
TARGETS OF STRATEGIC DEVELOPMENT OF EDUCATIONAL POLICY OF UKRAINE UNDER INTEGRATION INTO THE EUROPEAN EDUCATIONAL AREA: SOCIAL AND PERSONAL DIMENSIONS OF CULTURAL AND HISTORICAL INTEGRITY



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Abstract. *The authors of the article analyse the social and personal dimensions of the targets of the strategic development of educational policy of Ukraine under integration into the European educational space in their cultural and historical integrity. On the examples of comparison of foreign experience, achievements of modern progressive democracies, it is explained that the path of Ukrainian state formation determines the need for optimal civilizational choice of priorities, based on which - education and upbringing of the nation. It is shown that in contrast to the EU, where the strategic basis in the field of education and training is determined by teachers, in Ukraine the problem of teacher training, deepening the content of their education, decent financial rewards, etc. is not only obvious but also glaring. Further integration of the country into the world economic and cultural space encourages the synchronization of the Ukrainian education with European. It is proved that the issues of concretization of value content and development of methodology for training competent specialists in the field of educational policy for Ukraine, on the one hand, and personal and professional selection, training for work in the field of state education policy - on the*

other are important. The necessity of creating an educational and research institution in Ukraine - the Institute for Educational Policy Research - is substantiated.

Key words: *institute of educational policy; education development; educational policy of Ukraine; European educational area; transformational processes in education.*

INTRODUCTION. PROBLEM STATEMENT

Rapid global changes in the life of modern society, the challenges of the COVID-19 pandemic, scientific and technological development, demographic revolution, etc. make new demands to the education, the organization of adult learning. All this necessitates the definition of new relevant content, main directions, mechanisms for forecasting, development and implementation of state educational policy in Ukraine, which would meet both the needs of present and future sustainable development of the country. After all, education is one of the strategic resources of socio-economic and scientific and technical development of society, ensuring the well-being of people, national security, strengthening the authority and competitiveness of the state in the international arena.

Issues of reforming the education system of Ukraine, analysis of the degree of implementation of the reforms, the relationship of educational policy with socio-economic development of the country are currently considered in the context of improving state policy of innovation as one of the pressing strategic issues of national security. "Strengthening human and civil rights and freedoms, ensuring a new quality of economic, social and humanitarian development, ensuring Ukraine's integration into the European Union and creating conditions for NATO membership" is among the goals of the National Security Strategy of Ukraine (May 2015). Strengthening the Ukrainian state by ensuring the progressive socio-political and socio-economic development of Ukraine, strengthening humanitarian security, which is part of the development of the domestic education system, is one of the most important tasks of the Strategy (National Security and Defence Council, 2015).

It is becoming increasingly common to understand that education is the basis of the socio-economic well-being of society as a whole and of each individual in particular. However, on August 28, 2020, the Secretary of the National Security and Defence Council of Ukraine O. Danilov stressed that based on the analysis of the higher education system; there is a systemic crisis in this area. It creates potential and real threats to the state and national security of Ukraine. He emphasized that science and technology of the developed countries are significantly ahead of the national ones (Danilov, 2020).

Naturally, overcoming the systemic crisis in higher education involves improving the functioning of preschool, school and vocational education. These issues are now gaining momentum, especially in connection with the completion of administrative and territorial reform in the country, and the creation of a system of educational districts, support schools, testing schemes for transporting students to these schools, and ensuring the work of vocational education institutions. Undoubtedly, these threats determine the formation of concepts, principles, technologies that will construct adequate solutions. After all, it is obvious that only professional competencies will not be enough for the education of the future. It will be necessary to achieve new qualities of education, combining intelligence, competence, morality, humanity, freedom. Education has been directly involved in the creation of these qualitative characteristics of an individual and society in all periods of history. But unlike previous centuries, it needs a special existence in today's times.

