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Наведено результати педагогічних досліджень науково-педагогічних працівників, викладачів, науковців, аспірантів, які працюють над проблемами розвитку сучасної освіти та науково-педагогічної думки у теоретичному, історичному та практичному аспектах.

Для науково-педагогічних працівників, викладачів, науковців, аспірантів і студентів.

The journal represents results of researches in education and pedagogy conducted by scientific-pedagogical staff, teachers, researchers and postgraduate students who work on the problems of development of modern education and scientific-pedagogical thought in theoretical, historical and practical aspects.

This issue is for scientific-pedagogical staff, teachers, researchers, postgraduates and students.

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ЗМІСТ

Бахтіярова Халіда, Постоюк Наталія, Кошечко Наталія Підготовка здобувачів освіти до вибору та реалізації професійної кар'єри.....	5
Головко Наталія, Бахмач Людмила Роль тьюторства в системі навчання закордонних університетів	10
Жиленко Микола Формування у здобувачів вищої освіти внутрішньої мотивації до вивчення обов'язкових компонентів освітньої програми	14
Кузьменко Надія Особливості формування корпоративної культури у закладі вищої освіти.....	18
Левицька Людмила Змістові домінанти виховання як процесу сходження особистості до духовно-моральних цінностей.....	22
Марушкевич Алла Смисложиттєві цінності особистості в поглядах Івана Огієнка	31
Плахотнік Ольга, Стражнікова Інна, Кондратюк Алла Особливості дуальної освіти Німеччини як важливого елементу професійної підготовки фахівців.....	35
Поляк Ольга, Цвіркун Тетяна Академічна доброчесність в Україні та Німеччині: порівняльний аспект	40
Пономарьов Олександр Переваги та недоліки змішаного навчання в системі вищої освіти	43
Спіцин Євгеній, Лещенко Вікторія Фактор національної ментальності у процесі реформування системи вищої освіти: місце та значення	47
Тулін Кирило Стан освітніх потреб національних меншин в області освіти в Україні.....	52

CONTENTS

Bakhtiyarova Halidahon, Postoiuk Nataliia, Koshechko Nataliia Preparing students for choosing and realization of a professional career.....	5
Holovko Nataliya, Bakhmach Liudmyla The role of tutoring in the educational environment of foreign universities	10
Zhylenko Mykola Formation of higher education institution students' motivation for studying compulsory components of the educational programs	14
Kuzmenko Nadiia Features of the formation of corporate culture in an institution of higher education.....	18
Levytska Ludmila Content dominants of education as a process of personality approach to spiritual and moral values	22
Marushkevych Alla Meaningful life values of the personality in Ivan Ogienko's views.....	31
Plakhotnik Olga, Strazhnikova Inna, Kondratiuk Alla Peculiarities of the dual education in Germany as an important element of professional training.....	35
Poliak Olga, Tsivrkun Tatiana Academic integrity in Ukraine and Germany: comparative aspect.....	40
Ponomarov Oleksandr Benefits and disadvantages of blended learning in higher education	43
Spitsyn Yevhenii, Leshchenko Viktoriia Factor of national mentality in the process of reforming the higher education system: position and meaning.....	47
Tulin Kyrylo State of needs in the field of education of national minorities in the field of education in Ukraine	52

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PREPARING STUDENTS FOR CHOOSING AND REALIZATION OF A PROFESSIONAL CAREER

The article deals with interpretation features of concepts "career" and "career competency" of the future expert in terms of psychological, sociological, economic, acmeological and personal approaches. The article characterizes the structure and career competencies and defines the features of its formation in the training of future specialists.

Keywords: career, career competence, future specialist, career competence forming.

Introduction. The modern idea of career as self-realization of career growth differs significantly from the established understanding of the concepts "career" as a pursuit of their own success in business, research, or other field of activity for useful purposes, not counting with public interests. Recently, there has been an increasing use of an approach that views career in a broader sense than work or profession.

With this approach, a career is considered as a lifestyle that combines a sequence of professional and other activities, for the performance of which a person is involved throughout life.

Analysis of recent research and publications. Consideration of career orientations, initiated in the 70-80s of the twentieth century by representatives of the American school of organizational psychology, namely by E. Schein, D. Super, D. Hall, were conducted in both theoretical and practical areas. According to these scientists, a career is not only a promotion from one position to another, but, above all, success in work, which is closely related to the stages of personal development, including all spheres of life. In this context, D. Super's reasoning about career types is important, depending on the qualities of the individual, a way of life, relationships with others. The researcher chose career stability / instability as the dominant criterion of the presented classification [Super D., 1990].

According to M. Klarin, career is a broader concept than "promotion" during the working in the same institution [Klarin M., 1998].

In social psychology and the psychology of professional activity, the concept of "career" is considered as a social dynamics of personality development and its behavioral manifestations associated with experience and activity in the field of work during human life [Beletskiy M., 2001].

Since the mid-nineties of the XX century, in Ukrainian scientific publications on the problems of management psychology, personnel management in the organization, there are a number of definitions of careers of different depths.

Some authors give a very concise definition, considering a career as a "sequence of positions held by an employee in the same organization" [Shekshnia S., 1996]. The same author introduces the term "professional career", meaning again "sequence of positions", only within the entire professional life of human.

Other researchers, on the contrary, give a more comprehensive concept of career, considering it as "the advancement of human on the steps of production, social, administrative or other hierarchy" [L. Kudrynska, F. Filippov, 1995].

At the same time, a number of key terms are used to define a career: relocation, mobility, advancement. Relocation is the broadest concept. However, it can be territorial and spatial. Mobility is a term introduced by sociologists and characterizes "the individual's change in the society position", i.e. change in the social status. Most researchers, for all the diversity of their approaches and points of view, are united by the idea of career as a gradual advancement, accompanied by a change in skills, abilities, qualification opportunities of the employee.

It is no coincidence that in a number of English equivalents the term "career" stands next to "promotion".

In social psychology and the psychology of professional activity, the concept "career" is considered as labor, work, service, position, profession-vocation with the inclusion of both official and non-official activities, which consciously subordinates the achievement of a certain goal.

Thus, in a generalized form, researchers define a career as: a purposeful process and result of the formation of human life trajectory, covering the short and long term, taking into account the values and goals of society and the individual; individually aware of the position and behavior associated with work experience and activities during a person's working life; professional specialization, when a person works mainly in one professional field and achieves certain results in it, recognition by the professional community and authority.

The purpose of the article is to consider the features of the interpretation of the concepts of "career", "professional career", "career competence" of a future specialist in the field of vocational education from the point of view of psychological, pedagogical, sociological, personal approaches, to determine and formulate the features of the formation of career competence of future specialists during their vocational training.

Presentation of main positions. The considered approaches to the interpretation of the "career" concept reflect various aspects of this phenomenon and allow to define it not only as a process of purposeful and consistent professional development of the future specialist, growth of his or her authority, status in social, economic, moral spheres, expressed in the promotion over social or professional hierarchy, qualification steps, but also as a process of building a holistic image of yourself as a competent professional, including the desire for success, self-realization, accumulation and development of professional competencies.

Research of the professional career phenomenon is multifaceted and is carried out in the following main areas:

career development of the individual (A. Derkach, E. Zeier, A. Markova, V. Orlov, etc.); career motivation (A. Kibanov, V. Lozovetska, E. Shein, etc.); factors that determine the success of a professional career (A. Derkach, M. Safonova, A. Sokolova, etc.); preparation of future engineers-teachers for the choice and realization of professional career (S. Aleksieieva, S. Variushkin, S. Osypov, I. Yanchenko, etc.); factors that determine the success of a professional career (A. Derkach, M. Safonova, A. Sokolova, etc.); preparation of future engineers-teachers for the choice and realization of professional career (S. Aliksieieva, S. Variushkin, S. Osypov, I. Yanchenko, etc.); system of career coaching and career tutoring (D. Zakatnov, V. Orlov, L. Yershova, etc.)

Analyzing the views of researchers, it is possible to outline the features of a developed personality of the teacher, who takes responsibility for their pedagogical actions and their own learning:

- constantly raises and improves the professional level;
- considers the best pedagogical experience in designing the content of theoretical and practical classes;
- achieves significant success in the work, finds areas and forms of self-expression;
- demonstrates energy and vitality in the professional activities;
- open for changes and new life experiences.

However, there are many factors that are certain obstacles for the forming of the features of a developed personality of the teacher:

- passivism associated with the lack of prospects (social, professional, personal);
- disappointment at the first failures, despair of their own capabilities;
- insufficient support from management, colleagues, unfair criticism of actions;
- bad working conditions;
- inadequate salary, family influence, etc.

Thus, the consideration of the professional career problems makes it possible, firstly, to single out the factor of a person's subjective attitude to his or her own career (a person's reflexive awareness of the professional environment and himself or herself); secondly, to understand the essence of career as a process of self-realization and self-development of the individual.

The current socio-economic situation in society requires a young specialist to be actively involved in professional activities, the development of innovative technologies, the solution of non-traditional professional problems. In these conditions, in addition to the knowledge, skills and abilities acquired by a specialist in the process of professional training, an important indicator in the construction and development of professional career is the formation of career competence as the ability to make decisions and goals, flexibly adapt to dynamic changes in professional activities. After all, it is the formed career competence that contributes to the competitiveness of the individual, his or her fastest and most effective career advancement.

These issues become the most relevant for the system of vocational education, because the main purpose of vocational education – to train professionally qualified professionals, socially active and capable of self-organization, self-realization, professional development, creative work and responsible performance of their professional functions in accordance with the requirements of national quality standards. The training of a highly qualified engineer-teacher, who directs efforts to the

innovative transformation of the educational process in order to meet the educational needs of the younger generation acquires particular importance.

The specialty 015.038 "Vocational education (transport)" is as if "at the intersection" of engineering and pedagogical education, but it is not a mechanical combination of two types of education, but a qualitatively new direction of knowledge, characterized by interpenetration and rational integration of psychological, pedagogical, engineering and industrial-technological components in the training of specialists.

One of the important tasks of future engineers-teachers' professional training is the formation of their career potential based on the development of a set of competencies that ensure career growth. In accordance with this task, the attention of scientists to the study of the components of professional competence is significantly sharpened. They are career and personal competence, which are announced as an alloy of education, experience, ability to perform professional functions and realize personal responsibility for individual actions and behavior in general.

In the conditions of dynamic development of the labor market it is not enough for a graduate of a vocational institution of higher education to acquire only professional competence, he or she also needs to determine the further vocational trajectory, acquire employment skills, form a desirable and achievable image of the professional future. One of the characteristics of the subject's success in the professional sphere is the ability to professional and personal self-development in the learning process and in further professional activities.

There is an assumption that a person has an innate stimulus for growth and development. This stimulus is implicit in the teaching profession. According to this, the ability to act creatively causes the need to use this ability, and neglect of it ends in failure and disruption of normal professional development.

From the standpoint of this approach, career competence is seen as an element of professional competence of the individual, which characterizes his or her desire, willingness and ability to professional self-realization and is accompanied by a reflective vision, adequate self-esteem and determines the purposeful process and outcome of professional career [Aleksieieva S., Zakatnov D., Orlov V., 2014].

The professional competence of a specialist is presented in two main aspects: as a set of goal skills that allow to freely operate with knowledge and tools to solve career problems and achieve career goals and as the ability to clearly understand their own career potential, develop career way and overcome all possible obstacles and difficulties according to it.

O. Sadon defines career competence as a system of ideas about career, opportunities and ways of career growth, which includes the ability to predict future careers and overcome career crises, as well as "career self-efficacy" as the ability to career goal setting, career planning and solving career problems; N. Nikitina defines it as the ability and willingness to design and implement an individual career route, taking into account personal characteristics, the existing system of knowledge, skills and abilities, as well as the level of culture of their application.

Thus, career competence is considered as a component of professional competence of a person, which characterizes his or her desire, readiness and ability for professional self-realization and is accompanied by a reflective vision of himself or herself, adequate self-esteem

and determines the purposeful process and outcome of career development.

In order to be successfully employed after graduation, a young specialist must not only acquire a set of knowledge and professional tools in a particular specialty, but also to develop certain abilities and qualities, which are called competence.

Career competence in this case means the goal, the ability of a specialist to masterfully operate with knowledge and components that allow to solve, in addition to the main, atypical and non-standard career tasks, as well as effectively build a career path.

The following components are distinguished in the structure of career competence:

- **motivational and value** – characterized by a positive attitude to career building, achievement motivations, interest and awareness of the importance of professional activity and career growth, actualization of values aimed at developing the necessary competencies to pursue a career in the chosen field of activity;

- **cognitive** – involves the availability and constant updating of knowledge in the professional field, possible career paths and the necessary for successful career growth competencies that allow to predict and plan a career;

- **personal** – involves the formation of individual personal qualities such as self-efficacy, career intuition, career stability, adaptability, responsibility, the desire for self-expression and self-realization in professional activities, willingness to be creative, responsibility, diligence, ability to interact with people, capture his or her idea, initiative, purposefulness, tolerance, etc.;

- **procedural** – characterized by the inclusion of the individual as a subject of activity in educational and professional processes throughout life and involves the ability to plan, design, set tasks and monitor their implementation, the ability to quickly navigate in extreme situations, the ability to implement communicative processes in the implementation of didactic projects on technical disciplines;

- **reflective and evaluative** – characterizes the ability to adequately assess their own opportunities for professional and career growth, the ability to comprehend career achievements, analyze career success, meet the requirements of the individual from the professional environment, planning a strategy for future careers. growth, the ability to reflect in order to overcome career crises, solving career problems.

As a result, in self-assessment the young specialist should rely not on a separate set of professional knowledge and skills, but on the merging of a number of key personality traits with knowledge, skills, abilities and high motivation for creative work, thus assessing the level of career competence.

To develop the necessary level of competence is a strategic task of specialist development. To answer the question of how to develop this or that necessary quality and what needs to be done for this, as well as to assess the existing potential for the development of this quality, will help **career supervisor** – an experienced mentor, expert and professional in evaluation technology and career management.

Career competence is a kind of psychological indicator that determines which of the acquired qualities, skills and abilities are needed to solve difficult, not amenable to a simple algorithm, complex tasks. In this case, part of the knowledge, skills and abilities may be unnecessary for the

individual, but are not included in solving complex or urgent problems. At the same time, the other, "active part", is used to the maximum in such situations. That is a career competence.

Career competence allows a young specialist to focus periodically on the perception of his or her own career, and then correctly calculate and make a timely career leap, which brings him to the expected level of the career. This makes a person successful in the career field compared to those who have a lower level of career competence, and they do not know when to concentrate and when to be decisive and rapid in their careers.

Talking about associations between career and professional competence in general, it is important to mention that professional competence can be represented as a set of certain competencies. Some of them are actually professional, and some, in addition to influencing the growth of professional skills, affect career competence.

The main motives for choosing a career can be:

- the desire to achieve independence;
- the desire to be the best specialist in chosen field;
- desire to preserve and strengthen own status;
- the desire for material well-being;
- the desire to improve own experience in continuing education.

As for the student age, the question of career is closely related to the motives that determine the socio-psychological portrait of the student and affect the success of learning. They can be divided into two categories:

- the motives with which the student came to Higher Educational Institutions (they can only be taken into account);
- acquired during the learning process (they can be managed).

The experience has shown that sometimes a person who did not know something at first, could quickly began to acquire skills and abilities as a result of training and was ahead of others. They showed more ability to grow professionally, to form themselves as a specialist. If we consider the career of a teacher in terms of age, then in the first time of work the main thing that worries a young teacher is to join the team and take the place in the system. The knowledge gained in a higher education institution needs to be adapted to a pragmatic level. It is a time of rapid growth, struggle and the search for recognition.

Subsequently, the gained experience (up to 10 years) allows to expand the scope of realization of the abilities, views on improving teaching methods. The dominant value is the work and growth of professional skills. During this period, the teacher determines a circle of like-minded colleagues and ways to achieve personal excellence (graduate school, advanced training, mastering a related specialty, etc.), operational goals and objectives, weighs the opportunities and their own willingness to work hard to achieve their goal.

Another 10–15 years of teaching experience provide an opportunity to analyze various global problems of the education system, as well as to analyze their own achievements, successes and failures. Some people have doubt about the value of work, while others, on the contrary, become more free, prudent and responsible. This is a state of personal development maturity, when strategic goals are achieved in pedagogical, scientific, innovative activities and creativity.

At the age of 50–60, a teacher has a period of the maximum possible career. At this stage, the teacher focuses on the development of younger colleagues, tries to

transfer their experience at a higher professional level, puts forward new ideas, develops new, innovative approaches to the problems of modern vocational education.

Like any activity, professional self-growth, professional self-development can be described through the characterization of relevant goals, motives, components and results of activities. Goals set the direction of movement forward, motives direct to the activity, the obtained results give grounds for analysis, whether it was possible to achieve the set goals, whether these goals did not change the direction of movement.

The importance of clarifying personal goals is enhanced at a time when a person chooses very important decisions:

- aware the choice for his or her own career;
- analyzes the choice of the chosen way;
- convinces others of the correctness of their own point of view;
- acquires self-confidence, sufficient determination, strength to overcome difficulties;
- increases opportunities to achieve the desired results.

These goals can be represented as follows:

I want – I can – I need – Choice – Clarification of goals – Conditions, tools of achievement – Monitoring activities – Analysis of results.

Accordingly, the main goal of teacher's professional self-development is to form themselves as a future competitive specialist who is able to develop professionally dynamically, to meet the needs of modern students and the requirements of the world labor market.

The purpose of professional self-development includes two components:

- general professional – is a high level of professional knowledge, skills, abilities and professionally developed important psychological qualities, properties and abilities;
- specific ability – a high level of knowledge, skills, abilities of professional self-growth and the developed psychological qualities, properties and abilities necessary for constant professional improvement, and also a system of motives that determines specific forms of human activity or behavior.

Among the motives for studying at HEI are the following:

- to become a professional (45%);
- to have a diploma (21%);
- for their own development (19%);
- do not know (11%);
- not to serve in the army (4%).

Respondents also assess the value of the diploma.

It is believed that a diploma is needed in order to:

- to get a high-paid job (24%);
- to have a guarantee of stability (21%);
- to get an interesting job (21%);
- to achieve a high social status (15%);
- do not know (12%);
- today the diploma gives nothing (7%). [Bogatyreva O., 2008].

In this regard, the analysis of student youth in connection with their chosen profession is very interesting. The whole set of modern students is quite clearly divided into three groups:

• *students, focused on education as a profession.* In this group, the largest number of students for whom interest in future work, the desire to realize themselves in professional activity is the most important. Only they noted the tendency to continue their education at postgraduate

studies. All other factors are less important for them. About one third of students are in this group;

• *students, focused on business.* It is about 26% of respondents. Their attitude to education is completely different: for them, education serves as a tool (or possible starting point) in order to try to create their own business, trade, etc. later. They understand that over time, this area will require education, but they are less interested in their profession than the first group;

• *students, which, on the one hand, can be called "those who are uncertain", on the other – overwhelmed by various problems.* Domestic, personal, housing, family problems come for them at the forefront. It could be said that this is a group of those who "go with the flow" – they cannot choose their path, for them education and profession are not as interesting as for the first groups. It is possible that the self-determination of students of this group will take place later, but we can assume that this group includes people for whom the process of self-determination, choice of path, purposefulness is not typical. In addition, it was found that graduates vocational institutions are superficially aware of information about psycho-emotional and volitional reserves of their own personality, and therefore unsure of themselves, the correctness of their professional choice, prospects and social significance of the chosen profession; they are poorly informed about the methods and technologies of professional career development and therefore choose mostly spontaneous professional trajectories, among which labor migration abroad occupies a significant place.

In view of the above mentioned, it is obvious that the modern system of vocational (technical) education does not provide the formation of career competence, in particular, does not cultivate a conscious desire to build a successful professional career in their homeland. The best solution to this problem in modern conditions may be to open career counseling centers in higher education institutions.

In Ukraine, career counseling, as a field of professional activity, is still in its infancy. The State Classification of Occupations does not include relevant occupations and, as a result, there is no description of the functional responsibilities of career counselors, there is no program for their training and retraining in higher education institutions. Currently, researchers from the Institute of Vocational Education of the National Academy of Pedagogical Sciences of Ukraine, who have already gained significant experience in this area, are dealing with career counseling.

The existing laboratory of professional career of the Institute of Vocational Education of the National Academy of Pedagogical Sciences of Ukraine has the task to investigate the processes of designing a system of professional career counseling for vocational and technical education students and college students. It can help students to solve problems of professional and life self-determination, choose a career that would meet their interests and needs, as well as the needs of society in labor reserves [Alekseieva S., Zakatnov D., Orlov V., 2014].

Under such conditions, in addition to the knowledge, skills and abilities acquired by a specialist in the process of professional training, an important indicator in the structure and development of a professional career is significant assistance to those who are faced with choosing career options or did not choose it at all. It should help the student to determine which career options are most favorable for them, take into account their preferences, desires, objective opportunities, etc., as well as external conditions (features of the labor market, demand for specialists, etc.).

at all stages of career planning and implementation, including the employment stage.

The tasks of career counselors should also include assisting a person in overcoming regulatory crises of professional development. In the career of each person there are crises that change the direction of his or her professional development, namely:

- normative age crises;
- normative crises of professional formation itself (crisis of educational and professional orientation, crisis of professional training, crisis of revision and correction (change) of professional choice);
- crisis of professional expectations, crisis of professional growth;
- crisis of professional perspective (crisis of socio-professional self-actualization, crisis of loss of profession);
- normative crises caused by uncontrolled life events or some activity.

Conclusions. The study of a number of issues related to the peculiarities of the formation and development of career competence of a modern specialist as an element of professional maturity of the future engineer-teacher is an urgent problem of modern pedagogy. This is especially important as a more specific strategy for self-realization of young students, because the formation of key competencies, including career, helps to increase the level of education

needed for self-realization, successful social and professional life in today's environment. Perspective areas of further research are the study of mechanisms for the formation of career competence in vocational education institutions, a deeper study of the specifics of planning, implementation and management of their own professional careers.

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ПІДГОТОВКА ЗДОБУВАЧІВ ОСВІТИ ДО ВИБОРУ ТА РЕАЛІЗАЦІЇ ПРОФЕСІЙНОЇ КАР'ЄРИ

У статті розглянуто особливості трактування понять "кар'єра", "професійна кар'єра", "кар'єрна компетентність" майбутнього фахівця в галузі професійної освіти з точки зору психолого-педагогічного, соціологічного, економічного, акмеологічного, особистісного підходів. Охарактеризовано структуру кар'єрної компетентності та визначено умови її формування в процесі професійної підготовки майбутніх фахівців. Визначено, що найголовнішою метою професійного саморозвитку викладача є формування майбутнього конкурентоспроможного фахівця, який здатний динамічно професійно розвиватися, щоб відповідати потребам сучасного студентства та вимогам світового ринку праці. Визначено, що мета професійного саморозвитку включає дві складові: загально професійну – це високий рівень професійних знань, навичок, умінь та розвинені професійно важливі психологічні якості, властивості й здібності; специфічно – здатність – високий рівень знань, навичок, умінь професійного самозростання та розвинені психологічні якості, властивості й здібності, що необхідні для постійного професійного вдосконалення, а також система мотивів, що визначає конкретні форми діяльності або поведінки людини. Дослідження кола питань, пов'язаних із особливостями формування та розвитку кар'єрної компетентності сучасного фахівця як елементу професійної зрілості майбутнього інженера-педагога є актуальною проблемою сучасної педагогіки. Визначено, що більш конкретизована стратегія для самореалізації студенської молоді, адже формування ключових компетентностей, зокрема й кар'єрної, сприяє підвищенню рівня освіченості, необхідного для самореалізації, успішного соціального та професійного життя в сучасних умовах сьогодення.

Ключові слова: кар'єра, професійна кар'єра, кар'єрна компетентність, майбутній фахівець, професійна освіта, формування кар'єрної компетентності.

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THE ROLE OF TUTORING IN THE EDUCATIONAL ENVIRONMENT OF FOREIGN UNIVERSITIES

The article reveals the essential aspects of tutoring in higher education institutions of the UK and Germany. It is noted that the tutoring system is a pedagogical phenomenon that has historically developed in English society. The tutor did not receive any special pedagogical education; he transferred his experience of self-education due to the fact that he possessed the technique of reflection and knowledge. Since the first universities in Europe were established, tutoring has initially served as an accompaniment to getting the university degree, and later – a full-fledged organizer of educational activities in educational institutions. The following types of tutoring are distinguished depending on objectives: tutor-tutor, tutor-curator, tutor-consultant, tutor-leader of the educational program, and tutor in interdisciplinary education. Tutoring provides educational and mentoring functions, helping to build an individual learning direction and engage with the university's academic culture.

Overseas, the tutoring system includes three components: lesson management (supervision), which provides student training and work during the holidays; moral mentoring, which provides support for the student's life at the university in the broadest sense of the word; own tutoring, which conducts student learning during the trimester or academic year.

Tutor is a teacher who accompanies individual educational programs of students, organizes the process of individual work to identify, form and develop their cognitive interests, accompanies the process of forming their personality (helps them understand successes, failures, formulate a personal order for learning, build goals for the future), coordinates the search for information by students for self-education.

Keywords: tutoring, tutor, foreign higher education institutions, universities of Great Britain, universities of Germany.

Introduction. According to the experience of developed countries in the field of higher education, the establishment of tutoring is necessary to solve problems related to the expansion of international activities of higher education institutions, the formation of an effective internal quality control system and meets the requirements and expectations of students. In addition it makes transformations in educational programs that develop in accordance with international educational standards.

Analysis of recent researchers and publications.

The issue of tutoring from the perspective of formation in higher education institutions of Ukraine has been studied by many national and foreign scholars A. Boyko, Ed. Gordon, El. Gordon, N. Demyanenko, V. Maksimov, T. Kovaleva, V. Kukhareno and others.

Trying to understand the specifics of the formation and development of the institution of tutoring, scholars turn to the experience of different countries and different historical periods. The appearance of the tutoring phenomenon is associated with the history of British universities. Its gradual development took place in the XIV century at Oxford and Cambridge universities. "Tutoring as a form of university mentoring was formed in the fourteenth century. Tutors were collegiate students with a degree, who after graduation were left without benefits (places), lived in colleges as enrolled in a university called tutor, and eventually became a major component of the boards. In the college, they supervised a number of students, accompanied the lives of students during their stay in the college, including everyday life, prepared for academic lectures, led private lessons" [Demyanenko N., 2006].

Researchers of origins of tutoring (Ed. Gordon, El. Gordon, V. Maksimov, T. Kovaleva, V. Kukhareno) mention that tutoring has initially served as an accompaniment to university education since the first universities in Europe established. The tutor did not receive any special pedagogical education; he passed his experience of self-education due to the fact that he possessed the technique of reflection and knowledge transfer, remaining in the full sense of the university figure.

The purpose of the article is to determine the role of tutoring in the education system of foreign higher education institutions using the examples of universities in Great Britain and Germany.

Presentation of main positions. At the end of the XVI century the tutor became a central figure in university education, responsible mainly for the upbringing of his dependents.

Due to the wide range of functions of the tutor, scientists categorize certain types of tutoring. Depending on the functions performed by the tutor, the following types of tutoring are recognized: tutor-tutor, tutor-curator, tutor-consultant, tutor-leader of the educational direction, and tutor in interdisciplinary education. Describing the role of the tutor as a mentor, the authors indicate that since the XVII century, tutoring has been one of the institutionalized forms of mentoring. The tutor determines and advises the student which lectures and practical classes are best to attend, how to make a plan of their educational work, makes sure that his students are well engaged and ready for university exams. As a result of such activities of the tutor in the classical British universities was built a perspective of education (learning, education and lifestyle) and opportunities for its individual development [Kukhareno V., 2019]. Tutor is a mentor who becomes an individual consultant to the process of human development and growth and performs the following activities: individual-consultative, social-pedagogical, and coordination-organizational. A. Boyko believes that tutoring is a technology of individualization of education, which involves creating real conditions for the entry of each subject with its aspirations and capabilities in the learning process, as managing their own educational direction [Boyko A., 2010].

