

STRATEGIC PRIORITIES FOR THE FORMATION OF TRANSVERSAL COMPETENCES OF THE FUTURE TEACHER IN THE CONTEXT OF EUROPEAN INTEGRATION

СТРАТЕГІЧНІ ПРІОРИТЕТИ ФОРМУВАННЯ ТРАНСВЕРСАЛЬНИХ КОМПЕТЕНТНОСТЕЙ МАЙБУТЬОГО ПЕДАГОГА В КОНТЕКСТІ ЄВРОПЕЙСЬКОЇ ІНТЕГРАЦІЇ

The article is devoted to one of the urgent problems of future teacher training in modern conditions of globalization processes. In particular, the essence of such concepts as transversal competences is revealed. The main focus is on the theoretical and methodological principles of substantiating the main characteristics of the future specialist's readiness for effective competitiveness on the international labor market. The structural components of professional skills of the 21st century and the dynamics of changes in their relevance in accordance with the challenges of the time are highlighted. On the basis of the analysis of the psychological and pedagogical literature of foreign authors, the strategic priorities of the formation of transversal competences of the future teacher in the context of European integration are substantiated and highlighted.

This article addresses the critical need to develop transversal competences among future teachers within the framework of European integration. It explores strategic priorities aimed at equipping educators with interdisciplinary skills, self-regulation capabilities, and lifelong learning attitudes necessary for navigating the evolving educational landscape. Emphasis is placed on the integration of knowledge across disciplines, promoting sustainable development, and fostering inclusive education. An analysis of the scientific research of modern European scientists was carried out in order to determine the main priorities of professional training in European countries. The article outlines theoretical and practical guidelines for enhancing teachers' professional development, highlighting the impact of personality traits and professional reputation. By aligning teacher education with European policies, the article underscores the importance of preparing versatile and adaptive educators capable of meeting contemporary educational challenges.

Key words: *readiness for innovative pedagogical activity, transversal competence, competitiveness, international labor market, integration process.*

Стаття присвячена одній з актуальних проблем підготовки майбутнього вчителя

в сучасних умовах глобалізаційних процесів. Зокрема, розкривається сутність таких понять як трансверсальні компетентності. Основна увага зосереджується на теоретико-методичних засадах обґрунтування основних характеристик готовності майбутнього фахівця до ефективної конкурентоспроможності на міжнародному ринку праці. Висвітлюються структурні компоненти професійних навичок XXI століття та динаміка змін їх актуальності у відповідності з викликами часу. На основі аналізу психолого-педагогічної літератури зарубіжних авторів обґрунтовуються та виокремлюються стратегічні пріоритети формування трансверсальних компетентностей майбутнього педагога в контексті європейської інтеграції. Також у статті розглядається критична потреба розвитку трансверсальних компетенцій у майбутніх учителів у рамках європейської інтеграції. Він досліджує стратегічні пріоритети, спрямовані на оснащення педагогів міждисциплінарними навичками, здатністю до саморегуляції та ставленням до навчання впродовж життя, необхідним для навігації в освітньому середовищі, що розвивається. Акцент робиться на інтеграції знань між дисциплінами, сприянні сталому розвитку та інклюзивній освіті. Проведено аналіз наукових пошуків сучасних європейських вчених з метою визначення основних пріоритетів професійної підготовки в Європейських країнах. У статті викладено теоретичні та практичні засади підвищення кваліфікації вчителів, висвітлено вплив якостей особистості та професійної репутації. Узгоджуючи педагогічну освіту з європейською політикою, стаття підкреслює важливість підготовки універсальних та адаптивних педагогів, здатних відповідати сучасним освітнім викликам.

Ключові слова: *готовність до інноваційної педагогічної діяльності, трансверсальні компетентності, конкурентоспроможність, міжнародний ринок праці, процеси інтеграції.*

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Statement of the problem in a general form and its connection with important scientific or practical tasks.. The problem addressed in this article revolves around the need to systematically develop transversal competences in future teachers, in alignment with the broader goals of European integration. Transversal competences, which include skills like critical thinking, problem-solving, communication, and interdisciplinary understanding, are essential for teachers to effectively educate

and prepare students for a rapidly changing and interconnected world. The main issues can be formulated as follows: gap in current teacher training; need for alignment with European Policies; interdisciplinary integration challenges; professional development and continuous learning; sustainability and inclusivity in education; impact of personality and professional reputation and others.

Existing teacher education programs often lack a comprehensive focus on transversal competences.