A complex and contradictory world requires the formation of a person of freedom, spirituality, deep humanity, who is aware of his responsibility for every step of his choice. The existential value of individual freedom (creative, civil, professional) is combined with

its ethical responsibility. It forms a critical-thinking, civic-minded, competent person who humanizes the world, enriching it with reason, reverence and nobility. However, a general, somewhat idealized view of a person, the qualitative characteristics of which should be formed by education, is the basis for imagining what a new school should be, its philosophy and content. These tasks have never been determined by departmental or corporate interests. But they were always actualized when superimposed on the civilizational, public demand. This was preceded by action, motivation of various factors. Economic, military, technological, political competition significantly accelerated the process of educational modernization (Filipchuk, 2018, p. 59).

If we analyse the hierarchy of social values in the developed democracies, for example, in the United States, education is seen primarily as an important productive force that determines competition, so official documents, political programs are imbued with this priority. In recent decades, the concept of “Education for National and Global Education” has been very actively implemented in the United States, which soon became a major component of US national security. Lessons of historical experience, achievements of modern progressive democracies, difficult way of Ukrainian state formation determine the need for optimal civilizational choice of priorities, based on which – education and upbringing of the Nation (Filipchuk, 2018, p. 60).

Social and personal dimensions of cultural and historical integrity are becoming relevant in determining the targets of strategic development of educational policy of Ukraine in the context of integration into the modern European and world educational space. The use of new technologies requires professional qualifications, social competence, civic responsibility from educators-managers at all levels. In addition, such specialists should be characterized by developed analytical and prognostic thinking, have reflection skills, and, above all, be characterized by appropriate personal moral qualities, be patriots of their country.

“When the wisdom and skill of the Master, the courage and responsibility of the Father, the cordiality and honesty of the Mother are combined in the person of the state leader, the State and its People reach recognition and prosperity. First of all, it is because education is of paramount importance as the only means of including the creative potential of each person in the establishment of economic and cultural development of the State. This is where all the developed countries of the world began. The best minds of Ukraine in different historical periods of its development aspired to this. Pedagogy of Good in all components of Ukrainian statehood, including economic, political, ideological, cultural, is determined by the Education and Upbringing of Youth” – wrote in his work “Pedagogy of Good” prominent philosopher, academician of the National Academy of Pedagogical Sciences of Ukraine, First Minister of Education I. Zyazyun (Zyazyun, 2000, p. 307–308).

Issues of concretizing the value content and developing a methodology for training competent professionals in the field of educational policy for Ukraine, on the one hand, and personal and professional selection, training for work in the field of the state education policy on the other acquire special significance in this context.

LITERATURE REVIEW

The reflection on the essence of the concept of “state educational policy” will facilitate the adequate solution of the set tasks. The concept of “politics”, its spread is associated with the eponymous treatise of Aristotle, the content of which is a generalization of the philosophical problems of the ancient Greek state, governments and governments (Aristotle, 1983, pp. 439-565). In a general sense “politics” (from the Greek *Politika* – state and public affairs) is understood as “organizational, regulatory and control sphere of society, within which social activities are carried out, aimed primarily at achieving, maintaining and exercising power by

individuals and social groups for the fulfilment of their own requests and needs” (Political Science Encyclopaedic Dictionary, 1997).

State policy covers all spheres of public life, respectively. Accordingly, the following types are distinguished: economic, social, national security, etc. The main attributes of a state policy are:

- administrative powers – the legitimacy of decision-making and their implementation in the hierarchy, which is provided by socially recognized governing bodies (public authorities and public self-government);

- competence in the field of public policy (education, social security, ecology, etc.);

- orderliness and continuity – the presence of a system of development and decision-making, tracking results, evaluation and adjustment of actions (Demyanchuk, 2000).

Education policy is interpreted as “the sphere of relationships between individuals, different social groups in order to use government institutions to realize their interests and needs” (Kremen, 2008, p. 623). In this case, the subjects of educational policy are – the individual, social communities and social institutions, and its objects – education as a public good, as an intellectual and material resource of society, as a system of educational institutions (Shulga, 2010).

Thus, the “state educational policy” contains the following internal characteristics:

- policy – organizational, regulatory and control sphere of society, focused on achieving certain goals, maintenance and further development of what has been achieved, and its adequate implementation;

- state policy – official actions of the state;

- education – the process and result of mastering an individual system of sciences, knowledge, practical skills; socio-cultural institute, through the activities of which the social, cultural functioning and improvement of society are ensured.