S. Podplota says that the following structure of the tutoring system is typical for Great Britain: Director of Studies, who supervises the learning process of students; Moral Tutor, who is responsible for the student's life at the university; Tutor (Supervisor in Cambridge), who is responsible for studying during the academic year. In some universities, such as Oxford, these three functions can be performed by the same person [Podplota S., 2017].

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Overseas, the tutoring system includes three components: lesson management (supervision), which provides student training and work during the holidays; moral mentoring, which provides support for the student's life at the university in the broadest sense of the word; own tutoring, which conducts student studying during the trimester or academic year [Podplota S., 2017].

As an academic consultant, the tutor represents and supports the educational interests of the student at the university. He ought to have an idea of current trends in education; understand the possibilities and limitations of modern education in connection with the development of information technology; have an understanding of the ideas and requirements of the Bologna Process; be able to make an individual curriculum; give recommendations for improving the skills of mastering the material, directs the self-development and self-education of the individual, helps students in their professional self-determination, develops their research and socio-cultural competencies. It plays an important role in the development of the student's own educational strategy and tactics, adaptation of the basic curriculum and its transformation into an individual program so that the education meets not only the needs of the student but also the requirements of the time [Osadcha K., 2020].

Analyzing the main points of formation and development of tutoring in the UK, we can say that the traditional structure of the tutoring system consists of three elements, which include:

- own tutoring, which carries out the student's education during the trimester or academic year (cultural trend);
- management of classes (supervision), which provides student training and work, including during the holidays (a combination of cultural and individual);
- moral mentoring, which provides support for the student's life at the university in the broadest sense of the word (individual trend) [Stepanenko O., 2018].

O. Stepanenko, analyzing the activities of tutors in modern universities in the UK, concluded that basically tutoring is preserved in the described form, providing educational and mentoring functions, helping to build an individual learning direction and join the academic culture of the university [Stepanenko O., 2018]. Most of the tutors are university professors. The approach is based on individualization, cooperation with the student and the formation of a special view of knowledge in the context of the course. British scientist D. Polfreiman and his colleagues conducted a survey of students, which resulted in four visions of the role of tutor: 1) close to tutoring, when the tutor "pulls" the student, helping him to acquire the necessary knowledge; 2) in addition to explaining the necessary knowledge, the tutor demonstrates his vision of the topic within the discipline, thus allowing him to look at it from a special angle; 3) due to the fact that the tutor covers the research topic in the context of interdisciplinary links, the student can realize the place of the discipline in a broader scientific field; 4) the student and the teacher act on an equal in the discussion of the subject area, where they exchange their views on a particular topic within the discipline. This allows in the process of joint work to come to a new understanding of the subject. So in the UK, a tutor is first and foremost a teacher-mentor.

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Analyzing the historical context of the tutoring system in British universities, Stepanenko O. proves that it is based on the Socratic method of teaching, which later became fundamental during the organization of the educational process at Oxford University [Stepanenko O., 2018]. Each professor lectured his own course and often interpreted his own book. The student had the right to choose the disciplines to study, to choose the "path" that will reach the required level of knowledge for the exam. The tutor's task was to find the most effective way for each student to acquire knowledge. Traditionally, the tutor was not a qualified specialist and in his work relied on his own experience of self-education. Thus, the classical model of tutoring implies the personal care of a specialist in the chosen specialty over the student. The main purpose of the classical model of tutoring is the development of metacognitive abilities of students as subjects of education based on the principle of individualization. Components of tutoring were the principles of freedom, consciousness, activity, independence, individualization.

Consequently, in the context of the development of the education system in the UK, the tutoring system is defined as a pedagogical phenomenon that has historically developed in English society and originated in the medieval universities of the UK. The tutoring system has a number of prerequisites: – emphasis on scientific approaches: individual, educational; – the influence of the church (the main institute of education during the Middle Ages) and monasteries; – development of university education, free from a fixed program and curriculum; – formation of open variable educational space; – taking into account the principle of individualization, the formation of students' need for self-determination and the development of individual educational direction in the absence of the

appropriate level of competencies required for this [Stepanenko O., 2018].

Germany is a country where tutoring is also actively being introduced into the educational process.

Ivanytska O. mentions that a particular aspect of German-speaking researchers is the preparation of tutors for tutorials. The situation with the training of tutors differs in varied institutions of higher education. There are some institutions where a qualifications framework for tutors has been developed and a system of encouragements and getting certificates takes place, the level of tutorials is much higher. In addition, the problem of tutors who coordinate the educational process in general and the need to form their readiness to teach is analyzed. In other institutions of higher education that have subject tutors, they are being prepared for their work, not only depending on the specific subject, but also provide practical advice on how to organize a tutorial, which types of tutorials are effective (conversations, discussions, practical classes or presentations). Recommendations for the use of different methods are also provided [Ivanytska O., 2005]. Based on the experience of German institutions of higher education, scientists have developed recommendations for structuring communication and developing speaking skills in the tutoring process. It examines speech, body language and gestures and their impact on the positive or negative perception of information by listeners. Emphasis is placed on the expediency of using the above recommendations in the process of preparing tutors for tutorials, as well as on the special role of tutors' self-education.

Ivanytska O. says that in scientific publications the authors often cover the doctrine of tutoring (student cooperation) and mentoring (teacher cooperation), coaching, defining their common and different characteristics. In particular, it is about the importance of pedagogical support for adults in order to develop their leadership potential and achieve success in career development [Ivanytska O., 2005].

In German higher education institutions, much attention is paid to the formation of constructive relationships between lecturers and tutors. The establishment of tutoring in higher education institutions has been a challenge for both of them. It is extremely important for lecturers to control not only the teaching process, but also to help tutors in teaching.

Investigating the development of tutoring in Germany, Ivanytska O. mentions that the functions of the German tutoring network are the certification of tutors; development of normative documentation of tutoring; organization of meetings with students to receive feedback; cooperation with departments and faculties; monitoring; organization of trainings for tutors and mentors; conducting informational and introductory meetings for lecturers [Ivanytska O., 2005]. She notes that German institutions of higher education clearly define the rights, responsibilities and functions of tutors. A clear definition of the functional rights and responsibilities of tutors helps to establish rules of conduct in the educational environment of the university. The role of the leader in education involves equality with other students while performing a managerial function in the educational process. It is not easy for many tutors to accept such behavior and such an attitude in the beginning. Therefore, beginner tutors are offered both advanced training courses and a kind of practical training. The trend of the international space of higher education – internationalization – has contributed to the intensification of academic mobility of both German students abroad and

foreign students who are attracted by the level of higher education in Germany and who have expressed a desire to study in this country. It is worth noting that both the state and higher education institutions make efforts to attract as many foreign students as possible.

Every higher education institution in Germany has the right to introduce tutoring according to its own needs on a long-term or short-term basis. Working at a higher school or university in Germany, tutors perform various functions. Tutors are classified into: tutors of the 1st semester or orientation tutors, subject tutors, tutors for the development of academic writing, e-tutors, language tutors. Organizational, informational, transformational, cultural, educational, developmental, motivational functions are presented comprehensively and are performed by all tutors without exception. According to the sphere of application, function is defined as a priority: for example, a tutor of the 1st semester or an orientation tutor – organizational, informational and motivational; subject tutor – educational, transformational, developmental, motivational; tutor for the development of academic writing – educational, transformational, developmental, motivational; e-tutors – educational, transformational, developmental, motivational; language tutor – educational, developmental, cultural and educational, etc. [Ivanytska O., 2018].

Conclusions. Tutoring covers a new space and builds an interactive model of innovative pedagogical interaction; progressive tendencies on which tutoring is based are tolerance, spiritual value systems, subject-subject interaction, anthropocentrism, axiological guidelines, individual humanistic paradigm; in the system of open education, the tutor is its system-forming component, which provides various forms of pedagogical and psychological support to students. Tutor – a pedagogue who accompanies individual educational programs of students, organizes the process of individual work to identify, form and develop their cognitive interests, accompanies the process of forming their personality (helps them understand successes, failures, formulate a personal order for learning, build goals for the future), coordinates the search for information by students for self-education.

Scientists position tutoring as an aid provided to students to achieve the required level of basic skills for their class and, where possible, to acquire more advanced skills, including, as a rule, assistance in homework, teaching and research skills.

A tutor determines and advises the student which lectures and practical classes are best to attend, how to make a plan of their educational work, makes sure that his students are well engaged and ready for university exams. Through such activities of the tutor in the classical universities of Britain and German universities carried out the construction of a perspective of education (training, education and lifestyle) and opportunities for its individual development.

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РОЛЬ ТЬЮТОРСТВА В СИСТЕМІ НАВЧАННЯ ЗАКОРДОННИХ УНІВЕРСИТЕТІВ

У статті розкривається сутність тьюторства у закладах вищої освіти у Великобританії та Німеччині. Відзначається також, що тьюторська система навчання – це педагогічне явище, що історично склалося в англійському соціумі. З часів появи перших університетів у Європі тьюторство спочатку виконувало функції супроводу отримання університетської освіти, а пізніше – повноцінні організатори освітньої діяльності в закладах освіти. Залежно від функцій, виконуваних тьютором, науковці виділяють такі види тьюторства: тьютор-наставник, тьютор-куратор, тьютор-консультант, тьютор-керівник освітньої траєкторії, тьютор у міждисциплінарній освіті. В своїй основі тьюторство зберігається в описаному вигляді, забезпечуючи освітню й наставницьку функції, допомагаючи вибудувувати індивідуальну траєкторію навчання й долучатися до академічної культури університету.

Тьютор визначає і радить студенту, які лекції і практичні заняття найкраще відвідувати, як скласти план своєї навчальної роботи, стежить за тим, щоб його підопічні добре займалися і були готові до університетських іспитів. Через таку діяльність тьютора в класичних університетах Британії та університетах Німеччини здійснювалося побудова панорами освіти (навчання, виховання і формування способу життя) і можливостей її індивідуального освоєння. Таким чином, тьютор – педагог, який супроводжує індивідуальні освітні програми студентів, організує процес індивідуальної роботи з виявлення, формування і розвитку їх пізнавальних інтересів, супроводжує процес формування їх особистості (допомагає їм розібратися в успіхах, невдачах, сформулювати особисте замовлення до процесу навчання, вибудувати цілі на майбутнє), координує пошук інформації студентами для самоосвіти.

Ключові слова: тьюторство, тьютор, закордонні заклади вищої освіти, університети Великобританії, університети Німеччини.

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FORMATION OF HICHER EDUCATION INSTITUTION STUDENTS' MOTIVATION FOR STUDYING COMPULSORY COMPONENTS OF THE EDUCATIONAL PROGRAMS

Analysis of psychological and pedagogical research shows a growing interest in the problem of motivating higher education students to study, which is now considered in a broader sense not as mastering a certain content of education and training, but as the formation of competencies for future activities. Under the current system, programs for higher education students meet the requirements of educational and professional standards. Curricula, accordingly, should contain a certain part of the compulsory components, which are often perceived by applicants as set from the outside. The given structure of the educational process (number, name and title of subjects) has significant differences in its subjective projection (dynamic model that has developed in the minds of students). In the system of attitudes of higher education students to the content of education and training, some subjects may not be perceived by them as necessary for the formation of personal characteristics and professional competencies. Many of them understand the professional necessity of only those subjects that are directly related to the specialty or professional qualification. Subjects that make an indirect contribution to training (form a worldview, give the methodology of knowledge, etc.) are not significant in students' opinion. Students also reject subjects in the section of compulsory disciplines, the meaning of which they do not understand in the structure of professional activity. This indicates that many people understand professional training in free economic education as a process of acquiring a certain amount of knowledge that is directly related to the content of future professional activities. Disciplines that reflect the requirements of educational and professional standards and are also compulsory may remain outside the realm of relevance. It is known that productive activity is possible only on the basis of intrinsic motivation. How to form students' intrinsic motivation for the compulsory components of the educational program? The process of such formation is considered on the example of studying one of the disciplines of the educational-scientific program of the second (master's) level of higher education in the specialty 011 educational, pedagogical sciences – "Higher Education Pedagogy"

Keywords: educational standard, professional standard, educational program, general and professional competencies, learning outcomes, need, motive, external and internal motives

Introduction. An important factor for improving the effectiveness of training in higher education is to take into account and use the subjective factor of learning, reliance on the individual characteristics of students. Any teaching or educational influence that is realized within the walls of a higher education institution must have its own address, the specific subject to which it is addressed and provide feedback. Otherwise, the activities of students and teachers will be conducted according to their own laws, and the effectiveness of the impact carried out in the educational process will become formal. When the system of external influences is based on the own activity of learners, its effectiveness increases many times over. In this case, we have to talk about intrinsic motivation, so hope for productive activities of learners, which becomes possible only on the basis of such (intrinsic) motivation.

The strategy of modern training in higher education institutions is based on the recognition of the main actors (teacher-student) as equal partners in common activities. And this, in turn, does not involve the suppression of one individual to another, a rigid declaration of the goals and methods of this interaction, and flexible mutually adapted tactics that positively correlate with the basic psychological characteristics of each side. This is especially important in the sense that the process of professional training on the one hand is designed to form a creative personality capable of self-development, and on the other (in the current educational standards) is to bring those who study to society's standard (educational or professional), expressed in the system of regulatory requirements. This normative should cover not only the result, but also the nature, content, methodology, organization of current (educational) activities.

An attempt to find out how to form students' internal motivation to study the components of the educational program and, accordingly, the formation of competencies, program learning outcomes, which are compulsory, but set from the outside and are **the purpose of this article.**

Analysis of recent research and publications. Analysis of psychological and pedagogical research shows

a steady increase in interest in the problem of motivating higher education students to study, which is now considered in a broader sense – not as the acquisition of certain content, but as the formation of competencies defined in the National Qualifications Framework (NQF). dynamic combination of knowledge, skills, abilities, ways of thinking, views, values, other personal qualities and determines a person's ability to successfully socialize, conduct professional and / or further educational activities [Pro zatverdzhennia..., 2011]. This should be ensured at a certain level of the NQF and correspond to the description of the descriptors: knowledge, skills, communication, responsibility and autonomy. Theoretical and experimental studies of the problem of motives and motivation have been conducted by domestic and foreign scientists in the following aspects: motivation as a complex system of determining behavior and activity (B. Ananiev, O. Leontiev, S. Rubinstein, J. Newtten, H. Heckhausen, etc.); motivation as a core characteristic of personality (L. Bozhovich, G. Kostyuk, V. Merlin, etc.); motive as a regulator of various activities, including educational and cognitive (Sh. Amonashvili, M. Drygus, A. Dusavitsky, S. Maksymenko, O. Skrypchenko, etc.). In research on motivation, the authors rely on classical theories that are recognized by most modern scientific schools. These are "Theory of Expectations", "Theory of Justice" and "Porter-Lawler Model", which substantiate the factors that are the basis for the motives of human activity.

Considering motivation according to the above theories, we see that in their model there are five variables: effort, perception, results, reward, degree of satisfaction. Based on these components, we will try to model the process of forming in students of higher education internal motivation to study the compulsory components of the educational program.

This work is a continuation of a comprehensive study of approaches to the scientific organization of educational activities in HEI, conducted by the Department of Pedagogy of Taras Shevchenko National University within scientific and research work # 19KP016-03 on the topic: "Development of pedagogical education in classical universities", the number of state registration is

0119U000607, scientific program "Modernization of social development of Ukraine in the context of globalization". Today a comprehensive assessment of the effectiveness of management of the head of higher education has been done, the use of neurolinguistic programming in training managers for education, organization of personal activities of the head as a condition for effective management of the institution has been studied, the subject area of training managers for higher education has been researched, delegation of responsibilities by the manager of a higher education institution, professional training of specialists in the field of education in classical universities, taking into account the principles of group dynamics in conducting classroom classes, creating training programs for specialists in the field of education in classical universities [Suchasni..., Pedahohichna..., 2021].

Presenting main material. According to the methodological recommendations for the development of standards of higher education, approved by the order of the Ministry of Education and Science of Ukraine from 01.06.2017 № 600 (as amended by the order of the Ministry of Education and Science of Ukraine from 30.04.2020 № 584) and approved by the higher education sector Council of the Ministry of Education and Science of Ukraine, protocol of 06.02.2020 № 7, the scope of the educational program, the list of compulsory competencies – general, professional is determined by the Standard of Higher Education. In order to ensure the correlation of the defined competencies (learning outcomes) specified in the Standard with the requirements of the NQF in the process of developing the Standard, the matrix of compliance of the competencies defined and the learning outcomes with the NQF descriptors is used [Metodychni..., 2021]. Therefore, these requirements must be taken into account in the Standard, and in the educational program, which is created on the basis of the Standard. In addition to the accreditation of the National Agency for Quality Assurance in Higher Education of Ukraine, the educational program must take into account the requirements of the professional standard (if any). Based on the requirements of the Standard of Higher Education and Vocational Education, an educational program is developed, a curriculum for higher education, in which 75% of credits must provide compulsory subjects and only 25% free choice of students.

During the study at the faculties of psychology, physics, institutes of law, philology in Taras Shevchenko National University of Kyiv it was found out that students often oppose external logic to their logic of behavior. By joining the system of professional training, they develop their own concept, within which (because of various reasons) the relationship of coincidence or difference of object-subject meaning of events can be realized. Taking into account the stages in the formation of personality in the learning process, planning activities based on the requirements of the educational program, we found a number of differences in students in determining the main motives and forms of their objectification: a) in the normative form, which is included in this process, and b) in the actual implemented methods of activity, which are determined by internal (psychological) reasons, which have developed on the basis of experience. It turned out that the given structure of the educational process (number, name and title of subjects) has significant differences in its subjective projection (dynamic model that has developed in the minds of students). In the system of student attitudes, a significant part of subjects is not perceived as professionally necessary. Many of them have the professional necessity of only those subjects that are directly related to the direction (profile) of training. Subjects that make an indirect

contribution to professional training (form a worldview, give with a methodology of cognition, etc.) are less significant. Students also reject subjects in the section of compulsory disciplines, the meaning of which they do not understand in the structure of professional activity. This indicates that many people understand professional training in free economic education as a process of acquiring a certain amount of knowledge that is directly related to the content of future professional activities. Thus, disciplines that reflect the requirements of educational and professional standards and are compulsory may be found outside the area of current perception [Zhylenko M., 2015].

To change this state of affairs, it is necessary that each student has the opportunity to create a system of educational activities through the prism of personal characteristics necessary for future professional activities, which should facilitate the transition from passive executor to external self-regulation of their educational and life activities according to social and personal goals.

Let us consider the possibility of forming internal motivation in the study of OK 13 "Pedagogical skills of higher education teachers and methods of organizing educational work in higher education" in educational and scientific program "Higher Education Pedagogy" specialty 011 educational, pedagogical sciences.

Before studying the course with the help of the Classroom service of the knu.ua account, each student was given the task to fill in the Google form and formulate their expectations from the course. This allowed the teacher in preparing the first lesson based on the information received and offer a course program based on students' expectations, specifying its content: within which topic, lesson, type of activity students will be able to meet their expectations. However, it should be noted that the content of the answers in Google form is more general (abstract). For example, "I want to become a teacher and I had a great opportunity to learn more about this profession in the course. What should be the teacher and the learning process in higher education, pedagogical technologies, scientific and professional training. I think this course will be useful to me" Or: "I expect to learn current trends and methods of higher education pedagogy, get useful advice to further improve their own teaching, as well as compare modern approaches with the origins of pedagogical science in the work" on the basis of education of the speaker "father of Quintilian pedagogy." There are more structured answers, for example, 1. Gain a thorough knowledge of the education system in Ukraine. 2. Learn about the methods and principles of teaching in higher education. 3. Acquire the skills that a truly qualified teacher should have. 4. Learn to understand the needs of students and be able to convey the necessary material. 5. To study and critically comprehend the pedagogical heritage of the higher education of the past". And another answer: "As the name implies, I would like to deepen my knowledge in the field of pedagogy, improve my teaching skills and become if not a master of this business, then be able to find another way to the brains of students." (https://docs.google.com/forms/d/1v1nimvy_ULky7CBJ311JyY09cgk-6TNmOVD59BMBUtU/edit#responses). I want to pay attention to the phrase: "**As the name implies**, I would like to...". Indeed, expectations are almost unrelated to the requirements of the educational program: the answers do not imply general, professional competencies, program learning outcomes that should be formed in the process of mastering the discipline. Thus, some students formulated their expectations based on the name of the course.

In order to link expectations with the requirements of the program, in the first lesson students were offered the following

tasks: 1. Find documents on the Internet that define the requirements for the characteristics of a higher education teacher (make a list, make a link). From the documents found, write down the characteristics that you consider most important. 2. Get acquainted with the approximate list of the main types of work of scientific and pedagogical workers of higher education institutions (Order of the Ministry of Education and Science of Ukraine 07.08.2002 N 450). First of all, young teachers should be ready to perform this type of work. (Make a list and explain why you chose these). Order – see link to the task. 3. Analyze the educational and scientific program of your specialty. Find in the program competence, program learning outcomes that provide preparation for teaching. Present and comment on them. What competencies and program learning outcomes should be added to the educational program. 4. Find in the program of your specialty competencies, program learning outcomes that should be formed in the process of studying this discipline. 5. On the basis of completed tasks (1–4) make a list of general, professional competencies, personal characteristics that should be formed in the process of studying this discipline. Compare with your expectations before you start studying it. Have there been any changes in attitudes about the need to master the discipline and its importance for future professional activities? If so, what are they?

Discussion of the results of the proposed tasks gave students the opportunity to understand the difference

between the level of everyday consciousness and the level offered by the higher education system in Ukraine. Extrapolate one's own vision of the need to study the discipline to the requirements of: educational standard, professional standard, educational program. To see the connection of the educational program with the requirements of standards, orders of the Ministry of Education and Science, the requirements of the National Agency for Quality Assurance in Accreditation of educational programs, the role and importance of a particular discipline in a systematic approach to training in a particular educational program.

Before studying each topic, based on the list of competencies and defined in the educational program learning outcomes, the group compiled a list of those that can and should be formed in the process of studying this topic. In addition, students participated in the preparation of educational tasks aimed at their formation, presented such tasks during group classes, found, substantiated, conducted an examination of the proposed solutions, determined the most optimal and effective.

After completing the course, taking the exam and announcing the grades, students were asked to fill in the Google form anonymously, answering the question: How well did your expectations from studying the course come true (Fig. 1).

Чи справдилися Ваші очікування від курсу?

 Копіювати

17 відповідей

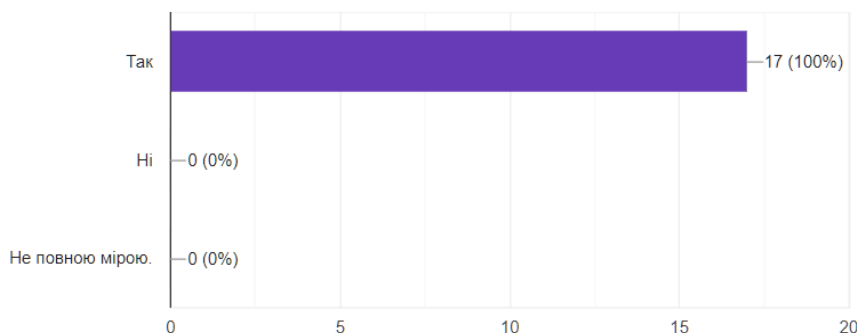


Fig. 1

Also, 100% of the students in the group (although there was no mandatory requirement to fill out a Google form and I will note again that this happened after the exam and already announced grades, anonymously) answered questions about the general impressions of the course. Here are some, in our opinion, the most informative in terms of the topic of our article. "I am just happy to be here. I learned a lot of new things, I understand the work of a teacher differently. In the first lesson, in addition to the main presentation of the material, there was a deviation from the topic, but what a deviation! It was something like a mentor's speech, I got a lot of motivation to work and went to the next class with pleasure, because I knew why I go to university and why I continue my studies", "I really liked this course! It was the most interesting of all my 5 years of study. Finally, I did not want to sleep in lectures and there were no monotonous seminars where students read their answers from the sheets of paper. It has always been stressful for me to answer seminars when I was asked detailed super-scientific (that nobody needs) questions. But here – in a completely different way! The teacher interested us all in his subject and motivated us to further

development. Personally, I will continue my teaching career, especially since I learned a lot in our course. I just want to say thank you! I wish more diligent students and professional inspiration!", "The course is really interesting and useful. The future teacher needs to know the patterns of development of education, training and education of students, scientific and professional training in accordance with the requirements of society and how on this basis can improve the process of training qualified professionals. In addition, it was interesting to learn how to improve pedagogical skills, how to communicate properly in higher education, how to prevent conflicts. In my opinion, this course is very informative and contributes to a better understanding of the teacher's activities and interaction with students. But the most informative and valuable for me is this post, it can even be offered as a result of working with a group in the study of the discipline: "The course made a completed puzzle of what happened during the previous 4 years. I would like to note the development of organizational skills and the ability to use "terrible-incomprehensible-and-no-one-needs" documentation, laws that will be needed not only in the teaching profession. The

course showed that going to work as a teacher can be not so difficult and even fun :)".

As a conclusion, I offer a screen from the Google form based on the results of studying the course with selected answer options (Fig. 2).



Fig. 2.

Conclusions:

1. The given structure of the educational process (number, name and title of subjects) has significant differences in its subjective projection (dynamic model that has developed in the minds of students). In the system of student attitudes, a significant part of subjects is not perceived as professionally necessary. Disciplines that reflect the requirements of educational and professional standards and are compulsory may be outside the area of current perception. This does not contribute to the formation of internal motivation to master both the content of individual disciplines and competencies, program learning outcomes provided by the educational program as a whole.

2. To change this state of affairs, it is necessary that each student has the opportunity to create a system of educational activities through the prism of personal characteristics necessary for future professional activities, which should facilitate the transition from passive executor to external self-regulation of their educational and life activities, social and personal goals.

3. In the process of studying the course, conditions are created for comparing one's own expectations and real

requirements of educational and professional standards, which increases the level of awareness of the need to act in a certain way in the coordinate system set by the educational program. Thus, expectations are extrapolated to the real situation and are perceived as one's own choice, which is made by oneself, thus forming an internal motivation.