Traditional training tends to emphasize subject-specific knowledge rather than the broader, interdisciplinary skills that are increasingly required in modern educational environments. The European Union's educational policies stress the importance of lifelong learning, inclusivity, and sustainability. There is a need for teacher training programs to align with these policies to ensure that future educators can contribute to these goals effectively. Developing a curriculum that successfully integrates knowledge across various disciplines remains a challenge. Future teachers must be equipped to facilitate interdisciplinary learning, which is crucial for fostering a more holistic understanding of complex global issues among students. Teachers need to adopt a mindset of continuous professional development, embracing self-regulation and lifelong learning. This is essential for adapting to new teaching methods, technologies, and the evolving needs of students. Incorporating themes of sustainable development and inclusive education into teaching practices is critical. Future teachers must be prepared to address diverse classrooms and promote sustainable practices through their teaching. The relationship between teachers' personal attributes (such as personality traits) and their professional development must be understood. These factors significantly influence their ability to develop and impart transversal competences.

Analysis of recent research and publications. Recent research and publications highlight several strategic priorities for forming transversal competences in future teachers, particularly within the context of European integration. These competences, essential for addressing the multifaceted challenges in education today, include sustainability, critical thinking, and value-based education.

A study from the University of Helsinki explores how blended teaching methods combining online and face-to-face instruction can support the development of transversal competences such as critical thinking, collaboration, and reflective practice. This research emphasizes the importance of integrating these competences into early childhood education teacher-training programs to better prepare teachers for future educational challenges. C. R. Graham in his research in blended learning explores how combining traditional classroom experiences with online educational tools can enhance learning outcomes. It highlights the benefits of blended learning, such as increased flexibility, accessibility, and improved student engagement and performance. The article also addresses challenges, such as ensuring equitable access to technology and maintaining high-quality instruction across different learning modalities [4]. "Teaching faculty experience many challenges from the rapid growth of blended and online learning. While students drive the demand for blended learning, faculty have probably the most important

influence in a blended course or program's success. Many important faculty issues need research, but this section will briefly focus on three: (1) faculty adoption, (2) faculty satisfaction and workload, and (3) professional development" [4, p. 19].

Another study investigates the impact of mentoring on developing transversal competences among university students and new teachers. It highlights that effective mentoring, which includes personal growth and professional development, positively impacts competences like responsible leadership, social skills, self-esteem, and critical thinking. Structured mentoring programs with frequent sessions tend to yield better outcomes. Scientists Paula Crespí, Jorge López emphasize the fact that "for many universities, implementing a student-centred approach to learning continues to be an important objective; another is to orient university programs towards the acquisition of key competences. These goals that reflects the directives of the European Higher Education Area are shared and expressed through the final report of the Tuning Project". In this context, the model known as "Student Centred Learning" (SCL) appears. The focus is on what students learn, rather than what professors teach. The aim is for students to take the reins and responsibility for their own learning. The goal is to encourage students to be active, to be the protagonists and responsible for their own learning process, participating, questioning, researching and exploring in depth the subjects dealt with by the teacher" [3].

Research also identifies collaborative problem solving as a crucial transversal skill necessary for lifelong learning and active citizenship. This competence is increasingly recognized within the European Reference Framework of Key Competences for Lifelong Learning, emphasizing its importance in fostering social inclusion and employability. As defined by Webster's Dictionary, "the word collaborate is "to work jointly with others or together, especially in an intellectual endeavor." Therefore, collaborative problem solving (CPS) is essentially solving problems by working together as a team. While problems can and are solved individually, CPS often brings about the best resolution to a problem while also developing a team atmosphere and encouraging creative thinking" [1].

Here are some examples of articles, scientists, and resources on the topic of transversal competencies for teachers: "Transversal Skills in Europe: Barriers and Opportunities for Lifelong Learning" (2019) by Xavier Rambla, Federico Bonazzi, and Christoph Niehaves, Marjatta Aho-Siemmi-Marjomäki and Satu-Maija Natunen; "Digital Competence Framework for Educators" (2022) by European Commission Joint Research Center.

These studies collectively underscore the necessity of revising teacher education programs to incorporate transversal competences, aligning with

European educational policies. By doing so, future teachers can be better equipped to meet the diverse and evolving demands of contemporary education, contributing effectively to the goals of European integration.

Highlighting previously unresolved parts of the overall problem. The formation of transversal competences for future teachers is a multifaceted issue, especially in the context of European integration. While significant progress has been made in identifying key competences and implementing training programs, several unresolved areas remain that need further attention.

Despite the recognized importance of lifelong learning, there remains inconsistency in its implementation across teacher education programs. Many programs still emphasize initial training without sufficient ongoing professional development opportunities. There is a need for more structured and accessible pathways for continuous learning throughout a teacher's career. While European integration highlights the importance of multilingualism and intercultural competence, many teacher education programs lack comprehensive strategies to address these areas.