State educational policy is an officially defined, organized and purposeful activity of the state and its subordinate institutions, aimed at the functioning and further development of the education system as a leading institution of a democratic society (Shulga, 2010).

I. Ivanyuk in the only textbook published in Ukraine “Educational Policy” based on the analysis of classifications of foreign researchers, interprets public policy through the prism of “nature of politics”, demonstrating the relationship of types of policy, including education, with “factors influencing” it (Ivanyuk, 2006). K. Korsak interprets the state educational policy as “a set of priorities and goals formed by the government or other higher body to implement measures to improve and develop the education system or its elements” (Korsak, 2004, p. 112). V. Andrushchenko and V. Saveliev (Andrushchenko, 2010) draw attention to the fact that the actions of the government, contrary to its declarations, may have negative consequences for education. After all, there are many cases when the actions of the government, education authorities, and the administration of the educational institution lead to results that are contrary to expectations, which does not contribute to the development of thinking in the subjects of the educational process (Kolodiy, 2009, p. 623).

I. Ivanyuk holds similar views, emphasizing that educational policy has certain characteristics that are important for understanding how it is formed; needs to take into account the context and background of political decision-making in education; it is based on certain values. Therefore, it is difficult to imagine a political decision as an invaluable phenomenon created from scratch, without taking into account the circumstances in which it will be implemented. Thus, for the successful implementation of educational policy should take into account the general context of its creation: historical, social, economic, ethnic, and religious, etc. (Ivanyuk, 2006, pp. 15-16).

V. Andrushchenko and V. Saveliev emphasize the need to overcome the simplified and

outdated vision of the phenomenon of educational policy. According to them, the national discourse is gradually establishing an opinion that focuses on the need to distinguish between “specific practices” of educational policy (activities and processes characterized by the concept of “state educational policy”), educational policy of other actors in national, regional (e.g. “educational policy of the European Union”) and world (for example “educational policy of the World Bank”) levels (Kolodiy, 2009, p. 6).

The European Union’s education policy is based on the provisions that each EU country is responsible for its own education and training systems policy. EU policy in these areas is designed to support action at the national level and to help address common challenges. The EU’s overall political goals are developed collectively by its institutions. The EU’s strategy is developed and translated into policies and initiatives by The European Commission (Ursula von der Leyen, 2019).

EU policy in the fields of education and training is designed to support action at the level of Member States – who remain responsible for these competence areas – and to help address common challenges, such as ageing societies, skills deficits, technological developments and competition at the global level. “Education and training 2020 (ET 2020) is the EU framework for cooperation in the fields of education and training. The strategic framework for European cooperation in education and training (ET 2020) is a forum which allows Member States to exchange best practices and to learn from each other” (European Commission, 2020).

By sharing examples of good policy practice, by taking part in Peer Learning activities, by setting benchmarks and by tracking progress against key indicators, the 27 Member States aim to respond coherently to common challenges, whilst retaining their individual sovereignty in the field of Education policy. This strategy is referred to as the Education and Training 2020 programme (ET2020), which is an update of the Education and Training 2010 programme.

The ET 2020 framework provides opportunities to build modern practices in education policy, gather and disseminate knowledge, and advance educational policy reforms at the national and regional levels. The framework is based on the lifelong learning approach. It therefore addresses outcomes from early childhood to adult vocational and higher education, and is designed to cover learning in all contexts: formal, non-formal and informal. ET 2020 pursues the following four common EU objectives:

- Make lifelong learning and mobility a reality;
- Improve the quality and efficiency of education and training;
- Promote equity, social cohesion, and active citizenship;
- Enhance creativity and innovation, including entrepreneurship, at all levels of education and training (European Commission, 2014).

Beyond ET 2020, the EU also focuses its efforts on creating policies and initiatives in the following areas:

- Early childhood education and care;
- School policy;
- Vocational Education and Training;
- Adult learning;
- Higher education;
- International cooperation and policy dialogue;
- Multilingualism;
- Education and migrants (European Commission, 2020).

