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TRENDS OF SCHOOL EDUCATION DEVELOPMENT IN THE FEDERAL REPUBLIC OF GERMANY IN THE CONTEXT OF CHALLENGES OF THE MODERN GLOBALIZED WORLD

Some aspects of the modernization of school education in the Federal Republic of Germany are highlighted in the article. Key trends in the development of education have been identified and characterized, such as: modernization of the structure and content of education (preschool education and upbringing, extension of primary schools, widening of volunteer services after school finishing); democratization (increasing number of tuition-free preschools, inclusive education development, and popularization of higher education). It has been determined that the overriding priorities of the German education sector development are synchronized with the common-European goals. The system of school education in Germany is characterized by pan-European trends (inclusive education, early childhood learning). Nevertheless the context of internal challenges Germany has a number of negative trends that reflect the state of its modern society (large numbers of migrants, early school leaving, lack of qualified teaching staff).

Key words: education challenges; educational policy; education reform; German school education; trends in education.

Problem statement. The development of education in the Federal Republic of Germany takes course under global educational trends. Year by year the sphere of education being the most closed to changes and the most conservative one of human activity is becoming more flexible and sensitive in order to respond as quickly as possible to the challenges and needs of a society. In recent years the education policy of the German Federal Government and the Governments of Lands is aimed at addressing the urgent challenges of social institutes: increasing funding for the educational sphere; forming a network of the extended day schools; development of preschool education, early childhood learning and upbringing; policy for continuing education; the fight against illiteracy among immigrants; civil education; the relevance of which is exacerbated by the lack of analysis of modern analytical data in national scientific and pedagogical intelligence.

Literature review. The article is science oriented and based on the latest statistical and analytical sources of EU, European Commission (*Education and Training Monitor 2017 Germany* [3];

Digital Economy and Society Index 2018 [6], *Country Report Germany, Education and Training Monitor 2018 Germany* [4]), Eurydice (*Citizenship Education at School in Europe 2017* [5]), OECD (*PISA 2015 Results* [11]), German Government, Governments of Lands, Federal Ministry of Education and Research (*Berufsbildungsbericht 2018* [8]) and Kultusministerkonferenz, Federal Statistical Office (*Bildungsfinanzbericht 2017* [9]).

The works of the scholars of the Comparative Education Department of Institute of Pedagogy of the NAES of Ukraine, in particular, O. Z. Glushko, A. P. Dzhurylo, O. I. Lokshyna, M. M. Tymenko and O. M. Shparyk have been devoted to the issues of transformation of education in the aspects of decentralization and centralization processes, humanization, standardization and differentiation of education in the EU and the USA. In their collective monographic study “Transformational Processes in the School Education of the European Union and the United States” the approaches to the educational transformations in the educational sphere abroad and in Ukraine are analysed; the prospects of using foreign experience in Ukraine are outlined [1].

The purpose of the article is to study the current trends in the development of education in Germany, its educational policy and features of modernization processes in the face of global and common-European challenges. To solve the purpose, the common scientific research methods were used, namely, comparison the analytical data of Germany with indicators in EU countries; and general methods, namely analysis to identify forms of interaction between educational policy elements and syntheses to bring together the different elements of the education system together to provide a holistic view of current German educational strategies.

Main results. After conducting the analysis of German education policy in the period from mid-2017 to the end of 2019 (the chosen period is explained by the latest published monitoring studies) the following key vectors were identified:

- Expenditure on education in 2018-2019 has remained unchanged in terms of GDP, but the increasing challenges require sustained long-term funding for the education sector.
- Civic education has proven itself well in schools and other educational institutions and is responding to new societal challenges such as radicalization.
- The performance of primary school students has deteriorated in key indicators such as reading and math. The social and emigrant background remains a key reason for poor results.
- Lack of teaching staff has a negative impact on education and requires additional efforts to enhance the prestige of the profession.
- The proportion of foreign students in German higher education is increasing. This fact allowed German universities to rank third in the EU in 2018 by the number of applicants from Europe and beyond.

It should be underlined that the spending of Germany on education remains below average comparing with other EU countries. The share of expenditure in GDP in 2016 remained at 4.2% compared to 4.7% on average across the EU. On education was spent 9.5% of national funds, which is also below the EU average (10.2%). However, the real growth in education expenditures compared to 2015 was 2.6%. The bulk of the costs of German education are borne by the federal states and municipalities due to the federal system of the country [9].