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ФОРМУВАННЯ У ЗДОБУВАЧІВ ВИЩОЇ ОСВІТИ ВНУТРІШНЬОЇ МОТИВАЦІЇ ДО ВИВЧЕННЯ ОБОВ'ЯЗКОВИХ КОМПОНЕНТІВ ОСВІТНЬОЇ ПРОГРАМИ

Аналіз психолого-педагогічних досліджень свідчить про постійне зростання інтересу до проблеми формування мотивації у здобувачів вищої освіти до навчальної діяльності, яка зараз розглядається у більш широкому аспекті – не як засвоєння певного змісту освіти і навчання, а як формування компетентностей для майбутньої діяльності. Згідно існуючої системи, програми, які опановують здобувачі вищої освіти, містять вимоги освітніх і професійних стандартів. Навчальні плани, відповідно, мають містити певну частину обов'язкових компонентів, які здобувачами часто сприймаються як задані ззовні. Завдана структура навчального процесу (кількість, найменування і назва навчальних предметів) має суттєві розбіжності у суб'єктивній її проєкції (динамічній моделі, що склалася у свідомості здобувачів освіти). У системі ставлень здобувачів вищої освіти до змісту освіти і навчання частина навчальних предметів взагалі може не сприйматися ними як необхідна для формування особистісних характеристик і фахових компетентностей. Багато з них розуміють професійну необхідність тільки тих предметів, які прямо відносяться до спеціальності чи професійної кваліфікації. Предмети, що додають опосередкований внесок в професійну підготовку (формують світогляд, озброюють методологією пізнання і т.д.) виявляються не значущими. Попадає в число таких, що відкидаються і низка дисциплін з розділу обов'язкових, проєктування яких на структуру професійної діяльності виявляється для студентів складним. Це свідчить про те, що багато хто розуміє професійну підготовку у ЗВО як процес оволодіння певним обсягом знань, які прямо співвідносяться зі змістом майбутньої професійної діяльності. Поза зоною актуального сприйняття можуть залишатися дисципліни, які відображають вимоги освітніх і професійних стандартів і також є обов'язковими. Відомо, що продуктивна діяльність можлива лише на основі внутрішньої мотивації. Як сформувати у здобувачів внутрішню мотивацію до обов'язкових компонентів освітньої програми? Процес такого формування розглядається на прикладі вивчення однієї з навчальних дисциплін освітньо-наукової програми другого (магістерського) рівня вищої освіти спеціальності 011 освітні, педагогічні науки – "Педагогіка вищої школи"

Ключові слова: освітній стандарт, професійний стандарт, освітня програма, загальні, фахові компетентності, програмні результати навчання, потреба, мотив, зовнішній, внутрішній мотив

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FEATURES OF THE FORMATION OF CORPORATE CULTURE IN AN INSTITUTION OF HIGHER EDUCATION

The article contains an analysis of the corporate culture of higher educational establishments including its components, levels and characteristics as well as strategy and stages of the formation. It is proved that corporate values and convictions are the main components of the employees' corporate culture. It is developed recommendations regarding the ways of forming and keeping of the corporate values and convictions at the high school.

Keywords: corporate culture, high school, values, corporate values, convictions, management in education.

Introduction. At the current stage of reforming higher education in Ukraine, the corporate culture of employees in higher education is of great importance and is considered by modern scientists as a system of material and spiritual values and a degree of high reputation, an image that is created in conditions of competition. A necessary condition for the transformation of a higher school is the introduction of a model of the corporate culture. The implementation of this model makes it possible to carry out: the reconciliation of norms and values with the principles of functioning of the institution of higher education; coordination of internal and external processes; setting up cooperation; fostering a sense of one team. The corporate culture of a higher education institution has a dual nature: firstly, it is a culture of achieving interests in the market of educational services, and secondly, it is a traditional academic culture based on the preservation of pedagogical values.

Analysis of recent research and publications. The problem of studying the corporate culture of organizations, in particular higher education institutions, was dealt with by domestic scientists M. Babyak, L. Balabanova, A. Voronkova, O. Garafonova, and I. Ignatieva, O. Kolyanko, Yu. Myronov, O. Sardak, and others. The corporate culture includes the values and beliefs of employees working in a certain institution of higher education. They play a fundamental role and are its foundation, which was proved in the works of M. Varii, V. Kubko, and G. Chaika.

Emphasizing previously unselected parts of the problem. Despite the presence of a significant amount of scientific research on the corporate culture of higher education institutions, the problem of the formation and preservation of corporate values and beliefs requires more detailed research.

The purpose of the article is to reveal the peculiarities of corporate culture, in particular, the peculiarities of the formation of values and beliefs of scientific and pedagogical workers. The task of the article is to analyze the peculiarities of corporate culture in institutions of higher education and to determine possible ways of forming and preserving the values and beliefs of employees of higher education.

Presentation of main positions. Corporate culture is a necessary component of the effective functioning of the internal system and external relations of a higher education institution and, in particular, its competitiveness. According to the definition of I. Ignatiev and O. Garafonova, corporate culture is "a system of personal and collective values that are perceived and shared by members of the organization, as well as a set of methods and rules for solving the problem of external adaptation and internal integration of employees, which have justified themselves in the past and confirmed its relevance in the present" [Ignatieva I., Garafonova O., p. 398].

According to the researchers O. Kolyanko and Yu. Myronov, corporate culture is a system of values and beliefs shared by every employee of the company, which predicts his behavior and determines the nature of the organization's life activities. The culture of a higher education institution is manifested on two organizational levels. At the top level, such visible factors as clothing style, symbols, organizational ceremonies, etc. are presented. The upper level also covers elements of culture that we feel and see: communication, traditions, etc. Some values and norms implement the behavior of employees at a deeper level.

The basis of organizational culture is a system of relations that determines the behavioral norms and production behavior of the organization's employees, such as the attitude of the university management to teachers, employees, students, their specific work, tasks, etc.

Behavioral norms should be fixed in such documents as "Corporate management", and "Corporate code". There are also unspoken requirements that are perceived by everyone as a certain set of rules.

Scientists O. Kolyanko and Yu. Myronov have developed a model of a corporate culture of the Lviv University of Trade and Economics, which can be useful for the development of similar documents for other higher education institutions. The authors of the model believe that the deep level (internal component) of corporate culture is based on:

- corporate management;
- the teacher's image;
- student etiquette.

In turn, the upper level (external component) of corporate culture is "held" on these three fundamental elements):

- communication culture;
- career guidance work;
- support of social projects;
- image of the university.

Symbolism, traditions, and clothing style are only the "surface layer of corporate culture" that we all see and celebrate. But corporate culture cannot be perceived as a set of only external signs. The surface layer is a logical consequence of the deep level of corporate culture, which represents the value orientations of behavioral norms. And vice versa, the deep values, and ideas of the organization can be traced by external signs. These value orientations are transmitted to team members through the symbolic means of the spiritual and material environment [Kolyanko O., Mironov Yu., 2020].

The authors of the model consider **corporate management**, which includes the mission and basic values of the educational institution, to be the main program element, a component of the university's internal corporate

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culture. The development of national education in Ukraine based on the principles of humanism makes it necessary to rethink the activities of higher education institutions as important institutions for the social orientation of youth. It is here that not only the professional formation of future specialists should be carried out, but also the socialization of each individual, instilling in them high moral qualities and aesthetic ideals.

O. Kolyanko and Yu. Myronov see the mission of the university in the professional training of modern specialists, the components of which are:

- development of a socially active, humanistically oriented personality;
- students' awareness of their civic position and sense of national consciousness;
- development of abilities and talents of student youth;
- adaptation of the young generation to live in the system of market relations.

According to the researchers, the basic values are: compliance with financial agreements and normative legal acts of the educational institution, as well as the corporate code [Kolyanko O.V., Myronov Yu.B., 2020].

Fulfillment of the first point of the basic values guarantees the financial stability and reliability of the institution of higher education. Very important indicators of the image of an educational institution are:

- compliance with terms of agreements, and financial obligations to social partners, employees, and students;
- guarantee of the rights and obligations of employees and students of the university, which are based on legislative and regulatory provisions: Declaration of Human Rights; Constitution of Ukraine; Law of Ukraine "On Higher Education", job instructions for employees of higher education institutions.

The second point of the core values involves the development and, more importantly, the observance of the Corporate Code of the organization. At the same time, it must be a living document independently developed by the institution of higher education. The corporate code is a set of norms and rules that present models of behavior, uniform standards of relations, and compatible activities of the organization.

The corporate code is an expression of the organization's philosophy. The Code declares a high level of business culture, provides for the observance of high ideological principles and norms and promotes a clear position about its employees and students [Kolyanko O., Myronov Yu., 2020].

An example of such a document, which establishes the behavioral norms of members of the staff of a higher education institution, can be the "Ethical code of the university community", adopted at the conference of the labor team of Taras Shevchenko Kyiv National University, protocol No. 2 dated 12.27.2017. It consists of five points. The first section defines the principles of the Code of Ethics (university community, academic community, teaching and support staff, university space). The second point of the Code of Ethics reveals the essence of ethical principles – academic freedom and academic integrity. A separate item examines the ethical norms of activities of members of the university community, in particular: scientific and pedagogical workers as teachers, as scientists and as colleagues; ethical norms of activities of trainees of preparatory departments, students and postgraduates in studies and personal behavior; ethical norms of the administration and ethical norms of the teaching and

support staff. The fourth point of the Code of Ethics of the university community provides for the inadmissibility of violations of ethical principles and norms by members of the university community, in particular, non-compliance with academic freedom and integrity, as well as actions caused by schools of the University's reputation, are considered violations. The fifth point of the Code of Ethics deals with responsibility for violations of ethical principles and norms, the procedure for reviewing violations, and the powers of the ethics commission [Ethical Code of the University Community, 2017].

The second element of the internal component of corporate culture is the **teacher's image**. In order to develop the corporate culture of the teacher's personality, the work on its formation was designed. Without self-education, it is impossible to imagine a harmoniously developed personality, especially a teacher. The more a person learns, reads literature, visits centers of culture and art, analyzes his spiritual values, the higher his personal cultural level is.

Scientists O. Kolyanko and Yu. Myronov consider **student etiquette** to be the third element of the internal culture of a higher education institution. One of the components of the formation of a young personality is its value orientation, which greatly affects the upbringing of a person. The process of formation of value orientations of youth covers all areas of its activity, such as the formation of stable scientific and theoretical knowledge that contributes to the development of worldview positions of youth, organization of educational work among students, which includes the use of active learning methods and offers students to participate in various forms of cultural – leisure activities [Kolyanko O., Myronov Yu., 2020].

The corporate culture of the institution should include a set of the most important provisions of activity determined by its mission and development strategy. The corporate culture of the university is a degree of high reputation, an image that is created in conditions of competition based on such criteria as seniority and work experience in the field of education, recognition in professional circles and among the public; reputation, and professionalism of management and teachers; prospects for the development of the university; the demand for graduates and teachers in the labor market, their salary level, and career growth; attitude of university employees towards students; feedback from students about the educational process; territorial location, external and internal design of the university; openness and integration of the educational institution [Kolyanko O., Mironov Yu., 2020].

V. Kubko singles out the following signs of a developed corporate identity among employees of higher education institutions: a high degree of awareness of history, values, and norms; positive attitude towards the educational institution; acceptance and observance of developed norms and values [Kubko V.P., 2014].

In any organization, three levels of corporate culture are distinguished: the visible (surface) level (visible objects, cultural artifacts) and invisible levels, the first of which includes common values and beliefs expressed in the words and deeds of employees, which are consciously shared and cultivated, and the next – basic deep beliefs that are laid at the subconscious level. It is the last level that is the foundation of the corporate culture [Balabanova L., Sardak O., 2011].

Institutions of higher education, by their dual nature, have two levels of corporate culture: external (mission, purpose of the university and its image in society, nature of

education, symbolism) and internal, which consists of a cognitive and axiological block (values, knowledge, beliefs, skills, skills), behavioral block (norms, customs, traditions, rites, rituals, stories, legends) and praxeological block (system of institutions) [Kubko V., 2011].

We will consider in more detail such components of the internal level of a corporate culture of employees of higher education institutions as values and beliefs.

Values, according to G. Chaika's definition, are those concepts that are used to denote objects, phenomena, as well as ideas that embody generalized ideals and act as a standard. Without values, the life of society would be impossible, the functioning of the social system would not be able to maintain the focus on achieving group goals, people would not be able to receive from others what they need in personal and emotional interactions; did not feel the necessary degree of order and common goals. Without a unified system of values, organizations could not function stably and achieve success. Therefore, values are the core of the corporate culture of the organization, the culture of communication and interaction in it [Chaika G., 2005].

The essence of corporate culture in the company's personnel management system is determined by universal values (justice, freedom, kindness, and others). The following types of values are distinguished as a component of the corporate culture of a higher education institution:

- ethical values (determine what can be bad and good, moral and immoral for an educational institution);
- socio-economic values (describe the business of educational institutions, the general strategic approach to choosing the key advantage of the organization, the structure of costs and rules of economic interaction, acceptable and desired growth rates);
- communicative values (describe the principles of horizontal and vertical communications).

The organization's values are demonstrated through a set of actions and events – corporate rituals. Conventionally, corporate rituals can be divided into rituals of encouragement, rituals of condemnation, and rituals of association.

Persuasion, according to M. Varii, is "an ordered system of views and perceived needs of the individual, which prompts a person to act following his value orientations" [Varii M., 2009]. V. Kubko claims that the shared beliefs of a group and the feeling of belonging to a certain group are defined as corporatism [Kubko V., 2011]. As mentioned earlier, the beliefs of individual employees and the team as a whole are the foundation of the organization's corporate culture. The main sources of beliefs are education, personal experience, social stereotypes, and authorities.

The strategy of forming the corporate culture of a higher education institution unfolds in two ways: internal and external. The external plan is the application of a set of measures aimed at ensuring the institution's competitiveness (achieving profitability and social status). The internal plan is the formation of corporate pedagogical values, high academic culture, norms of pedagogical relations, which ensure a favorable moral and psychological climate, and a creative atmosphere among teachers, which forms personal dignity, and professional pride, and hence ensures the reputation of the institution of higher education [Kubko V., 2011].

Taking into account the structure of corporate culture, its consistent formation or correction should be considered at the following levels: general (visible external facts, or rather the visual basis of the higher education institution); behavioral (general norms, rules of conduct,

communication style in a higher education institution); developing (training, seminars within the organization) and valuable (a system of collectively shared values, symbols, beliefs, patterns of behavior) [Voronkova A., Babyak M., Korenev E., Mazhura I., 2006].

The formation of corporate culture goes through five main stages: development of the mission, the definition of strategy, main goals, and values; research of corporate culture that has already developed; development of organizational measures aimed at the formation, development, or consolidation of desired values and patterns of behavior; purposeful influence on corporate culture to eliminate negative values; assessment of the success of the impact on corporate culture and the introduction of the necessary corrections [Voronkova A., Babyak M., Korenev E., Mazhura I., 2006]. The formation and preservation of corporate values and beliefs among employees of higher education institutions is a multi-component and long-term process that has certain features, namely:

- ensuring the fundamental role of the manager in the institution of higher education;
- the head and his deputies should form a clear structure of beliefs and values and be their first bearers (behavior should correspond to values), taking into account their values and beliefs, as well as the uniqueness and historical conditions of the creation and existence of the institution of higher education;
- adhere to the sequence of stages in the formation of corporate values: diagnosis of existing values, analysis of strategic goals and missions of the higher education institution, analysis and evaluation of the main competencies of scientific and pedagogical workers, creation of a list of possible values, involvement of employees in the discussion, transfer of values to the level of behavior, approval of the final list of values, involvement of all employees in implementation;
- awareness by the manager and employees of the following components: why exactly these values are needed, who will implement them, what ways will be chosen for implementation, when they will be implemented, and exactly how;
 - the use of the mechanism of participation (involvement), which includes the following components: agree on concepts, define and describe the desired and undesirable style of behavior, determine values, highlight basic principles (rules);
 - orientation to people and formulation of corporate values in understandable and acceptable language;
 - application of internal PR: the creation of systematized materials about the educational institution and its corporate culture, including the development of corporate standards, code, etc.;
 - development of a system of incentives and incentives to reduce resistance (related to the employee's sense of belonging to the educational institution);
 - the application of direct and indirect influence on the emotional, volitional and cognitive spheres of employees, as well as the use of the manager's example;
 - influence through external manifestations (behavior, actions) on the internal level (mental);
 - influence first on those employees who are open to the perception of new values;
 - systematic use of rituals (encouragement, condemnation, and association).

Conclusions. Thus, the formation and preservation of corporate values and beliefs among employees of higher education institutions is a multi-component and long-term

process. It is important for the manager to understand that it is quite difficult to form, change or transform the corporate culture, especially of such a mature organization as a higher education institution. Therefore, there is no need to wait for quick results, but the manager should believe in corporate values and implement them in his behavior, emphasize the use of participation and community mechanisms in the formation of values and beliefs, and systematically apply stimulating measures to employees.

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ОСОБЛИВОСТІ ФОРМУВАННЯ КОРПОРАТИВНОЇ КУЛЬТУРИ У ВИЩОМУ НАВЧАЛЬНОМУ ЗАКЛАДІ

У статті проаналізовано особливості формування корпоративної культури працівників у закладі вищої освіти, зокрема, основні її складові, рівні, ознаки, а також стратегію та етапи її формування. Вивчено різні підходи до визначення поняття корпоративної культури у закладах вищої освіти. Розглянуто такі складові внутрішнього рівня корпоративної культури працівників закладів вищої освіти як цінності та переконання. Проаналізовано Етичний кодекс університетської спільноти, ухвалений трудовим колективом Київського національного університету імені Тараса Шевченка та модель корпоративної культури Львівського торговельно-економічного університету, яку розробили О.Колянка та Ю.Миронов. Представлено структуру та зміст Етичного кодексу Київського національного університету імені Тараса Шевченка. Визначено верхній (поверхневий) та глибинний рівень корпоративної культури.

Проаналізовано елементи верхнього рівня (стиль одягу, символи, організаційні церемонії, тощо) та глибинного (цінності та поведінкові норми). Приділено увагу складовим внутрішньої корпоративної культури закладу вищої освіти (корпоративне керівництво, імідж викладача, етикет студентів). Розкрито специфіку таких складових корпоративної культури як цінності (етичні, соціально-економічні, комунікативні) та переконання.

Виокремлено п'ять основних етапів формування корпоративної культури: вироблення місії, визначення стратегії, основних цілей та цінностей; дослідження корпоративної культури, що вже склалася; розробка організаційних заходів, спрямованих на формування, розвиток чи закріплення бажаних цінностей та зразків поведінки; цілеспрямований вплив на корпоративну культуру з метою усунення негативних цінностей.

Визначено можливі шляхи формування цінностей та переконань у працівників вищої школи та розроблено рекомендації щодо збереження корпоративних цінностей та переконань учасниками освітнього процесу в закладі вищої освіти.

Ключові слова: корпоративна культура, заклад вищої освіти, цінності, корпоративні цінності, переконання, корпоративне керівництво, імідж викладача, етикет студентів, етичний кодекс, трудовий колектив.

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CONTENT DOMINANTS OF EDUCATION AS A PROCESS OF PERSONALITY APPROACH TO SPIRITUAL AND MORAL VALUES

The article reveals the content dominants of education as a process of personal ascent to spiritual and moral values; education of a citizen and patriot as a process of forming a harmoniously developed, highly educated, socially active and nationally conscious person endowed with deep public responsibility. The content of the process of education and formation of professional qualities of student youth of higher education institutions of Ukraine in combination with professional knowledge, abilities, and skills is outlined.

The priority of national-patriotic and civic education in Ukraine, which reflects the process of national-ethnic revival of the Ukrainian nation and involves the recognition of national values as determining, is determined. These include: the Ukrainian idea, which embodies the desire for statehood and unity, patriotism and readiness for self-sacrifice in the event of the need to protect the Motherland, a sense of national self-respect and dignity, historical memory, respect for state and national symbols, love for native culture, language, national holidays and traditions, respect for the Constitution of Ukraine and democratically elected government officials, orientation of one's own efforts on the development of the state and the desire to build a just state system, opposition to anti-Ukrainian ideology, desire for the development of the spiritual life of Ukrainians. The essence of civic, patriotic, international, political, moral education is revealed, as they contribute to the formation of universal values, characterizing the social activity of an individual, his citizenship as a complex social and moral phenomenon.

Aspects of formation of professional value orientations of future teachers are highlighted; teacher's value orientations as a system of personally realized humanistic values. The problem of professional training and education of student youth is outlined as a single process of intellectual development of the personality, covering the entire set of elements of education, education and professional training. Education is revealed as a complex process of influencing a person, his skills and moral essence, interests. Pedagogical conditions are singled out, the need to apply them in a certain sequence will stimulate the process of forming value orientations of future teachers.

Keywords: education, spiritual and moral values, professional and value orientations, national-patriotic education, civic education, national values.

Introduction. The spiritual revival of the Ukrainian people is possible thanks to the preservation of national cultural and historical traditions and the observance of universal values. Also, in society, the state feels an objective need for citizens capable of their perception, preservation and enrichment. The education system is one of the most important factors in achieving this goal, preparing generations to reproduce cultural values. Solving the specified task cannot be ensured only by subject-specific, special training of the future specialist: education will meet the requirements of the present and become full-fledged only if its content is determined by educational goals. So, the general problem of higher education in Ukraine is to find the most effective ways, methods and technologies of educating student youth, preparing them for various spheres of social life, for the production sphere. One of the components of this problem is the definition of a new mission of a modern teacher.

The formation of the civic position of an individual, his national self-awareness, value consciousness, concern for social well-being, spiritual, moral and physical health is the general concern of educators, the scientific and pedagogical community, parents, cultural, public organizations, health care institutions, i.e. everyone, who is not indifferent to the future of the young generation. But a special role belongs to the teacher. It is from his spiritual and moral qualities, professionalism, life optimism, high culture, and intelligence that the formation of the image of an ideal person among student youth depends. Therefore, higher education institutions now face an extremely responsible task of educating a teacher – a teacher, an educator, a college, university lecturer, who is called to carry out the process of human formation, spirituality, morality, and not only to be a kind of "technologist" of pedagogical work.

Analysis of recent research and publications. The modern ideology of education has found its conceptual and legal reflection in the Law of Ukraine "On Higher

Education" and a number of long-term program documents: the National Doctrine of the Development of Education of Ukraine in the 21st Century, Strategies for Reforming Education in Ukraine / Recommendations for Educational Policy (2013); State program "Patriotic education of citizens of Ukraine" (2006); State national program "Education" ("Ukraine of the 21st century"); Concepts of national and patriotic education of youth. The above-mentioned documents refer to the need to raise the status of education, to overcome phenomena threatening the nation's health. Education of a citizen, a patriot, a physically and spiritually developed person, a professional is possible only in a holistic pedagogical process.

V. Alfimov, I. Beh, A. Boyko, H. Vasyanovych, L. Vakhovsky, V. Hrynyova, M. Yevtukh, E. Zelenov, I. Zyazyun, V. Kuz, V. Lozova, N. Nychkalo, H. Trotsko, G. Shevchenko rightly emphasize that the role of a teacher today is to promote the spiritual ascension of a student, their comprehensive development, self-improvement and creative self-realization.

A. Alekseyuk, Sh. Amonashvili, Yu. Babanskyi, V. Bespalko, O. Vishnevskiy, I. Zyazyun, A. Makarenko, V. Sukhomlynskyi carried out the substantiation of the humanistic, human-centered approach to education.

The conceptual principles of national education are highlighted in the works of M. Yevtukh, P. Ignatenko, V. Kuzya, O. Lyubar, Yu. Rudenko, M. Stelmakhovich, O. Sukhomlynska, and others.

The psychological and pedagogical characteristics of student age are presented in the studies of V. Avdeev, B. Ananiev, T. Bazarov, M. Holovaty, V. Lisovsky, A. Markova, O. Orlov, V. Pavlovsky, A. Petrovsky, T. Tytarenko, N. Chepeleva and others, socialization of student youth – V. Kuril, N. Maksimovskaya, A. Ryzhanova, S. Savchenko, O. Sevastyanova, S. Shashenko and others.

The researchers represented a certain experience of studying and implementing pedagogical technologies in the educational process of higher education institutions. Thus, scientific developments regarding the improvement of

personality education technologies are highlighted in the works of I. Bekh, M. Yevtukh, L. Kondrashova, V. Lozova, V. Miroshnichenko, M. Roganova, O. Sokolov, R. Sopivnyk, T. Sushchenko, H. Trotsko, G. Shevchenko.

General theoretical issues of the organization of the educational process in institutions of higher education were studied by N. Basov, E. Belozertsev, L. Bodenko, and others; the works of O. Dubaseniuk, H. Trotsko, Zh. Petrochko, and O. Stolyarenko are devoted to the analysis of the teacher's educational activity; theoretical foundations of education and methods of educational work are highlighted in the scientific studies of M. Stelmakhovich, V. Sukhomlynskyi, and N. Shchurkova; pedagogical conditions for the organization of extracurricular educational work in institutions of higher education were studied by O. Vynoslavska, T. Kurylenko, I. Smimov, T. Stepura; the activity of the curator of the academic group is highlighted in the works of V. Bazilevich, N. Kosarev, S. Romanov, and L. Filinska; S. Sysoeva, I. Sokolova.

It should be noted that researchers thoroughly analyze the content, forms and methods of education of students – future teachers. Various aspects and content of educational work are being studied in accordance with today's requirements, but so far in pedagogical science, the problem of educational work in institutions of higher education as a whole system remains unsolved. Nowadays, there is a great need for a bright personality of a future teacher who, in addition to mastering his teaching subject, creatively and effectively implements the achievements of human sciences, taking into account the laws of its development, implements new pedagogical technologies, polishes the art of communication, is a translator of national cultural-historical traditions and spiritual values. Today, a teacher is called upon to be a bearer of the latest human values accumulated by culture, must thoroughly know the national, cultural, historical traditions of the people, be a true patriot and citizen of his country, because he must educate a creative, comprehensively developed and competent personality. Therefore, the main task of higher education institutions is the formation of a teacher-educator, a subject of professional activity, who is able to creatively solve the problems of the pedagogical process, who would be aware, able and willing to contribute to the formation of the child's personality. And for this, within the walls of the institution of higher education, he must become an educated person himself – a Person of Culture.

The purpose of the article is to reveal the content dominants of the system of educational work of the institution of higher education as a process of personal ascent to spiritual and moral values.

Presentation of main positions. The ideal of education at the present stage is a highly educated, professionally competent, comprehensively developed individual who is endowed with a deep national consciousness and statesmanship responsibility, intellectual-creative, spiritual-moral and aesthetic, family and patriotic feelings, hard work, cleverness, ingenuity and initiative.

The harmonious unity of the mentioned worldview qualities of a person indicates a high degree of formation of a scientific worldview in him.

At the state level, the following strategic tasks regarding the education of a young person are determined: training a specialist of the new generation, creating a professional personality, which harmoniously combines competence, spirituality, qualities of a public, public and cultural figure;

formation of skills to master the heritage of modern national and world cultures, art, and science; create your own original approaches, forms, methods, methods of organizing educational, educational and research work; the ability to refute theories, ideas, positions with arguments, to prove one's own opinion; development of independence, initiative, ability to competently solve problems of a psychological, cognitive and practical nature in future professional activity; formation of communicative skills and abilities, the ability to constructively interact with other people; development of the skills of self-knowledge, self-analysis, self-improvement.

It is worth noting that each institution of higher education, determining the content dominants of educational work, sets before itself specific tasks related to the personal development of student youth – future professionals.

Determining the theoretical and pedagogical starting positions for the formation of educational systems of educational institutions, we consider it appropriate to state the importance of the following guidelines: preserving the integrity of the educational process, increasing the educational nature of learning and the educational nature of education; the goal of education is the ideal of an individual who is able to make decisions in situations of moral choice and to be responsible for them; the main thing in education is the creation of conditions for the self-development of a person as a subject of activity, as a personality and individuality; creation of humanistic educational systems; strengthening the humanitarian orientation of all academic disciplines; orientation of youth to eternal absolute values under the conditions of formation of an educational space in a small society; increasing the professionalism of teachers-educators, involving teachers, psychologists, doctors, psychological and correctional services for a comprehensive study of the young generation and the development of individual options for their education and development.

Such guidelines determine the possibility of consistent humanization of the educational process. Despite the importance of each specific profession that a person receives, Y. Hrynyova notes, it is fundamentally important to be an individual, who has reached a high level of general and professional culture, has a broad worldview, comprehensive interests, is able to understand other people, correlate their desires and intentions with their aspirations and plans, proving it by one's own actions and attitude towards them [Grynyova, 2001].

These qualities are especially necessary for representatives of socio-pedagogical professions, that is, for those who deal with people, professionally oriented to interaction with other people.

