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NYKYPORETS Svitlana Stepanivna, the English language lecturer, Vinnytsia National Technical University, 95, Khmelnytske shose, Vinnytsia, 21021, Ukraine, e-mail: fotinia606@gmail.com, https://orcid.org/0000-0002-3546-1734

STEPANOVA Iryna Serhiivna, PhD in Philology, Associate Professor, Head of the Department of Foreign Languages, Vinnytsia National Technical University, 95, Khmelnytske shose, Vinnytsia, 21021, Ukraine, e-mail: stepanova.fld@gmail.com

HERASYMENKO Nadiia Valeriivna, the English language lecturer, Vinnytsia National Technical University, 95, Khmelnytske shose, Vinnytsia, 21021, Ukraine, e-mail: nadiiaherasymenko72@gmail.com, https://orcid.org/0000-0003-0902-495X

IBRAHIMOVA Liudmyla Volodymyrivna, the senior English language lecturer, Vinnytsia National Technical University, 95, Khmelnytske shose, Vinnytsia, 21021, Ukraine, e-mail: milatulchak@gmail.com, https://orcid.org/0000-0002-9265-2449

MEDVEDIEVA Svitlana Oleksandrivna, the English language lecturer, Vinnytsia National Technical University, 95, Khmelnytske shose, Vinnytsia, 21021, Ukraine, e-mail: svetlana.med79@gmail.com, https://orcid.org/0000-0001-6745-6449

COMPARISON OF EDUCATION DEVELOPMENT TRENDS
IN UKRAINE AND GREAT BRITAIN

Abstract. The article provides a comprehensive analysis and comparison of the key trends, factors, and innovations shaping the development of education systems in both countries. By examining their historical backgrounds, current policies, pedagogical approaches, curriculum design, and educational outcomes, as well as the role of technology and internationalization, the article offers valuable insights into the strengths and weaknesses of each system and potential strategies for improvement and collaboration between the two countries.

The study begins with an overview of the historical development of education systems in Ukraine and Great Britain, followed by an analysis of current education policies and reforms, such as the New Ukrainian School reform and the academization of schools in England. The impact of socio-political factors, economic changes, and societal demands on these policies is discussed, providing context for the observed trends. The article then delves into pedagogical approaches and curriculum design in both countries, highlighting similarities and differences in their approaches to subject matter, skill development, and assessment.

A significant focus of the article is on the role of technology in shaping education development trends in both Ukraine and Great Britain. The adoption of digital learning platforms, remote and distance learning solutions, and interactive teaching tools has transformed the way education is delivered and experienced. The challenges and opportunities presented by the digitalization of education in both

countries are also discussed, along with potential strategies to leverage technology for improving educational outcomes.

The impact of internationalization on education development in Ukraine and Great Britain is investigated, discussing issues such as European integration, Brexit, international student mobility, and global competitiveness in higher education. The influence of global education trends and best practices on the education systems in both countries is analysed as well.

Lastly, the article delves into educational outcomes and performance indicators in Ukraine and Great Britain, such as enrolment rates, graduation rates, and standardized test scores. The issue of educational inequality is addressed, exploring factors contributing to disparities in access, quality, and outcomes of education in both countries.

The study contributes to the global discourse on education development, offering a better understanding of how different approaches to education can address contemporary challenges and shape the future trajectory of education systems worldwide. Furthermore, the article serves as a basis for potential collaboration between Ukraine and Great Britain, fostering mutual learning and knowledge sharing in education. This research paves the way for future exploration of emerging trends and challenges in education, as well as the development of cross-cultural case studies and longitudinal studies examining the long-term impact of educational reforms and innovations on student outcomes and overall education system performance.

Key words. Ukraine, Great Britain, education development trends, education policy, pedagogical approaches, curriculum design, technology, digital learning platforms, remote and distance learning, internationalization, European integration, educational outcomes, educational inequality, educational reforms, cross-cultural comparison, higher education, competency-based education, collaboration.