The first EU programme to promote educational exchange and cooperation between educational institutions inside the EU and those outside it was the TEMPUS programme, adopted on 7 May 1990. The idea behind TEMPUS was that individual universities in the European Community could contribute to the process of rebuilding free and effective university

systems in partner countries. TEMPUS was followed by a series of smaller programmes built more round the mobility of academics towards the EU.

Finally, in 2003 the European Union launched the Erasmus Mundus programme, a project to ensure the place of European Universities as centres of excellence across the world; to attract the best students from around the world to Europe; and to enable partnerships between European universities and those in other countries. The programme had strong support both from the Council of Ministers and from the European Parliament (Pepin, 2006).

The Education and Training Monitor gathers a wide range of evidence to indicate the evolution of national education and training systems across the European Union (EU). The report measures countries' progress towards the targets of the Education and Training 2020 (ET 2020) strategic framework for European cooperation in these fields. The Monitor offers suggestions for policy reforms that can make national education and training systems more responsive to societal and labour market needs. Furthermore, the report helps to identify where EU funding for education, training and skills should be targeted through the EU's next long-term budget, the Multiannual Financial Framework (MFF). The Monitor comprises a cross-country comparison and 28 in-depth country reports. Finally, the Commission has supported a variety of networking systems between Ministers (and Ministries) in the EU's Member States, in addition to the thrice yearly meetings of the "Education Council" within the EU's own institutional system (Ec.europa.eu, 2013).

This year's edition of the Education and Training Monitor marks ten years since the launch of the strategic framework for European cooperation in education and training – ET 2020. European countries have made great progress towards expanding participation in education since the establishment of EU benchmarks in 2009 as part of this process. Commissioner T. Navracsics presented the 2019 Education and Training Monitor at the second European Education Summit on 26 September 2019. Teachers are the main focus of the latest edition. Teachers are considered as the factor having the strongest impact on students' learning within the school environment. Using new data, the Monitor demonstrates the common challenges that EU Member States face to attract and maintain the best teaching professionals. This challenge is expected to become all the more prominent during the next decade, during which a wave of retirements of experienced teachers is expected.

For Ukraine, the problem of teacher training is not only obvious but also glaring. The issues of selection of applicants for pedagogical education, deepening of the content of teachers' education, decent financial remuneration for teachers' work, ensuring the succession of generations of teachers, etc. are very important for the national educational policy.

The "Education reform strategy in Ukraine. Recommendations on Education Policy" was first publication in Ukraine on identifying and developing policy options aimed at reforming the secondary education in Ukraine (Education reform strategy in Ukraine, 2003). P. Hobzey, O. Lokshyna, O. Ovcharuk, V. Voitov focused on such key areas of education reform as: equal access to quality education, content and quality monitoring, governance and funding based on the global approaches to identify and develop policy options within policy analysis.

The issue of transformations of education is the subject of research by such Ukrainian scholars scientists as N. Avshenyuk (modernization of pedagogical education in the European Union), V. Andrushchenko (modernization of higher education), L. Berezivska (school education reform in Ukraine: historical aspect), V. Kremen (transformation of the content of education, transformation of personality), O. Lokshyna (transformational processes of school secondary education in the context of European integration), O. Lyashenko (transformational processes of secondary education), V. Ognevyyuk (educational reforms), O. Savchenko (reforming primary education, reforming the content of education), O. Pometun (reforming school history in Ukraine), O. Sukhomlynska (reformist pedagogy, reforming the educational component of education, reform policy in the historical context) and others. The peculiarities

of transformations of education in terms of integrated strategic development of educational policy in Ukraine enrich the research field.

Over the past 10 years, the Ukrainian scholars have studied the following issues:

– pedagogical principles of school education reform in the first years of Ukraine's independence under conditions of state formation, which were declared in the State National Program "Education" ("Ukraine of the 21 Century", 1993) (Berezivska, 2011);

– public administration aspect of education reform in Ukraine from the standpoint of a competency-based approach to the training of managers of education (Protasova, Lugovyi, Molchanova, 2012);

– professional training of teachers in the developed countries of the world with the definition of its features in key aspects: legislative support; structure, content, forms, methods and technologies of professional training of pedagogical workers (Avshenyuk, 2017);

– transformations in education in the aspects of decentralization-centralization, humanization processes, standardization and differentiation of education in the EU and the USA (Dzhurilo, A. P., Glushko, O.Z., Lokshyna, O. I., 2018).