It is worth stating that V. Vernadsky created a humanistically oriented concept of higher education. In his opinion, "a properly organized higher school is the way to an educated people – the basis for the broad and peaceful development of humanity." The researcher believed that the energy of studentship should be directed "to the cultural elevation of the individual and the people", to the mastery and enrichment of universal and national cultural values, the formation of a new worldview, the understanding of the moral unity of man, humanity and the universe. V. Vernadsky raises the meaning of higher education to the level of a global and planetary purpose [Stepina, 2008].

Higher education is a powerful factor in spiritual development. V. Vernadsky dreamed of creating a

"universal system of education", new forms of human community – "an organization of people who are learning". According to the scientist, a person as a person is a planetary, natural phenomenon, a unit of measurement of the noosphere. The whole present is contained in a person, and the individual is a part of the cosmic totality – the future of a person. The unity of humanity is conditioned by its oneness. It is important for an individual to develop his feelings as an expression of spirituality [Butkivska, 1997].

Therefore, in the process of organizing students' life activities, the cultural-educational-educational space needs a system of meaningful dominants that orient teachers to the development of the education of a student – a future teacher.

We should note that the system of main content dominants, in our opinion, should include the education of the future teacher, first of all, as a citizen, patriot; professional-intellectual; spiritual personality; a highly moral person. Raising a citizen and patriot is the formation of a harmoniously developed, highly educated, socially active and nationally conscious person, endowed with deep social responsibility, healthy intellectual, creative and spiritual qualities, family and patriotic feelings, hard work, resourcefulness and initiative [Ponomaryova, 2014].

Thus, the normative-legal document that regulates the national-patriotic education of student youth in Ukraine and emphasizes the awareness of its most important role at the current stage of society's development is the Concept of National-Patriotic Education of Youth [Concept, 2015]. It emphasizes the affirmation of patriotism and national self-awareness of youth, the deepening of the process of forming the foundations of a humanistic worldview; prioritization of high moral, cultural, national and universal values, which will contribute to strengthening the spiritual and moral unity of society; formation of characteristic traits of a patriot in young people: active support and development of Ukrainian statehood, compliance with the Constitution of Ukraine; careful attitude to national wealth, native nature, readiness to protect the Motherland, respect for historical memory, love for native culture, language, national holidays and traditions, preservation and strengthening of one's own health; increasing the interest of young people in public service and service in the Armed Forces of Ukraine, their readiness to protect the state, preserve and respect national memory; preservation of stability in society, social and economic development of the country, strengthening of its defense capability and security; creation of an effective educational system of national-patriotic education of youth; consolidation of the efforts of public institutions in the field of education of the young generation.

The priority of national-patriotic and civic education in Ukraine, in our opinion, is determined by three main factors: the declaration of Ukraine as an independent state; building a democratic society; integration of Ukraine into the European and world society.

In Ukraine, national-patriotic and civic education reflects the process of national-ethnic revival of the Ukrainian nation and involves the recognition of national values as defining. These include: the Ukrainian idea, which embodies the desire for statehood and unity, patriotism and readiness for self-sacrifice in the event of the need to protect the Motherland, a sense of national self-respect and dignity, historical memory, respect for state and national symbols, love for native culture, language, national holidays and traditions, respect for the Constitution of Ukraine and for democratically elected officials in power, orientation of one's

own efforts on the development of the state and the desire to build a fair state system, countering anti-Ukrainian ideology, striving for the development of the spiritual life of Ukrainians [Babakina, 2008].

Among the main components of civic education, citizenship is singled out, which is defined as a moral position embodied in a person's sense of duty and responsibility to the civic collective to which he belongs (the state, family, professional or other community), in the readiness to defend and protect against any -any encroachments on his rights and interests.

The feeling of citizenship arises from a person's self-awareness of himself as an individual, as an independent, individual member of society, who has certain rights and obligations enshrined in legislation, takes an active part in the adoption and implementation of state decisions, and is guided in everyday life by certain moral norms and values [Bakirov, 1988].

All of the above can be understood from the perspective of defining the essence of citizenship, when the latter is understood as: awareness of oneself as a citizen of the universe; clear understanding of planetary processes and global problems; awareness of the connection between the noosphere and the vital activities of human societies; feeling of involvement in natural phenomena; formation of personal responsibility for the noosphere as an environment and product of human life; awareness of oneself as a subject that creates the noosphere [Panina, 2001].

Among other things, citizenship is a personal quality that characterizes a person as a representative of a civilized society, it is social optimism, the ability to value the Motherland's shrines as personal, understanding the meaning of life, harmonious unity of the social and personal, intellectual and spiritual wealth, an active attitude towards good and evil, dignity, a sense of honor and duty, a conscious and deeply accepted civic position.

Citizenship is closely related to patriotic, international, political, and moral education, as it belongs to universal human values, characterizing the social activity of an individual, that is, citizenship as a complex socio-moral phenomenon manifests itself at different levels: the development of political consciousness and culture; assimilation of a set of legal knowledge and responsibilities; personal assignment of civic values; inclusion of the individual in the system of responsible dependence and moral choice in the conditions of social practice and personal relations.

The implementation of the entire set of presented pedagogical ideas in practice is impossible without the identification and deep understanding of new trends that are born in the process of forming a democratic society, since the problem of educating a modern citizen and developing his civic qualities is directly related to the modern social situation.

According to O. Babakina, the successful formation of citizenship as a basic social attitude and the orientation of the individual towards the state as a value presupposes a certain balance between identification with society and isolation in it. That is why it is very important that every individual identifies with his state as a whole. Such an orientation contributes to the fact that other value concepts are directly united around it, creating a single system [Babakina, 2008].

Revealing the essence and content of citizenship, we used the organic relationship of this phenomenon with the most important professional qualities of the future teacher, with his national self-awareness, which is directly related to the basic principles of state development [Babakina, 2008].

The next dominant aspect of education as a process of human creation in institutions of higher education is the formation of a student as a professional-intellectual.

Professional training and education is a single process. Education, in our opinion, is a complex process of influencing a person, his skill and moral essence, interests. It promotes intellectual development, covers the entire set of elements of education, upbringing and professional training.

The contradiction between universalism and specialization as global vectors of development of the social institution of higher education determines the dynamics of educational and professional motivations, orientations and attitudes of young people. Therefore, a fundamentally new approach to the mutual influence of upbringing processes and educational processes in the field of higher education is being developed today. He puts at the center of the problem the personality of the teacher with his constant desire for self-knowledge, self-development with the aim of consciously choosing an individual life strategy and lifestyle, determined by the choice of the future profession of a teacher. After all, the market requires the formation of a new type of personality of a teacher, a competent teacher, a highly qualified, competitive, professional specialist. Accordingly, the task and ultimate goal of education at the current stage of society's development in education consists in forming the personality of a specialist, a subject of professional activity with developed feelings of decency, justice and self-worth.

The formation of professional qualities in combination with professional knowledge, abilities, and skills is a meaningful aspect of the process of educating students in institutions of higher education.

The future teacher is not only a subject of culture, but also its object, which is both its product and its creator. A university student first of all masters the general and professional culture, formed cultural ideas and values, and only then begins creative activity, transformation of the surrounding world, enrichment and multiplication of the cultural achievements of his people.

Therefore, the education of a student – a future professional teacher should be focused on the development of: pedagogical self-awareness; deep interest and love for children and the chosen profession; professional erudition and competence; awareness of professional interest and responsibility, abilities to set, creatively and effectively solve professional tasks in the field of pedagogical activity.

The main thing that determines the content and character of a person's relations with the outside world is his value orientations and ideals. If professional values and ideals fall into the sphere of personally significant orientations of the future teacher, he correlates his actions with them, "calculating" the possible consequences, predicting the possible result.

Emotional intelligence, sophistication of feelings, depth and fullness of experiences experienced by a student – a future teacher, fill his relations with the world with special spirituality, humanity, and soul warmth. In this case, many important personal qualities, including care, mercy, empathy, nobility, sincerity, love, respect for another

person, intelligence, are mandatory features of the style of professional activity of future teachers.

Without diminishing the importance of a teacher's fundamental knowledge, we consider it necessary to emphasize the fact that the basis of the teaching profession is his attitude to the world and himself, intelligence, a measure of spiritual wealth, a focus on creating beauty and goodness, on being useful to society, on the ability to subtly feel and understand the world.

In the process of acquiring a system of professional knowledge, the future specialist of the pedagogical profile must understand that knowledge is important and valuable only in its "humanized form", that is, the highest value is the person himself, his spiritual world, uniqueness and inimitability.

The teacher is constantly in a situation of moral, aesthetic, worldview evaluation of events, setting appropriate tasks, finding and making decisions and their implementation. The content of his life activity is determined by the individual's focus on understanding, learning and actualizing universal human values [Ponomaryova. 2014].

In our opinion, the totality of material and spiritual values, created by the teacher himself, is the essence of his professional culture, the main goal of which is to ensure that every child has a spiritual and moral core, which should awaken him to a spiritual life not by violence, but with love, not by intimidation, but by a living example. The bearer of morality is the teacher, his personality, way of thinking, appearance, ability to love and create, which constitutes his professional culture.

The education of a student as a professional-intellectual is closely related to the structure and most important components of his professional pedagogical activity and takes into account the personal qualities, practical skills and skills necessary for its implementation – design, adaptation, organizational, motivational, communicative, cognitive, as well as control and self control. Considering this, applied skills and abilities, active and practical manifestations of the student's personality, which reflect his attitude to the realities of professional activity and his existence, are extremely important.

Therefore, the education of a student as a professional should be based on the formation of his creative personality, that is, focus on the development of: methodological, research culture; creative, research skills and abilities; inclinations to both individual and collective creativity in the field of pedagogical activity; the ability to creatively and systematically apply knowledge in solving professional theoretical and practical tasks, which make up her pedagogical mastery [Tkachova. 2004].

Among the significant qualities that are of particular importance for the future professional activity of a teacher, the professional ones stand out: duty, honor, pride and morality.

The sense of professional duty is based on the belief in the vital need to reconcile personal desires with social duty. It involves using all the possibilities of the profession to build and strengthen the power of the Motherland. Therefore, the professional duty of a student – a future teacher can be considered as an aspiration to fully master the knowledge, abilities and skills of the chosen specialty, to adhere to professional discipline, to become a true master of one's craft, to preserve professional traditions, and to expand professional ties. In other words, the presence of a sense of professional duty is a guarantee

and an indispensable condition for a high level of professionalism of a person.

Professional honor. This is a moral category that reflects the dignity and authority of a person who performs a certain activity, and the moral merits associated with this activity. It requires the employee to maintain the reputation of his profession, to protect the interests of the collective to which he belongs. Achievements and successes of individual people of each profession form professional authority. This is how the social significance and value of a certain type of activity gradually increases, professional honor is formed. While studying at a higher education institution, students should learn to truly appreciate their chosen profession – the profession of a teacher, realize its social importance, increase its good reputation and protect its honor.

Professional ethics are understood as moral principles related to a person's behavior in the field of his professional activity. Future teachers must realize that they themselves are responsible for their actions, that their every step will be morally evaluated. Only under this condition will they be ready to work in the student team [Solovyova, 2004].

Education should create prerequisites for maintaining a specialist's health, forming in him the experience of organizing a healthy lifestyle, involving him in recreational activities that ensure recovery and balance of physical and mental strength. The years of studentship, familiarity with the way of life of their teachers should arm the future specialist with necessary and very valuable experience, teach him how to behave in situations of emotional and physical overload during professional activity, how to restore his strength after them, etc. [Ponomaryova. 2014].

The five-year distance of the movement of the future specialist from the first year to the fifth clearly illustrates the colossal evolution of his consciousness, when the formation of a complete personality is really completed, when a spiritually rich, intelligent specialist, who has mastered a significant layer of universal and professional knowledge, enters independent life and professional activity culture, formed a stable moral and aesthetic position regarding the surrounding reality, has his own system of views on the world and consciously implements them, establishing himself as the creator of his own destiny.

In the analysis of the professional education of the future specialist, one can deny or downplay the importance of fundamental knowledge, the mastery of professional subjects, but it should be noted that almost all great figures of the past, thinkers and teachers emphasize the fact that there is something more important and essential, which constitutes the actual "core" personality of a specialist, expresses his special attitude to the world, people and himself – his intelligence.

Thus, V. Kremen pays special attention to the problems of the formation of the national intelligentsia. Of course, modern innovative approaches to the understanding of the new realities of social existence force a critical attitude to old methods of work, dogmatism, superstitions, primitivism, outmoded ideas and past values, snobbery in relation to an ordinary person without "status". However, there are things that remain forever in the life of a people, without which it cannot exist – morality, history, culture, language, spirituality. The intelligentsia was and is the creator and bearer of this wealth" [Kavalerov, 2001].

However, education does not guarantee intelligence: you cannot confuse education with intelligence.

Enlightenment lives on the old meaning, intelligence – on the creation of the new and awareness of the old as new. Intelligence, combined with social activity, is a form of external manifestation of the inner essence of a specialist, a manifestation of his professional upbringing. At the same time, the level of knowledge is not of fundamental importance for determining the level of a person's intelligence: intelligence is manifested not only in knowledge, but also in the ability to understand another person. To sympathize with another person, to understand his state of mind, to selflessly help, to participate in his fate – these are the features of a truly intelligent personality, which are manifested in many small things. Intelligence is the ability to understand, to perceive, it is a tolerant attitude to the world and to people [Klymova, 2006].

The education of a student as an intelligent personality is oriented towards the development of: a high culture of communication and behavior; high level of erudition; aesthetic, artistic culture; systematic and critical thinking; progressive views and beliefs; tolerance and respectful attitude towards people of other nationalities and other views and beliefs; ability to preserve the best features and traditions of the Ukrainian people.

An indicator of an intelligent personality is the development of its intellectual culture, a high level of erudition.

Intellectual culture is a set of formal-logical, linguistic, content-methodological and ethical knowledge, abilities and skills that are manifested in the intellectual activity of a person. The processes of personality education, creative and professional achievements depend on this culture.

The intellectual culture of the future teacher, as defined by I. Tikhomirova, includes: the ability to determine the goals of cognitive activity, plan it, perform cognitive operations, work with information sources, office equipment, engage in self-education, etc. The structure of this component of general personality culture includes general and special learning skills, as well as such intellectual qualities as mobility, flexibility, depth, breadth, logic, clarity, activity, independence of mind. Intellectual culture shows interest in working with books and new information technologies; developed mental powers, thinking, the ability to self-regulate intellectual activity.

Indicators of the effectiveness of the development of the intellectual culture of the future teacher are the level of development of cognitive motives; knowledge about methods of cognition; effectiveness of knowledge (focus on practical use); the level of development of cognitive processes (perception, attention, memory, imagination); the level of mastery of technologies of intellectual activity; productivity of intellectual activity; the state of neuropsychological health and comfort of the student; aesthetic execution and design of the work [Teacher. 2003].

It should be noted that for purposeful development of students – future teachers of intellectual culture in the educational process, special conditions must be created, since its development is influenced by many factors, in particular: a critical attitude towards oneself, creative activity in knowledge and self-knowledge, reflection (value orientations of self-creation); satisfaction of one's interests taking into account self-knowledge, individual capabilities, abilities, conscious development of one's individuality, self-actualization; involvement in pedagogical activity, when an individual's active attitude towards his own professional training is revealed; scientific approach to solving the most important problems of self-education.

Practice shows that the effectiveness of the formation of intellectual culture among students depends on the high level of professional and pedagogical skill of teachers of higher education institutions; methodical support of the process of educational and cognitive activity of students and creation of favorable conditions for the fruitful work of student youth; qualitative and systematic control of educational and cognitive activities.

Therefore, important factors in the formation of the image of the future teacher-intellectual are his perception of values, ideals, social and professional standards and regulations, as well as the formed worldview, erudition developed on this basis by general human and professional beliefs, ideas about what is proper, style and depth of thinking, experience of perception and evaluation of the surrounding world and oneself in it – all that together creates the main component of his professional education.

A person's intelligence is also characterized by the level of his aesthetic development. The developed aesthetic culture of the future teacher contributes to the ability to single out the beautiful in life and art and evaluate it from the standpoint of aesthetic knowledge, perceive and understand it in nature, works of art, it helps to form aesthetic tastes, develops abilities in the field of art.

Involvement of students in aesthetic activity allows to fruitfully solve such tasks of aesthetic development of the future teacher as the formation of aesthetic tastes, feelings, needs, knowledge, ideals; development of artistic and aesthetic skills, creative abilities; education of aesthetic culture as a manifestation of individual intelligence.

The dominant aesthetic aspect of students' education helps them to realize that art as a form of social consciousness satisfies human needs in perceiving the surrounding reality in various forms of human sensibility.

Aesthetic education of students is a complex problem, it cannot be solved in isolation. It is closely related to the socio-economic and intellectual development of the country and is realized by a complex of means. As one of the most important elements of the education system, aesthetic education is closely related to moral and other types of education, the formation of kindness, humanism, citizenship, etc.

Students' mastery of the components of aesthetic education (aesthetic perception, aesthetic taste, aesthetic attitude, aesthetic assessment) helps to increase their professional qualification level, the formation of a scientific outlook, spiritual needs, ensuring the activity of aesthetic perception, creative imagination, emotional experience, aesthetic thinking.

Practice proves that the system of aesthetic education of students is built taking into account the reflection of questions of beauty that have developed in the multi-subject structure of higher education programs. Pedagogical disciplines studied by students have powerful educational opportunities, because they contribute to the formation of aesthetic thinking, culture, perception, the development of aesthetic tastes in student youth, the development of the desire to enrich one's life with elements of beauty, to oppose everything ugly, low.

Art education as an important element of this system is a purposeful process of forming in students the ability to perceive, feel, experience, love, appreciate art, enjoy it and create artistic values.

The system of artistic and aesthetic education of students is implemented in the educational process, which

is carried out mainly in lectures, practical classes, in extracurricular time. Organization of excursions to museums, hikes in nature, historical places, acquaintance with cultural monuments, masterpieces of world and national painting, music, with various types of arts contributes to the formation of students through emotional experiences of high aesthetic feelings, taste. In addition, the organization of clubs, studios, amateur artistic groups, ensembles and student theaters helps to educate students in an aesthetic attitude to reality and art.

Therefore, the intelligence of a teacher is a professionally necessary, integral quality, since a specialist often deals with a special subject of his professional activity – with a person.

The education of the future teacher as a spiritual person means the formation of such personal qualities in him: love for people, tolerance, empathy, understanding of the value and uniqueness of each person, the importance of the state, its culture, traditions, the inviolability of human life, law, and culture. After all, as Academician I. Bech notes, the main goal of modern education is the education of a spiritually mature personality, in whom the concepts of good, conscience, and duty have acquired steadfastness and become their own value guidelines [Bech, 2003].

In the practical activity of a teacher, spirituality is expressed in the realization of relevant values. The system-forming factor of the spirituality of the future teacher, educator is the process of self-realization of the individual, which involves his readiness and ability to master, perceive and spread spiritual values as a human-creating and spiritual-creating educational process.

From the standpoint of the new sociocultural paradigm, the personality of the teacher in the information society is considered as an active subject capable of creating a new space of life, the spiritual world of science, religion, culture, and moral norms. However, a modern teacher, even in a developed information society, remains a living interlocutor, a mentor with whom interaction is carried out, forming a new person, based on warmth, a sense of care and responsibility. After all, the profession of a teacher remains even today a key to the success of the young generation, which is objectively in relationship with spiritual values.

Spiritual values in pedagogical activity can be conditionally divided into two main groups:

- 1) related to professional activity;
- 2) of a general civil character.

With this in mind, we have highlighted several basic characteristics of a teacher's personality. The first group includes: pedagogical duty, honor, dignity, responsibility, diligence, discipline, professional skill, inclination to pedagogical traditions, etc. To the second – patriotism, citizenship, humanism, duty, responsibility, intelligence, conscience, concern for raising children, etc.

Values are spiritual phenomena that have a personal meaning and are guidelines for human behavior, formation and development of life and professional attitudes of teachers. Pedagogical values differ according to the level of their existence, which can become the basis of their classification. On this basis, personal, group and socio-pedagogical values are distinguished.

B. Dolynsky recognizes the value "I" as a system of value orientations, which contains not only cognitive, but also emotional and volitional components, which play the role of an internal orientation of the individual. In it, he proves, both socio-pedagogical and professional-group

values are assimilated, which is the basis of the individual-personal system of pedagogical values. This system contains values related to the individual's affirmation of his role in the social and professional environment (the social significance of the teacher's work, the prestige of the pedagogical activity, the recognition of the profession by the closest personal environment, etc.); satisfy the need for communication and expand its circle (communication with children, colleagues, reference people, experiencing children's love and affection, sharing spiritual values, etc.); focus on the self-development of creative individuality (opportunities for the development of professional and creative abilities, involvement in world culture, occupation of a favorite subject, constant self-improvement, etc.); allow self-realization (creative, variable nature of a teacher's work, romanticism and excitement of the teaching profession, the possibility of helping socially disadvantaged children, etc.); provide an opportunity to satisfy pragmatic needs (the possibility of receiving a guaranteed civil service, salary and duration of vacation, career advancement, etc.).

It should be remembered that the moral example of the teacher is of the greatest importance for the spiritual formation of the student's personality in the course of assimilation of the content of spiritual values. In modern, constantly changing society, the system of spiritual values and value orientations are designed to preserve the stability of the teacher's inner world, and through him, his pupils.

Only a creative teacher, humanist, and professional can educate a young person. His task is to direct his potential to help pupils, to make personal discoveries in the spiritual and moral sphere as his own property, to try to determine his prospects, his place in life, to think about what a person is, in what relationships he is with the environment the world, what is the meaning of its existence, what should it be.

Therefore, the spiritually developed personality of the future teacher is a humanized personality, humanity and intelligence are the essence of morality, which combines love for people, tolerance, empathy, understanding the value and uniqueness of each person, state, its culture, traditions, and the inviolability of human life.

A spiritually developed person is a life-creating person who thinks differently, is constantly developing, not satisfied with the achieved result, with a developed sense of the new, a desire to be a creator. Her contribution to general human culture by obtaining the profession of a teacher is significant and indisputable.

In conclusion, we note that the enrichment of the spirituality of the individual involves the mastery of moral qualities. Therefore, the education of a student – a future teacher as a highly moral person is focused on the development of: a high level of moral qualities (honesty, responsibility, obligation, benevolence); moral culture, containing an understanding of highly moral national universal human values; humanistic views, beliefs and worldview.

Therefore, spirituality is related to morality, they are important characteristics of personality. Spirituality in this context is defined as the orientation of a person in accordance with the chosen goals, a valuable characteristic of consciousness. Morality is the result of action, a set of general principles and norms of behavior of people in relation to each other and society. In combination, they are the basis of the inner world of the

individual, since spirituality is the vector of its movement (self-education, self-education, self-development).

Spirituality and morality exist in inseparable unity, but if they have contradictions, the destruction and even disintegration of the personality begins. The connection between morality and spirituality is the only guarantee of its truth and strength. It is obvious that ethical culture, which is the basis of a person's spirituality and morality, should be characteristic of every teacher.

In Ukraine, extremely high requirements have been placed on the moral essence of a person, his decency, honesty, conscientiousness, truthfulness, justice, diligence, dignity, honor, keeping one's word, fidelity (civil, social and marital); her attitude towards other people – respect for elders, her kind, tact, tolerance, maintaining humane relations, hospitality; respect, love for free labor, honoring it, respect for bread, devotion to the native land. These ideas, ideals, views, norms of behavior, enriched by thousands of years of experience of the wisdom of the people, carry a powerful moral potential that serves the successful assimilation of universal human values by future teachers.

Absolutely eternal values are universal values that have universal meaning and an unlimited scope of application (goodness, truth, love, honesty, dignity, beauty, wisdom, justice).

National values are significant for one people, but they are not always shared by others. For example, the feeling of nationalism is understandable and close only to enslaved peoples and alien to those who have never lost their independence. Such values include patriotism, a sense of national dignity, historical memory, etc.

Civic values are based on the recognition of the dignity of people and find their application in democratic societies. These are human rights and freedoms, obligations to other people, ideas of social harmony, respect for the law, etc.

Family values include the moral foundations of family life, generational relationships, laws of marital fidelity, care for children, memory of ancestors, etc.

The values of personal life are important primarily for the person himself, determine his character traits, behavior, economic success, private life style, etc.

A significant place in the formation of a person's morality is occupied by family and domestic culture, in which the norms of family relations, education of respectful attitude towards parents, women-mothers, grandfathers, grandmothers and others are most fully established. The content of the formation of family and household culture contributes to the preservation of the native language, traditions, history, genealogy, ensuring the spiritual unity of generations, the continuity of the past, present and future of the nation, society in general.

Thus, it is the sphere of content dominants such as patriotism, citizenship, professionalism, intelligence, spirituality and morality of future teachers that is in the focus of attention when it comes to the essence of professional education. Professional education appears as a holistic process of forming a student's personality, his motivational and moral sphere, fundamental knowledge, and spiritual culture.

The potential of a teacher as an individual provides the opportunity and ability to live an internally rich life, to effectively interact with the environment, to be productive, to influence effectively, to develop successfully. In addition, a teacher's potential determines health – mental, spiritual, personal and psychological, meaningful life (interests and incentives to live, meaning of life, favorite work); intelligence

is general and emotional. But for a teacher, one or another combination of these internal components is of particular importance, as it determines such external indicators as the manifestation of culture and freedom, voluntary responsibility, demonstration of life strategy and value orientations, vision of perspectives necessary for the spiritual education of the younger generation. A distinctive feature of the future teacher can also be considered his readiness for innovative influence on the new generation. A modern teacher is a comprehensively erudite, spiritually developed individual. He has perfect professional knowledge, is intelligent, has deep social ideas, developed aesthetic feelings, high moral qualities, respects his national heritage and world achievements of humanity. All this is possible only under the conditions of increasing the significance of the general cultural component of higher pedagogical education and creating an appropriate system of educational work filled with value-meaningful high moral spiritual content in accordance with the defined content dominants.

Conclusions. The analysis of scientific sources on the problem made it possible to identify three main directions of consideration of the problem of values and value orientations, namely: philosophical – consideration of the essence of value orientations through the category "value"; psychological and pedagogical – through the analysis of the mechanism of formation of value orientations and their influence on personality development; sociological – through consideration of the system of social connections and dependencies that determine the process of formation of social value orientations.

The teacher's professional and value orientations are defined as a system of stable personal attitudes towards pedagogical work, which are formed on the basis of perceived pedagogical values and are embodied in professional activity, determining its content and ways of achieving professional goals. The concept of "professional and value orientations" reflects the professional aspect, and therefore the personal characteristics of the future teacher, which are important for the effective implementation of the professional role.

The formed professional value orientations of the teacher are one of the most important elements of successful professional activity, as they: stimulate his professional and personal development, activating the internal mechanisms of the individual (needs, interests, motives, attitudes, attitudes); play a strategic role in behavior and activity, determine directions of professional activity; adjust the student's activity with the help of assessments, orientations and attitudes, ensuring the relationship of personal and subject aspects of activity based on personal orientation.

The content of the teacher's professional value orientations includes: values-goals related to the attitude to the profession – the motivational sphere of activity; values-knowledge that determine the theoretical content of activity; values-skills – practical component of activity; values-qualities – determine the emotional component of activity.

Pedagogical conditions are singled out, the need to apply them in a certain sequence will stimulate the process of formation and assignment of value orientations by future teachers:

- organization and stimulation of students' reflexive activities to focus on professional values;
- development and implementation in the process of teaching social and humanitarian disciplines of a special course of knowledge that informs about professional values

and at the same time is based on the basic concepts of pedagogical science;

- use of dialogue technologies during the formation of value orientations.