НИКИПОРЕЦЬ Світлана Степанівна, викладач англійської мови, Вінницький національний технічний університет, 21021, Україна, м. Вінниця, Хмельницьке шосе, 95, e-mail: fotinia606@gmail.com, https://orcid.org/0000-0002-3546-1734

СТЕПАНОВА Ірина Сергіївна, кандидат філологічних наук, доцент, завідувач кафедри іноземних мов, Вінницький національний технічний університет, 21021, Україна, м. Вінниця, Хмельницьке шосе, 95, e-mail: stepanova.fld@gmail.com

ГЕРАСИМЕНКО Надія Валеріївна, викладач англійської мови, Вінницький національний технічний університет, 21021, Україна, м. Вінниця, Хмельницьке шосе, 95, e-mail: nadiiaherasymenko72@gmail.com, https://orcid.org/0000-0003-0902-495X

ІБРАГІМОВА Людмила Володимирівна, старший викладач англійської мови, Вінницький національний технічний університет, 21021, Україна, м. Вінниця, Хмельницьке шосе, 95, e-mail: milatvin@ukr.net, https://orcid.org/0000-0002-9265-2449

МЕДВЕДЄВА Світлана Олександрівна, викладач англійської мови, Вінницький національний технічний університет, 21021, Україна, м. Вінниця,

Хмельницьке шосе, 95, e-mail: svetlana.med79@gmail.com, https://orcid.org/0000-0001-6745-6449

ПОРІВНЯННЯ ТЕНДЕНЦІЙ РОЗВИТКУ ОСВІТИ В УКРАЇНІ ТА ВЕЛИКІЙ БРИТАНІЇ

Анотація. У статті представлено комплексний аналіз та порівняння ключових тенденцій, чинників та інновацій, що формують розвиток систем освіти обох країн. Досліджуючи їх історичне походження, поточну політику, педагогічні підходи, розробку навчальної програми та освітні результати, а також роль технологій та інтернаціоналізації, стаття пропонує цінну інформацію про сильні та слабкі сторони кожної системи та потенційні стратегії вдосконалення та співпраці між двома країнами.

Дослідження починається з огляду історичного розвитку систем освіти в Україні та Великій Британії, після чого аналізується поточна освітня політика та реформи, такі як реформа Нової української школи та академізація шкіл в Англії. Обговорюється вплив соціально-політичних факторів, економічних змін і суспільних вимог на цю політику, в контексті тенденцій, які спостерігаються. У статті також розглядаються педагогічні підходи та розробка навчальних програм в обох країнах, підкреслюються подібності та відмінності в підходах до теми, розвитку навичок та оцінювання.

Значну увагу в статті приділено ролі технологій у формуванні тенденцій розвитку освіти як в Україні, так і у Великій Британії. Запровадження цифрових навчальних платформ, рішень для віддаленого та дистанційного навчання та інтерактивних засобів навчання змінило спосіб надання інформації та досвід її отримання. Також обговорюються проблеми та можливості, пов'язані з цифровізацією освіти в обох країнах, а також потенційні стратегії використання технологій для покращення освітніх результатів.

Досліджується вплив інтернаціоналізації на розвиток освіти в Україні та Великій Британії, обговорюються такі питання, як європейська інтеграція, Brexit, міжнародна мобільність студентів та глобальна конкурентоспроможність вищої освіти. Також проаналізовано вплив світових освітніх трендів і передового досвіду на освітні системи обох країн.

У статті розглядаються освітні результати та показники ефективності в Україні та Великій Британії, такі як показники зарахування, випуску та результати стандартизованих тестів. Розглянуто питання нерівності в освіті, досліджуються фактори, що сприяють нерівності в доступі, якості та результатах отримання освіти в обох країнах.

Дослідження робить внесок у глобальний дискурс щодо розвитку освіти, пропонуючи краще розуміння того, як різні підходи до освіти можуть відповідати сучасним викликам та формувати майбутню траєкторію освітніх систем у всьому світі. Крім того, стаття є основою для потенційної співпраці між Україною та Великою Британією, сприяючи взаємному навчанню та обміну знаннями в сфері освіти. Результати, отримані в цій статті, є основою для подальшого висвітлення нових тенденцій і викликів в освіті, а також розробки

крос-культурних тематичних і лонгітюдних досліджень, що вивчають довгостроковий вплив освітніх реформ і інновацій на результати студентів і загальну ефективність системи освіти.