The scientific-analytical report of the National Academy of Educational Sciences of Ukraine "General Secondary Education of Ukraine in the Context of European Education: Duration and Structure 2020" presents the comparative analysis of the structure of the national general secondary education system of Ukraine and educational systems of 38 Erasmus + countries (Kremen, Lyashenko, Lokshyna, 2020).

METHODOLOGY

After the President of Ukraine signed Decree No. 210/2020 of June 3, 2020 "On Improving Higher Education in Ukraine" a Working Group was established to develop a draft Strategy for Higher Education of Ukraine until 2031 by order of the Ministry of Education and Science of Ukraine No. 974 July 28, 2020,

Currently, based on the results of systematic research on educational quality in Ukraine and the world, Vice President of the NAES of Ukraine V. Lugovyi formulated strategically important proposals to ensure and improve the quality of higher education – "Development of monitoring and evaluation of education" for the draft Strategy development of higher education in Ukraine for 2021-2031 (Lugovyi, 2020). The reasons for insufficient educational quality are identified – the imperfection of the university network, the lack of a system of mechanisms for monitoring and evaluating quality, the lack of a quality profile of higher education. The need to distinguish and take into account the duality of the quality category – the minimum sufficient and the most perfect, and the appropriate mechanisms for monitoring and evaluation, as well as the motivation of quality educational activities – the commitment and encouragement to achieve quality.

As of September 1, 2020, the State Quality Service of Education of Ukraine has distributed higher education institutions according to the criteria for assessing the degree of risk from economic activity in the field of higher education and determining the frequency of planned state supervision (control) measures approved by the Cabinet of Ministers of Ukraine. November 2018 No. 982. Information on planning and materials on the results of all state supervision (control) activities are published on the official website of the Service (sqe.gov.ua) and the portal of the pilot module of planning and information collection for the Integrated Automated State Supervision System (control) (inspections.gov.ua). Thus, out of 307 higher education institutions, according to 7 criteria of their activity, 74 (24%) are classified as high risk, 213 (69%) – medium, 20 (7%) – insignificant. The State Service for Education Quality

emphasizes that scheduled inspections of universities are carried out only in the presence of good reasons, which are clearly defined by the developed risk-oriented criteria. In particular, the reasons for including a higher education institution in the inspection plan may be a significant reduction in the number of higher education students during the three academic years, no signs of educational services, the institution's disregard for legal requirements to publish the necessary information on its official website, and systemic violations, established during previous inspections, etc.

Taking into account the importance, relevance and necessity of such inspections, we want to draw attention to the limitations and logical inconsistencies of some inspection criteria. After all, the standards built on the erroneous principle of "More means better" do not correspond to the logic of reality, even the state order of specialists. How can you compare the indicators of the contingent of universities that train, for example, future metrologists for Ukraine with the contingent of future teachers? But "80% of the university budget will be guaranteed for basic expenditures, and the rest will be distributed depending on a number of indicators. Among them: the scale of the university, its position in international rankings, the amount of funds raised from alternative sources, etc." (Khoroshchak, 2019).

The 2019 OECD report "Anti-Corruption Network for Eastern Europe and Central Asia. Integrity of Educational Systems. A Methodology for Sector Assessment" (OECD, 2019) provides the evaluation of the results of such educational policy. The Istanbul Anti-Corruption Action Plan is a sub-regional peer-review programme launched in 2003. It supports anti-corruption reforms in Armenia, Azerbaijan, Georgia, Kyrgyzstan, Kazakhstan, Mongolia, Tajikistan, Uzbekistan and Ukraine through country reviews and continuous monitoring of participating countries' implementation of recommendations to assist in the implementation of the UN Convention against Corruption and other international standards and best practice.