Prospects for further research. Aspects related to the preparation of teachers of humanitarian disciplines for the formation of professional value orientations of students, taking into account the peculiarities of the process of formation of professional value pedagogical practices of students of higher education institutions in the process of formation of professional value orientations require further research.

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ЗМІСТОВІ ДОМІНАНТИ ВИХОВАННЯ ЯК ПРОЦЕСУ СХОДЖЕННЯ ОСОБИСТОСТІ ДО ДУХОВНО-МОРАЛЬНИХ ЦІННОСТЕЙ

У статті розкрито змістові домінанти виховання як процесу сходження особистості до духовно-моральних цінностей; виховання громадянина й патріота як процес формування гармонійно розвинутої, високоосвіченої, соціально активної та національно свідомої людини, наділеної глибокою громадською відповідальністю. Окреслено зміст процесу виховання та формування професійних якостей студентської молоді закладів вищої освіти України у поєднанні з фаховими знаннями, вміннями, навичками.

Визначено пріоритетність національно-патріотичного та громадянського виховання в Україні, що віддзеркалюють процес національно-етнічного відродження української нації та передбачають визнання національних цінностей як визначальних. До них належать: українська ідея, що втілює прагнення до державності та соборності, патріотизм і готовність до самопожертви у випадку потреби захисту Батьківщини, почуття національної самопошани й гідності, історична пам'ять, пошана до державних і національних символів, любов до рідної культури, мови, національних свят і традицій, повага до Конституції України і до демократично обраних владних чиновників, орієнтація власних зусиль на розбудову держави та прагнення побудувати справедливий державний устрій, протидія антиукраїнській ідеології, прагнення до розвитку духовного життя українців. Розкрито сутність громадянського, патріотичного, інтернаціонального, політичного, морального виховання, оскільки вони сприяють формуванню загальнолюдських цінностей, характеризуючи соціальну активність індивіда, його громадянськість як складний соціально-моральний феномен.

Висвітлюються аспекти формування професійно-ціннісних орієнтацій майбутніх педагогів; ціннісні орієнтації педагога як система особистісно усвідомлених гуманістичних цінностей. Окреслено проблему професійної підготовки і виховання студентської молоді як єдиний процес інтелектуального розвитку особистості, що охоплює всю сукупність елементів навчання, виховання і професійної підготовки. Розкрито виховання як складний процес впливу на особистість, її майстерність і моральну сутність, на інтереси.

Виокремлено педагогічні умови, необхідність застосування яких у певній послідовності стимулюватиме процес формування ціннісних орієнтацій майбутніх педагогів.

Ключові слова: виховання, духовно-моральні цінності, професійно-ціннісні орієнтації, національно-патріотичне виховання, громадянське виховання, національні цінності.

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MEANINGFUL LIFE VALUES OF THE PERSONALITY IN IVAN OHIENKO'S VIEWS

The article proves the importance of Ivan Ohienko-Metropolitan Hilarion's views on the meaning of values of the individual. Examples of his instructions regarding good deeds, ideas about truth, respect for family, parents and relatives have been revealed. The position on the value of people's positive attitude towards prominent figures, heroes of the nation has been highlighted. The scientist's vision of the importance of the native language in the life of each individual, awareness of it as a meaningful life value has been described. The views of the scientist on work for the people, respectful attitude towards it and the work of other people, discipline of the soul, recognition of the achievements of others have been revealed.

Keywords: meaningful life values, Ivan Ogienko, love, mercy, goodness, truth, native language, worldview.

Introduction. During recent years, youth migration has become more and more intensive in Ukraine, the reason for which is the search for a place to live permanently with the availability of work, choosing a higher education institution for study, moving to another country to improve the level of material security, etc. Graduates of higher education institutions try to get a job abroad, because they do not find opportunities for self-realization in the labor market in their native country. In such conditions, it is important for young people to correctly define life orientations, so as not to lose their understanding of the essence of meaningful values, focusing on which they can build the structure of their behavior, think through its content for the win-win implementation of life plans. Taking into account the fact that today's young people try to combine a pragmatic approach to ensuring their professional activities with compliance with the spiritual and moral principles of their organization, we recognize that there are values that will help them direct their actions to specific achievements in later life. Unfortunately, in some cases, young men and women are prone to pessimism, loss of hope for something better, and because of this, support from the state is important for them.

The state policy in the sphere of spiritual, moral, national and patriotic education of younger generations is presented in a number of regulatory and legal documents: the Constitution of Ukraine, adopted at the fifth session of the Verkhovna Rada of Ukraine on June 28, 1996; The National Doctrine of Education Development in Ukraine in the 21st Century (2002), the Law of Ukraine "About Higher Education" (2014), Concepts of National Patriotic Education of Children and Youth (2015), "Concepts of the New Ukrainian School" (2016), The Law of Ukraine "About Education" (2017), Concepts for the Development of Pedagogical Education (2018), Strategies for the Development of Higher Education in Ukraine for 2021–2031 (2020), etc. In their texts, there is an orientation of the youth to the meaningful values of their native people, which must be kept in memory throughout life and implemented in actions and deeds.

Based on the above mentioned, we agree with the statement: "In the pedagogical discourse, this indicates the need to actualize the personality, who, through transformed, "humanized" pragmatic values, leads to spiritual growth, builds a hierarchically correct system of meaningful values" [Alokhin M., p. 153].

Nowadays, the problem of values needs to be solved in connection with the growing interest of young people in the quality of life of the country's citizens, the development of human relations, the observance of norms of communication in society, the realization of political ambitions, etc. Many scientific works of scientists and

works of writers are dedicated to it, because orientation to values is in demand in the period of complex economic, political, cultural and other changes in the state.

Relying on the European model of life activity, Ukrainian youth are thinking about the meaning of life, and the issues of meaningful life values are actualized in connection with the transformation of their worldview. It should be noted that they have always been in the center of attention of representatives of various fields of scientific knowledge, in particular philosophers, psychologists, teachers, sociologists, cultural scientists. Among their researchers, we find the name of a prominent Ukrainian scientist, public, religious and political figure Ivan Ohienko-Metropolitan Hilarion, who raised the issue of preserving spiritual values, their importance in the life of every person and their distribution among the native people in his numerous works.

Analysis of recent research and publications.

Ukrainian scientists, including O. Vishnevskiy, K. Zhurba, V. Kyrychok, T. Potapchuk, A. Semenova, R. Soychuk, A. Solodka, Yu. Stezhko, L. Khoruza, N. Tymchenko, I. Ulyanova, K. Chorna, I. Shkilna, I. Yashchuk and others devoted their work to the formation of meaningful values of the individual. Foreign authors, such as J. Christo, J. Krishnamurthy, T. Liskona, K. Park, R. Polutysyan, R. Sternberg, R. Williams, J. Foust, paid attention to this problem in their research.

The purpose of the article is to reveal the meaning of Ivan Ohienko's views on the meaningful life values of the individual in order to take them into account in the process of his self-improvement, life creativity. According to the purpose we define such tasks: to analyze the meaningful values of the individual in Ivan Ohienko's views; to prove their relevance in the daily life of Ukrainian youth.

Presentation of the main positions. It is necessary to have guidelines, the ability to design and plan, knowledge, and experience for the correct organization of life. This requires perseverance, skills and mastery, physical and mental health, the ability to maintain and preserve it.

The search for the meaning of life is based on the individual's determination of the circle of the most essential values that will influence his self-improvement and creativity.

The formation of meaningful personal values depends on the construction of interpersonal relationships based on love, mercy, truth, goodness; an attitude of rejection of evil and all its manifestations.

Love determines a person's relationship to the world and to himself, directs his creative energy, reveals potential opportunities, and contributes to the formation of a moral face. It is based on deep psychological perception and attachment to the chosen object, its idealization, devotion,

trust. These positions are especially clearly outlined in the works of Ivan Ohienko-Metropolitan Hilarion. In his writings, we find advice on developing love to people that surround, instructions about love in thoughts, words, and deeds. The scientist saw love to people that surround as a meaningful value that influence the formation of other personal values. In his understanding, the ability to love selflessly is the most important factor in a person's self-improvement. Based on this position, the metropolitan argued: "Because of a lack of love, people become callous, and their hearts become stony, cold and dead" [Mytropolyt Ilarion, 1967, p. 20]. Christian traditions, which were developed in his numerous writings, point to love as the meaning of human life, his sacrifice for the good of others, the ability to overcome contradictions between the personality and others.

Goodness, good deeds, which are in the awareness of the individual, are also his meaningful life values. A meaningful definition of the essence of good most often means that it is the highest value, involvement in which fills a person's life with meaning. Not every person is capable of creating good, and therefore only a conscious citizen of the country can direct himself to its increase. Ivan Ohienko-Metropolitan Hilarion focused people's attention on the unwritten rules, which are recorded in their memory: "the world is happy when there is a lot of good", "the world is unhappy when there is less of it, and a state in which there is no good is also unhappy [Mytropolyt Ilarion, 1973, p. 9]". There is no doubt that the idea of goodness is the most important of the moral values that serve as guidelines for human consciousness. The meaning of the existence of individuals, cultures, society and humanity in general are essentially connected with the idea of goodness. By choosing them and dedicating his actions to them, a person thus affirms a conscious attitude to the norms and principles of morality, the integrity of his moral consciousness.

In Ivan Ohienko's opinion, the meaningful life value is the truth, a truthful attitude towards everything around. The word "truth" comes from the Proto-Slavic "prav" that means rule, oath, law, contract and means which corresponds to reality; reliable knowledge that correctly reflects reality in people's minds. The truth is the correct thing. Ivan Ohienko argued: "A person who lives by the truth is a full-fledged person, because he or she is patient and intelligent, and disciplined in life" [Mytropolyt Ilarion, 1973, p.102]. According to Ivan Ohienko, the truthful attitude towards everything around is manifested in the establishment of humane principles in interpersonal relations (kindness, mercy, sincerity, justice, tolerance, conscientiousness; uncompromising attitude to cynicism, falsehood); respectful and responsible attitude towards relatives and other people; critical and self-critical thinking; pride for one's people, desire to protect their property, continue to enrich with universal and national moral and spiritual values; interest in the true historical past, the desire to know and understand the great events of the history of the formation of Ukrainian statehood; activities to preserve and nurture the traditions of the people, their culture, art, and science; the development of national self-awareness as an awareness of oneself as a part of the national community, self-evaluation as a bearer of national values; awareness of the invaluable importance of the native language as the genetic code of the nation; respectful attitude to work and awareness of the impact of work on personality formation; awareness of oneself as a part of nature, the need to treat it respectfully and understand the consequences of human intervention in the objective laws of the universe.

According to Ivan Ohienko, the values of an individual indicate his inner world, which is a reflection of social and universal human experience. Respectful attitude towards family, parents and relatives is important in the formation of value positions of the individual. The family gives a person important experience of interacting with people, teaches tolerance, respect for loved ones and others. The personal example of parents, relatives, their relationships with each other, as well as with other people is of great importance in the education of a valuable attitude towards a person. Ivan Ohienko paid attention to the influence of the family on the development of children's conscience and proved that "... it is necessary to raise your children with full parental love, with full patience. The world is moving forward, and with it our children also need progress, and they must be understood in this" [Mytropolyt Ilarion, 1956, p. 34]. He noted that in decent families, children grow up as an extension of their parents. Their inner world is influenced by the nature of family relationships, emotional reactions to external and internal stress factors. The scientist paid special attention to the education of young people in Ukrainian families living in other countries and claimed: "Even a tree transplanted to another land is often not accepted, and it must be properly nurtured so that it does not dry out" [Mytropolyt Ilarion, 1956, p.7]. He emphasized the responsibility of parents for their family in the eyes of society and the law. In his opinion, parents have great power and should have authority in their family; the people criticize those who do not fulfill their parental duties.

Meaningful values in Ivan Ohienko's vision include a respectful attitude of the individual to the cultures and traditions of other peoples and representatives of ethnic groups; understanding the essence of patriotism; awareness of belonging to the Ukrainian nation, mentality, culture of the Ukrainian people, their value orientations; critical self-perception of one's actions and deeds; activity for the benefit of one's Motherland based on patriotism. He advised to "save one's individuality, one's nationality, one's faith", to help one's compatriots abroad to protect all one's own "because it is a sin and a shame to serve someone else, forgetting one's own, when your compatriot needs your help" [Mytropolyt Ilarion, 1956, p.22].

In many issues related to the upbringing of the personality of a Ukrainian person, the formation of his or her position in life can help (according to Ivan Ohienko) "...religion, rituals, epos. Folk songs, wisdom of previous ages, traditions, fairy tales, beliefs, remnants of long centuries" [Mytropolyt Ilarion, 1956, p. 11]. In the perception of a scientist, the formation of moral and value orientations of a personality depends on his interest in studying the national experience of the essence of morality, ethics, Ukrainian culture, art and etiquette, manifestations of love for Ukraine, respect for the achievements of the Ukrainian people.

Today, Ukrainian education is aimed at the formation of general and professional competencies of the individual. It is important for a young person to think critically, find creative solutions, work in a team, set goals and achieve them, overcome difficulties, and be a worthy representative of the Ukrainian nation. In the creative heritage of Ivan Ohienko-Metropolitan Hilarion, there are ideas that relate to the meaningful values of the individual and contribute to think critically and self-critically, to have one's own views and convictions, to develop the ability to objectively assess reality, to resist the imposition of unacceptable positions of others. They are relevant to those who seek to engage in specific scientific activities. The scientist emphasized: "The

strictest scientific ethics must oblige all true scientists to freely criticize every work" [Mytropolyt Ilarion, 1973, p.135]. Along with this, he noted that criticism should be carried out with knowledge and experience, owning the problem highlighted by this or that author. Ivan Ogienko drew attention to the importance of treating any business honestly and conscientiously, so his saying: "A simple person with a developed conscience is more valuable than an intellectual person without a conscience"[Mytropolyt Ilarion, 1973, p.13]" remains particularly relevant in today's conditions.

Undoubtedly, meaningful life values of an individual include love to the Motherland, devotion to your compatriots, and the desire to enrich universal and national spiritual and moral assets. According to Ivan Ohienko, love to the Motherland is embedded in us by nature, since it is the land in which the ashes of our ancestors lie, the place where we were born, live, create and where our children grow up. Patriotism is a manifestation of love to one's native land, country, people, family, society, which has given us customs, way of life, etc. The scientist aptly asserted: "One who loves compatriots, serves them, serves lovingly and selflessly, not looking back at anything" [Mytropolyt Ilarion, 1956, p. 22].

Among the meaningful values of the individual, one stands out is caring for the future of the state and the desire to pass on knowledge about its achievements in the past. Ivan Ohienko aptly expressed about the attitude towards Ukrainian history of representatives of various political currents, etc.: "One who distorts Ukrainian history, falsifies it, destroys the soul of Ukraine, poisons and weakens Ukraine, prevents the nation from developing normally!" [Mytropolyt Ilarion, 1956, p. 108].

Valuable is the life position of people in relation to outstanding figures, heroes of the nation, who with their lives proved their loyalty to the Motherland, made a concrete contribution to the development of its culture, art, science and technology. The scientist wrote about it: "A nation disciplined in soul seeks to have leaders, to have great people, and therefore has them" [Mytropolyt Ilarion, 1973, p. 110].

No less important is awareness and understanding of the meaning of life, determination of one's own path of self-affirmation. Analyzing this issue, we come to a conclusion about the importance of being devoted to his or her nation, which is "the greatest and strongest happiness of a person" [4, p.30].

A vitally important value of every person is the assessment of oneself as a bearer of the nation's spiritual and cultural heritage. "Spiritual culture is the intellectual state of the people, and the development of the national mind: its science, faith, beliefs, customs, ethics, etc." [Mytropolyt Ilarion, 1973, p. 130], wrote Ivan Ohienko, Metropolitan Hilarion.

One of the greatest values of every individual is the native language, which affects the spiritual contact between the closest people, is decisive in self-identification, is considered as the genetic code of the nation, the basis of the existence of the state. Among Ivan Ohienko's ideas regarding the importance of the native language in the life of each individual are the following: awareness of the role of the native language in the life of the nation by young people; recognition of the position "the degree of development of the native language is the degree of maturity of the nation" [Ohiyenko I., 1995, p. 23]; orientation to the activities of scientists, teachers, civil servants in the direction of "...increasing the culture of one's native language" [Ohiyenko I., 1995, p. 15];

observance of native language obligations in all spheres of life of the state and of each individual citizen.

The meaningful value of an individual is a respectful attitude to work and awareness of the impact of work on the development of abilities, will and character. Work is considered as a set of purposeful actions that require physical or mental strength and are intended for the creation of material and spiritual values. It is one of the main indicators of the personal development of a specific person, evidence of his social success, the main source of well-being. In Ivan Ohienko's works, we find the saying: "Work is the goal of human life" [Mytropolyt Ilarion, 1973, p. 11]. He often used the phrase "service for the people" instead of the word "work" and wrote: "honest and useful service for the people always brings fruitful results" [Mytropolyt Ilarion, 1965, p. 73] Ivan Ogienko advised everyone to "work carefully", "try to fulfill the mandate without fail work", "do not seek to harm someone at work", "do not work superficially", "try to finish the work started" [Mytropolyt Ilarion, 1973, p.65].

An important value in the life of every person is the awareness of oneself as a part of nature, which has a beneficial effect on the formation of personality and the perception of oneself as responsible for its preservation. "Let's never forget that each fruit reveals in itself all the previous, long nurturing that the tree received until it gave birth to it. Thus, each person reveals in himself everything that makes up the cultural age-old wealth of the nation that gave birth to him", – stressed Metropolitan Hilarion [Mytropolyt Ilarion, 1965, p. 10].

Ivan Ogienko emphasized the special importance of such meaningful personal values as: discipline of the soul, recognition of the achievements of others, respect for leaders, careful attitude to everything that surround, desire for constant enrichment of one's spirituality [Mytropolyt Ilarion, 1973], etc.

Meaningful values of an individual contribute to the appropriate organization of his life, filling it with concrete content. For the most part, a person's activity depends on his perception of the significance of his contribution to the development of the country, a separate branch of production, culture, art, science, technology, education. The more a person feels fulfilled in life, the more valuable his or her creativity and professional achievements are.

Based on the above mentioned, we come to the conclusion that young people should understand the importance of acquiring basic knowledge, professional skills and skills for living in harmony, first of all, with themselves, their family environment, and society. While studying at a higher education institution, they should strive to master cognitive, informational, methodological, communicative, legal, economic and other competencies. They should build their lives in unity with the surrounding environment, by learning the norms of social behavior, developing an active public position, and self-improvement. It is important for them to lead a healthy lifestyle, to be stress-resistant, professionally versatile, able to work in a team, show sociability, business qualities, independence in decision-making, creative thinking; generating new ideas, etc. In addition, young people must be responsible for their future: procreation, creation of a favorable climate for the functioning of the family and the upbringing of children, organization of life.

Conclusions. Meaningful life values of the personality influence the development of his or her worldview and system of value orientations, the process of self-improvement, and the design of success in personal and

professional life. Their formation begins in the family and continues throughout life. They "polish" a person's further life activities, contribute to a better understanding of human values and values of personal life, manifest themselves in a tolerant and respectful attitude towards the surrounding reality, encourage constant self-improvement.

Ivan Ohienko's views on the meaningful values of the individual in the conditions of life and the process of self-improvement of young people are of significant importance, which does not lose their importance over time. His vision of respectful attitude towards family, parents and relatives, building and regulating relations between people on the basis of love, mercy, goodness, and truth is ageless. The scientist's position regarding the critical and self-critical thinking of an individual remains relevant. His ideas about devotion to his compatriots, love to the Motherland, careful attitude to everything near and dear are indisputable.

Formation of meaningful life values of youth is the most important task of parents, teachers, scientific and pedagogical workers and all those who care about the future of their country.

Prospects for further research. This publication does not exhaust the areas of analysis of meaningful values of the individual in the scientific and pedagogical heritage of Ivan Ohienko-Metropolitan Hilarion. Based on the content of his numerous works, it is possible to reveal the meaningful life values of teachers, scientific and pedagogical workers, managers of the educational sphere and others involved in the formation of the worldview of young men and women, in particular those who are obtaining higher education.

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СМИСЛОЖИТТЄВІ ЦІННОСТІ ОСОБИСТОСТІ В ПОГЛЯДАХ ІВАНА ОГІЄНКА

У публікації вказуються причини намагань випускників закладів вищої освіти працевлаштуватися за кордоном. Акцентується їх увага на важливості правильно визначати життєві орієнтири з врахуванням смисложиттєвих цінностей, зосереджуючись на яких можна вибудувати структуру своєї поведінки, продумати її змістове наповнення для безпрограшної реалізації життєвих планів. Аналізується значення смисложиттєвих цінностей особистості для її життєдіяльності. Наголошується на державній політиці в сфері духовно-морального, націонал-патріотичного виховання молоді та вказуються нормативно-правові документи, у яких окреслено основні позиції її втілення. Названі автори наукових праць з проблеми, яка знайшла висвітлення у статті. Зосереджується увага на впливі пошуків смислу життя на самовдосконалення, самореалізацію та життєтворчість особистості. Доводиться важливість поглядів Івана Огієнка-митрополита Іларіона на значення смисложиттєвих цінностей особистості, зокрема любові до ближнього. Наводяться приклади його настанов щодо добрих вчинків особистості. Розкриваються ідеї ученого щодо правди, правдивого ставлення до всього в своїй діяльності, шанування родини, батьків, близьких і рідних. Оприлюднюється позиція Івана Огієнка щодо цінності позитивного ставлення людей до видатних постатей, героїв нації. Виокремлюється бачення ученого щодо значущості у житті кожної особистості рідної мови, усвідомлення нею рідної мови як смисложиттєвої цінності. Розкриваються погляди ученого на працю для народу, шанобливе ставлення до своєї праці та праці інших людей, дисциплінованість душі, визнання досягнень оточуючих як смисложиттєві цінності особистості. Обґрунтовується значення смисложиттєвих цінностей особистості для розвитку її світогляду, життєтворчості, успіху в особистому і професійному житті. Доводиться їх значення у подальшій життєдіяльності людини, вплив на розуміння нею загальнолюдських цінностей та цінностей особистого життя, здатності толерантно й шанобливо ставитись до оточуючої дійсності, постійно самовдосконалюватись.

Ключові слова: смисложиттєві цінності, Іван Огієнко, любов, милосердя, добро, правда, рідна мова, світогляд.

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PECULIARITIES OF THE DUAL EDUCATION IN GERMANY AS AN IMPORTANT ELEMENT OF PROFESSIONAL TRAINING

The need to reform the higher education system both in European countries and in Ukraine has led to the need to study the leading experience of educational practices of higher education institutions. German education is considered to be one of the best examples of high-quality modern education the practice of which is followed by the whole world.

The development of german education is characterized by the transition to a dual system of education which has been successfully used in the country for more than twenty years. And, accordingly, as a result, Germany has shown high results and professional achievements of students as well as one of the lowest levels of youth unemployment. Moreover, the focus on german education is growing due to the successful combination of learning, practice and support for young people in personal and family development. Therefore, the study of Germany's best practices in the field of dual education is an important element in improving the system of Ukrainian and European education.

Comparing the systems of dual and traditional learning, we tend to claim that the benefits of dual learning are obvious: 1) learning is as close as it is possible to the demands of production; 2) high employment rate; 3) increasing the diversity of educational programs; 4) more diverse professional development of the student; 5) stimulating business in investing in vocational education; 6) the implementation of scientific research is facilitated by the possibility of using modern production equipment directly in production itself; 7) there is an opportunity to influence the personality of the specialist as well as the formation of the necessary qualities of the employee in the model of the dual system of training; 8) as a technology, the dual system of training increases the motivation and need to obtain the knowledge necessary for professional activities due to the fact that the quality of acquired knowledge will allow to perform high-quality duties in the workplace.

Keywords: german higher education, reform of higher education systems, dual education, professional standards, vocational training programs, traditional education.

Introduction. The need to reform the higher education system both in European countries and in Ukraine has led to the need to study the leading experience of educational practices of higher education institutions. German education is considered to be one of the best examples of high-quality modern education the practice of which is followed by the whole world.

The development of german education is characterized by the transition to a dual system of education which has been successfully used in the country for more than twenty years. And, accordingly, as a result, Germany has shown high results and professional achievements of students as well as one of the lowest levels of youth unemployment. Moreover, the focus on german education is growing due to the successful combination of learning, practice and support for young people in personal and family development. Therefore, the study of Germany's best practices in the field of dual education is an important element in improving the system of Ukrainian and European education.

Germany and Austria are supposed to be the homelands of dual education. It was there that the practice of combining academic education with practical training in the workplace emerged. Special emphasis should be placed on Germany's success in the field of dual education: by developing and improving the dual model the country has achieved universally recognized success in training the staff.

An important condition in the organization of dual education is a well-developed institution of mentoring. Dual training includes the involvement of enterprises and large organizations in the training of highly qualified young people [Henning Potzold, 2016].

The term "dualistic", "duality" (from Latin "dualis") means "dual". It is widely used in various fields of knowledge. In pedagogy the terms "dual" and "dual system" were first used

in Germany in the mid-1960s. to denote a new form of vocational education, which later gained recognition and worldwide popularity. Today, the dual system of education makes German pedagogy different. Turning to the history of the formation of a dual system of education, it should be noted that (according to German researcher K. Strathmann), there is no "date of birth" of this system because it has its roots in the guild organization of labor in Germany.

Research methods. In order to study the role of dual education in the process of reforming higher education in Ukraine, a set of methods was used: analysis, comparison, classification, systematization and generalization to study scientific literature, government documents, curricula and training programs for future professionals. It made it possible to analyze and summarize the scientific directions and points of view of various authors to the problem and to identify and theoretically substantiate various aspects of dual education in Germany, its impact on the formation of professional competencies and personal qualities of future professionals.

The state of research of the problem.

Modern higher education in both Germany and Ukraine has significant achievements in the field of research in dual education in Germany. German researchers such as A. Lipsmeier (1998), A. Mohr (1998), I. Myunch (1996), G. Schubring (1988) and many other researchers have devoted their work to the analysis of current trends in vocational education in Germany, problems and prospects. development of higher and, in particular, the problems of dual education. The problems of comparing traditional and dual education were discussed at forums of different levels.

Scientists from other countries did not stay away from the problem. In particular, a number of scientific papers on the problem of dual education have been prepared and published in the Ukrainian educational field. Thus, N. Abashkina

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devoted her monograph to the general principles of vocational education in Germany (1998), M. Basyuk (2014) and I. Boychevska (2017) studied the influence of preconditions on the formation of the modern dual system of higher education in Germany, M. Golubeva O. and I. Pyankovska analyzed the stages of development of higher education in the Federal Republic of Germany in 1990–2010, V. Vemyan focused his research on the study of the dual form of vocational education as a condition for effective solutions to the problems of modernization of education.

Historically only young people learned various trades, for a long time in Germany, Europe and Asia. The master instilled the necessary knowledge and skills of a profession, showed techniques, and students, in their turn, sought to achieve the level of knowledge and skills of their master. This type of professional training has existed for several centuries [1, p. 22]. The dual form of vocational education (as the main method of training and educating young workers) came into force with the adoption of the Vocational Education Act in 1969 which still remains in force. German scientist J. Munch divides this system of education into two different learning and production environments that work together in the name of a common goal – the training of students. He proposed the following scheme of the structure of the dual system of vocational training in Germany:

1. Training and production environment of the enterprise includes:

- 1) a workplace for those who study with partial pay;
- 2) training workshop or laboratory;
- 3) in-house training.

2. The training and production environment of the vocational school provides:

- 1) training class;
- 2) workshop or laboratory [Bildung, 2022, p.117].