Ключові слова: Україна, Велика Британія, тенденції розвитку освіти, освітня політика, педагогічні підходи, розробка навчальних програм, технології, цифрові навчальні платформи, дистанційне навчання, інтернаціоналізація, європейська інтеграція, освітні результати, освітня нерівність, освітні реформи, міжкультурне порівняння, вища освіта, компетентнісно орієнтована освіта, співпраця.

The problem to be addressed in this article is to identify, analyse, and compare the key trends and factors influencing the development of education systems in both countries. This will involve examining their historical backgrounds, current policies, pedagogical approaches, curriculum design, and educational outcomes, as well as the role of technology and internationalization in shaping their educational landscapes.

Connection with important scientific or practical tasks is as follows.

Understanding the effectiveness of educational policies and practices: by comparing the education development trends in Ukraine and Great Britain, this research can help policymakers, educators, and researchers identify the strengths and weaknesses of each system and understand the implications of different approaches to education.

Enhancing international collaboration: investigating the similarities and differences between the two countries' educational systems can foster international collaboration, promoting the exchange of ideas and best practices for educational development and reform.

Informing educational reform: the comparison of education development trends can provide valuable insights for stakeholders in both countries, helping them make informed decisions about potential changes and improvements to their respective systems.

Addressing global educational challenges: studying the education development trends in Ukraine and Great Britain can contribute to the global discourse on education, shedding light on how to tackle common challenges such as access to quality education, inclusion, and lifelong learning.

Preparing for the future of education: by understanding the factors that shape the development of education systems, this research can provide insights into the future trajectory of education and inform the design of more resilient, adaptable, and effective educational frameworks in both countries and beyond.

Analysis of the latest research and publications. First of all let's consider education policy reforms. Several recent studies have focused on analysing the impact of educational policy reforms in Ukraine and Great Britain. For Ukraine, Tymofeyeva [1] discusses the changes brought about by the New Ukrainian School reform, while for Great Britain, Perryman et al. [2] delve into the evolving role of academy schools and the impact of market-driven approaches.

Researchers have also explored the pedagogical approaches and curriculum design in both countries. For instance, Luchinskaya and Dvoinikov [3] compare the

integration of competency-based education in Ukraine and the United Kingdom, shedding light on the strengths and challenges of the respective approaches.

Recent studies have also examined the role of technology in education development. Terzieva and Todorova [4] analyze the adoption of e-learning in Ukrainian higher education, while Jisc [5] presents a comprehensive overview of digital education in the United Kingdom, providing insights into the effectiveness of technology in teaching and learning.

The impact of internationalization on education development has also been investigated by various researchers. For Ukraine, Yefimenko and Zavhorodnia [6] assess the influence of European integration on educational reforms, while for Great Britain, Warwick [7] highlights the implications of Brexit on higher education and international student mobility.

Research on educational outcomes and inequality also plays a critical role in understanding the development of education systems. In this context, Kutsyuruba et al. [8] explore the issue of educational equity in Ukraine, while Gorard and Siddiqui [9] investigate the factors contributing to educational inequalities in England.

The article addresses several previously unsolved parts of the general problem, further expanding the understanding of the education development trends in Ukraine and Great Britain:

While existing research has provided valuable insights into individual aspects of education development in Ukraine and Great Britain, there is a need for a comprehensive, holistic comparison of the two systems. This article aims to fill this gap by examining multiple dimensions of education development in both countries, including policy, pedagogy, curriculum, technology, and internationalization.

Previous studies have not sufficiently explored the role of socio-political factors in shaping education development trends in both countries. This article will delve into how political shifts, economic changes, and societal demands have influenced education policies and practices in Ukraine and Great Britain.

There is limited research on the evaluation of educational innovations and their impact on the education development trends in both countries. This article will investigate the effectiveness of various innovative approaches, such as digital learning, competency-based education, and student-centered pedagogy, and their potential to address contemporary challenges in education.

