

The Role of Education Information in Training Specialists at Universities in the USA, Great Britain and Ukraine

Olena Mamchych¹, Natalia Chornobryva², Svitlana Karskanova³, Karina Vlasenko⁴,
Olha Syroiezhko⁵, Tetiana Zorochkina⁶, Antonina Chychuk⁷

¹ PhD in Pedagogical Sciences, Associate Professor of the Languages and their Teaching Methodology Department, T.H. Shevchenko National University "Chernihiv Colehium", Ukraine

² Candidate of Pedagogical Sciences, Deputy Director for Academic Affairs, Teacher of Pediatrics, Separated Subdivision "Rokytno Professional Medical College" of Municipal Institution of Higher Education "Rivne Region Council, Ukraine

³ Candidate of Psychological Sciences, (PhD in Social and Behavioral Sciences) Senior Lecturer of the Philology Department, Mykolaiv V. O. Sykhomlynskyi National University, Ukraine

⁴ Candidate of Pedagogical Sciences, Senior Lecturer of Department of Social Work and Rehabilitation, National University of Life and Environmental Sciences of Ukraine, Ukraine

⁵ Candidate of Pedagogical Sciences, Assistant of Pedagogy Department, National University of Life and Environmental Sciences of Ukraine, Ukraine

⁶ Doctor of Pedagogical Sciences, Assistant Professor of Primary Educational Department, Bohdan Khmelnytsky Cherkasy National University, Ukraine

⁷ Doctor of Pedagogical Sciences, Associate Professor, Professor of Pedagogy and Psychology Department, Ferenc Rakiczi II Transcarpathian Hungarian Institute, Ukraine

Summary

A comparative analysis of the state and results of the functioning of the education system of Ukraine with the national educational systems of the USA and Great Britain was carried out. Based on which we found out similar and different in the process of developing the system of training specialists in higher education institutions of the USA, Great Britain, and Ukraine. Describing the main quantitative indicators of education in the UK, USA and Ukraine, we found common features and distinctive features. Consideration in the comparative aspect of trends in the development of higher teacher education in the United States, Great Britain and in Ukraine gives grounds for conclusion. For these countries, such groups of norms as types of educational institutions, forms of Education; introduction of a unified system of credit units in order to create conditions for broad mobility of students; availability of different levels of training; study of the best experience of educational activities of other states and its introduction into the educational process in combination with the cultural traditions of Ukraine coincide. Describing the main quantitative indicators of education in the analyzed countries, we found distinctive features. Teacher development systems in the UK, USA and Ukraine are compared. It was found out that the use of methods of Great Britain and the United States on the organization of independent work in the process of professional development of teachers will have a positive impact on training in the system of advanced training of teachers in Ukraine. The article examines the information culture of future specialists, which is based on knowledge about the information environment, the laws of its functioning and development, and the perfect ability to navigate the limitless modern world of information.

Keywords:

information culture, informatization of education, youth training, comparative analysis, National Educational Systems, the USA, Great Britain, Ukraine.

1. Introduction

In the scientific sphere, the urgent need to create appropriate conditions for organizing research, taking into account human characteristics, and the problem of humanitarian regulation of Science and its management becomes a priority. Due to the increased use of computer technology, there is a noticeable tendency to increase the need for a person to strengthen their sense of self-importance. Therefore, on the one hand, such knowledge and skills are needed that can be used energetically and effectively for the further development of science, technology, culture, to identify the powerful potential of computer technologies, and on the other – this knowledge and skills should guarantee the sovereignization of the individual for the sake of the full realization of its creative resources [6].

Purpose of the article. We set out to conduct a comparative analysis of the state, results and emphasize the role of informatization of education in the training of specialists in universities in the USA, Great Britain and Ukraine.

2. Analysis of recent research and publications

L. Vashchenko, O. Kupets, I. Likarchuk, N. Prokopenko, M. Sidorenko made an analysis of general secondary education of Ukraine in the context of international indicators. [5].

V. Kremen offers evidence of the need to solve the problem of quality of Education, which depends on the introduction of competence and credit approaches that make the provided higher education transparent, understandable, and comparable within the European qualification framework for the European Higher Education and lifelong learning area, national qualification systems. [19].