I. Boychevska notes that the famous German scientist A. Shelten drew attention to this issue highlighting such features of the dual system as the search for pedagogical interaction between enterprise and educational institution. Education at the enterprise is mainly professional and practical in nature. Thus, in the educational institution it has a professional and theoretical orientation and involves the continuation of general education [Boychevska I., 2017].

V. Vemyan notes that the formation of students' adaptation to the profession involves social partnership of educational institutions and enterprises.

She notes the following types of social partnership:

a) deepening the relationship between training and production processes;

b) training in the specialty in terms of social partnership (the time for humanities training of students is freed up and the level of culture is raised);

c) the rapprochement of educational institutions with enterprises;

d) continuity of theoretical and practical aspects of professional training [Vemyan V., 2015, p.29-34].

It should be emphasized that strengthening the ties with enterprises opens up additional opportunities for educational institutions in the following areas: 1) organization of student practice; 2) access to information on the labor market; 3) taking into account the requirements of employers and expanding employment opportunities for graduates; 4) simplification of the procedure for adjusting training programs that meet the requirements of employers.

A combination of practical experience and theoretical learning is a feature of dual learning. Hence the

interpretation of the term "dual learning": dual learning is a combination of learning the theoretical foundations in the school and practice in the relevant organization.

Considering dual learning as a pedagogical problem, it is necessary to pay attention to: a) the variety of factors influencing the nature of interaction with partner educational institutions; b) the specifics of the training profile, which determines the structure of the educational process; c) economic, geographical and social conditions of the educational organization; d) traditions and innovative educational technologies. Therefore, dual learning can be considered as a multifaceted phenomenon that affects the development of vocational education, including pedagogical training [Dualna osvita, 2018].

The development and promotion of a competency-based approach in higher pedagogical school is considered to be the basis of dual training in the educational process as well as in retraining of teachers. Since competencies can only be developed in activities, it becomes obvious that the formation of professional competencies requires a professional environment. Experience of professional pedagogical activity can be gained only in real working conditions. Therefore, on-the-job training is a necessary condition for the formation of professional competencies [Dualna osvita, 2018].

Recognition of the interdependence of the development of two systems: school – an institution of higher education (university) – is a key point in the consideration of dual education. In the innovative pedagogical activity the combined efforts of the pedagogical university and the school are the driving force behind the organizing principle – dual learning. The development of interaction requires fixing the forms and conditions of building relations between partners, a clear delineation of powers and areas of responsibility enshrined in regulations. Currently, relations are established by bilateral agreements on pedagogical practice of university students in educational institutions (schools, gymnasiums, lyceums).

To achieve the task of improving the quality of vocational education, the most promising is the "dual training" of future professionals in which the theoretical part of the training takes place on the basis of the educational organization, and practical – at the workplace. In the dual system of education, the role of the employer is strengthened and qualitatively changed. Ideally, everything should look like this: companies make orders to educational institutions for a specific number of specialists, while participating in the preparation of educational and methodological documentation, students have an internship at the company without leaving the institution.

The most important component of this system is the availability of trained personnel to those enterprises that are in the role of mentors. M. Basyuk sees the fact that in this case companies are even more interested in quality training than educational institutions an important feature of the dual approach to learning. Therefore, manufacturers fully share the responsibility for the organization of the educational process, monitor the continuity in the theoretical and practical training of students who are already perceived as their future employees [Dualna osvita, 2018].

Scientific discussion and conclusions. Dual form of learning differs favorably from the traditional level of focus on specific practical tasks in real conditions. Educational and methodical materials, developed within the dual form, have an important focus on the students practical activities [Vemyan V., 2015].

The provision of a high percentage of graduates employment is the advantage of dual education as they fully meet the professional requirements and get work experience that is greatly valued by the employers. Training is as close as possible to the demands of production. Adaptation to a new place of work, to the range of responsibilities and to the team, which frightens people who have even been in the profession, is painless for the student. This can be explained by the fact that the student from the first day at the company is assigned a mentor who will help with the advice and share experiences. The amount of responsibilities of the student increases gradually due to the development of individual operations. If we consider the benefits for participants in dual education, we can state that they are structural.

Enterprises receive: qualified specialists who fully meet their requirements; training costs are significantly reduced; solving the personnel problem.

For vocational education organizations: an important problem of practice bases is solved; guaranteed employment of graduates; improving the quality of education and, consequently, the rating of the educational institution; possibility of internship of pedagogical staff; the possibility of implementing programs in the framework of social partnership; equipped workplaces with modern equipment.

For the state and society: reduction of training costs; solving the problem of staff shortage; saving the state budget; socialization; targeted use of funds; acceleration of innovation processes.

The dual system meets the interests of all parties involved – businesses, educational organizations, the state and, of course, students. For students, dual education is not only a chance to get a qualified position after graduating from the university, but also to gain independence and adapt more quickly to adult life.

The dual system provides graduates with the prospects and opportunities to manage their own careers. Accordingly, dual education is an important step on the path to a successful career, no secondary vocational education is able to provide such knowledge of production from the inside. However, the existing problems in the full implementation of the dual form of education can be solved only by resolving legal aspects, methodological support (development of special educational programs and curricula), but most importantly – the availability of resources in the enterprise (financial, logistical, labor).

Dual learning also acts as a mechanism for solving social problems, which, according to researchers, "includes" a social elevator, promotes a young specialist in the career ladder. In addition, the successful socialization of students is due to the expansion of the comfort zone of students (self-confidence, maturity, confidence in the future).

As part of dual education, the student gets the opportunity to work and receive payment for their work, provides early adaptation in the teaching staff. But the main thing is that a young person gains confidence in the future, gaining employment opportunities and work experience.

There are several benefits of dual learning. The first is the immersion of the student in the professional world, which is still being studied. The synergy of theoretical study at the university and gaining professional experience is the issue which is often the most interesting for students in the curriculum. Long before graduation, the student has the opportunity to get acquainted with real professional activities.

Unlike pedagogical practice in an educational institution (school, college, lyceum), dual education programs involve long-term employment contracts between the student and

the employer, which allow the student to work and study at the same time and really develop knowledge gained at university. The connection between theoretical training and performance of professional functions is established faster and stronger. In addition, dual education allows the student to determine their professional trajectory in accordance with the acquired skills, desires, expectations and awareness of their professional purpose.

Secondly, dual learning also creates conditions that cannot be simulated in a university classroom: understanding the real needs of the school, relationships with other staff, teacher-student relationships, hierarchical relationships or full participation in various school projects. In addition, professional integration allows the student to start creating his/her own "professional network" very early, by which we mean a list of people with whom the student has a professional relationship and to whom he can turn at the end of his studies when looking for work [Holubyeva M., Pyankovska I., 2010]. When a learner does enter the job market, this network can be crucial.

Thirdly, it is a monthly remuneration, which is set according to various criteria, the nature of the employment contract, the amount of work performed, which is often calculated in hours or rates, the availability and amount of incentive payments. Full-time position allows a student to enjoy many benefits (such as paid leave), but he or she can always take advantage of his or her student card and the many benefits it offers until he or she completely loses his or her student status. Dual learning as a model of continuing education is considered from the standpoint of the common idea of "lifelong learning". Constant updating of production technologies requires employees not only to increase experience, but also its restructuring and supplementing with new knowledge [Arnold Rolf und Potzold Henning, 1998].

The model of dual education has a high level of independence and responsibility of the student for the result of their activities. On-the-job training, extracurricular independent student work, individual educational trajectories allow to create conditions for the formation of general competencies that constantly develop the ability to self-education and self-development. In addition, the student has the opportunity to expand the scope of personal experience, gaining additional competencies in the workplace. It should be noted that the expansion of opportunities to acquire additional competencies in the framework of dual education forces teachers and mentors to master new pedagogical technologies, which is also a logical continuation of continuing education.

Thus, it can be seen that the dual system meets the interests and requirements of three stakeholders at once: enterprises (institutions), students and the state. Businesses need "ready" specialists who, when they come to work, immediately start carrying out professional activities without long-term adaptation and "training" in the workplace.

Graduates of higher education institutions are interested in the issue of successful employment according to their specialty. The state thus effectively solves the problem of training qualified personnel for the whole economy. The use of elements of the dual system of education in the educational process contributes to the formation of professionals with a higher and more modern level of education, as this type of training allows students to open up, discover their knowledge, develop creative thinking, learn to plan and achieve expected results [Basyuk M., 2014].

In the context of the researched problem, it is worth paying attention to the fact that the German dual system of

professional orientation, self-determination and training is characterized by collegial decision-making. At all stages of the educational process, among the individual functional structures (federal and state authorities, enterprises, center of competence, vocational school and chambers of commerce), there is interaction, scientific and methodological support which is accompanied by the Federal Institute for Vocational Education in Germany. This approach provides a quality outcome of the development of dual education. Industrial training takes place both in vocational and technical institutions, in the center of competences as well as in enterprises on the basis of problem-analytical method of presenting educational material [Henning Potzold, 2016].

The equal responsibility of educational institutions and enterprises for the quality of training is the basic principle of the dual system of education.

Dual education (in a broad sense) is an infrastructural regional model that ensures the interaction of systems: forecasting staff needs; professional self-determination; vocational education; assessment of professional qualifications, training and retraining of teachers, including those in the workplace. The relationship between the parties is regulated by a flexible consensus and collegial management system. Each system affects the development of the other and can not work effectively without each other. The integrity and at the same time the distribution of the functions of the participants is ensured by the effectiveness of the dual model of learning (education).

The analysis of the problem gave us grounds to distinguish the advantages of the dual system of education in comparison with the traditional one: it eliminates the gap between theory and practice; the influence on the personality of the specialist, the creation of a new psychology of the future employee; acquaintance of students with the corporate culture of the enterprise and its features; minimizing the costs of social and labor adaptation of the graduate in the new team at work; creating high motivation to acquire knowledge and skills in work since the quality of knowledge is directly connected with the performance of official duties in the workplace.

Purposes:

- the development of technical and vocational education by creating a highly effective competitive system of training and retraining of workers and technicians.
- the introduction of new learning technologies in the educational process of vocational education organizations.
- further development of the system of continuous professional education.
- stimulating the development, processing and improvement of professional standards of work and technical specialties.

Tasks:

- bringing the volume, profiling and territorial location of training organizations for staff and technical personnel preparation in line with the needs of the labor market, the dynamics and prospects of development of the economy and social sphere and taking into account the innovative direction of economic development strategy.
- the development of a multidisciplinary and multifunctional network of educational institutions for vocational training and retraining of workers and technical staff that meet the needs of the population and the labor market.
- the change and qualitative update of the content and structure of educational programs for the system of training and retraining of workers and technical staff, ensuring their high professionalism and mobility.

- the creation of favorable conditions for personnel, scientific-methodical and material-technical equipment of educational organizations of professional training and retraining.

The advantages of the dual system of training in comparison with the traditional one are visible: the interest of the heads of the respective institutions in the practical training of their employee; consideration by the educational institution of the requirements set for future specialists in the course of training; use of modern equipment in the educational process in the conditions of real production sites; involvement of highly qualified engineering and technical personnel of the enterprise in the educational process as specialists of professional training; students can receive a monetary reward for their work at the company during their studies.

The dual system, in contrast to the traditional one, provides for the alternation of theory and practice during the entire training period, which leads to the effectiveness and efficiency of the use of acquired knowledge and skills. The system of dual education also differs from vocational school education in that most of the school week is devoted to practice at the enterprise, and less (1-2 days) – in educational institutions (reduction of classes to 30%). The volume of internships has been increased to 60-70% of the curriculum. Providing a scholarship from the company for the entire period of study, delivery from work to home. The themes of term and final qualifying works are focused on the potential needs of employers (while in the traditional system of education the subject of term and final qualifying works does not reflect the specifics of production) [Basyuk M., 2014].

The serious shortcomings of the dual system of education include the fact that the curriculum for in-depth study of disciplines is given an insufficient number of hours due to the intensive organization of practical training. Students do not have vacation time though they are given a certain number of days off.

As a rule, the dual system of education is used in the technical and socio-economic fields, also covering construction, engineering. The dual system has proven itself well in social management, tourism management. In recent decades, the dual education system has become acceptable in the field of information technology due to the constant modernization of training of high-quality professionals.

Conclusions. Germany's experience in organizing a dual education system shows that the development of professional standards and professional training programs requires a new didactic approach to determining the structure of the professional profile. Professional profiles are identical to the concept of "employee job function". Being based on competencies, employee job function provides flexibility of educational programs and employment opportunities as well as reduces the cost of training and retraining of employees in the event of a job change. Financing of vocational training at enterprises is provided by the budget of the federal states, training in educational institutions is provided by the municipal (local) budget.

The progressiveness of German dual education system is seen in the fact that professional standards are combined with educational and qualification standards. Professional standards describe typical competencies for a particular profession and are developed separately. They, in turn, are taken into account in the process of developing educational and qualification standards. Thus, the dual system regulates learning in the enterprise and in educational institutions as a process and as a result of the implementation of quantitative

norms. Norms and requirements are the basis for quality assessment and awarding of professional qualifications based on exam results.

Comparing the systems of dual and traditional learning, we tend to claim that the benefits of dual learning are obvious: 1) learning is as close as it is possible to the demands of production; 2) high employment rate; 3) increasing the diversity of educational programs; 4) more diverse professional development of the student; 5) stimulating business in investing in vocational education; 6) the implementation of scientific research is facilitated by the possibility of using modern production equipment directly in production itself; 7) there is an opportunity to influence the personality of the specialist as well as the formation of the necessary qualities of the employee in the model of the dual system of training; 8) as a technology, the dual system of training increases the motivation and need to obtain the knowledge necessary for professional activities due to the fact that the quality of acquired knowledge will allow to perform high-quality duties in the workplace.

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ОСОБЛИВОСТІ ДУАЛЬНОЇ ОСВІТИ НІМЕЧЧИНИ ЯК ВАЖЛИВОГО ЕЛЕМЕНТУ ПРОФЕСІЙНОЇ ПІДГОТОВКИ ФАХІВЦІВ

Необхідність реформування системи вищої освіти як у Європейських країнах, так і в Україні зумовила потребу у дослідженні провідного досвіду освітніх практик закладів вищої освіти. Німецька освіта вважається однією з кращих взірців високоякісної сучасної освіти, практику якої наслідує весь світ.

Розвиток німецької освіти характеризується переходом до подвійної системи навчання, що успішно застосовується в країні вже більше двадцяти років. І, відповідно, як результат, Німеччина показала високі результати та професійні досягнення студентів, а також один із найнижчих рівнів безробіття молоді. Більше того, увага до німецької освіти зростає через успішне поєднання навчання, практики та підтримки молоді в особистісному та сімейному становленні. Тому вивчення передового досвіду Німеччини у сфері впровадження дуальної освіти є важливим елементом вдосконалення системи української та загальноєвропейської освіти. Досвід Німеччини в організації дуальної системи освіти показує, що для розробки професійних стандартів та навчальних професійних програм потрібен новий дидактичний підхід визначення структури професійного профілю.

Порівнявши системи дуального і традиційного навчання, ми схилиємось до твердження, що переваги дуального навчання очевидні: 1) навчання максимально наближене до запитів виробництва; 2) високий відсоток працевлаштування; 3) збільшення різноманітності освітніх програм; 4) більш різнобічний професійний розвиток студента; 5) стимулювання бізнесу у інвестування професійної освіти; 6) виконанню наукових досліджень сприяє можливість використання сучасного виробничого обладнання безпосередньо на виробництві; 7) у моделі дуальної системи навчання є можливість впливати на особистість спеціаліста, формування необхідних якостей працівника; 8) дуальна система навчання як технологія підвищує мотивацію та потреби для отримання знань, необхідних для професійної діяльності, у зв'язку з тим, що якість набутих знань дозволить якісно виконати службові обов'язки на робочому місці.

Ключові слова: вища освіта Німеччини, реформування систем вищої освіти, дуальна освіта, професійні стандарти, навчальні професійні програми, традиційне навчання.

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ACADEMIC INTEGRITY IN UKRAINE AND GERMANY: COMPARATIVE ASPECT

The concept of "academic integrity" in Ukraine and Germany is studied, the basic principles of academic integrity in these countries are compared, the procedure for identifying and establishing the facts of violation of academic integrity is highlighted.

It has been proved that Ukraine can rely on the experience of Germany in the development of academic integrity, as each university must, within its statutory powers, be responsible for the organization of research, its integrity and scientificity.

Keywords: *academic integrity, plagiarism, violations, detection mechanisms, ombudsman.*

Introduction. Modern information technologies, electronic libraries provide endless opportunities for development, but at the same time can be used not only for educational purposes, but also as a means of falsification, borrowing of certain data. In this regard, much attention in the modern scientific world is paid to the observance of academic integrity in all higher education institutions in different countries. That is why the aim of the article is a comparative aspect of the functioning of academic integrity in Ukraine and Germany, which involves solving the following purposes:

1. Find out the definition of "academic integrity" in Ukraine and Germany;
2. Compare the basic principles of academic integrity in the two countries;
3. To clarify the procedure for identifying and establishing the facts of violation of academic integrity;
4. Highlight important aspects of Germany's experience of academic integrity for use in Ukraine.

Analysis of recent research and publications. The concept of "academic integrity", its principles and adherence / non-compliance with the basic principles is the subject of many scientific studies. N. Sorokina, A. Artyukhova, I. Degtyarova published a collective research study "Academic Integrity: Issues of Compliance and Priorities for Youth Dissemination", J. Tytska analyzed the concepts of "academic integrity" and "academic responsibility" in ensuring the quality of education, O. Chumak – the concept of the category of integrity in higher education, Yu. Malogulko and M. Zathej – problems of academic integrity in higher education, I. Todorova from a psychological point of view clarified the factors of tolerance of students to academic dishonesty, O. Semanog compared European and national contexts academic culture of the researcher in terms of implementing the experience of projects, A. Kolesnikov highlighted the problems and social threats in the Ukrainian educational and scientific space for academic integrity and more. Despite the large number of studies, the problem of academic integrity in the scientific space of Ukraine remains relevant, which leads to consideration and possibility of researching these concepts in comparison with the experience of other countries that have successful experience of academic integrity and already formulated principles, principles, ways to test and overcome various threats.

Presentation of main positions. Statistics from a 2016 study on the use of plagiarism in student work in various countries show a high percentage of non-academic integrity in Ukraine, as Ukraine ranked fifth because it has a plagiarism rate of 34.4% [Riven plahiatsu v studentskykh robotakh u krainakh Yevropy, 2021]. At the same time, Germany ranked 30th out of 34, as it has a much lower

share of plagiarism in student work (9.1%) [Riven plahiatsu..., 2021]. Note that this trend in the scientific work of Ukrainian students was observed in other years, as "according to Unicheck statistics, in Ukraine in 2018 the average rate of text matches in the system tested 33.16%" [Sidliarenko A., 2021]. Such research results make us look for different ways to overcome borrowing, falsification of data in the works, which leads to the idea of the importance of using the experience of other countries to ensure academic integrity in higher education institutions in Ukraine.

Active attention to the observance of academic integrity and the very concept in Germany was paid in the late twentieth century. For example, in 1998 a memorandum was adopted by the German Research Community, which "aimed to further promote honesty in science and establish it as an integral part of research and teaching" [Riven plahiatsu..., 2021, p.3]. This document has been improved several times, and therefore in the modern version of the definition reads: "Scientific integrity is the basis of reliable science. It is an expression of scientific dedication, which includes respectful interaction with each other, with research participants, animals, cultural values and the environment, scientific integrity strengthens and promotes public confidence in science. The freedom of science guaranteed by the Constitution is inextricably linked to the corresponding responsibility. Fully take into account this responsibility and fix it as a reference point for their own actions – first of all the task of every scientist and those institutions where science is created" [Riven plahiatsu..., 2021].

In Ukraine, much attention has been paid to academic integrity since 2017, as the Law of Ukraine "On Education" defined academic integrity as one of the principles of public policy. Note that Article 42 of this law provides the following definition: "Academic integrity is a set of ethical principles and statutory rules that should guide the participants in the educational process during training, teaching and conducting scientific (creative) activities to ensure confidence in learning outcomes and / or scientific (creative) achievements" [Zakon Ukrainy, 2021].

From the above definitions we can conclude that in the German version we have a broader coverage of the concept, because it indicates the important tolerant interaction with participants, animals and even cultural values. It should be noted that much later Ukraine began to take care of academic integrity at the legislative level, which makes it possible to extend the term and learn from the experience of other countries.

In order to receive funding from the German Research Community, German universities and non-higher education institutions must adhere to the basic principles approved in the 1998 Memorandum and extended by the 2019 Code: "Universities and non-university research institutions with

their academic members rules of good academic practice, bring them to the attention of their members and oblige them to comply with the specifics of the subject. Every scientist is responsible for ensuring that his own behavior meets the standards of good scientific practice "[Leitlinien zur Sicherung, 2021, p.9]. This Code contains 19 principles covering a wide range of scientific activities. For example, the principle of 10 "Legal and ethical basic conditions, rights of use" contains the following wording: "Scientists are constantly aware of the risk of misuse of research results. Their responsibilities are not limited to complying with legal requirements, but also include an obligation to use their knowledge, experience and skills in such a way that risks can be identified and assessed. At the same time, they especially take into account aspects related to research related to safety (dual use)" [Leitlinien zur Sicherung, 2021, p.16]. Other principles apply to research methods and standards, authorship, documentation, professional ethics, etc.

In Ukraine, the main principles can be considered as follows: "Observance of academic integrity by pedagogical, scientific-pedagogical and scientific workers includes: references to sources of information in the case of the use of ideas, developments, statements, information; compliance with the law on copyright and related rights; providing reliable information about research methods and results, sources of information used and own pedagogical (scientific-pedagogical, creative) activities; control over the observance of academic integrity by students; objective evaluation of learning outcomes. Observance of academic integrity by students of education includes: independent performance of educational tasks, tasks of current and final control of learning outcomes (for persons with special educational needs this requirement is applied taking into account their individual needs and capabilities); references to sources of information in the case of the use of ideas, developments, statements, information; compliance with the law on copyright and related rights; providing reliable information about the results of their own educational (scientific, creative) activities, used research methods and sources of information" [Zakon Ukrainy, 2021].

In our opinion, in the context of considering academic integrity and its principles, it is extremely important to adopt and put into practice mechanisms for identifying violations. According to Part 8 of Article 42 of the Law of Ukraine "On Education" "the procedure for identifying and establishing violations of academic integrity is determined by the authorized collegial governing body of the educational institution, taking into account the requirements of this Law and special laws" [Zakon Ukrainy, 2021]. Note that in Germany there are two instances that deal with cases of academic integrity violations – the Ombudsman and the Commission for the Investigation of Scientific Misdemeanors: "Research institutions (usually ombudsmen and commissions of inquiry) the person providing the information and the person who has suffered from the charges. The investigation of accusations of scientific misconduct is in accordance with confidentiality and the basic idea of the presumption of innocence" [Leitlinien zur Sicherung, 2021, p.25]. Each institution should appoint such ombudsmen and a commission. The University of Erlangen-Nuremberg, for example, prescribes this procedure as follows: "The contact person in the first stage of the preliminary examination is a university professor who has experience in organizing and conducting research, the so-called ombudsman. As a trustee for all members of the University, he is the first point of contact for those who

inform him of suspicions of scientific misconduct, and he will take on any relevant information he is aware of. After a preliminary examination of the suspect's case, the ombudsman refers the procedure to the standing commission to investigate allegations of misconduct. It consists of three experienced researchers from different faculties" [Die Kommission..., 2021]. Ombudsmen, commissions, and liaison officers are often mentioned on the websites of the universities themselves, which greatly simplifies reports of violations of academic integrity.

In Germany, there is also a distinction between infringements: "Not every infringement of good scientific practice is a scientific offense, only intentional or gross negligence in the set of rules can be considered scientific infringement. In particular, the invention and falsification of data and plagiarism are considered facts of scientific violation. Procedural provisions of universities and non-university research institutions include, inter alia, rules on liability for each stage of the process, on the evaluation of evidence, on the representation of ombudsmen and members of commissions of inquiry, on bias and procedural principles, and on the rule of law. The person affected by the accusations, as well as the person who provides information, is given the opportunity to comment at each stage of the procedure" [Leitlinien zur Sicherung, 2021, p.25].

It should be noted that German universities compile and publish on their websites certain Codes, principles of academic integrity, principles and consequences of violations. For example, the University of Koblenz-Landau, guided by the MPG Rules of Procedure of 14 November 1997, defines the following consequences for "scientific misconduct":

1. Consequences of the employment contract (warning with entry in the employment record book, extraordinary termination of the contract, etc.);
2. Civil law consequences (seizure and prohibition of copyright, patents; damages in case of damage or at the expense of scholarships, funds of third parties);
3. Criminal consequences (possible criminal violations include forgery of documents, unauthorized use of copyrighted materials, etc.);
4. Academic implications (revocation of academic degrees);
5. Withdrawal of scientific publications, etc" [Verfahrensordnung zur..., 2021].

We present these consequences in a generalized form, because in the document itself they are listed in a broader form.

According to Ukrainian law, for violation of academic integrity, pedagogical, scientific-pedagogical and research staff of educational institutions may be held subject to the following academic liability: refusal to award a degree of educational-scientific or educational-creative level or conferring a scientific title; deprivation of the awarded degree of educational-scientific or educational-creative level or the awarded academic title; refusal to assign or deprivation of the assigned pedagogical title, qualification category; deprivation of the right to participate in the work of statutory bodies or to hold statutory positions. For violation of academic integrity, students may be held subject to the following academic responsibilities: re-assessment (test, exam, test, etc.); re-passing the relevant educational component of the educational program; deductions from educational institutions (except for persons receiving general secondary education); deprivation of an academic scholarship; deprivation of educational benefits provided by the educational institution" [Zakon Ukrainy, 2021].

It is worth noting that in Germany there is a die Prüfungsordnung ("Examination Rules"), which prescribes

algorithms for teachers to act during exams. These provisions are legally binding and therefore formulated in every German university. For example, the University of Heidelberg states this in the Rules: "If the examiner tries to influence the outcome of the examination by deception or the use of unauthorized means, the examination will be assessed as "not credited" (5.0). A person who violates the proper course of the examination may be suspended from continuing the examination by authorized examiners or supervisors; in this case, the corresponding performance of the exam will be assessed as "not credited" (5.0). In serious cases, the examination commission may exclude the examinee from further examinations [Prüfungsordnung der Universität, 2021, p.7].

In our opinion, Ukraine should be guided by the experience of Germany in the development of academic integrity, as each university should be responsible for the organization of research, its integrity and scientificity within its statutory powers.

That is why the experience of Germany in the functioning of the ombudsman, a scientific commission that has the power to consider appeals against violations of academic integrity, can be extremely useful and important for the development of Ukrainian education. We also have the opportunity to introduce "Examination Rules" and rules related to the observance of academic integrity in Ukrainian universities during various types and forms of education, certification, etc. Of course, such documents are beginning

to be created, but such decisions should apply to all universities in the country.

Conclusions. Thus, Ukraine has every opportunity to learn from the experience of ensuring academic integrity, taking into account the experience of Germany, which will create high-quality and effective mechanisms for ensuring, functioning, maintaining and controlling integrity in the scientific space of our country.

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АКАДЕМІЧНА ДОБРОЧЕСНІСТЬ В УКРАЇНІ ТА НІМЕЧЧИНІ: ПОРІВНЯЛЬНИЙ АСПЕКТ

Досліджено поняття "академічна доброчесність" в Україні та Німеччині, порівняно основні принципи академічної доброчесності в цих країнах, висвітлено порядок виявлення та встановлення фактів порушення академічної доброчесності. Обґрунтовано, що питання "академічної доброчесності", її принципів та дотримання/невідповідності основним принципам стає предметом багатьох наукових досліджень. Статистичні дані щодо використання плагіату в студентських роботах у різних країнах свідчать про високий відсоток недотримання академічної доброчесності в Україні.

