

modern labor market in the conditions of Ukraine's accession to the European Union, the convergence of European and Ukrainian education system according to Bologna process requirements. One of the tools of providing mobility is conformity and possibility of academic qualifications recognition and university graduates competence.

Master degree of engineer is a fundamental, professional and practical activity that combines professional knowledge, skills and abilities with creativity.

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## **LEGAL AND REGULATORY FRAMEWORK OF PROFESSIONAL TRAINING OF SPECIALISTS IN THE EU COUNTRIES**

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Social and economic development of the European Union countries, global trends of globalization, integration and informatization of the society determined new priorities of professional training of specialists in Ukraine. The processes of globalization and convergence of education require harmonization of educational sphere, which is possible if condition of unification of requirements for national systems of education; standardization of learning technologies; standardization of technology of management of education institutions and modernization.

In this context, the analysis of the legal documents and regulations of the European Union is interesting, which identified the ways of professional training of specialists in the context of continuous professional education.

Problems of professional training of specialists in the EU are reflected in academic writings of T.M. Desyatov, A.V.

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The foundation of the educational strategy of the EU was founded on the informal meeting of Ministers of Education of Member States in 1963. [8]

Legal Regulation of continuous professional education in the European Union is based on:

- Universal Declaration of Human Rights [1]. Article 26 says that everyone has the right to education. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit;

- The requirements of the World Declaration on the Rights of the Child [2];

- UN Declaration on the distribution of the ideals of international understanding of the world [4].

In order to protect human rights, including Rights on Education, the Convention for the Protection of Human Rights and Fundamental Freedoms was adopted (Rome, 4 November 1950) [5]. The document states that the state's duty to guarantee the right of parents to educate children in accordance with their own religious and philosophical convictions.

Trying to provide common European character of high school actually started in the 50s of last century, with the signing of the Treaty of Rome. Later these ideas were developed in the decisions of a number of conferences of Ministers of Education of European countries.

Education EU strategy provides the rejection of the subordination of the interests of member states to unified development strategy [8].

Further development the problem of education was in 1971 at an official meeting of the six Ministers of Education, which was adopted the first resolution on cooperation in education [3].

In 1974 the Committee on Education was created, which decided to establish an information network as the basis

for a better understanding of educational policies and achievements in nine (then) EU member states.

In December 21, 1979 the Convention on the Recognition of Studies, diplomas and degrees in the countries of the Europe was signed. [6]

International standards of the legal regulation of technical and vocational education established by UNESCO in Convention on Technical and Vocational Education (Paris, 10 November 1989) [7]. The Convention covers all forms and levels of technical and vocational education carried out in schools or as part of training programs that are executed as educational institutions and various companies associated with the world of work.

Using the signed documents, the European Union shall take measures to ensure the right of equal access to vocational training and equal opportunities to participate in the learning process. An important step in the development of professional training of the agricultural sector in the EU, was the adoption of 21 December 1979 Convention on the Recognition of Studies, diplomas and degrees in the countries of the Europe. [6] This made it possible to adapt the education system of the EU to the European standards.

During the following years, a number of important documents was adopted which apply to the agricultural sector [7]:

1. Resolution of the Council of EC 1988 on the establishment of the concept of European education within a single educational space.

2. Resolution of the Parliamentary Assembly of the Council of Europe 1989 on the creation of the concept of European education within a single educational space.

3. Creation of the International Bureau of Education.

4. Creation of the International Institute for Education Planning (Paris).

5. Charter of Paris for a New Europe. November 21, 1990.

7. Convention on the Recognition of higher education qualifications in the European region. Lisbon, 11 April 1997

The adoption of the EU countries a number of international agreements was an important step in the development of professional training:

1. *The Lisbon Convention* under the aegis of the Council of Europe – «On the Recognition of Qualifications», 1997. Lisbon Treaty is declaring the existence and value of different educational systems and aims to create conditions under which most of people using all the values and achievements of national systems of higher education and research be able to be mobile in the European labor market. Defined targets in terms of research, innovation and education.

2. *Sorbonne Declaration* (1998) was signed by the Minister of Education of France, Germany, Great Britain and Italy. It was agreed the important common steps for effective European Higher Education until 2010.

3. *The Bologna convention* was signed June, 19, 1999 by 29 European countries. Bologna convention became the basis for the development of the Bologna process aimed at harmonization of higher education systems of European countries. The Bologna Declaration initiated a series of reforms needed to increase compatibility, comparability and competitiveness of European higher education and to improve its attractiveness to citizens of Europe, and for the scholars and citizens of other countries. The main content of the Bologna Declaration is that the countries - participants have pledged by 2010 to bring its education system in line with the same standard.

The continuation of the Bologna ideas were those of teaching and research arrangements: Salamanska Conference of European universities (Salamanca, 2001); Prague Communiqué of the European Ministers (Prague, 2001); Berlin Communiqué

of the European Ministers (Berlin, 2003); Bergen Conference of European Ministers (the city of Bergen, Norway, May 19, 2005) [272], the London Communiqué (2007), Leuven Communiqué (2009). The basic idea of these documents is a two-tier structure of higher education, the use of credits of ECTS, bachelor's international recognition as a higher education that grants a person the right qualifications and continue learning program Master in other European countries.

Lisbon Strategy (Lisbon Strategy), 2000 - a new strategic objective of the European Union countries, which aims to increase the global competitiveness of the European Union through economic renewal and improvements in the social sector and environmental protection. To achieve the aims set out at the Lisbon European Council in March 2000 is to become the most dynamic and competitiveness world economy based on knowledge. Commission proposed political cooperation towards lifelong learning (LLL - Life-long learning).

According to Articles 149 and 150 of the Treaty establishing the European Community, the Union does not seek to develop a common educational policy. However, it has a number of specific incentives for cooperation in this field, namely the Community action program approved by the joint decision-making procedure, including educational programs Socrates, Socrates II - Erasmus, Leonardo da Vinci II, Erasmus - Mundus, Grundtvig, Lingua, Minerva, Jean Monnet, Tempus, Youth "(Youth)," Phare "(PHARE)," TACIS "(TACIS) and" Meda "(MEDA) and others.

Therefore, based on the analysis of the legal framework of the EU of professional training can be stated:

- It develops on the basis of socio-economic situation of the country and aims to provide professional self-identity, the formation of qualification, creating social and active, mentally and physically healthy of national productive capacity;

- This extremely important industry is intended to meet the needs of people in mastering the profession in accordance with its aspirations, interests and abilities;

- Training of specialists is a defining social and cultural problem whose solution is to bring professional education to the new socio-economic requirements; identifying priority areas of education policy, strategy and tactics to meet the needs of society and the resources of the state; creating educational programs needed for consistent economic and social development, and cultural expressions of individual identity in a society in which knowledge, skills and attitude to work are by economic development, lifelong learning is part of public policy;

- Vocational training in the EU is part of the general strategy for employment and economic development.

Analysis of the legal framework of the EU on professional training at the point of view the concept of learning throughout the life shows:

- Do not assume its unification;

- All documents are reflected not only the idea of continuous professional education, but most measures to create a single European educational space closely associated with the implementation of the ideas of continuity in obtaining and maintaining a certain educational level.

Analysis of continuous professional education in the documents of the European Union serves as assistance in building in Ukraine towards open and flexible system of professional education and integration into the European community. The problem is multifaceted professional training. Its solution requires real public policy, especially legislative support of complex tasks aimed the improving of professional skills, improving the structure, the creation of appropriate conditions for professional growth.

## **Література:**

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