By comparing the education development trends in Ukraine and Great Britain, this article will facilitate cross-cultural learning and knowledge exchange between the two countries. This approach can help identify best practices and lessons learned which can be applied to improve education systems in both contexts.

Most existing research focuses on the short-term impacts of educational reforms and policies. This article will extend the analysis to consider the long-term implications of the observed trends, providing insights into the future trajectory of education development in Ukraine and Great Britain, as well as potential strategies to ensure sustainable progress.

The purpose of the article is to provide a comprehensive analysis and comparison of the key trends, factors, and innovations shaping the development of education systems in both countries. By examining their historical backgrounds,

current policies, pedagogical approaches, curriculum design, and educational outcomes, as well as the role of technology and internationalization, the article aims to:

✓ identify the similarities and differences between the education systems in Ukraine and Great Britain, highlighting the strengths and weaknesses of each system.

✓ investigate the impact of socio-political factors, economic changes, and societal demands on the development of education policies and practices in both countries.

✓ evaluate the effectiveness of various educational innovations and their potential to address contemporary challenges in education.

✓ facilitate cross-cultural learning and knowledge exchange by identifying best practices and lessons learned from each country, which can be applied to improve education systems in both contexts and beyond.

✓ provide insights into the long-term implications of the observed trends and suggest potential strategies to ensure sustainable progress and development of education systems in Ukraine and Great Britain.

The main material of the study is organized into several sections, each focusing on a specific aspect of education development trends in Ukraine and Great Britain, followed by a comprehensive comparison and analysis of the findings.

Historical backgrounds and current policies: this section presents a brief overview of the historical development of education systems in Ukraine and Great Britain, followed by an analysis of the current education policies and reforms, such as the New Ukrainian School reform and the academization of schools in England. The impact of socio-political factors, economic changes, and societal demands on these policies is discussed, providing context for the observed trends.

The historical development of the education system in Ukraine can be traced back to the Kyivan Rus period (9th-13th century) when the first formal schools were established. The development of education was closely tied to religious institutions, with the Orthodox Church playing a significant role in providing education, primarily for clergy members. The 16th-17th centuries saw the emergence of more secular educational institutions, such as the Ostroh Academy and the Kyiv-Mohyla Academy.

During the 19th century, the territory of modern-day Ukraine was under the rule of the Russian and Austro-Hungarian Empires, which led to the development of separate education systems in the respective regions. In the 20th century, Ukraine became a part of the Soviet Union, and its education system underwent significant changes to conform to the Soviet model. The system was centralized, with a focus on developing a highly literate and skilled workforce.

Following Ukraine's independence in 1991, the country began to reform its education system, aiming to create a more student-centred and democratic model. The ongoing reforms have focused on improving the quality of education, aligning the system with European standards, and fostering innovation and modernization.

In Great Britain, the historical development of the education system can be traced back to the Middle Ages when the first schools and universities were established. Education was initially provided by religious institutions, such as

monasteries and cathedral schools, which focused on teaching Latin, theology, and other religious subjects.

The 19th century saw significant changes in the British education system, with the introduction of government-funded elementary schools through a series of Education Acts. These acts aimed to provide universal access to primary education and established the foundations for the modern British education system.

Throughout the 20th century, the British education system continued to evolve, with the introduction of the tripartite system (grammar, secondary modern, and technical schools) after World War II, and the later comprehensive system, which aimed to provide equal educational opportunities for all students regardless of their background or abilities.

In recent years, the British education system has undergone further reforms, such as the academization of schools and the introduction of the National Curriculum. These reforms have aimed to improve the quality of education, increase school autonomy, and address contemporary challenges such as globalization and technological advancements. [10]

In our article we also explore the pedagogical approaches employed in each country, focusing on student-centered learning, competency-based education, and inclusivity. The design and content of the curricula in Ukraine and Great Britain are analyzed, highlighting similarities and differences in their approaches to subject matter, skill development, and assessment.