У статті також висвітлюються актуальні та важливі аспекти політики Німеччини щодо забезпечення академічної доброчесності для використання в українських закладах вищої освіти. Зокрема, університети Німеччини та неуніверситетські дослідницькі установи, щоб отримати фінансування від Німецького дослідницького співтовариства, повинні дотримуватися основних принципів, закріплених у відповідних документах, про які йдеться у статті. Кожен науковець несе відповідальність за те, щоб його або її поведінка відповідала стандартам належної наукової практики. Їхні обов'язки не обмежуються дотриманням вимог законодавства, але також включають зобов'язання використовувати свої знання, досвід та навички таким чином, щоб ризики можна було ідентифікувати та оцінити.

Набагато пізніше Україна на законодавчому рівні почала дбати про академічну доброчесність, що дає змогу продовжувати термін та вчитися у інших країн.

Доведено, що Україна може спиратися на досвід Німеччини у розвитку академічної доброчесності, оскільки кожен університет у межах своїх статутних повноважень повинен відповідати за організацію дослідження, його цілісність та науковість.

Тому досвід Німеччини щодо функціонування омбудсмена – наукової комісії, яка має повноваження розглядати скарги на порушення академічної доброчесності, може бути надзвичайно корисним і важливим для розвитку української освіти. пов'язані з дотриманням академічної доброчесності під час різних видів і форм навчання, атестації тощо.

Ключові слова: академічна доброчесність, плагіат, порушення, механізми виявлення, омбудсмен.

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BENEFITS AND DISADVANTAGES OF BLENDED LEARNING IN HIGHER EDUCATION

The article is devoted to mixed learning as the optimal form of modern education, the basis of modernization and at the same time a promising vector of its development – the use of information and communication technologies. The relevance of the material presented in the article is due to the systematic introduction of modern information and communication technologies into the educational process of higher education institutions, which causes the emergence of new types and forms of its organization, in particular mixed learning. The article argues the main advantages and disadvantages of blended learning in the higher education system. The classification of types of blended learning by levels and dimensions is presented. The structure of online and face-to-face forms of education, trends in the implementation of mixed forms of education are analyzed. Categories of blended learning are described depending on the purpose of learning. The structure of blended learning is defined and its main elements are characterized. The article examines the terminology of blended learning, theory and methodology, which takes into account the changes that have taken place in the educational information structure of modern society, which determines the relevance of the development and implementation of new educational services created on the basis of ICT and remote technologies. It has been established that blended learning is the integration of online learning with traditional learning, which is structured into an educational concept in which the learner acquires knowledge independently (online) and with the help of a teacher who acts as a facilitator (offline). It is substantiated that active use of information and communication technologies are an effective tool for the teacher, which makes it possible to improve the quality of education thanks to the correct planning of the educational load, management of educational materials and control of the quality of knowledge.

Keywords: *blended learning, e-learning, distance learning, higher education, information and communication technologies (ICT).*

Introduction. In the conditions of the modernization of education and the emergence of new state educational standards, great attention is paid to modern information and communication technologies (ICT) as an effective teacher's tool. ICT makes it possible to improve the quality of education due to the correct planning of the educational load, management of educational materials and control of the quality of knowledge.

During the organization of training, a number of problems arise related to both the amount of time allocated to practical classes, the level of training of students, and the limitations of the technical support of the educational process. Improving the system of teaching and learning with the use of information and communication technologies remains one of the most promising areas of modernization of higher education. Active use of information and communication technologies is expected during blended learning. It is necessary to consider its advantages and disadvantages in detail in order to understand the possibility of implementation in the higher education system. This is the relevance of the material presented below.

Analysis of recent research and publications. The works of S.M. Berezenska, V.M. Kuharenko, N.G. Orphan are devoted to the development of pedagogical technologies and scientific and practical recommendations for the design of blended learning, and the definition of methods of forming critical thinking in blended learning. Identification of problems in the implementation of e-learning in a higher educational institution is the central topic of research by I. V. Kovalynska, A. M. Kolomiets, Y. B. Sikory, A. O. Tomlina. Psychological and methodical advantages of using electronic technologies to improve educational and pedagogical effectiveness process is the field of scientific interests of A. A. Berestova, T. M. Kameneva, O. V. Shestopalyuk.

Highlighting previously unresolved parts of the problem. In modern economic conditions, blended learning is becoming more and more relevant. However, the possibilities of its introduction into a full-fledged educational process and the associated risks should be investigated. That is, consideration of the negative trends associated with blended learning against the background of the realization of its advantages remains a problematic issue.

The purpose of the article. The purpose of the article is to analyze the existing experience of implementing blended learning, clarify the definition of the terms "electronic learning", "blended learning" and "distance learning", research modern information and communication technologies used in the teaching and learning process, identify the main advantages and disadvantages of blended learning in the system of higher education.

Presenting main material. Blended learning is one of the trends in modern education. Under mixed training means a combination of traditional forms of training with innovative, in particular, with network and remote ones; a combination of different formats learning within one class, which provides personalization of learning through giving students the right to choose conditions and control over the mastering process necessary competencies; a hybrid between online and offline classes in class. Learning online involves targeted, specifically an organized process of interaction between students and the teacher, with means of information and communication technologies (ICT) and among themselves [Boyle T., Bradley C., Chalk P., Jones R., Pickard P., 2003]. It is uncritical in space and time and a specific educational institution and proceeds in a specific pedagogical system, the elements of which are the purpose, content, means, methods and forms, the teacher and the student [Yuzyk O., Vysochan L., Grytsyk N., 2019]. By blended learning part of students' cognitive activity takes place in class under the direct supervision of the teacher, and the second – in independent work with electronic resources individually or in groups.

Among the variety of classifications of types of blended learning, we consider it expedient to characterize its division into levels, namely [Osguthorpe R., Graham C., 2003]:

- 1) Level of activity.
- 2) Course level.
- 3) Program level.
- 4) Institutional level.

At all four levels, combinations regarding the combination of learning are determined by the teacher or the student himself. At the institutional and program levels, the decision to mix different types of learning rests with the

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student, while at the activity and course levels, these decisions are made by the instructor [Friesen M., 2012].

Blended learning at the level of activity occurs when educational activities include classroom classes and online learning. From the point of view of higher education, the use of technological tools when conducting a classroom lesson makes the activity more authentic, especially when the use of information and communication technologies allows you to involve an expert in a certain field to conduct a lecture or a practical lesson at a distance through the creation of simultaneous face-to-face and online teaching [Hickman H., 2007].

Examples of combining activity levels may include the use of online discussion forums, e-mail, or other web-based communication tools such as video conferencing during classroom assignments [Zhao Y., Lei J., Yan B., Tan H., Lai C., 2005].

Course-level blended learning is the most common type of blended learning, which includes face-to-face and distance learning activities as part of a course of study. Some blended learning approaches involve students in a variety of activities, supporting both face-to-face and distance learning that overlap in time [Verhaart M., Kinshuk, 2004].

At the program level of the implementation of blended learning, there are certain classroom courses that are required by the curriculum, and the rest of the subjects can be studied remotely by students. This level of blended learning in institutions of higher education is usually implemented in bachelor's and master's programs [Holmberg B., 1995].

Typically, institutions of higher education that offer blended learning programs provide face-to-face and online courses within the same program, and students in turn choose to mix courses with different teaching methods. However, there are educational programs of universities and institutes that conduct training under a mixed system with the mandatory presence of students in certain classroom classes [Dziuban C., Hartman J., Moskal P., 2004].

The institutional level of blended learning is very similar to the program level, but at this level, higher education institutions prescribe at the level of their institution an obligation to combine face-to-face and distance learning. With this model of mixed learning, students attend classroom classes at the beginning and end of the semester, and during the semester teaching takes place on the Internet [Brayn A., Volchenkova K., 2016].

It is also appropriate to classify the types of blended learning according to four dimensions [Sitzmann T., Kraiger K., Stewart D., Wisher R., 2006]:

- 1) spatial: classroom or virtual learning;
- 2) temporal: synchronous or asynchronous learning;
- 3) sensual: high or low;
- 4) the human factor: only the presence of the teacher, the presence of the teacher and the use of information and communication tools, only Internet learning.

In addition, we will describe the categories of blended learning depending on the purpose of teaching [Graham C. R., 2006]:

- 1) connective blending, which focuses on accessibility and flexibility;
- 2) strengthening mixing, which complements traditional pedagogical methods;
- 3) transformative mixing, which is designed to change pedagogy, involving students to be active participants in the educational process.

The analysis of the theoretical and didactic principles of blended learning made it possible to highlight a number of advantages of this form of training organization, which are primarily related to the possibility of using digital educational resources. Among the advantages, scientists and practitioners name the following [Taylor J., 2001]:

- Flexibility: there is an opportunity to learn in synchronous and asynchronous regime, according to an individual schedule; you can learn from any medium (computer, tablet, smartphone) [Resta P. E., 2004].

- Personalization/individualization: through the use of digital resources, it is possible to choose the latest ones, learning pace, time limits, etc.

- Variability and redundancy of educational content: the teacher stops to be a single source of information; access to it is variable at its expense placement on electronic media or in an online environment; redundancy information enables students to develop skills for working with it [Sayers H., Nicell M., Hagan S., 2004].

- Interactivity: achieved through the use of multimedia, podcasts, forums, etc.

- Clarity of the educational trajectory, the ability to observe each, adjust and adapt educational activities.

- Creation of conditions for the development of creative and research skills.

- Transparency of the evaluation system, especially if it is automatic checking the results of tasks.

- Increasing the motivation and activity of students, the level of their independence and self control [Driscoll M., 2002].

- Removal of logistical restrictions due to the ability to work remotely.

At the same time, despite the obvious advantages, blended learning also has a number of disadvantages significant shortcomings and risks [19, c. 106]:

- Reduction of personal interaction between the teacher and students, between students itself, a high probability of a feeling of isolation from teachers and from other students [Young S., 2004].

- Changing the roles of participants in the educational process and maximum participation of parents in the educational process (the teacher gives tasks and controls the quality of their performance, parents – teach) [Heinich R., Molenda M., Russell J., Smaldino S. 2002].

- There is a high probability of a decrease in learning motivation due to low motivation self-discipline and lack of external control, which can cause lowering the level of mastery of the basic content of education.

- Disadvantages of digital content for distance learning of juniors schoolchildren: insufficient consideration of the age characteristics of younger schoolchildren, an imbalance between textual and illustrative information, the presence of factual information errors, etc [Caner M., 2012].

- The possibility of solving only pre-formalized didactic situations and the impossibility of operational change of the pre-planned process teaching.

- The possibility of taking into account a limited number of formalized and controlled personal and activity characteristics of students.

- Technical difficulties in case of lack of access to digital resources.

- Insufficient readiness of students to work with digital tools.

- Insufficient level of mastery of computer technologies among teachers.

- The need to exert more effort to perform necessary tasks by all participants of the educational process [Rautenbach L., 2007].

- Increased strain on the eyes, deterioration of posture due to this long stay at the computer.

- Expenditure, as blended learning requires technical support and certain funds for the creation of digital educational content [Means B., Toyama Y., Murphy R., Bakia M., Jones K., 2009].

Conclusions. In summary, it is worth noting that blended learning can encompass a wide range of approaches to teaching in higher education institutions. Technological innovations are expanding the range of possible solutions for effective learning. It becomes obvious that the combination of classroom and distance learning creates favorable conditions for increasing access to learning, teaching flexibility, and improving pedagogical methods and techniques. In addition, blended learning can include synchronous and asynchronous online learning and a wide selection of modern technologies and various online learning tools. So, it is possible to draw conclusions regarding the further development of mixed learning in institutions of higher education, namely: firstly, the problem of organizing constant feedback with those who receive educational services within the framework of distance education, for example, conducting consultations, creating a safe information environment, etc., using all the possibilities of the educational institution's website as the basis of an electronic educational environment; secondly, it is necessary to change the approaches of the administration of higher education institutions and some teachers regarding the creation of distance learning modules using digital tools of online cooperation and interaction, interactive content (videos, presentations, posters, etc.), to ensure the development of digital competence of those who teach remotely based on the study of best practices. Thirdly, each institution of higher education should create a strategic plan for the implementation of digital technologies and online educational platforms in the educational process for the introduction of distance education, develop provisions or methods for the creation and use of distance electronic educational resources and requirements for them, and provisions on the professional development of teachers to obtain the highest level of competence in the field of distance education and the use of educational digital resources. Blended learning as a form of e-learning requires the development of educational and methodological complexes and programs for effective learning of the material.

Mixed learning has a number of advantages: it allows to expand educational opportunities for students due to increased accessibility and flexibility of education, taking into account their individual educational needs, as well as the pace and rhythm of learning educational material; stimulate the formation of an active position of the student, etc.

At the same time, this form of training organization has certain disadvantages: reduction personal interaction between the teacher and students, students among themselves; changing roles participants in the educational process and the maximum participation of parents in the educational process process; a high probability of a

decrease in learning motivation at the expense of a low one self-discipline and lack of external control; insufficient readiness students to work with digital tools, etc.

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ПЕРЕВАГИ ТА НЕДОЛІКИ ЗМІШАНОГО НАВЧАННЯ В СИСТЕМІ ВИЩОЇ ОСВІТИ

Стаття присвячена змішаному навчанню як оптимальній формі сучасної освіти, основі модернізації та водночас перспективному вектору його розвитку – використанню інформаційно-комунікаційних технологій. Актуальність матеріалу, викладеного у статті, зумовлена системним впровадженням в освітній процес закладів вищої освіти сучасних інформаційно-комунікаційних технологій, що викликає появу нових видів і форм його організації, зокрема змішаного навчання. У статті аргументовано основні переваги та недоліки змішаного навчання в системі вищої освіти. Наведено класифікацію типів змішаного навчання за рівнями та вимірами. Аналізується структура онлайн та очної форм навчання, тенденції щодо впровадження змішаної форми навчання. Описано категорії змішаного навчання залежно від мети навчання. Визначено структуру змішаного навчання та охарактеризовано його основні елементи. В статті розглядається термінологія змішаного навчання, теорія і методика, котра враховує зміни, які відбулися в освітній інформаційній структурі сучасного суспільства, що зумовлює актуальність розробки та впровадження нових освітніх послуг, створених на базі ІКТ та дистанційних технологій. Встановлено, що змішане навчання (blended learning) – це інтеграція онлайн-навчання з традиційним навчанням, яка структурується в освітню концепцію, в межах якої здобувач освіти отримує знання самостійно (онлайн), та за допомогою викладача, який виступає у ролі фасилітатора (офлайн). Обґрунтовано, що під час змішаного навчання передбачається активне використання інформаційно-комунікаційних технологій. Акцентується увага на тому, що сучасні інформаційно-комунікаційні технології є ефективним інструментом педагога, який дає змогу підвищити якість освіти завдяки правильному плануванню навчального навантаження, управлінню навчальними матеріалами та контролю якості знань.

Ключові слова: змішане навчання, електронне навчання, дистанційне навчання, вища освіта, інформаційно-комунікаційні технології (ІКТ).

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FACTOR OF NATIONAL MENTALITY IN THE PROCESS OF REFORMING THE HIGHER EDUCATION SYSTEM: POSITION AND MEANING

The study analyzed the essence of the concept of "national mentality", its structure, including neuroscientific context; the position and meaning of the national mentality in the world pedagogical literature are determined; the key factors in the formation of the Ukrainian mentality are characterized.

Keywords: national mentality, history of the Ukrainian mentality, Ukrainian mentality, reforming higher education, neuroscience structure of national mentality.

Introduction. The process of reforming higher education is influenced by several factors, including mental ones. This is most often manifested in the nature of the perception of the direct participants in the process of reforming higher education, in particular research and teaching staff.

It is noteworthy that the representatives of each member state of the Bologna Process have a different nature of the perception of the same measures related to the reform of higher education, which, in turn, significantly affects the quality of achievement of reform goals. This may indicate that the problem outlined above may have a much deeper essence and relate to a significant connection between members of one nationality, in our context – the Ukrainian mentality, which is manifested in "conscious, and especially unconscious landmarks, which develop typical for that or another era of imagination of people for whom they feel and act" [Dinzelbacher P., 2021, p. 9].

The purpose of the article. The purpose of the article is to identify the signs of the national mentality of Ukrainians in the process of reforming the higher education system of Ukraine. Accordingly, the objectives of the article were:

1) To analyze the essence of the concept of "national mentality", the structure of the national mentality, including neuroscientific context.

2) To characterize the key factors in the formation of the Ukrainian mentality.

Analysis of recent research and publications. The essence of the concept of "national mentality" has been the subject of research by many Ukrainian and foreign scholars, including O. Alexandrov, O. Boyko, O. Bazalyuk, O. Bondarenko, P. Dinzelbacher, B. Levyuk, L. Maltseva, S. Khrypko, G. Yatsenko; Yu. Mykhailo, O. Strazhny, B. Chornomaz analyzed the formation of the Ukrainian mentality in their works; the influence of national mentality on the reform process was analyzed by: P. Lepak, P. Popivnyak, D. Stonis.

Presentation of the main positions. The linguistic structure of a word can provide a lot of information for a deeper understanding of the essence of a concept or phenomenon, as it allows you to know the meaning that people previously invested in a particular period during its emergence. Therefore, first, let's look at the linguistic features of the concept of "mentality" and find out the relationship between the term's "mentality" and "mentality".

First of all, the term "mentality" appeared in the scientific community, which has Latin origins – from "mens", "mentis", which means "direction of personal thoughts". The linguistic structure of the word suggests that the concept comes from the Indo-European root "men",

which, in turn, was used in words to denote the mind or certain mental actions.

This may mean that the people of that time associated the mentality with a special type of human thinking, which influenced the nature of perception and knowledge of objective reality.

Later, with the spread of this concept in other languages, derived terms began to emerge. The concept of "mental" began to be widely used, which led to the emergence of the term "mentality", which continued to mean special thinking, which allows to maintain a set of certain characteristics that determine a person's belonging to a certain period and territory.

Since then, it has become quite logical to consider the concepts of "mentality" and "mentality" as synonyms formed during the linguistic configuration of these words. However, in modern scientific publications, some researchers interpret these two concepts as opposite.

For example, one approach to this interpretation is to define the concept of "mentality" as a broader concept and one that has universal significance, and the concept of "mentality" – as narrower and related to the way of thinking of a particular individual. We consider it appropriate to use these concepts as synonyms, given the linguistic origin of the structure of this word analyzed above.

In modern world science there is no single clear interpretation of the concept of "mentality", in particular, analyzing foreign literature on this topic, we can conclude that the understanding of the essence of this concept differs slightly in each country, which in our opinion is primarily due to features of the formation of each individual country as a state; secondly, that some scholars consider mentality in the context of different categories, such as philosophical, historical, psychological, medical, and so on.

O. Boyko claims that "mentality means something in common that underlies the conscious and subconscious, logical and emotional, i.e., it is a deep source of thinking, ideology and faith, feelings and emotions" [Boyko O., 2008].

In foreign scientific literature, the term "mental" is often used together with the term "health". The concept of "mental health" is a concept that applies to a person and provides synergy of his emotional, psychological, and social well-being. Accordingly, mental health affects a person's life, which is manifested in his thoughts, feelings and, accordingly, actions.

However, the vast majority of world scientists, despite the context in which they use this concept, agree that mentality is a feature of the human brain, which is manifested in a certain nature of his worldview.

In our study, we use the concept of "mentality" in the context of a common way of thinking and perception that is inherent in Ukrainians. To emphasize this context, we use the term "national mentality" below.

Under the national mentality, most scholars understand "... a set of ways and meanings of thinking and perception that are typical of the team in the period" [Dinzelbacher P., 2021, p.17], where the set is understood as the result of interaction of these elements, their symbiosis, their mutual conditionality; way of thinking – inherent in a certain period and group of conscious and sometimes unconscious reactions to information concerning the material or social external or psychological inner world; the contents of thinking are considered as generally accepted basic beliefs, ideological, political, religious concepts that permeate certain areas, including education [Dinzelbacher P., 2021]. The mentality itself is manifested in action.

In foreign scientific literature, the term "national psychology" (or "national mindset") is used to denote the collective way of thinking and perception inherent in the representatives of a certain nationality, which, in turn, affect mental health.

International studies in the field of national psychology and worldview also state that different ethnic groups or people living in one national territory are characterized by a different set of human views, values, emotions, etc.

The vast majority of scholars note that the national mentality of Ukrainians should be considered alone and suggest adding to the concept of "national mentality" the adjective "Ukrainian" to emphasize the difficult path of Ukraine as a state.

The study of the Ukrainian mentality, for obvious reasons, has gained popularity among researchers and educators only since the 1990s. And the very term "mentality" in combination with an individual people did not have a place in Soviet science, but, on the contrary, was outside its borders, and any facts about its existence were publicly denied.

However, the current declassification of the archives of the KGB of the USSR shows that the study of the mentality of the Ukrainian people was not simply carried out, but occupied a special place in the state system of the USSR. It was these research results that the Soviet government had long concealed, used in its propaganda, and distorted in public.

However, earlier, in 1861, M. Kostomarov in his work "Two Russian nationalities" identified traits of behavior inherent in the Ukrainian people and noted the specific differences between national characters on the example of Ukrainians and Russians.

B. Chornomaz interprets the concept of "national mentality" taking into account the peculiarities of the historical formation of Ukraine as a state and defines the Ukrainian mentality as "a way of thinking, a set of mental skills and spiritual attitudes of a person or social group acquired by this group") or an individual (in the case of a specific individual) in the process of gaining practical experience in certain socio-historical circumstances that arose in the struggle for survival and establishment among other neighboring societies in certain natural environmental conditions "[Chornomaz B., 2016].

Scientists fill the concept of "Ukrainian mentality" with a special meaning. For example, M. Bogomaz emphasizes the difficult path of formation of the Ukrainian state, during which consistently among the Ukrainian elite and among broad sections of the people matured awareness of the nation with its own characteristics.

However, the reality was different – for many centuries the Ukrainian nation was completely or partially dominated by

other, mostly hostile neighboring states. The goal of these states was not just to conquer Ukrainian territories, but to seize them and call them "historically their own." This caused a certain confusion in the national mentality of Ukrainians.

Thus, by national mentality we mean a special way of thinking inherent in Ukrainians, which affects the perception of events and phenomena, and is a catalyst for action, and formed because of certain socio-historical circumstances that arose as a result of constant efforts to establish among other societies. neighbors in certain natural environmental conditions.

All research on the structure of the national mentality can be divided into groups, which, in turn, depend on the understanding of scientists of the nature of the concept of "mentality".

Some scholars point out that the national mentality is a purely acquired, influenced by certain factors, characteristics of the brain that cause certain similar reactions to certain events in people who are ethnically related. Other scientists argue that the national mentality is a combination of innate and acquired under the influence of certain factors characteristics of the brain.

In analyzing the structure of the national mentality, we are based on the research of scientists who define mentality as a set of innate (genetic transmission of experience) and acquired characteristics of the brain (everyday transmission of experience).

By genetic transfer of experience (innate component) we mean the constant use of a language and systematic events that occurred in the past and caused certain actions in humans, which in turn not only contributed to the activation of certain parts of our brain but also formed neural networks.

Systematic activation of such neural networks over time has formed stable characteristics in people belonging to a certain nationality.

In the content of the daily transfer of experience (acquired component) we invest the influence of the environment, in particular the dominant style of interaction between people, events taking place in the modern world and so on.

The innate and acquired components of the national mentality complement each other and ensure its periodic metamorphosis. This means that a person who has an innate set of characteristics specific to a particular nationality and is shaped by an environment different from that of his or her nationality will still be prone to similar reactions to "neural pathway foundations" or will even show innate characteristics in reactions but will have a somewhat "mixed" model.

This logic is preserved in the classically defined structure of the national mentality (see Fig. 1). Thus, I. Polishchuk identifies such basic components as national character, national consciousness, and ethnic subconscious, which, in turn, are also interconnected [Polishchuk I., 2002].

Under the national character is understood a set of the most stable features of perception of the world around, which are manifested in the reactions; under the national consciousness – everyday needs, interests – mass sentiments, system of values and institutions (stereotypes, norms, patterns of behavior, traditions, and customs); under the ethnic subconscious – the result of the experience of genetic development of the ethnos, which are inherited).

Accordingly, the structure of the national mentality is influenced by certain factors that can be classified into two groups – internal and external, which correlate with the previously defined in the structure of the national mentality

components – innate and acquired. Among the internal factors, scientists include:

- phylogenetic heredity;
- depth of life experience as a result of the learning process;
- individual features of mental processes (memory, thinking, emotions, empathy, etc.);
- behavioral activity of the individual (the less the individual attracts himself to the national group, the weaker the mental connection with them).

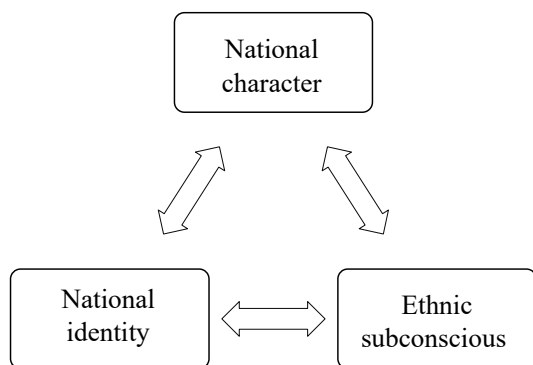


Fig. 1. The structure of the national mentality by I. Polishchuk

The external factors determine:

- geographical area inhabited by ethnic groups: area, landscape and climate, soils, flora and fauna, the percentage between water bodies and land, which led to the emergence of dominant activities among the population;
- geopolitical influences: Ukraine's location on the world map, neighboring states, natural features that determine the dominant activities of neighboring states and direct influence on interaction with them, in particular models of interaction with other nations;
- history and historical formation of Ukraine as a state: events that led to the formation of stable features in the behavior of Ukrainians.

These factors not only influenced the formation of the features of the Ukrainian people, but also themselves were influenced by Ukrainians and time, and as a result changed. In addition to the above factors, a special place is occupied by the influences of world processes: international integration, globalization, etc.

Thus, the national mentality involves a synergistic combination of a set of innate characteristics that the human brain acquires because of its genetic connection with other generations, and external factors that contribute to the strengthening and development of innate traits of a particular ethnic group.

The formation of the national mentality, the Ukrainian one, is a rather long process that takes place on a conscious and subconscious level.

Historical events that took place in modern Ukraine during a certain period, for example, during the rule of communist ideology, had some influence, caused some deformation of the way of thinking of Ukrainian society, which is now manifested in concrete actions, including reactions to higher education reform. Of Ukraine.

Accordingly, it is important to understand the history of the Ukrainian mentality through the prism of the formation of Ukrainian statehood.

Among the attitudes of the Ukrainian mentality, scholars distinguish traditionally logical (in particular, O.

Gordiychuk in his works calls primitive), which were formed consistently in the period from ancient times to the eighteenth century; and the so-called outsiders, who became established during the stay of ethnic Ukrainian lands in other state formations or their influence during the independent existence of Ukraine [Hordiichuk, O., 2019].

The origin of the Ukrainian people, according to the historical works of many scholars, including M. Hrushevsky, is associated with the unification of the Slavs with the Scythians and Sarmatians [History of Ukraine-Rus, 2016, p.21-23].

O. Paliy notes that "... neither the Proto-Slavs until the first half of the first millennium AD, nor the Scythians and Sarmatians were Ukrainians, but only their direct ancestors" and connects the origin of the Ukrainian people with "its main features to the time of the Ant union of tribes 4-7 centuries. not." [Paliy O., 2018, p.85].

