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Dear reader!

Global transformations of the third millennium determinate a human being as a centre of modern civilization whose successful personal development, the professional and citizenly becoming are ensured by education.

Under pivotal reforms of education in Ukraine towards its integration into the European and global educational spaces the mission to create an innovative person formation – with the innovating thinking, culture and ability to an innovating type of activity based on human-centrism – is the function of education.

The key role in the implementation of this task belongs to the National Academy of Educational Sciences of Ukraine. The mission of the Academy is to serve the Ukrainian society through theoretical and applied scientific research at the highest level in order to ensure the effective functioning and perspective development of education under civilizational changes, formation of new qualities of citizens as the wealth of the Ukrainian state.

The National Academy of Educational Sciences of Ukraine has confidently proved itself to be an internationally integrated centre generating and disseminating new knowledge in the fields of education, pedagogy and psychology, carrying out innovative activities to ensure a significant contribution to social development.

Today, in the context of the openness of Ukraine to the world, we attach great importance to a broad discussion of the accumulated expertise and ground-breaking outputs by the National Academy of Educational Sciences of Ukraine, dissemination of the obtained results among the Ukrainian educators, the European and world community.

“Education: Modern Discourses” will become one more resource for such a dialogue. On the pages of the annals the topical issues of education in all its aspects (reforms, technologies, strategies, etc.) and at various levels (early childhood, preschool, school, vocational, higher, postgraduate, adult education) will be considered and debated.

We expect that “Education: Modern Discourses” journal will become an effective platform for discussions of scholars and practitioners on the vital issues of education and research at the national and international levels.

Editor-in-Chief
President
National Academy
of Educational Sciences of Ukraine



Vasyl Kremen

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**PHILISOPHY
AND
HISTORY
OF EDUCATION**

THE ENERGY OF AN INTELLECT AS A MANIFESTATION OF GIFTEDNESS



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Abstract. Throughout the years of independence the absolutisation of the national ethos as the determining factor of social life is in process. In the education system meritocratic tendencies began to appear bright enough, correlating with similar trends within the framework of the development of the whole society. However, there is not only the “energy of the nation”, but also the energy of the intellect. The emphasis on the role of the national cannot be constructive and scientific, unless we take into account the important, and in many cases the determining role of the intellect, the effectiveness of the mind. It is the intellect, not the ethnic or any other identity, that creates new technologies, makes breakthroughs in science, and makes projects for the continued existence of man. Formation of the elite is the result of the selection by society of its most valuable representatives based on the manifestation of their individual endowments. Under considering the formation of the intellectual elite in the context of globalization, it is important to consider the formation of a new type of educational space, which expands the possibilities for the formation and development of the intellectual elite based on the manifestation of a person’s giftedness. As a result, the processes of designing elite groups in the context of globalization acquire their specifics, and the problems of the formation of the intellectual elite are maximally manifested at the institutional level. As a result, now we can talk about a complex of tendencies in the development of the education system that allow it to actively participate in the process of forming the intellectual elite of society and develop its intellectual capital.

Key words: energy of intellect; giftedness; intellectual elite; intellectual capital; globalization; meritocratic tendencies; education system.

INTRODUCTION. PROBLEM STATEMENT

We live in the era of modernized societies that determine the further advancement of humanity along the path of improving the social and economic organization of life. In a modernizing society, people begin to act rationally in all spheres of life, lose the habit of orienting their life activity, based only on traditional ideas, on illusions and fantasies, despite being tempting. However, it is not such an easy thing to give up conviction of involvement in something sacred and immortal, because the main house of human existence is a person’s illusions and hopes. The idea of an extreme role of irrational factors in the life of society has become one of them.

MAIN RESULTS

1. Ethos national

Throughout all the years of independence, and especially in recent years, the line for the absolutisation of the national ethos as the determining factor of social life was conducted in the public consciousness, in the spiritual culture. A lot of scientific publications, theoretical developments in the field of problems of a nation, national and national ideas, mostly subjective, unjustified, appeared unilaterally and partly primitively interpreting the role and significance of the national factor. This manifested itself not only in the distortion of history, but also in the distortion of economic policy. It is enough to recall the notorious calls for unity based on “blood” and simulacra like “economic nationalism”, which was so obtrusive to “patriotic ear”, but far from the challenges of the global world, “fighters” for an independent state that has long existed and now requires others meaning to strengthen their existence.