By addressing these previously unresolved aspects, strategic priorities for the formation of transversal competences in future teachers can be more effectively realized, leading to a more adaptable, skilled, and competent teaching workforce aligned with the goals of European integration.

The purpose of the article. The article focuses on identifying and promoting key skills and competencies that future teachers need to develop within the framework of European educational policies. The primary purpose of the article is to highlight the importance of transversal competences – skills that are broadly applicable across various professional and personal context-essential for future teachers to effectively navigate and contribute to the evolving educational landscape shaped by European integration efforts.

Presenting of the main material. In light of Europe's increasing interconnectedness and the rapidly changing global landscape, it is essential to prioritize the development of transversal competencies in future teachers. These competencies are vital for fostering a cohesive and inclusive educational environment that embraces multiculturalism and prepares learners for success in the international arena. Some

Table 1

Highlighting Previously Unresolved Parts of the Overall Problem

Unresolved parts of the overall problem	Possible solution
<p>Standardization vs. Flexibility <i>Challenge:</i> Balancing the need for a standardized framework across Europe with the flexibility to accommodate national and regional educational nuances.</p>	<p>Ensuring a common set of transversal competences that all future teachers across Europe should possess. Allowing countries and regions to adapt these competences to their specific educational contexts and cultural settings</p>
<p>Assessment and Evaluation <i>Challenge:</i> Developing reliable and valid methods to assess and evaluate transversal competences</p>	<p>Creating robust assessment frameworks that are both comprehensive and adaptable to different educational environments.</p>
<p>Integration into Curriculum <i>Challenge:</i> Effectively integrating transversal competences into existing teacher education curricula</p>	<p>Many teacher education programs still focus predominantly on subject-specific knowledge and traditional pedagogical skills. Identifying and implementing best practices for embedding transversal competences throughout the teacher training curriculum.</p>
<p>Professional Development <i>Challenge:</i> Providing continuous professional development opportunities for in-service teachers to develop and refine transversal competences.</p>	<p>Designing professional development programs that are accessible, relevant, and aligned with the evolving demands of European integration.</p>
<p>Policy and Funding <i>Challenge:</i> Securing adequate policy support and funding for initiatives aimed at fostering transversal competences.</p>	<p>Ensuring that national and European educational policies prioritize the development of transversal competences. Allocating sufficient resources for research, curriculum development, teacher training, and assessment tools.</p>
<p>Cultural and Linguistic Diversity <i>Challenge:</i> Addressing the diverse cultural and linguistic backgrounds of students and teachers within the European Union</p>	<p>Developing competences that promote intercultural dialogue and understanding. Ensuring that teachers are equipped to handle multilingual classrooms and support language learning</p>
<p>Technological Integration Leveraging technology to enhance the development of transversal competences.</p>	<p>Identifying and integrating digital platforms and tools that can support the development of competences such as digital literacy, collaboration, and problem-solving</p>
<p>Research and Evidence Base Building a strong research base to support the development and implementation of transversal competences</p>	<p>Promoting research initiatives that explore innovative approaches, assess their impact, and disseminate best practices across Europe</p>

strategic priorities for developing transversal competencies in future teachers include: *intercultural competence, digital competence, critical thinking, social and emotional competence, adaptability, collaboration* and others. Cultivating sensitivity and respect for diverse cultures and backgrounds is crucial for future teachers to effectively teach and communicate with students from varied cultural and linguistic backgrounds.

Embracing digital technologies and pedagogies is vital for teachers to provide engaging, interactive, and personalized learning experiences in the digital age. Developing the ability to evaluate information, identify patterns, and formulate sound arguments is essential for teachers to guide students in problem-solving and decision-making in an increasingly complex world. Cultivating empathy, teamwork, and conflict resolution skills can enable teachers to support students' emotional and social development, fostering a positive and inclusive learning environment. In an age of rapid change, teachers must be adaptable and resilient, able to respond effectively to new challenges, and embrace change as an opportunity for growth and innovation. Cooperation and partnership between educational institutions, communities, and industries can help ensure that teachers are equipped with the latest knowledge and skills required in the modern workplace and society.

Contemporary research and publications on the topic of transversal competencies for teachers have revealed a number of important trends and findings. Current research emphasizes the need for a holistic, cross-disciplinary approach that integrates different academic fields, such as education, sociology, psychology, and linguistics, to provide a more comprehensive understanding of transversal competencies. There is a growing recognition of the need for teachers to develop cultural sensitivity and intercultural communication skills, particularly in response to the increasing diversity in classrooms and communities. The rapid proliferation of digital technologies has led to a surge in research on digital pedagogies, learning environments, and teacher professional development to meet the demands of the digital age.

A modern specialist, regardless of specialization, must possess a certain set of professional skills that will contribute to his effective adaptation to the requirements of the international labor market.