Kotiash, I., Shevchuk, I., Borysonok, M., Matviienko, I., Popov, M., Terekhov, V., Kuchai O. expresses on possibilities of using multimedia technologies in education. Tells that the multimedia technologies must meet the goals and objectives of the course and be an integral part of the learning process. The practice of multimedia technologies in the educational process of higher education institutions allows to move from a passive to an active way of implementing educational activities, in which the student becomes the main participant in the learning process. [9].

Shunkov, V., Shevtsova, O., Koval, V., Grygorenko, T., Yefymenko, L., Smolianko, Y., Kuchai, O. study the direction of development that is recognized as the main one in the course of reforms of educational systems in the leading countries of the world - the USA, Great Britain, Canada, Germany, France, etc. The purpose of the application of multimedia technologies of education in higher education institutions is to prepare students for full-fledged life in the information society [15].

Kuchai, O., Skyba, K., Demchenko, A., Savchenko, N, Necheporuk, Y., & Rezvan, O. inspect the role of multimedia education in the evolution of the information society. The information range is skilled both as a separate sector of the economy and as a factor in the modernization of education [11].

Y. Bondaruk considers the organization of the educational process in the system of teacher development in the United States. [3]

Scientists O. Bida, O. Kuchai, T. Kuchai, A. Chichuk proved that the formation of Information Culture is influenced by a number of factors, in particular the family, mass media, educational institutions, show the need for multimedia in the education of young people. [2].

R. Gurevich proves that Information Culture is a means of social protection of the individual, able to independently accumulate knowledge, change spheres of activity, and regulate their own behavior based on a comprehensive analysis of the situation. [6].

A. Kolomiets notes that multimedia technologies are part of the mandatory general curriculum of most European countries. Among the most important characteristics of the modern world is the rapid development of Information Technologies [8].

V. Lapinsky describes the experience of using multimedia technologies in the UK, which ranks first in Europe in providing teachers with access to information and communication technologies, motivating them to use ICT in the educational process, and developing proper competencies. [12].

A. Statkevich gives an important place in the system of multimedia training to technological tools that serve as the basis of Information Technologies. These include electronic publications and manuals, computer training systems, multimedia complexes, educational audio and video materials, a testing system, and a network web version of the course [16].

3. Research methods

To achieve this goal, the following **research methods** were used: theoretical (analysis of philosophical, pedagogical, and psychological literature), which made it possible to substantiate the main provisions of the study; the method of comparative historical analysis, which allowed us to distinguish common and different in the training of specialists in the USA, Great Britain and Ukraine.

4. Results and discussion

Nowadays, it is necessary to find out similar and different in the process of developing the system of training specialists in higher education institutions in the USA, Great Britain, and Ukraine. Comparative studies based on well-known educational indicators are a tool for assessing the quality of education effectiveness, with the help of which the features of the national education system in comparison with other countries are identified, which will allow scientists and politicians to evaluate the results of educational activities and make informed decisions on its improvement.

Ukraine occupies a prominent place among many countries in terms of education indicators of the population aged 25 years and older. In particular, the UK has a very high percentage of the population with Primary Education (27.9% against 2.7% in the US and 5.0% in Ukraine). This figure even exceeds the average data weighted by the population with Secondary Education (54.3%), which exceeds that in the United States (42.9 %) and the United Kingdom (46.6 %). As for higher education, in Ukraine, the population aged 25 years and older has 39.2 %, which exceeds this figure in the UK by 17.5% and the average population-weighted data presented in table 1 by 23.9 %. [5].

Table 1: Education indicators of the population aged 25 years and older in the United States, Great Britain and Ukraine

Country name	Population composition by highest level of Education (%)			
	No Education	Primary Education	Secondary Education	Higher Education
The USA	0,4	2,7	42,9	54
Great Britain	3,8	27,9	46,6	21,7
Ukraine	1,5	5,0	54,3	39,2
Population-weighted average	16,6	21,4	46,7	15,3

Compiled according to [1].

The White Paper of the National Education of Ukraine States: "For the implementation of the educational role of higher education, it is a priority to ensure the quality of education, taking into account the needs of the economy, individual citizens, and society as a whole. The solution of the quality problem depends on the introduction of competence and credit approaches that make the higher education provided transparent, understandable, comparable within the European qualification framework for the European Higher Education and lifelong learning area, national qualification systems" [19].

Education has a positive impact on the volume of production and the standard of living of the population, but this depends on the quality of Education. Therefore, Ukraine needs to take measures to improve the quality of Education in order to achieve the level of socio-economic development of the most developed countries.