The INTES protocols comprise three guiding questions and assessment sub-routines. The protocols are held together by a theory of integrity and corrupt conduct in education and economic models of human behaviour, on international anti-corruption standards, and on lessons learned in the course of assessments of education integrity. These assessments were carried out with the help of INTES on behalf of education authorities and civil society in countries-members of the ACN (Serbia, Armenia, Ukraine, and Kazakhstan), as well as Tunisia by the OECD Directorate for Education and Skills and the Centre for Applied Policy and Integrity, in partnership with other organisations, e.g. UNESCO IIEP and UNDP.

Even though education reforms are inspired by stakeholder demand and aim at improvement, they might reinforce the risk of such failure. Reform outcomes are uncertain, might fail to materialise, or might even lead to worsening of the initial situation. For instance, the well-intended mass-closure of pre-school facilities in former communist countries in the 1990s leads to acute capacity shortages (Penn, 2011), which in the face of growing demand for kindergarten places in some countries today (i.e. Ukraine), create risk of corruption (OECD, 2017). All this directly applies to Ukraine, where, as is well known, about half of preschool children do not have access to kindergartens.

Globally, no group of states has ventured into negotiations on joint obligations and actions against corruption in education, despite all the research evidence of its prevalence and the harm it engenders. Apart from few recent, but rare examples of countries which have explicitly included provisions on corruption and integrity in their education legislation (e.g. Ukraine) and some promising, but still nascent initiatives, education in Eastern Europe and elsewhere continues struggling to address integrity (UNESCO IIEP, 2015) and formulate convincing, comprehensive, sector-wide responses to its corruption challenges.

Table 2 "Violations, education deliverables, and beneficiaries: examples from Armenia and Ukraine" of the Report (OECD, 2019, p. 28) for the criteria: "1. Access to education";

“2. Good quality teaching and learning conditions”; “3. Good quality teaching and learning”; “4. Fair pay for teachers” the following negative factors of influence are given for Ukraine: Financial resource shortages; Rigidity of public budget allocations; High administrative burden in procurement, lack of resources; No legal basis for schools to manage resources autonomously; Limited effectiveness of classroom teaching; No official remedial assistance to students; Perceptions of inadequate teacher pay; Unequal access to education; Illegal fundraising for schools and misappropriation of parental donations to schools; Private, paid supplementary tutoring by class teachers.

Indeed, the distribution of funds among universities is unfair. The Ministry of Education and Science is currently determined to bring order to the financing of higher education institutions (Khoroshchak, 2020). Here it is appropriate to emphasize the presence of out-dated approaches to scientific and technical forecasting that can be classified as follows: 1) the effect of the five blind, 2) the effect of “hottabizatsii”, 3) “oat” effect. All three phenomena have a significant impact on the success of those who not only recognize themselves as “intellectuals” but earn a living by scientific, analytical or expert work, predict the distant future or try to imagine the development of global phenomena, the evolution of comprehensive systems and more. The Five Blind Syndrome is well known in the literature, as back in high school everyone read about how a group of blind people “studied” an elephant in a time lag. Everyone could touch a small part of his body for a moment and make their own assumptions about the appearance of the whole animal based on their own observations. Thus, the “five-blind effect” is interpreted as the formation of assumptions or hypotheses based on incomplete knowledge (Korsak, 2009). We have reflected the opinions of the “experts” in the figure 1.