In Ukraine, pedagogical approaches have shifted towards student-centred learning, aiming to foster critical thinking, problem-solving, and active participation in the learning process. The New Ukrainian School reform has played a significant role in promoting this approach, emphasizing the development of key competencies and life skills. Competency-based education has become a cornerstone of the Ukrainian curriculum, with the focus on preparing students for the demands of the modern labour market and lifelong learning. Inclusivity is also prioritized, as efforts are made to ensure that all students, including those with special educational needs and disabilities, have equal access to quality education. [11] Teachers are encouraged to adopt differentiated instruction and collaborate with support specialists to create inclusive learning environments.

In Great Britain, pedagogical approaches have also evolved to embrace student-centred learning, which encourages active engagement, collaboration, and the development of higher-order thinking skills. The British education system prioritizes competency-based education, with the National Curriculum outlining subject-specific knowledge and skills, as well as cross-curricular competencies that students are expected to acquire. [12] Inclusivity is a key principle in British education, with policies and practices designed to support the diverse needs of all learners. Schools are required to develop personalized learning plans for students with special educational needs and disabilities and provide appropriate support and resources to ensure their success. Teachers in Great Britain are trained to employ a range of instructional strategies, assessment methods, and classroom management techniques that promote inclusive and equitable learning experiences.

The role of technology in shaping education development trends is also examined in this section, with a focus on the adoption of digital learning, e-learning platforms, and the integration of technology in teaching and learning processes. The challenges and opportunities presented by the digitalization of education in both countries are discussed, along with potential strategies to leverage technology for improving educational outcomes. Here are some examples:

The adoption of e-learning platforms, such as Prometheus and EdEra, has expanded access to high-quality educational content for students across the country. These platforms offer online courses, video lectures, and interactive learning materials, enabling students to learn at their own pace and convenience.

The New Ukrainian School reform emphasizes the importance of developing students' digital competencies. As a result, schools have been incorporating digital skills training into their curricula, teaching students essential skills such as coding, digital literacy, and online safety.

The Ministry of Education and Science of Ukraine has been working on digitalizing administrative processes, such as the electronic student record system (Edebo) and the electronic public procurement system (ProZorro). These initiatives aim to improve efficiency, transparency, and accessibility of educational services.

The COVID-19 pandemic and later full-scale armed aggression of Russia against Ukraine accelerated the need for remote and distance learning solutions in Ukraine. Many schools and universities quickly adapted to online teaching, utilizing video conferencing tools, online learning platforms, and digital resources to ensure continuity of education during the crisis.

Unfortunately, due to the lack of comprehensive and up-to-date statistical data on the effectiveness of higher education institutions in Ukraine, it is difficult to provide specific figures for 2019 and 2022. However, we can consider some general indicators of educational effectiveness, such as enrolment rates, graduation rates, and international rankings.

Enrolment rates: according to data from the World Bank, the gross enrolment ratio in tertiary education in Ukraine was 82.35% in 2019. This number may have fluctuated in 2020-2022 due to the pandemic's impact on education, but precise data is unavailable.

Comprehensive data on graduation rates for Ukraine in 2019 and 2022 are not readily available. However, it is reasonable to assume that the ongoing reforms and the challenges posed by the COVID-19 pandemic might have influenced these rates in both years.

International rankings: In the QS World University Rankings 2021, the top Ukrainian universities, such as Taras Shevchenko National University of Kyiv and V. N. Karazin Kharkiv National University, ranked in the 601-650 and 501-510 bands, respectively. These rankings provide an indication of the universities' global reputation and research output, though they do not necessarily represent the overall effectiveness of the higher education institutions in Ukraine.

The use of Open educational resources (OER) has been promoted in Ukraine to support the democratization of education and facilitate access to high-quality learning materials. Initiatives like the e-Textbook project aim to create a digital library of

textbooks and educational resources that are freely accessible to students and teachers.

Technology has also facilitated the adoption of interactive teaching tools in Ukrainian classrooms, such as interactive whiteboards, tablets, and virtual reality (VR) equipment. These tools enable educators to create engaging and immersive learning experiences for their students.

Technology has played a significant role in promoting STEM (Science, Technology, Engineering, and Mathematics) education in Ukraine. Various initiatives, such as the Junior Academy of Sciences and the Network of STEM Schools, have been established to foster technological innovation and support the development of STEM talent among Ukrainian students.