Of course, the strategic priority for the development of higher education should be the transformation of quantitative indicators of educational services into qualitative ones. This transformational process, according to O. Kuklin, should be based on general conceptual principles. The National Idea of Higher Education; the development of higher education institutions should be subject to the laws of the market economy, including the law of competition, where higher education should be considered in the context of trends in the formation of global educational systems, taking into account the globalization of educational services and labor markets. [7].

As for the demographic situation, it should be noted that in most European countries there is a decline in the school – age population, and in the former republics of the USSR – the population as a whole.

Table 2 presents data on the current demographic situation and projected changes in the number of children and youth by 2030 in the United States, Great Britain and Ukraine.

Table 2: Current demographic situation and projected changes in the number of children and youth by 2030 in the United States, Great Britain and Ukraine

Country name	Actual population on July, 1		Change in the number of children and youth compared to in 2000 (2000=100%)					
			5-14 p.	15-19 p.	20-29 p.	5-14 p.	15-19 p.	20-29 p.
Age group								
Year (period)	2011	2030	2010			2030		
The USA	313,1	361,7	98,9	106,9	113,7	112,2	114,6	122,3
Great Britain	62,4	69,3	91,6	107,6	111,3	105,5	109,8	110,4
Ukraine	45,2	40,5	63,2	73,3	105,1	67,4	63,0	61,5
Average OESD	74,3	81,9	85,9	95,6	106,0	88,3	90,0	89,8

Compiled according to [5].

According to the data presented in the table, the population is projected to increase between 2011 and 2030 in the United States (from 313.1 million up to 361.7 million) and in the UK (from 62.4 million up to 69.3 million) and a decrease in the number in Ukraine (from 45.2 million to 40 million). The projected changes in the number of children and youth in 2030 compared to 2000 (2000=100 %) will be as follows: in the United States and Great Britain, there are trends to increase the number of children from 98.9 to 112.2 (5-14 years) and young people from 106.9 to 114.6 (15-19 years) and from 113.7 to 122.3 (20-29 years) – in the United States and from 91.6 to 105.5 (5-14 years), from 107.6 to 109.8 (15-19 years) and only at the age of 20-29 years, a slight decrease in the number is predicted from 111.3 to 110.4 – in the UK. In Ukraine, the number of young people is projected to decrease from 73.3 to 63.0 (15-19 years) and from 105.1 to 61.5 (20-29 years). Only in the group of children aged from 5 to 14 years, a slight increase in their number is predicted from 63.2 to 67.4 (from 4076.5 to 4347.7 thousand).

It should be noted that in Ukraine, during the period of independence, the number of students in Secondary Schools (Primary and Middle) decreased by 40 % (more than 2.8 million), the number of teachers – by 5.3 % (about 8 thousand people), as a result of which the average number of students per teacher in the general education system decreased from 13.3 students in 1990 to 8.4 in 2011.

There are cancellations in class occupancy. In Ukraine, there are an average of 18 students in one Primary school class, while in the OECD there are an average of 21.2 students in the OECD and the EU, respectively. Therefore, Ukraine has a small content of classes (on average). But in city schools, the average occupancy rate of high schools (23.2 students) reaches the level of developed countries, and in rural areas – 12.5 students in Ukraine. [5].

Let us compare the levels of professional education in the UK and Ukraine.

In the UK: Sub-Level: 2 years in the corresponding loans of the European Credit Transfer and Accumulating System (ECTS): certificate; diploma.

First degree level: at least 3 years in relevant ECTS credits: regular Bachelor of Education Degree; Honours degree.

Postgraduate level: Master (about 5 years); Doctor (about 8 years).

In Ukraine: first stage level – 4 years of study teachers: first stage Bachelor's Degree of Education;

Postgraduate level: Specialist (5 years); Master (5-6 years); Doctor (8 years).

So, in the UK, teacher training is carried out at two educational and qualification levels: Bachelor-Master; in Ukraine, until the 2016-2017 academic year has Bachelor-Specialist-Master. But recently, Ukraine has been diversifying the structure of educational and qualification levels and is gradually moving to teacher training at two educational and qualification levels Bachelor-Master.

About alternative ways to get Teacher Status :

In the UK: licensed teacher training; a special training scheme for teachers who have received teacher training in countries outside the European Community; contract teacher training; school Centers for Primary Teacher Training.

In Ukraine: institutes, faculties; departments of other professions (1-3 years).

Therefore, the structure of teacher training in the UK is characterized by a wide variety of alternative ways to obtain Teacher Status.