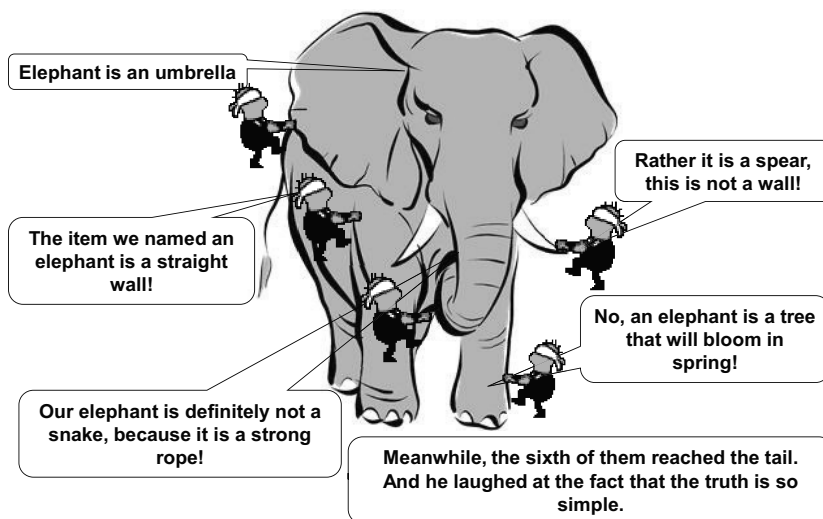


Fig. 1.
The Five-Blind Effect

This effect must be taken into account, first of all, when the whole national education system or its analogues abroad act as an “elephant”. In this case, the phrase “education system” should be avoided to denote, for example, the secondary or higher education sectors, as part cannot be identified with the whole (Korsak, 2009, p. 2). Unfortunately, we have to state the fact that now “experts in educational policy”, “reformers” are often NGOs funded by foreign sponsors, who in no way can be supporters of the ideas of nation-building of the Ukrainian education system; politicians who do not have not only scientific degrees, but even an idea of the philosophy of education and pedagogy, psychology and neurophysiology of man.

It is known that the ancient Greek philosopher Plato in the IV century. B.C. found the relationship between the psychological structure of the individual (which combines intellectual, volitional and emotional spheres) and the sociological structure of society (with its main areas – spiritual, political and material) (Plato, 1986). The three mental spheres (intellectual, volitional and emotional) correspond to three social spheres (spiritual, political, material), and together – three main classes (spiritual aristocracy, secular aristocracy, workers), the distribution of which is historically determined by the performance of various social functions that require the presence of various individual psychological characteristics. Cultural and historical integrity consists of the categories: nation, state and civilization.

According to A. Weber it is necessary to constantly keep in mind the interaction of the “public body” with culture, on the one hand, and civilization – on the other, as well as to take into account the interactions culture and civilization (Osipov, 2000). Without dwelling on the analytical reflection of the works of the eminent scientist, let us recall that thinking not as analytically as synthetically, A. Weber vividly and visibly felt the unity of history as a whole and in its individual manifestations. According to A. Weber, knowledge of the uniqueness of certain historical and political phenomena, considered each time as a unique combination of social, civilizational and cultural ties, becomes methodologically possible under the combination of three factors of the historical process within a limited “space-time”. Note that in terms of analytical and strategic dimension of educational policy, the factors of cultural and historical integrity of A. Weber are very important in their holistic synergistic unity: spiritual (religion, philosophy, art), scientific and technical (material, economic), social (socio-political).

MAIN RESULTS

Globalisation and demographic transformations change the requirements for education. New technologies imply the presence of not only professional qualifications, but also social competence, civic responsibility, the ability to see relationships, to think creatively. Thus, in many EU countries, in addition to short-term refresher courses for educators, educational programs are opened in higher education institutions – training modules for specialists in the field of continuing professional training for adults. The government provides financial support to students. In some cases, students study for free.

In France, in 1980, a faculty was opened at the University of Paris and a diploma in “Organization and Management of Adult Vocational Training” was approved. To enter this faculty, you must have three years of experience, a diploma of higher education and a desire to specialize in this field, confirmed by facts and abilities. The term of study is two years, annual admission is 10 people. Given the single internal market of the EU, the training is carried out at an annual course with the qualification of “consultant responsible for training” and a two-year course with the qualification of “European expert in the field of education policy”. These programs are linked to the specific requirements of a particular EU Member State or to the characteristics of the audience. The results of the analysis of professional responsibilities are also considered as reference requirements for experts, on the basis of which the results of professional activity are evaluated and individual directions of retraining or advanced training are determined (Korsak, 1997).

In the aspect of the issues covered, the experience of the United Kingdom in the training of specialists in the field of educational policy is interesting. The Institute of Education at the University of London, for example, offers a Master’s Level Module “Understanding Education Policy”. It focuses on topics of current concern in the United Kingdom, but will also use developments in a number of other countries to illustrate the findings. Topics discussed include approaches to understanding education policies, their relevance and importance to

practitioners, and influences on the nature of education policies (e.g., political ideologies, social justice considerations, globalization, and issues of accountability and effectiveness).