The educational policy of Germany envisages raising the costs of education as a long-term investment. The total expenditure of 10% of GDP on research, innovation and education has been increased to 3.5% of GDP on research and innovation alone. Regarding education, the Federal Government announced specific investments of € 2 billion for further extension of extended day schools, € 3.5 billion for early childhood learning and € 3.5 billion for digital education [9].

Special investment needs arise in the context of demographic changes and changes on labour market. While the EU is projected to have a significant aging population in the long run, the younger generation over the next 10-15 years will need to increase the costs of early childhood education and schooling due to rising fertility and immigration rates. At present, public investment in early education and extended day schools is insufficient to meet projected needs. Estimates of

required additional investment for this sector range from € 18 billion to 2025. At the municipal level, investment needs for school and adult education currently amount to € 32.8 billion, which is the second largest cost item in Germany after transport infrastructure [8].

Germany has an impressive network of agencies on issues relating to political education, comprising one federal and 16 land agencies, providing analysis, research and teaching materials for teachers, schools and the public on political and social issues. These issues include national, European and international politics and history; migration; populism; left and right extremism; Islamism; education; and the environment. To promote democracy through education, the German Democratic Education Community brings together leading researchers and practitioners from education, publishers, parents and students. Federal programs such as the Voluntary Social Year and the Voluntary Environmental Year in 2008 have been official approvals in all lands, though dating back to the 1950s. They give young people, who no longer attend school, work mainly in the social and environmental sectors, as well as in the fields of culture, politics or sport in Germany and abroad, thus helping to improve both personal development and career guidance [7].

An increase in the number of young people who have not received a school leaving certificate remains a steady negative trend in recent years. In 2017, the proportion of young people (18-24 years of age) who completed school with the lowest secondary education was 10.1%. This figure is highest in large cities and is 10.3%, in towns and suburbs – 10.7%, in rural areas – 8.5%, which is explained by the higher concentration of schools with socio-economic challenges in the urban environment. The percentage of expatriates who do not receive general school education remains at a critically high level – 23.1% of expatriates versus 8.1% of the local population [9].

Indicators for early childhood learning are higher than the EU average, although the current supply does not meet demand. In 2016, 96.6% of children aged between four and compulsory school age were enrolled in preschool institutions, compared with 95.3% in the EU. Due to successful education policy at both the federal and land levels, the proportion of children under 3 years of age who have access to early childhood education and upbringing has increased from 25.9% in 2015 to 32.6% in 2016. National data shows that the gap between supply and demand ranges from 7.3% in the eastern federal lands to 14.8% in the western, which can be explained by the fact that in the eastern lands, which from 1949-1990 were a part of the GDR, in Soviet times a powerful preschool education system was formed, which continued to function after the unification of the GDR and Germany. This explains the regional and local differences in the ratio of children and teachers, the latter being much higher in East Germany as a whole [8].

The number of tuition-free preschools in Germany is increasing year by year. Several federal lands across the political spectrum (Berlin, Brandenburg, Mecklenburg-Vorpommern, Lower Saxony and Rheinland-Pfalz) have wholly or partially abolished tuition fees at such institutions, while other lands are planning to do so. The main reason is the recognition of early childhood, preschool and upbringing institutions a sort of institutions that provide more than just child care.

In Germany, policy makers are increasingly focusing on digital skills every year. The positive results of education policy can be seen in terms of digital skills performance. In 2017, 68% of reported Germans answered that they had at least basic digital skills (these results were equal to the results of the previous year's inquest), ranking Germany seventh among EU Member States (EU average of 57%) [4]. In the European Commission Report Volume 2 of the Education and Training Monitor 2018 (Germany) it is noted that the political attention to digitalisation, including infrastructure and skills, is high, with a newly established post of state minister for digitisation. For schools, the DigitalPakt Schule, announced in 2016, was endorsed by the new government. It stipulates that the federal government will invest EUR 5 billion in digital infrastructure in schools within the next 5 years. The federal states will in return provide necessary teacher training and curricula updates [10].

Various federal states initiatives are aimed at enhancing the sustainable professional development of teachers' digital skills, which surveyed teachers found to be inadequate according

to a digital education survey. Both German teachers and students evaluate media competency, including data protection and ethics, extremely important [4].

While media competence is a policy priority, shortcomings and big regional differences appear to exist with regard to news and the ability to analyse and contextualise them, which might compromise effective education on fake news at schools. The survey of a small sample which was conducted by the Technical University of Dresden [4] showed that usage of online and social media for news consumption is hardly present in curricula, and that news literacy forms a minimal part of initial teacher training, resulting in a lack of basic skills and knowledge on the subject.