Features of the British personnel training system: orientation of universities to the needs of the labor market; communication of Higher Education institutions with business companies; active research activities.

In Ukraine, the educational process is characterized by an overload of classroom forms of classes, insufficient organization of independent creative work of students; the teacher training system differs both in content and teaching methods.

In the UK, the system of teacher education is focused on results, that is, on the active assimilation of certain knowledge, skills and abilities by students. In this regard, a significant part of the student's academic time – up to 70 % – is devoted to independent work. This feature of British education is significant and quite considerable in the process of training teachers.

Let us compare the professional development systems (PC) of teachers in the USA and Ukraine.

Regarding the system of teacher development in the United States and Ukraine, we note the following cancellations:

✓ In the USA, the professional development of specialists takes place according to an individual plan and they independently choose the time, place and form of training, where the development of ICT allows you to

significantly automate and improve the educational process in the system of professional development. In Ukraine only at the initial stage the process of introducing ICT into teacher education, which determines the combination of full-time and distance forms of specialists and ensures the proper level of quality of professional development.

✓ The organization of the educational process in regional institutes of postgraduate education of teachers is unified in contrast to educational institutions of this type in the United States.

✓ As for approaches to the organization of the teacher development system, in the United States there is an individualized approach to the needs of each teacher, in Ukraine – differentiated (according to specialties, categories).

✓ If Ukraine is characterized by classification categories (Specialist, second category Specialist, first category Specialist, Specialist of higher category), then the USA is characterized by certification (mainly the following certificates: initial pedagogical certificate, professional pedagogical certificate, state certificate).

✓ Describing the duration of professional development of teachers, we note that in Ukraine, advanced training courses are held for 2-3-4 weeks, in the United States, programs to support novice teachers are held for 2-3 years; the inter-certification period and certification in Ukraine is carried out every 5 years, in the United States, the renewal of certificates occurs mainly every 5 years with the implementation of the principle of continuity of Education.

✓ The academic load in Ukraine is mandatory 144 hours in advanced training courses once every 5 years, in the United States – 150 hours. - 180 points (mostly) of continuing education for 5 years.

✓ In the United States, the level of personality-oriented learning is influenced by the independent work of teachers in advanced training courses [3].

The use of our methods for organizing independent work in the process of professional development of teachers, in particular Primary Schools, will have a positive impact on training in the teacher development system in Ukraine.

✓ If in the United States special education is a mandatory part of the Master's teacher training program, then in Ukraine such training is at the initial stages;

If in the United States one of the main forms of training in advanced training courses is distance education, then in Ukraine only 30% of educational institutions plan to organize training in the distance education mode [18].

✓ If in Ukraine there is a transfer of information at the lecture during the training of Primary School teachers, then in the United States there is an active consideration of the problem, for which students receive the contents of the lecture (briefly), recommended literature for preliminary study, that is, they are seriously preparing for the lecture.

Therefore, the systems of professional development of primary school teachers in the USA and Ukraine differ in

the forms of professional development, the organization of the educational process, approaches to the organization of the teacher professional development system, the duration of professional development of teachers, the academic load, types of certification and qualification categories, the balance of classroom and independent work.

A significant role in improving the quality of teacher education, on which the socio-economic development of society depends, was pointed out at the final board of the MES of Ukraine, noted shortcomings in the organization of teacher training in some newly created classical universities, where the teaching of professional methods and pedagogical practice is significantly reduced, which negatively affected the preparation of teachers for performing their duties at the teacher's workplace [13]. The "White Paper of National Education of Ukraine" also indicates shortcomings in the organization of professional development of specialists: the procedure for organizing teachers' PCs is maintained every 5 years with a break from teaching activities – limited implementation of the principle of continuity of Education; insufficient number of materials of scientific and methodological support [19], which contribute to the study and dissemination of advanced pedagogical experience, improve professional knowledge and skills of specialists, stimulate continuous professional development and self-education of teachers, as well as perform new functions – research, expert.

Taking into account the noted shortcomings in the organization of training and advanced training of specialists, it should be noted that it is necessary to transform pedagogical education in the direction of developing the creativity of a specialist on the basis of a combination of traditional and innovative approaches to training in accordance with the requirements of the time; in the direction of ensuring continuous development, as V. Kremen notes [10], personality throughout life, building training in the form of subject-subject relations, bringing education closer to the individual needs of each person, ensuring self-realization of the individual.

