign scientists as for a new teacher for united Europe of the XXI century training axiological background determination, a generalization of references devoted to the study of European teacher professional training.

Key words: *axiological discourse united Europe of the XXI century, higher pedagogic education, axiological background, a new European teacher, teachers' training.*

The strategy of European choice of Ukraine is an important stimulus for speeding-up of educational reforms. Modern axiological determination of the sphere of social experience, general knowledge and theory centers a society request for young generation upbringing around the process of a new teacher for united Europe of the XXI century, forming his/her ability to live and work in conditions of multicultural interaction of the European continent nations.

The challenges of globalised world more and more make us to think about the fate of pedagogic education at the modern stage of intellectual, cultural and value perspective of united Europe development. European teacher is called to find out the answers to the challenges of epoch and turn teenagers to the face of scientific knowledge and cross-cultural values, state the principle of European education – a triangle of knowledge that fixes the necessity of strengthening the ties of studies, research and innovation technologies.

Current situation of modern European society development, respective processes of its unification are accompanied by civilization challenges. The preservation of traditional European pragmatism positions shows itself in increasing of European structures bureaucratization. Thus, European politicians see the basis of European unification processes in the strengthening of administrative character and centralization of ruling structures of European area. The European Currency Fund creation, the expansion of authorities of European Commission, the reinforcement of democratic control, the introduction of the post of President of the European Union, the creation of common Ministry of International Affairs, police department and military forces are the basic steps proposed by the Group for the Future of Europe [3]. But the unification of Europe, on our opinion, is not really possible on the basis of only named transformations. It is important to draw European values

into everyday life of people, to destroy a burden of historical experience of European discord which caused huge amount of victims and losses.

We suppose that modern European unification process has to be associated not with world wars and totalitarian regimes of the XX century but with ideas and value guidelines which have been produced by European community during its historical evolution. The way to preservation of European civilization should be based on harmonization and consolidation, revival of spiritual values of education. It means that the search of adequate strategy of unifying processes in Europe has to be caused by definiteness in determination of its main subject – a teacher as a key person of these changes. All of this grounds the value basis of modern European pedagogic education.

Theoretically valuable for our research are the works of European scientists represented by scientific edition “European Dimensions of Teacher Education – Similarities and Differences” (Ljubljana, Slovenia, 2011). There the prominent scientists of twenty countries (Finland, Netherlands, Poland, Russia, Sweden, Estonia, France, Czech Republic, Norway, Croatia, Romania and Slovenia) represented the European measurements in professional training of teachers [4]. Their analysis let us find out the common points in conclusions of European scientists as for the prominent mission of a teacher in returning of spiritual authority to European educational area. The reforms in higher pedagogic education from the point of view of European values define the role of professional knowledge, skills and habits of a modern student of higher pedagogic institution as means of reaching the professional competence, self-realisation in the process of future profession mastering. In this instrumental role the knowledge, skills and habits are accompanied by personal experience of every part of study process, individually acceptable strategies of creative activity at the way to professional formation and are stipulated by the specifics of motivational sphere of their study activity [2].

Value basis of teaching activity forms the Project “Pedagogic Constitution of Europe” (September, 2012) [1] proposed for use within the Association of Rectors of European Pedagogic Universities. This document fixes the new stage of

constructive search of answers at social requires, forming of new approaches to teacher training, competences of which should answer the requests of time. So the axiological basis of a new European teacher training is being defined in Chapter 5 of the Project of Pedagogic Constitution of Europe named “Value Platform of Teacher Education”. Though in Paragraph 5.4 it is pointed out that the main pedagogic values are: tolerance, democracy, peacefulness, ecological secure, human rights and solidarity. A new teacher, trained in such basis should be able to destroy the image of the other as an enemy; to form of tolerance, balance and peacefulness; to state of ecological outlook; to treat a respect to human rights, democracy and solidarity. The authors of the document suppose that the pointed values are full of tolerance – an active ideology of European community, and forming their interaction a spiritual platform of new teacher training in the European countries (Par. 5.5) [1, 6]. It is important to know that value measures of training a new teacher for the united Europe of the XXI century which are grounded in the Project of Pedagogic Constitution of Europe are conceptually depicting the changes happened in European society in the result of unification processes and give new possibilities to a teacher educated according to unified scale of basis cross-cultural values.

Everything mentioned gives us a ground to make some theoretical generations. We suppose that an axiological discourse of the problem of training a new teacher for the united Europe of the XXI century makes quite urgent and important the determination of methodological basis of coordinated interuniversity policy in the sphere of pedagogic education, organization and functioning of key branches of general mechanism of teacher training, balancing the subject-to-subject relations in the system of pedagogic education in the countries of European area, signing of basis cross-cultural values that may be adopted to pedagogic traditions and national education policy of each participating country.

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