We should understand that radical transformational processes in the field of education are taking place not only in Germany, but also in the leading countries of the world, as so as in Ukraine. In the Paris Communiqué [2], which was adopted on May 25, 2018 at a conference by the Ministers responsible for higher education on European continent, it is emphasized that, over the last 20 years, improving the quality of education and its relevance to social needs have been a cornerstone of both the Bologna process and other structural reforms in the field. In the future, in the opinion of the authors of the communiqué, it is important to focus on cooperation in the introduction of innovative teaching and learning practices, their support, stimulation and dissemination.

Student-centered learning and open education in the context of lifelong learning is considered in this paper as a kind of mainstream of contemporary academic policy. Particular attention is paid to digital and blended learning, as well as the digitalisation of the educational process as such. Indeed, nowadays, the innovative learning process essentially requires innovative means and methods of its implementation. It is unlikely that the traditional chalk and blackboard in our classes would be able to open a window to the world of the computerized and digital future for new generation.

Continuing to analyse the educational trends, it is worth mentioning the trend of higher education promotion. The tendency of higher education promotion among young Germans was the impetus for the transformation of the middle school level. As a result of structural changes, schools in most federal lands have undergone significant changes in transition to upper secondary education, which has led to a clear tendency to create a new type of school offering multiple options for graduation. Ways to get Abitur (Full School Certificate of Entrance to the University) have become more diverse.

A positive trend is the decrease in the percentage of students who are in the same class for the second year because of poor results. Since 2006, this figure has fallen from 3.6% to 2.7%, partly because some federal lands have abolished the secondary provision (Klassenwiederholung) [7].

The development of inclusive education is another positive trend that is characteristic not only of German society but of all EU member states. The number of children with special needs who were enrolled in mainstream general education increased by 7% in 2016. Currently, the national inclusion rate is 47.5% of the total number of students with special needs; in four federal lands, the proportion of children enrolled in comprehensive schools was more than 50%. For example, in Berlin, the level of inclusion in 2017/2018 amounted to 65%; for comparison, ten years ago it was only 7.1%. Bremen had the highest inclusion rate across the country – 88.9% in 2016/17, although the situation within the Federation is very heterogeneous. In contrast to the high incidence rates in Bremen (88.9% in 2016/17), Schleswig-Holstein (68% in 2017/2018) Berlin (65% in 2017/2018), Hamburg (64.2% in 2016/17), Lower Saxony (61.4% in 2017/2018), the proportion of children with special needs enrolled in general education institutions in Bavaria was only 27.4% in 2016/17 [7, p. 7].

Extended-day primary schools, the so-called Schulen mit Ganztagsangebot (Übermittagsbetreuung) (full-time or mid-day schools) are becoming a trend that is specific to modern German society and driven by its needs. Between 2015 and 2017, the number of children who studied at primary schools with extended-day groups (Hortangebot) increased again by 26,000, and at schools with full-day or half-day care, by almost 215,000. Accordingly, almost half of primary school children are currently studying full-time. Land governments are projecting an increase in the number of such primary education institutions, as parents' needs are not fully met at present [9].

Despite the early profilisation for which the German education system is being often criticized, more and more schoolchildren are unable to decide their professional choice after school leaving. In this regard, the Voluntary Social Year or the Voluntary Environmental Year is becoming more and more popular among school leavers for the purpose of professional self-determination or as a pause-rest before entering to a higher education institution. *Freiwilligendiensten* is a year-long internship in a chosen field (educational, medical, social, environmental, etc.) the passage of which, in addition, will allow students to earn a few extra points to the applicant's resume. Since its inception in 2013, the number of young people in the Federal Volunteer Service has increased by 27%. In general, about one in ten graduates is currently completing this volunteer service [9].

However, in the development of education in Germany in recent years, there are also negative trends. First and foremost, this is an increase in the number of young people who have not received school leaving certificates. In 2016, its figure was 49.3 thousand students, accounting for 6% of the population of the appropriate age. First of all, it concerns migrant adolescents or children from migrant families. This in turn leads to a decrease in success rates [9].

As the graduates who have not receive Senior Secondary Certificate of Education, as well as among the students who have got it, some have only basic reading skills. Primary school students also have a decline in their performance, compared to OECD member countries that hold leading positions. As before, there is a relatively high proportion of children with poor reading skills, with some lagging behind in learning. Although high school students are showing improvement in results compared to 2000, when German 15-year-olds were below the OECD average, there has been a continuing increase in competence, with the result that German students' achievement now exceeds the OECD average [11].