Let us focus on the shortcomings in the training of primary school teachers in Ukraine. Funds for 0.8% of GDP are allocated for science, scientific and technical activities in Ukraine. Half of domestic higher education institutions of the III and IV accreditation levels do not conduct thorough scientific research. At the same time, president of the National Academy of Sciences of Ukraine V. Kremen, in his speech at the parliamentary hearings in 2009 to consider the issue of the strategy of innovative development of Ukraine for 2010-2020 in the context of globalization challenges, stressed that such a strategy requires the formation of a person, a specialist of research and innovation type, which can only be done in institutions with an appropriate environment. The increase in requirements leads to the need to introduce results-oriented content and technologies of training, as well as the need to create a

National Qualifications Framework that is compatible with the qualifications framework of the European Higher Education Area (EHEA) and the European Qualifications Framework for Lifelong Learning based on a competence-based approach, which is due to the tasks within the Bologna Process. [19].

Conclusions of the study and prospects for further research in this area. A comparative analysis of the education system in the United States and Ukraine made it possible to identify their common and distinctive characteristics. As for the commonality in the education system, we note that all educational institutions are divided into state, municipal and private. Private institutions include religious and public associations [4].

Describing the main quantitative indicators of Secondary schools in the UK, USA and Ukraine, we found common features: three degrees of general Secondary education and mandatory all degrees of Education.

Consideration in the comparative aspect of trends in the development of higher teacher education in the United States, Great Britain and in Ukraine gives grounds for conclusion: for these countries, such groups of norms as types of educational institutions, forms of Education; introduction of a unified system of credit units (credits) in order to create conditions for broad mobility of students; availability of different levels of training; study of the best experience of educational activities of other states and its introduction into the educational process in combination with the cultural traditions of Ukraine coincide.

Describing the main quantitative indicators of education in the analyzed countries, we found distinctive features:

- ✓ the difference in age and duration of education in Primary Education and education in the first and second stages of Secondary School;
- ✓ the cost of Education per student by degree of education and function in the United States and Great Britain is significantly higher compared to Ukraine;
- ✓ the salary of Ukrainian specialists is significantly lower than that of American and British specialists;
- ✓ Ukraine is characterized by a centralized system of Education Management; in the US, 75%, and in the UK, 100% of the central government passes to the local or educational institution level;
- ✓ in the United States and Great Britain, support programs for novice specialists have been held for 2-3 years; in advanced training courses, one of the main forms of training is distance Education; in the structure of teacher training in the UK, USA and Ukraine, although there is a preservation of national educational traditions in building teacher education routes, but the British and American systems are characterized by significant flexibility in comparison with the education system of Ukraine;
- ✓ in Ukraine, the main role in improving the skills of specialists will be played by regional institutes of postgraduate education of teachers, in the United States -

Departments of Education of readers, divisions of colleges and universities, centers attached to school districts, private institutions;

- ✓ organization of professional development in the form of research, independent work prevails;

- ✓ quantitative indicators of adult education are quite high, but the low quality of Education received in Ukraine has a significant impact on the insufficient socio-economic development of the country;

- ✓ at the lecture, when training specialists, there is information transfer in Ukraine, active consideration of the problem in the United States and Great Britain;

- ✓ the system of professional development of specialists in the USA and Ukraine differs in the forms of professional development, types of certification and qualification categories, the balance of classroom and independent work, during which research work is performed;

- ✓ the main forms of organizing the educational process – lectures, seminars, and practical classes – are in the United States, Great Britain, and Ukraine, but the methodology for conducting them is different.

Now, all over the world, Information Culture has become a culture of life in the information society. It consists of the ability not only to get a variety of information, but also to comprehend it and use it for self-development, self-education, and performing creative tasks.

We emphasize the statements of scientists A. Bida, A. Kuchai, T. Kuchai, A. Chychuk [2], that the formation of Information Culture is influenced by a number of factors, in particular the family, mass media, and educational institutions. The modern family actively arranges its life with video equipment, which has a variety of information capabilities, turn to various magazines, which contain a large number of photos and multi-aspect information. Multimedia plays a significant role in the education of young people. Modern multimedia technologies transport diverse, multidimensional information.

