Preface

*Acquire new knowledge whilst thinking over the old,
and you may become a teacher of others.
Confucius, philosopher*

In view of the rapid civilizational changes taking place in the world from the second half of the XXth century to the present, associated with the formation of post-modern society, nowadays there is an urgent need to create such system of pedagogical education that provides national heritage and established European traditions. It helps the training of pedagogical professions who are able to provide a professional activity on democratic and humanistic principles. Teacher training is an important issues for all countries and this volume underline the realities and solutions for preschool, primary, for various fields of training of educational system from Ukraine, Poland and Romania.

An implementation of educational policy as the state priority function aimed at development and self-realization of the individual, satisfaction of their educational and spiritual-cultural needs, as well as need to be purposeful, creative, responsible and competitive in the labor market. In international legal acts, documents of international organizations of a global nature (UNESCO, the Council of Europe, the Organization for International Cooperation and Development, the International Labor Organization, etc.), the XXIst century teachers are proclaimed the creators of social changes. The training of the educational elite, its pedagogical qualifications, general culture, spirituality significantly affects the future of any country. That is why it is important fully to consider the new requirements for teacher training, which should not only be oriented in typical pedagogical situations, but also to organize educational activities in the context of current trends i.e. the desire to ensure a European identity in the pedagogical training that are realized through the European standards of the pedagogical education quality and the European educational space

creation; transition to the university level of pedagogical education; dominance of two main models in pedagogical education: parallel and sequential; introduction of the European credit accumulation system; educational mobility development; growth of the social role in pedagogical activity. The trends knowledge in education provides a basis for its prediction and real revival, its systematic management, overcoming empiricism in pedagogical science and practice. Such changes are the important means of innovative renewal of the pedagogical education system in both Ukraine and European countries, as they direct future teachers to professional activity in new, competitive conditions for the educational sector development.

There are the reasons for our recommendation upon this book to be readied by the future teachers (students in Science of Education Faculties) and the teachers who want develop their competences, educational managers for improving quality of in-service teacher training or stakeholders for educational domain.

The purpose of the monograph is to identify cross-cutting trends in education within the European Union in order to implement them further in the system of higher pedagogical education of Ukraine, to actualize the problem of creating a renewed system of pedagogical education, which will have advanced development focused on new conditions of information society, increasing dynamic of educational reforms with simultaneous expansion of variability of national, interstate, interuniversity approaches, decisions, positions, models in line with uniform, but not unified, social transformations of higher education.

The implementation of the results of the proposed scientific achievements in practice will qualitatively contribute to raising the level of the education specialists' professional competence.

The collective monograph **«Trends and prospects of the education system and educators' professional training development»** reflects the study results by the Department of Pedagogy and Psychology of Preschool Education in Yuriy Fedkovych Chernivtsi National University, Ukraine and Faculty of Science of Education from Stefan cel Mare University of Suceava and Aurel Vlaicu University from Arad, Romania and a number of researchers and teachers from Republic of Poland.

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