Among the most effective skills of a specialist that will contribute to his competitiveness, the following can be distinguished, namely: proficiency with a variety of digital tools and platforms: understanding emerging technologies like artificial intelligence (AI), machine learning, blockchain, and the Internet of Things (IoT); ability to analyze and interpret complex data to drive decision-making; skills in data visualization and the use of analytical tools and software; willingness to adapt to changing environments and new challenges; ability to learn new skills quickly and efficiently; creative thinking to develop innovative solutions; ability to understand and manage one's own emotions and those of others; skills in empathy, communication, and interpersonal relations; skills in empathy, communication, and interpersonal relations; ability to work effectively within a team, both in-person and remotely; ability to present ideas persuasively and listen actively; understanding and appreciation of diverse cultures and perspectives; ability to motivate and inspire others, manage time effectively, and deliver results; knowledge of sustainable practices and ethical standards; skills in leading teams and managing projects and others.

Particular importance in the conditions of globalization should be given to the requirements that are constantly faced by potential job seekers in the modern global labor market. Geopolitical, economic and technological discussion panels at the World Economic Forum in Davos (2022) annually present a list of skills necessary for specialists of the 21st century. these professional skills are constantly changing under the influence of changes taking place in the world economy [11].

In 2015, the competencies needed for specialists were influenced by advancements in technology, the globalization of the workforce, and the increasing importance of data. These competencies enabled specialists to succeed in a work environment

Table 2

The Key Competencies that are Essential for Specialists in the XXI century

№	2015	2020	2025
1	Complex problem solving	Complex problem solving	Analytically thinking and innovation
2	Coordinating with others	Critical thinking	Active learning and learning strategies
3	People management	Creativity	Complex problem solving
4	Critical thinking	People management	Critical thinking and analysis
5	Negotiating	Coordinating with others	Creativity, originality, initiative
6	Quality control	Emotional Intelligence (EQ)	Leadership and social influence
7	Service orientation	Judgment and design making	Technology use, monitoring and control
8	Judgment and design making	Service orientation	Technology design and programming
9	Active listening	Negotiating	Resilience, stress tolerance and flexibility
10	Creativity	Cognitive flexibility	Reasoning, problem solving and ideation

increasingly characterized by technological integration, data-driven decision-making, and global collaboration.

In 2020, the competencies needed for specialists were shaped by technological advancements, globalization, and evolving work environments. Here are ten key competencies that were essential for specialists in 2020: These competencies enabled specialists to navigate the challenges and opportunities of the workplace in 2020, marked by rapid technological changes and increasing interconnectedness.

The 21st century has seen rapid advancements in technology, globalization, and evolving work environments, shaping the competencies needed for specialists, though it is difficult to generalize for the entire century due to its ongoing nature. These competencies have been crucial for specialists navigating the dynamic and interconnected landscape of the 21st century, characterized by rapid technological advancements, global challenges, and evolving work environments. "50% of all employees will need reskilling by 2025, as adoption of technology increases, according to the World Economic Forum's Future of Jobs Report. Critical thinking and problem-solving top the list of skills employers believe will grow in prominence in the next five years. Newly emerging this year are skills in self-management such as active learning, resilience, stress tolerance and flexibility. Respondents to the Future of Jobs Survey estimate that around 40% of workers will require reskilling of six months or less" [11].

Magliaro, Davide and Valentina Minunni in their article "Teacher Education in a Changing World: Transversal Skills, Pedagogical Content Knowledge, and Learning Environments"[6] drew special attention to the question of rethinking the role of the teacher in the modern educational environment. These competencies will equip specialists to thrive in a rapidly evolving work landscape, driven by technological advancements and global interconnectedness.

Conclusions. In conclusion, the formation of transversal competences in future teachers is crucial for their effectiveness in a rapidly changing and interconnected world. By prioritizing these strategic areas, teacher education programs can prepare educators who are not only competent in their subject areas but also equipped with the broad range of skills necessary to thrive in the context of European integration.

Knowledge of European educational policies and frameworks is essential for teachers operating within the context of European integration. Teacher education programs should provide insights into these policies and their implications for classroom practice, ensuring that future educators are aligned with European educational standards and goals. The educational landscape is continuously evolving, with new pedagogical approaches and innovations emerging regularly. Future teachers need to be open to these

changes and skilled in adapting their teaching practices accordingly. Strategic priorities should include exposure to innovative teaching methods and the development of a flexible and innovative mindset.

Collaboration is a key competence in the European context, where teamwork and partnership are highly valued. Future teachers should be trained to work collaboratively with colleagues, parents, and the broader community. This includes developing skills in communication, negotiation, and cooperative planning, which are essential for fostering a collaborative school culture.

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