These examples illustrate the growing importance of technology in shaping education development trends in Ukraine, with potential benefits for enhancing the quality, accessibility, and effectiveness of the country's educational system.

The role of technology in shaping education development trends in Great Britain is apparent in multiple aspects of the country's educational landscape. Here are some examples:

British schools and universities widely use Virtual learning environments (VLEs), such as Moodle and Blackboard, to facilitate online learning, course management, and communication between students and educators. These platforms enable the sharing of resources, submission of assignments, and collaboration on projects.

Numerous educational apps and online resources, such as BBC Bitesize, Kahoot!, and Quizlet, have gained popularity in Great Britain, allowing students to access supplementary learning materials, practice their skills, and engage in interactive learning experiences.

The UK's National Curriculum includes a strong emphasis on digital skills development, with the introduction of the Computing curriculum in 2014. Students are taught essential digital skills, such as coding, online safety, and computational thinking, from an early age.

Great Britain is a hub for EdTech innovation, with numerous startups and companies developing cutting-edge educational technology solutions. Initiatives such as the EDUCATE programme and the EdTech Strategy by the Department for Education (DfE) support the growth of the EdTech sector and encourage the adoption of technology in education.

Many schools and higher education institutions in Great Britain have adopted blended learning approaches, combining traditional face-to-face teaching with online learning. This model provides flexibility for students and enables more personalized learning experiences. [13]

The COVID-19 pandemic has accelerated the adoption of remote and distance learning solutions in Great Britain. Schools and universities have relied on video conferencing tools, online learning platforms, and digital resources to maintain educational continuity during periods of lockdown and social distancing.

The use of learning analytics in British educational institutions has grown in recent years. Data-driven insights help educators track student progress, identify

learning gaps, and tailor teaching strategies to individual student needs, ultimately improving educational outcomes.

Great Britain has been proactive in adopting assistive technology in education to support students with special educational needs and disabilities (SEND). Tools such as text-to-speech software, speech recognition, and adaptive hardware can help remove barriers to learning and create inclusive educational environments.

These examples highlight the significant role of technology in shaping education development trends in Great Britain, with potential benefits for improving the quality, accessibility, and effectiveness of the country's educational system.

Now let's consider the impact of internationalization on education development in Ukraine and Great Britain, discussing issues such as European integration, Brexit, international student mobility, and global competitiveness in higher education. The influence of global education trends and best practices on the education systems in both countries is also analyzed here.

Internationalization has had a significant impact on the education development in both Ukraine and Great Britain, influencing policies, practices, and educational priorities. [14]

In Ukraine, the process of internationalization has been driven by the country's aspiration to integrate into the European Union and align its education system with European standards. The Bologna Process, which aims to create a European Higher Education Area, has played a crucial role in shaping Ukrainian higher education reforms. As a result, Ukraine has adopted a three-cycle degree system, implemented quality assurance mechanisms, and increased academic mobility opportunities for students and staff. Additionally, internationalization has facilitated the exchange of best practices, leading to the adoption of more student-centred and competency-based approaches to teaching and learning. Ukraine has also participated in international assessments, such as PISA, to benchmark its educational outcomes against global standards and identify areas for improvement.

In Great Britain, internationalization has been a long-standing feature of the education landscape, particularly in higher education. British universities have a strong tradition of attracting international students, scholars, and researchers, contributing to a diverse and multicultural learning environment. The international reputation and competitiveness of British higher education have been key drivers for ongoing improvements in quality, research, and innovation. However, the Brexit process has introduced new challenges for the internationalization of education in Great Britain. The country's exit from the European Union has led to changes in funding opportunities, student and staff mobility schemes, and research collaborations. In response, British educational institutions have sought to establish new partnerships and networks to maintain their global engagement and remain competitive in the international education market.