Initially, Ukraine had a rather difficult geographical location to establish a national mentality, which, in turn, also affected the diversity of perceptions of objective reality by the Ukrainian people.

The steppe belt in the south of the then Ukrainian territory served as a way from Asia to Europe and served as a buffer zone for nomadic hordes in their free and unfree campaigns from east to west [History of Ukraine-Rus, 2016, p.28-29]. However, at some point in time, the steppes ceased to play an important role in the development of a profitable land bridge from Asia Minor to southern and western Europe; even, on the contrary, became a dangerous place.

Depending on the geographical location relative to the steppe zone, different parts of the land were characterized by different lifestyles, which, of course, had a direct impact on the formation of different mental attitudes of Ukrainians. For example, the middle Dnieper (historical and geographical name of the region of Ukraine, which occupies the Dnieper valley and stretches from the mouth of the Desna to the island of Khortytsia) was characterized by anxiety, life-threatening due to significant colonial steppe disasters [History of Ukraine-Rus, 2016, p.30-35].

Life was safer in the west, as this part of the territory was much further from Asia, from the steppe, in the middle between the forest and the mountains. Respectively, in Galicia and Volhynia, a slightly different type of Ukrainian mentality was constantly formed and established through the support of the cultural and social traditions of Ukrainian life. However, there were still insufficient circumstances and conditions to develop widely.

Such features of the historical location of Ukraine led to unfavorable circumstances for Ukrainian colonization due to constant devastation by nomads. This led to huge movements among the Ukrainian people, which were strengthened by social and political events.

In the period from the second half of the 16th century, the pressure of the Turkish horde eased, which seemed to affect Ukrainian colonization, but new historical events emerged that raised the concerns of the Ukrainian people – the growth of the lord's economy and significant deterioration of peasant farms. This became the basis for the mass movement of peasants from the northern and western parts of Ukraine to the east and south in the XVI-XVII centuries, which was repeated in the XVIII century and in the XIX century. Bessarabia and the Caucasus [Chornomaz B., 2016, p.32]. Such Ukrainian movements and wars led to the mass resettlement of Ukrainians to the east, where they mastered the lands located on the Dnieper and Don watersheds.

This nature of life, in particular resettlement and fluctuations, of the Ukrainian people was reflected in the Ukrainian mentality. The struggle with the steppe for centuries did not allow the political and social relations of the Ukrainian people to take root. The presence of a dangerous enemy on the south-eastern border of Ukrainian territory significantly influenced the way people thought, formed certain collective mental attitudes. It also led to "... the dismemberment and appropriation by foreign social groups of everything that constituted national means" [Dinzelbacher P., 2021, p.36].

During periods of dominance in Ukraine of such states as Romania (in Bukovina), Russia, Poland, Germany "... their historians popularized theories invented with mental effort about the national and ethnic roots of these peoples" [Chornomaz B., 2016, p.10]. Such theories have always been supported by explanations of why these roots are in Ukraine.

The above-described nature of life and geographical location of the Ukrainian people have accompanied it through all historical periods of its formation, which was manifested in the constant struggle for freedom and the right to statehood, and sometimes even for preserving ethnicity and physical survival. All this, based on the historical experience gained in the struggle, influenced the formation of certain features of the Ukrainian collective mentality, in particular B. Chornomaz identifies the following [Chornomaz B., 2016, p. 7-10]:

- excessive tolerance for clearly hostile signs of activity of foreigners on the territory of Ukraine (the word "territory", in addition to the territorial context, is also used in the understanding of spiritual and mental spheres);
- a large reserve of the ability to long-term expectation of positive change; this, unfortunately, led to the formation in the mental consciousness of disbelief in their own ability to "quick triumph" in defending their right to build an independent state and distrust of power;
- pretending obedience to "various usurpers" who remained in power in Ukraine even after the declaration of independence and are currently acting not in the interests of Ukrainian statehood, but, on the contrary, trying to return Ukraine to dependence on Russia.

Thus, historical events, geographical location of Ukrainian territory led to the acquisition by Ukrainians of negative attitudes to contempt for foreigners of national dignity, traditions that should move the Ukrainian people to develop and establish Ukrainian identity, for example, to the level of such identity in Western Europe.

However, such historical processes have led to a different reality, in particular the mentality of the Ukrainian people has acquired several other features, including the enormous complexity and diversity of reactions to certain current events, including in the context of reforming Ukraine's higher education system.

This contributed to the formation of specific mental attitudes and, at the same time, caused a certain deformation of the way of thinking of the people, which is now manifested in certain traits, including excessive tolerance of clearly hostile traits of foreigners, self-doubt, distrust of power and more.

Conclusions. According to the analysis of scientific sources, it is determined that the concept of "mentality" is considered in the context of various categories, including philosophical, psychological, historical, and so on. This leads to some inconsistency in defining the nature of this concept.

However, despite the context in which this concept is used, most scholars define mentality as a biological feature

of the human brain, consisting of the unity of emotional, cognitive, and behavioral components of personality, and manifested in a certain nature of its worldview.

At the same time, the kinship of certain components of the mentality of different people may form certain connections between them. For example, the term "national mentality" is used to refer to a connection in the way of thinking of ethnically united people. Scholars consider the national mentality using different approaches:

- as purely acquired under the influence of certain factors characteristics of the brain that cause similar reactions to certain events in people who are ethnically related;
- as a combination of congenital and acquired under the influence of certain factors characteristics of the brain.

By innate characteristics of the brain, we mean those that arose as a result of the formation of specific neural networks, which, in turn, were the result of systematic events, conditions in which previous generations of a certain people lived; under the acquired characteristics we understand the factors influencing the establishment and development of national mentality at the present stage of development of the state.

During the research, the history of the formation of the Ukrainian mentality was characterized by analyzing the geopolitical and historical formation of Ukraine. It is characterized as the location of the territory of Ukraine in the center of Europe at the intersection of roads connecting East and West, influenced the mentality of the Ukrainian people. It was found that the national mentality of Ukrainians combines the features of both Western European peoples and Eastern cultures. This is manifested in the manifestation of individualism and sensuality and emotionality. The mentality that characterizes the way of thinking of the Ukrainian people is considered separately, given the variety of factors of its formation.

Historical events and the geographical location of Ukrainian territory have led Ukrainians to take a negative view of the contempt of foreigners for national dignity, traditions that should move the Ukrainian people to develop and establish Ukrainian identity, for example, to the level of development of such identity in Western Europe.

The mentality of the Ukrainian people has acquired a number of other features, in particular, a huge one the complexity and diversity of reactions to certain current events, including in the context of reforming Ukraine's higher education system. This contributed to the formation of specific mental attitudes and, at the same time, caused a certain deformation of the way of thinking of the people, which is now manifested in certain signs, in excessive tolerance of clearly hostile signs of foreign activity, distrust of their own capabilities, distrust of power and more.

In November-December 2021, to determine the dominant features of the Ukrainian mentality in the reactions of research and teaching staff in the context of their measures to reform the higher education system of Ukraine, more than 200 research and teaching staff of 8 higher education institutions from different regions of Ukraine. The results of this survey will be presented in the following articles.

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ФАКТОР НАЦІОНАЛЬНОЇ МЕНТАЛЬНОСТІ У ПРОЦЕСІ РЕФОРМУВАННЯ СИСТЕМИ ВИЩОЇ ОСВІТИ: МІСЦЕ ТА ЗНАЧЕННЯ

Процес реформування вищої освіти відбувається під впливом багатьох факторів, зокрема й ментальних. Це найчастіше виявляється у характері сприймання процесу реформування вищої освіти його безпосередніми учасниками, до яких належать і науково-педагогічні працівники. Показовим є той факт, що представникам кожної країни – учасниці Болонського процесу притаманний різний характер сприймання однакових заходів, пов'язаних із реформуванням вищої освіти, що, зі свого боку, значно впливає на якість досягнення завдань реформи. Це може свідчити, що окреслена проблема може мати набагато глибший зміст і стосуватися певного суттєвого зв'язку між представниками однієї національності, у нашому контексті – української ментальності, що виявляється в усвідомлених, а особливо в неусвідомлених орієнтирах, за якими розвиваються типові для тієї чи іншої епохи уявлення людей, за якими вони відчують і діють.

Мета статті полягає у визначенні ознак національної ментальності українців у процесі реформування системи вищої освіти України. Відповідно, було проаналізовано зміст поняття «національна ментальність», її структуру, зокрема і в нейронауковому контексті; визначено місце та значення національної ментальності у світовій педагогічній літературі; охарактеризовано ключові фактори, що впливають на формування української ментальності; охарактеризовано історію української ментальності.

Також проаналізовано результати дослідження багатьох українських і зарубіжних науковців, зокрема й О. Александрова, О. Бойко, О. Базалюк, О. Бондаренко, П. Дінцельбахера, Б. Левюк, Л. Мальцева, С. Хрипко, Г. Яценко. З'ясовано, що формування української ментальності у своїх працях досліджували Ю. Михайло, О. Стражний, Б. Черномаз, а вплив національної ментальності на процес реформування аналізували П. Лепак, П. Попівняк, Д. Стоніс.

Ключові слова: національна ментальність, історія української ментальності, українська ментальність, реформування вищої освіти, нейронаукова структура національної ментальності.

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STATE OF NEEDS IN THE FIELD OF EDUCATION OF NATIONAL MINORITIES IN THE FIELD OF EDUCATION IN UKRAINE

The authors will analyse the system of ensuring the educational needs of national minorities in the field of education in Ukraine by defining the education system, which includes legal policy, institutional and organizational guarantees, identifying problematic aspects in the field of Ukrainian education and determining the possibilities of overcoming them, analysing the state of the educational needs of national minorities under the time of pandemic threats. It is indicated that global transformations have intensified the growth trends of the number of representatives of national minorities due to global demographic processes, in particular migration and refugees. It is proved that the elements of the system of ensuring the educational needs of national minorities in the field of education in Ukraine are international, European, regional and national legal acts, the functioning of public authorities, the complex structure of educational institutions at all levels, and additional organizational and economic guarantees of ensuring educational rights. International, regional and national legal norms are analysed. The positive aspects and shortcomings of the legal regulation of the educational sphere of national minorities are indicated. Several improvements to the current ethnopolitics of Ukraine are proposed in the context of the implementation of international and European standards and the positive practice of democratic states, in particular Romania. The results of providing an opportunity to determine a sufficient level of satisfaction with the provision of educational services among representatives of European national minorities. The methodological basis of the research is a system of philosophical, general scientific and unique scientific methods. The sociological survey conducted according to the author's questionnaires represents the actual state of education of national minorities in Ukraine. Russian, Hungarian, Slovak and Polish national minorities are taken into account. The authors prove that the pandemic crisis has a particularly negative effect on the education of national minorities.

Keywords: educational needs, national minorities, educational institutions, Ukrainian legislation, ethnopolitics, international standards.

Introduction. The modern world has a global integrated nature, migration processes are increasing, citizenship ceases to be a universally permanent characteristic of a person. Therefore, the issue of educational space for members of national minorities in the era of global changes and state-power transformations is especially relevant. Of additional interest is the problem of implementing the educational rights of national minorities, their legislative consolidation, establishment of measures for provision and protection, formation of a system of guarantees for their implementation. This is due to the fact that the viability of national minorities is a key issue for preserving the ethnic and cultural diversity of the state. The education of this group of citizens has its own characteristics and requires a special system for its provision.

Proper legal policy in the field of national minorities determines a weighty criterion of the state's democracy, is an indicator of society's tolerance, compliance with the European values of civilized peoples. The axiological component determines the praxeological importance of the presence of a holistic mechanism for ensuring the rights of national minorities. Along with this, there is a dissonance of the absolutization of the rights of national minorities with the tendencies to protect the national interests, ensure territorial integrity and citizenship. The educational sphere is the primary one that faces the problem of optimal combination of state national ideology and the right of national minorities to preserve their identity, language, and cultural and mental attributes.

The purpose of this article is to analyse the current system of providing educational needs of national minorities in the field of education in Ukraine by defining the education system, which includes legal policy, institutional and organizational guarantees, identifying problematic aspects in the field of Ukrainian education and determining the possibilities of overcoming them, analysing the state of the educational needs of national minorities during pandemic threats.

Presentation of main positions. For Ukraine, the issues under consideration have geopolitical significance. Representatives of more than one hundred and thirty national minorities and nationalities live on its territory. The

ideology of multiculturalism is the basis of the Ukrainian nation. About 400,000 representatives of national minorities use their mother tongue to obtain a general secondary education. During the thirty years of the formation of statehood, a comprehensive legal ethnopolitical strategy that directly affects the educational sphere has not been developed. The uncertainty of legal regulation, the inconsistency of legal norms, and the conflict of rules with international standards are important problems in modern Ukraine. Bodies of public power and state administration cannot function stably and harmoniously, because there are no agreed principles in the field of providing educational services to representatives of national minorities, which causes them to be conditioned by political processes and external unstable factors. Identifying problematic issues in the system of providing educational services to representatives of national minorities, positive aspects of interaction, and consideration of a holistic mechanism in education in Ukraine are urgent doctrinal and practical issues.

To a greater extent, by analysing the educational problems of representatives of national minorities, scientists investigate the problems faced by Roma children in education, in particular the issue of possible restrictions for equal access to education as a factor of significant obstacles on the way to quality education. Sina Van den Bogaert's comprehensive monograph pays special attention to the problem of segregation in the education of representatives of the Roma national minority in Europe while focusing on the implementation of international public law of the Framework Convention for the Protection of National Minorities of the Council of Europe and the Directive on Racial equality 2000/43/EC of the European Union (Van den Bogaert 2018) (Council Directive 2000/43/EC implementing the principle of equal treatment between persons regardless of racial or ethnic origin).

There are works focused on the issue of Roma education in individual countries, in particular Bosnia and Herzegovina (Lukenda and Pavlović 2018), Finland, Sweden and Norway (Helakorpi et al. 2020), Great Britain (Butterworth 2019), Hungary (Rado 2020). Valuable for analysis is the structural review work of representatives of

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the Norwegian school of sociology, in which a total of 151 peer-reviewed scientific articles published during 1997–2016 were analysed. This enabled them to highlight several problems facing Roma socialization and education: absenteeism, low academic achievement, socio-economic problems, cultural differences, invisibility, teacher competencies, hostility, segregation and wrong policies and activities (Lauritzena and Nodelandb 2018). This review can contribute to raising awareness of the methodology of formulating research questions in the field of education of representatives of national minorities.

Much less often, scientists focus on the issues of educational needs of representatives of national minorities in general. In general, the problem is considered through the study of their legal status, cultural national autonomy and integration problems in individual countries, in particular in Hungary (Cservák 2018), Belarus, the Czech Republic, Poland (Grabowska and Kwadrans 2020), Great Britain (Willis 2020), Ukraine (Toronshuk and Markovski 2018), Hungary, Estonia, Serbia and Russia (Prina and Sansum 2019), the Visegrad Group V4 of Poland, the Czech Republic, Hungary and Slovakia (Kichera 2020). The problems of legal policy formation regarding the status of national minorities in Ukraine (Tkachenko et al. 2021) and its constitutional consolidation (Karp 2018) are relevant. However, for the most part, such works have a narrow branch character and do not contain a comprehensive analysis of the system of providing educational services for representatives of national minorities. The problem of the system of ensuring the educational rights of representatives of national minorities in Ukraine is raised mostly at the level of political, not scientific discussion.

In modern conditions, democratic states must constantly seek a balance between national state interests and traditional cultural values of certain groups of society, national and ethnic minorities, indigenous peoples, etc. An important task is to minimize the limitations of traditional culture and expand its favourable factors, in such a way as to make it the driving force of national social progress. Therefore, the key ideology of state policy regarding national minorities should be the coordination of interests in such a way that, on the one hand, citizens have the opportunity to continue their national-mental traditions, learn their native language and pass it on to future generations, on the other hand, attention should also be paid to the adaptation of traditional culture representatives of national minorities to the requirements of a globalized modern society.

Quality education promotes social inclusion, economic growth and innovation. Therefore, the educational sphere should be the "bridgehead" that can optimally combine the interests of all groups. National minorities have special interests in the context of preservation of traditions, customs and language. The latter is a determinant that indicates the appropriateness of the legal policy of the state, its people-centeredness and humanism. National minorities, even in states with a developed level of education and legal sphere, remain in a disadvantageous, often discriminatory position. According to the 2018 US Education Report, there are groups that traditionally always have difficulties with learning, among them students of national, ethnic, and racial groups, and for this purpose, the state operates 4,360 specialized educational institutions (The National Center for Education 2019). Studies conducted in the UK in unison point out that Roma

students in this country have a significantly lower level of education than their peers (Butterworth 2019).

The demographic process has a variable character, national minorities exist in every state, but their number does not have a stable level. Global transformations have strengthened the growth trends of the number of representatives of the studied population group. The possibility of choosing a place of residence, including the state, implies the formation of a wide group of migrants. These can be both labour and other migrants who, assimilating with the population, need special attention to the educational process for them and their children.

The second factor in the growth of the number of national minorities is the rapid growth of the number of refugees. Military actions, political threats, economic factors or other categories of external determinants, may be an objective cause of fear that in the state-citizenship, a person may become a victim of certain circumstances, as a result of which his rights and freedoms will be violated. According to the latest UN report on migration issues, 84 million people around the world were forced to move to another country in 2020 as a result of persecution, conflict, violence, human rights violations or other serious events. In Venezuela alone, 73% of the population became refugees in neighbouring countries (UNHCR 2020). Currently, the states of the European Union are experiencing a new wave of refugees, which is due to the hybrid means of waging war on the part of the unrecognized president of the Republic of Belarus. The previous wave of migration was the crisis of 2014–2016, which provoked a sharp increase in the number of refugees and asylum seekers in the member states of the European Union. The latter must immediately respond to challenges and develop strategies for the effective integration of these newcomers into society. They require various additional conditions, including the provision of short-term needs such as housing and food, as well as medium- and long-term prospects for social and structural participation. Given the high proportion of children, adolescents and young adults among refugees and asylum seekers, education is one of the most important areas of structural integration. Reforming the educational environment has been changing in the context of the adoption of large-scale special measures and concepts for the educational integration of refugee children – respectively, in terms of financial and structural capabilities, institutional logic and previous experience (Koehler and Schneider 2019).

The primary element of the system of ensuring the education of representatives of national minorities is international and national legislation.

Ratified international acts have priority over national acts. The issue of protection of national minorities is regulated by acts of international law, which was discussed in previous studies (Czepek and Karska 2021). Among the international acts, the Declaration on the Rights of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities, which was adopted by resolution 47/135 of the UN General Assembly on December 18, 1992 (Declaration on the Rights of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities 1992). It only indirectly mentions measures in the field of education, which must be guaranteed by the state, no special attention is paid to the right to education of national minorities. However, the significance of this act is significant, because it is the only one at the international level that defines the value of

protecting the rights and freedoms of citizens from representatives of national minorities.

The main document at the regional European level is the Framework Convention of the Council of Europe on the Protection of National Minorities from 1994, Ukraine joined it three years in a row. Art. 12–14 of this Convention indicates the provision of educational needs of minorities, draws attention to the guarantee of teaching the native language, learning it in educational institutions, proper training of teachers and guides, as well as the possibility of the existence of private schools of national minorities (The Framework Convention for the Protection of National Minorities 1994).

There are also regional norms of soft law. In particular, the Organization for Security and Cooperation in Europe issued the Hague Recommendations on the Rights of National Minorities in Education, where the key ideology is the requirement for states to find an effective approach to the rights of national minorities in education (Organization for Security and Co-operation in Europe 1996).

High international standards are developed at the highest level, agreed upon by many states and require implementation by countries at the national and local levels. At the constitutional level in Ukraine in Art. 53 it is determined that nationals are guaranteed the right to study in their native language or to study their native language in state and communal educational institutions or through national cultural societies (Constitution of Ukraine 1996). This constitutional dogma is characteristic of many European countries. For example, the constitutional norm of Romania is positive in this area, whereas in Art. 32 (3) defines the right of persons belonging to national minorities to learn their native language and their right to education in this language, which is guaranteed by the state (The Constitution of Romania 1991). By the way, considerable attention is paid to the legal status of national minorities in the Constitution of this country, in particular in Art. 120 regarding their interaction with authorities, Art. 128 the right to speak in one's native language in courts, Art. 6 development of identity and Art. 62 regarding their voting rights. We evaluate this significant attention at the constitutional level as particularly positive, it contributes to the development of the rights and freedoms of national minorities and the preservation of their identity.

The general comprehensive document in the field of education is the Law of Ukraine "On Education", where in Art. 7 defines the peculiarities of education of representatives of national minorities (About education 2017). The article contains declarative slogans about guaranteeing the right to education of national minorities and mentions the creation of special classes (groups) for them. However, it does not provide a clear indication, which is why this normative act has caused the greatest discussion in society and concern on the part of the governments of European states, in particular Poland, Hungary and Romania. There is a particular conflict with the latter. Discussions took place around the new law, which gradually turned into one of the most acute conflicts both in Ukraine's domestic political life and in Ukraine's external relations. The conflict went from domestic to international when Hungary blocked the organization of high-level political meetings between Ukraine and NATO (Csernicskó 2020).

The problem is that the states have interpreted the norm as allowing education in the native language

alongside the national language only for children up to the 5th grade. Indeed, a failure of the linguistic formulation can cause such a double interpretation. Also, the representatives of Hungary proposed to extend the transition period until the full-fledged implementation of the language norm and to make an exception for private schools, in which education can be conducted exclusively in the language of the minority. The European Commission for Democracy through Law (Venice Commission), as an advisory body of the Council of Europe on constitutional law, considering the legitimacy of the national law, pointed out that an independent state has the right, moreover, the duty, to promote the national language, including among citizens belonging to national minorities. The commission pointed out the shortcomings of the law: the lack of public discussion of the norm with representatives of all national minorities (paragraph 53 of the Conclusion), an insignificant transition period for the implementation of normative changes (until 2023), inadequate provision of continuity of study of the languages of national minorities at all levels of education (paragraph 48–49), failure to determine the proportion of subjects studied in national languages, discrimination against representatives of national minorities of non-European peoples, in particular Belarusians, Russians, Moldovans and Jews (point 48), insufficient specification of declared slogans. Paragraphs 67, and 127 of the Conclusion stated that the law does not need to be changed and that future laws and by-laws may correct inaccuracies (The European Commission for Democracy 2017).

National legislation must be considered in terms of education levels. The Law of Ukraine in Art. 7 of the Law of Ukraine "On Preschool Education" defines not only raising children to respect their native language as one of the key tasks but also notes the need to instill a love for the language of national minorities. Along with this, the subordinate obligation in Art. 36 is determined by the child's parents or persons who replace them (About preschool education 2001).

In general, the national legislation meets international and European standards regarding the education of national minorities, contains norms and guarantees to ensure a valuable understanding of the native language of the national minority and, in a broad sense, the lawmaker managed to find a balance between the national and mental and cultural interests of these groups of Ukrainian citizens.

In our opinion, the shortcomings of the legislative regulation of the highlighted issue in Ukraine are as follows.

Discrimination against representatives of national minorities based on the characteristics of their belonging to the country of origin. Yes, clause 6 of Art. 5 of the Law of Ukraine "On Comprehensive General Secondary Education" provides a priority right to persons who belong to national minorities of Ukraine and whose languages are official languages of the European Union. At the same time, other national minorities are left out of consideration. It is precisely the latter that constitute the largest three groups, in particular, according to the last population census, Russians accounted for 17,3 % of the total population, Belarusians – 0,6 %, and Moldovans – 0,5 %, respectively (State Statistics Committee of Ukraine 2001). Before the 2020 education reform, there were 200 Russian-language schools in Ukraine, which have now switched to the state language of instruction. Such a situation contradicts Art. 4 of the Framework Convention on the Protection of National Minorities, which indicates the

prohibition of discrimination based on belonging to a national minority.

Absence in the Law "About out-of-school education" of the realization of the right to education of representatives of national minorities (About out-of-school education 2000). This educational system is precisely dedicated to the development of knowledge, abilities and skills acquired by pupils, students and students in extracurricular education institutions. The establishment of such institutions in the context of cooperation with public and religious organizations representing national and ethnic minorities would be an appropriate mechanism for promoting access to education for these groups of citizens.

We negatively assess another current normative act – the Law of Ukraine "On professional (vocational) education", which does not contain any specifics regarding the acquisition of knowledge and skills at the appropriate educational level (On professional (vocational) education 1998). This leads to dissonance with clause 5 of Art. 7 of the Law of Ukraine "On Education", which defines the right of vocational (vocational and technical) students to study the languages of national minorities as a separate discipline.

Conclusions. The ideological basis of ethnopolitics of democratic states should be an optimal balance between national state interests and traditional cultural values of national minorities, which is primarily ensured through the sphere of education. Global transformations have intensified the growth trends of the number of representatives of national minorities due to global demographic processes, in particular migration and refugees.

The elements of the system of ensuring the educational needs of national minorities in the field of education in Ukraine are singled out: international, European, regional and national legal acts; functioning of public authorities; complex structure of educational institutions at all levels; additional organizational and economic guarantees of ensuring educational rights.

It was established that, in general, Ukrainian national legislation meets international and European standards regarding the education of national minorities. The existing shortcomings are singled out: discrimination of non-European representatives of national minorities based on the characteristics of their belonging to the country of origin; non-involvement of the out-of-school educational system in meeting the educational needs of representatives of national minorities; lack of opportunity to study in the native language at the level of professional and technical education; a collision of legislation in the field of creating preschool education groups with the national language of education; not providing the opportunity to create their own private educational and training institutions with the national language of instruction; not solving the issue of territorial accessibility of the educational institution.

The results of the author's survey provide an opportunity to determine a sufficient level of satisfaction with the provision of educational services among representatives of European national minorities. It has been proven that the pandemic threat has a particularly negative effect on the education of national minorities.

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СТАН ОСВІТНІХ ПОТРЕБ НАЦІОНАЛЬНИХ МЕНШИН В ОБЛАСТІ ОСВІТИ В УКРАЇНІ

Авторами провадиться аналіз діючої в Україні системи забезпечення освітніх потреб національних меншин у сфері освіти шляхом визначення системи освіти, котра включає правову політику, інституційні та організаційні гарантії, виокремлення проблемних аспектів у сфері української освіти та визначення можливостей їх подолання, аналізу стану освітніх потреб національних меншин під час пандемічних загроз. Вказано, що глобальні трансформації посилюють тенденції зростання кількості представників національних меншин через глобальні демографічні процеси, зокрема міграцію та біженство. Доводиться, що елементами системи забезпечення освітніх потреб національних меншин у сфері освіти в Україні є міжнародні, європейські регіональні та національні правові акти, функціонування органів публічної влади, комплексна структура закладів освіти на всіх рівнях та додаткові організаційні та економічні гарантії забезпечення освітніх прав. Проаналізовані міжнародні, регіональні та національні правові норми. Вказані позитивні аспекти та недоліки правового регулювання освітньої сфери національних меншин. Пропонується ціла низка удосконалень у діючу етнополітику України в контексті імплементації міжнародних та європейських стандартів та позитивної практики демократичних держав, зокрема Румунії.

Методологічною основою дослідження є система філософських, загальнонаукових та спеціальнонаукових методів. Соціологічне опитування, що проведене за авторськими анкетами репрезентує реальний стан освіти національних меншин в Україні. До уваги взято російську, угорську, словацьку та польську національну меншини. Авторами доведено, що пандемічна криза особливо негативно впливає на освіту національних меншин.

Ключові слова: освітні потреби, національні меншини, заклади освіти, українське законодавство, етнополітика, міжнародні стандарти.

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