Increasing demand for teaching staff and other school workers has become a trend in recent years, with both positive and negative features. According to governments of lands, in 2016, more than half of teachers reached the age of 50 (only in Italy this figure is even higher among EU Member States). The recent increase in the share of new teaching staff by 8.4% indicates a significant staff shortage in some federal lands. Increasing fertility rates, increasing immigrant numbers, trying to meet the need for extended day schools will complicate the problem of a shortage of sufficiently qualified junior staff in the future [4].

Conclusions. The current analysis made it possible to conclude that the strategic orientations of the educational policy of the Federal Government and the Governments of Lands in Germany are aimed, as before, at ensuring the quality of education and its competitiveness in the international labour market. At the same time, the unstable socio-cultural situation in Europe (Islamism, extremism) and the steady flow of immigrants are forcing the German Government to strengthen civic education to ensure peace and harmony in the common European space. It is worth pointing out that German system of school education is characterized by the common-European trends (extension of inclusive education, extension of school day, development of early childhood learning). However, in the context of domestic problems (large numbers of immigrants, early school leaving, lack of qualified teaching staff), Germany has a number of trends that reflect the state of its modern society. Summarizing, first of all, it should be emphasized intensive transformation of school education in Germany, which aims to improve the quality of school education.

The trends of school education development that are distinguished, namely: modernization of structure and content of education; democratization and decentralization of education have identified a systematic movement towards effective, qualitative changes in education, and are seen as key, that is, the most extensive, as they reveal the nature of school education at the systemic level.

It should be noted that the essence of secondary education reforms in Ukraine is synchronized with the reforms in the EU, although the reforms in Ukraine are accompanied by challenges of a political and economic nature, characterized by a lag in time compared to EU countries. The strategic orientation of the reforms in conditions of European integration of Ukraine remains the accession to the European educational space, harmonization with the standards that determine the development of education in the EU. [1, p. 175].

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ТЕНДЕНЦІ РОЗВИТКУ ШКІЛЬНОЇ ОСВІТИ ФРН У КОНТЕКСТІ ВИКЛИКІВ СУЧАСНОГО ГЛОБАЛІЗОВАНОГО СВІТУ

У статті висвітлено окремі аспекти модернізації шкільної освіти Федеративної Республіки Німеччина. Визначено та охарактеризовано ключові тенденції розвитку освіти, такі як: модернізація структури та змісту освіти (розвиток ранньої освіти і виховання, збільшення початкових шкіл продовженого дня, запровадження волонтерської служби по закінченню школи), демократизація (зростання кількості безкоштовних дошкільних закладів, розвиток інклюзивної освіти, популяризація вищої освіти). Встановлено, що стратегічні цілі розвитку сектора освіти ФРН синхронізуються із загальноєвропейськими цілями. Системі шкільної освіти ФРН притаманні загальноєвропейські тенденції розвитку (розширення інклюзивної освіти, подовження шкільного дня, розвиток ранньої освіти), проте у контексті внутрішніх викликів (велика кількість мігрантів, припинення навчання у школі в ранньому віці, брак кваліфікованих педагогічних кадрів) Німеччині притаманний ряд тенденцій, що відображають стан її сучасного суспільства.

Ключові слова: освітні виклики; освітня політика; реформа освіти; німецька шкільна освіта; тенденції в освіті.

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ТЕНДЕНЦИИ РАЗВИТИЯ ШКОЛЬНОГО ОБРАЗОВАНИЯ ФРГ В КОНТЕКСТЕ ВЫЗОВОВ СОВРЕМЕННОГО ГЛОБАЛИЗИРОВАННОГО МИРА

В статье освещены отдельные аспекты модернизации школьного образования Федеративной Республики Германия. Определены и охарактеризованы ключевые тенденции развития образования, такие как модернизация структуры и содержания образования (развитие раннего образования и воспитания, увеличение начальных школ продленного дня, введение волонтерской службы по окончанию школы), демократизация (рост количества бесплатных дошкольных учреждений, развитие инклюзивного образования, популяризация высшего образования). Установлено, что стратегические цели развития сектора образования ФРГ синхронизируются с общеевропейскими целями. Системе школьного образования ФРГ присущи общеевропейские тенденции развития (расширения инклюзивного образования, увеличение школьного дня, развитие раннего образования), однако в контексте внутренних вызовов (большое количество мигрантов, покидание школы в раннем возрасте, нехватка квалифицированных педагогических кадров) Германии присущ ряд тенденций, отражающих состояние ее современного общества.

Ключевые слова: образовательные вызовы; образовательная политика; реформа образования; немецкое школьное образование; тенденции в образовании.