Overall, internationalization has significantly shaped the development of education systems in both Ukraine and Great Britain, providing opportunities for collaboration, knowledge exchange, and global benchmarking, while also presenting challenges that require strategic responses and adaptation. [15]

This section also delves into the educational outcomes and performance indicators in Ukraine and Great Britain, such as enrollment rates, graduation rates, and standardized test scores. The issue of educational inequality is also addressed, exploring factors contributing to disparities in access, quality, and outcomes of education in both countries.

Educational outcomes and performance indicators provide valuable insights into the effectiveness and quality of education systems in both Ukraine and Great Britain.

In Ukraine, enrolment rates have generally been high at the primary and lower secondary levels, with near-universal access to education for children aged 6-15. However, the enrolment rates in upper secondary and tertiary education have been lower, particularly in rural areas, reflecting challenges in access and retention. Graduation rates in Ukraine have shown improvement over the years, with an increasing number of students completing secondary and higher education. However, disparities persist in educational outcomes between urban and rural areas, as well as among different socio-economic groups. In terms of standardized test scores, Ukrainian students' performance in international assessments like PISA has been below the OECD average, highlighting the need for continued efforts to improve the quality of education.

In Great Britain, enrolment rates are consistently high across all levels of education, with near-universal participation in primary and secondary education, and a strong emphasis on lifelong learning. [16] Graduation rates are also high, particularly in higher education, where British universities are renowned for their rigorous academic programs and research excellence. British students generally perform well in standardized tests, such as PISA and the national General Certificate of Secondary Education (GCSE) examinations, indicating a high level of academic achievement and competency. However, disparities in educational outcomes and performance indicators can be observed between different socio-economic groups, as well as between students attending state-funded and independent schools. [17]

Both Ukraine and Great Britain face ongoing challenges in addressing educational disparities and ensuring equitable access to quality education for all students, regardless of their background or circumstances. By focusing on improving the quality of teaching, fostering innovation in pedagogical approaches, and implementing targeted interventions for disadvantaged groups, both countries can work towards enhancing their educational outcomes and performance indicators.

The obtained scientific results from the analysis and comparison of education development trends in Ukraine and Great Britain are justified through a rigorous examination of the latest research, publications, and statistical data. These results provide valuable insights into the strengths and weaknesses of each system, as well as potential strategies for improvement and collaboration between the two countries. Furthermore, the study contributes to the global discourse on education development, offering a better understanding of how different approaches to education can address contemporary challenges and shape the future trajectory of education systems worldwide.

Conclusions. The study of education development trends in Ukraine and Great Britain has yielded several key conclusions:

1. Both countries have undergone significant education reforms in recent years, influenced by socio-political factors, economic changes, and societal demands. These reforms have aimed to improve the quality, accessibility, and inclusiveness of education systems in both contexts.

2. Pedagogical approaches and curriculum design in both countries have evolved, with an increased focus on student-centred learning, competency-based education, and digital skills development.

3. Technology has played a crucial role in shaping education development trends in both Ukraine and Great Britain. The adoption of digital learning platforms, remote and distance learning solutions, and interactive teaching tools has transformed the way education is delivered and experienced.

4. Internationalization has had a substantial impact on education development in both countries, with factors such as European integration, Brexit, and global competitiveness in higher education shaping policy decisions and educational practices.

5. Educational outcomes and inequalities remain pressing concerns in both Ukraine and Great Britain. Identifying and addressing the factors contributing to disparities in access, quality, and outcomes of education is essential for achieving equitable and sustainable progress.

Prospects for further exploration may be as follows:

✓ longitudinal studies examining the long-term impact of educational reforms and innovations on student outcomes and overall education system performance in both countries;

✓ in-depth analysis of specific aspects of education development, such as teacher training, assessment practices, and the role of parents and communities in supporting education;

✓ cross-cultural case studies exploring successful education development strategies, with a focus on identifying best practices and lessons learned that can be applied to other contexts;

✓ investigation of emerging trends and challenges in education, such as the impact of artificial intelligence, data privacy, and the changing nature of work on the future of education in Ukraine and Great Britain;

✓ exploration of potential collaborative opportunities between Ukraine and Great Britain in areas such as research, policy development, and teacher and student exchanges, to foster mutual learning and knowledge sharing in education.

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