The program “Economic Perspectives of Education Policy” for the level of “Vocational education” is also offered. This module is designed to give an overview of the entire field of economics of education to students who are new to economics, as well as to those who have previously studied economics. The main criteria for evaluating policy – efficiency and equity – are applied throughout the module. Using these two criteria, markets, governments and networks are analysed as coordination mechanisms for deciding the allocation of resources to education.

King’s College London offers an undergraduate program. Education, Policy and Society is an interdisciplinary programme drawing on sociology, political science, economics and history to address the challenges of education policy and provision. Study educational policy and processes in relation to issues of race, social class, gender and changes such as globalisation and new managerialism. Key benefits: 1) Cutting edge policy analysis drawing on contemporary research; 2) Interdisciplinary and critical approach towards contemporary policy provision; 3) Explores models and approaches in policy analysis as well as skills and approaches in undertaking critical policy analysis.

Bath Spa University offers an International Education and Global Citizenship program for Vocational Education. This MA is an opportunity to study educational issues in depth for the programmes cover policy, practice and education theory within an international context (Data from the site <https://www.springest.co.uk/>).

For example, the Stanford Centre for Education Policy Analysis (CEPA) has been promoted by the United States’ policy programs (<https://cepa.stanford.edu>). The basic programs of development, to ensure that students are provided with advanced qualifications of the most advanced educational methods in the analysis of educational policy.

In Ukraine, unfortunately, we can state the absence of educational programs in the field of “Educational Policy”, which would be aimed at training state-level experts in this field, which are extremely necessary for our state. The core of such programs should be aimed at ensuring the proactive nature of educational policy, adequate to the ideology of the establishment in society of freedoms and rights of the individual, the priority of its basic and highest needs. Accordingly, there is no methodological and scientific-methodological support for the mechanisms of psychological and personal selection of persons to prepare for such work (such as selection in law enforcement or judicial authorities). In our opinion, potential experts of the state level in the field of educational policy can be only persons with higher education in the field of “01 – science of education” with experience in practical work in educational institutions and significant scientific and pedagogical achievements.

CONCLUSIONS

It is pedagogical education – a source of formation and development of professional culture of teachers, the core of which is the humanistic orientation of the individual, spirituality and professionalism, provided functioning on the basis of national-cultural, value-worldview and value-knowledge paradigm has the greatest potential for positive impact on development society (Semenova, 2016). The mechanism of using scientific resources at the level of subjects of designing ways and means of qualitative changes in the field of educational policy in Ukraine should provide for the implementation of two intellectual procedures: delineating the interdisciplinary basic field of such fields as “Political Science”, “Public Administration” and “Economics”. priorities in the set of directions and components of research in the field of “Educational Policy”; active application of philosophical-cultural, psychological-pedagogical

principles in order to create multi-level projects to update the content, technologies and methods of training specialists - experts of the state level in the field of educational policy.

The content of the relevant mechanisms is filled and structured according to the results of the subjects of the education system on the basis of the conceptually presented following basic constructs (Semenova, 2009): the content of the corresponding model; matrix of the set of the most important features of the market strategy of educational institutions; programs-manifestos of different levels of goals and objectives to achieve them; targeted action programs (basic abbreviated options); a set of motives, directions, goals and preconditions of cultivation in the system of education of ideas of personal orientation; regulations for creating projects to nationalize national education; organizational means and forms of competition for projects to update the content and technologies of education; algorithm of actions in the direction of establishment of democratic style of management in educational institutions; model of the project of the new resource educational policy as a whole.

Therefore, we consider the creation of an educational and research institution in Ukraine – the Institute for Educational Policy Research - as a promising direction. After all, the degree of desire of graduates of general secondary, professional and higher school of dynamic civilizational changes, their spiritual, moral and patriotic upbringing, ability to productive service to the Motherland, creativity and self-realization in the society of the 21 century depends on the implementation of scientifically and politically balanced educational policy.

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