The process of increasing the level of Information Culture, its improvement continues throughout the entire active life of a person. It is important to know the rules of access to information have a culture of searching and selecting the necessary sources, be able to use them, and create qualitatively new information. In the modern world, culture has the most important influence on the formation of personality. Now a special information culture of society is being formed, aimed at mass involvement of people in the most modern media, new information and communication technologies. This process begins in childhood and is implemented through electronic (computer) games, personal computers, and school education.

The basis of the Information Culture of the individual is knowledge about the information environment, the laws of its functioning and development, and most importantly – a perfect ability to navigate in the limitless modern world of

information. The Information Culture of the individual is organically connected with the peculiarities of intellectual development. The richer the inner world of a person, the more opportunities there are for forming his high Information Culture. That is why in many economically developed countries, attention is focused on improving the educational and intellectual level of the population.

Information Culture is a means of social protection of an individual who is able to independently accumulate knowledge, change areas of activity, and regulate their own behavior based on a comprehensive analysis of the situation. Information Culture is a means of protecting society from ill-considered human actions, a guarantee that fundamental decisions in any sphere (social, economic, technological) are made only after a deep analysis of the available information [6].

Multimedia technologies are part of the compulsory general curriculum of most European countries. Among the most important characteristics of the modern world is the rapid development of Information Technologies [8].

Scientific interest is the experience of using multimedia technologies in the UK, which ranks first in Europe in providing teachers with access to information and communication technologies, motivating them to use ICT in the educational process, and developing appropriate competencies. The share of such teachers is 60.2 %. There is a deep mastery of the new "electronic" pedagogy, which is provided for by the government's education development strategy for 2008-2014. Attention is focused on the dissemination of advanced pedagogical experience, for the purpose the system "5E" has been developed – "Engage, Explore, Explain, Elaborate, and Evaluate", which represents samples of advanced pedagogical experience and a description of the criteria for determining the quality of training. There is a system of publicly available banks of electronic educational tools (EET), state-funded and corporate.

The requirements of education standards (GCSE) in the IT-related industry are quite high. The use of ICT for learning begins in Primary School. Systematic mastering of subjects similar to Computer Science in various educational institutions starts from the second – seventh grade [12].

The UK has developed a national strategy for information and communication technologies, which regulates the development of the ability to use them skillfully and flexibly, as well as the formation of knowledge and skills in the educational process. This method of building the educational process requires students to master a set of peculiar skills, among which the most important are: the use of Information Sources; analysis and interpretation of the information received; imaginative and flexible application of technologies; reasoned processing of information; critical judgment; creative thinking; the ability to make decisions, prepare a review, modify and evaluate work. Technological tools that serve as

the basis of Information Technologies occupy an important place in the system of multimedia training. These include electronic publications and manuals; Computer Training Systems; multimedia complexes; educational audio and video materials; testing system; Network Web version of the course [16].

Starting with Primary Education in the UK, a mandatory way to study the material is to use multimedia technologies [14]. A relatively easy to implement and fun way to introduce children to the culture of different countries is to show films. This approach helps children learn the language and culture at the same time, and make imaginary trips to places they may never visit. British scientists note that the introduction of multimedia technologies in children's education should begin from an early age, as this contributes to the rapid development of the child [17].

The formation of the Information Culture of the teacher is based on information education, designed to prepare the teacher for life and activity in modern information conditions, to teach students to perceive, understand various information, to realize the peculiarity of its impact on the psyche. [6]. The Information Culture of a teacher is a certain level of information competence of a specialist, gives him the opportunity to realize himself in the process of creative information activities with Information Technologies, and prepares him for independent continuation of Education. [2].

Conclusions

In Ukraine, in the process of reforming the educational sector, it is necessary to transform teacher education in the direction of developing the creativity of a specialist in accordance with the requirements of the time, ensuring continuous development throughout life, bringing education closer to individual needs of a person, ensuring self-realization of the individual. Therefore, the article provides a comparative analysis of the state and results of the functioning of the education system of Ukraine with the national educational systems of the USA, Great Britain, based on which we found out similar and different in the process of developing the system of training specialists in Higher Education Institutions of the USA, Great Britain, and Ukraine.

The experience of informatization of education systems in developed countries shows that one of the conditions for the success of the country is the formation of teachers of both professional Information Culture and General Information Culture, understanding and using it in professional activities, as well as for self-development, self-education.

We see prospects for further research in this area in the development and implementation of an educational and methodological complex in the educational process, which should include a special course and manuals for students of

Higher Educational Institutions and students of advanced training courses for specialists, which will contribute to improving the training of specialists in Ukraine.

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