We do not aim to criticize those whose engagement with stereotypes of dogmatic thinking, inconsistency with the requirements of the time makes them political outsiders. Obviously, in recent years there have been so many conversations on the problem of “national”, so many (as in a kaleidoscope) debates in commissions, institutions, projects, aimed at its solution, that the society is simply tired of obsessive conversations on this topic. Therefore, an attempt to return to empty talks, followed by a shattered, not working economy, a terrible lack of roads around the country, a huge public debt, perverted international background, an endless search for “enemies”, “saboteurs”, the threat of default, the search for fate abroad, in a foreign land, – it’s not just useless, but also dangerous. In this case, we would like to focus attention on the fact that there is not only the “energy of the nation” (A. Halchynsky), but also the energy of the intellect. The emphasis on the role of the national cannot be constructive and scientific, unless we take into account the important, and in many cases the determining role of the intellect, the effectiveness of the mind. In this case, it is necessary to affirm the productive productivity of the way of thinking that directs social, political and economic activity, which guides the individual towards the choice of the purpose of life and the system of values. Without going into the assessments of “good” and “bad”, we note that the development of capitalism in Europe began after the Renaissance and the Reformation, which, thanks to new religious, philosophical, moral ideas, formed a new intellectual and spiritual atmosphere. It was because of those conditions that the concepts of freedom, equality, awareness of the need for a new methodology of cognition, understanding of the new position of man could arise. It was in the atmosphere of new intellectual ideas that national revolutions, the processes of the formation of nations and national states began to occur.

Another example is our recent past. With all attempts by the Soviet Government and party ideologists to build unity of the state on the ideas of national unity, internationalism, the development of economic and military might, the creation of a world socialism system, impressive achievements in rocket and space exploration, achievements in the social sphere, etc., – great country stopped existing. The reason lied not only in economic, ideological and other contradictions and problems, not in national-democratic protests and dissidents, although they also took place. The point is the exhaustion of the intellectual energies with which the country was charged since its inception and development. The ideas of equality and justice, fostered in the Age

of Enlightenment, could provide energy for the activities of the people during the construction of an industrial power. However, as soon as the world began to pass to the era of post-industrialism, enlightening intellectualism embodied in the ideology of Marxism-Leninism turned into archaism. The corresponding system of management and politics set to fight (in the centre of Marxist dialectics, as someone still remembers, was the law of unity and struggle of opposites), a passive person, etc. began to recede into the past. The image of thinking of the Soviet era has exhausted itself, has lost its energy. It is time for new intellectual thinking strategies, a time for new ideas. During the formation of independent Ukraine, intellectual and spiritual energy is concentrated on the national idea. However, being fascinated with it, the search of what can become a national idea: a revived national culture, European integration, the Ukrainian soul, democracy, Ukrainian chernozems (there is a long list of proposals) – distracted society from realizing important, relevant and urgent problems for it. Their solution was possible not on the basis of hopes for the irrationality of the mentality, not on the slogans about the most “creative” and “working” nation (as if the Germans or the Japanese are different), but on the basis of rational, reasonable estimation. If we are talking about the integration of Ukraine into the European civilizational space, we must remember: the whole of Western civilization is built on the energies of rational intellectual activity. In general, the West with its well-organized life, welfare, legal protection, freedom, etc. is the result of the energy of the intellect, its thoughtful, constructive activity. It is the intellect, not the ethnic or any other identity, which creates new technologies, makes breakthroughs in science, and makes projects for the continued existence of man. Of course, no one denies the energy of the national spirit. However, despite all the positive characteristics, its absolutisation generates chauvinism, nationalism, generating no longer creative, but destructive processes in society. This is evidenced by the relatively recent events of both world and home history. After all, if today there is a task to overcome the split that exists in Ukraine, then one must admit that it is initiated by speculation not so much on economic, cultural but on national differences and ideas.

You can and should be proud of the achievements of your people, educate a sense of national dignity. It is another matter if myths are created on the national basis. We can recall, for example, how in the late Soviet times a fairy tale appeared, the myth that the world is one, that only the communist government is the only obstacle to the Western World and that if we enact private property, open borders, we will unite in full harmony with a whole humanity. However, this myth did not lead to the expected paradise. Because it was not the mind that prevailed, but mostly the emotions. Of course, myths often guide the human mind. However, those countries win, where not myths but calculation and intellect occupy the first place. After all, in an infinite polyphonic world, endless problems arise that cannot be solved by means of mythology (although mass consciousness cannot do without it), but on the basis of the mind that forms a new way of thinking. After all, it is the way of thinking that can express feelings, improve them, and make the vague things clear and understandable. That is how science, art, philosophy appeared where through intellectual comprehension, a person could identify himself/herself as a person. For these reasons, the intellectual elite emerges and forms. What is its role and difference compared to the emphasis on the national factor?

2. Intellectual elite and its importance for society

It is known that the role of the elite is similar to the management of senior to juniors and meets the interests of all citizens. Formation of the elite is the result of the selection by society of its most valuable representatives based on the manifestation of their individual endowments. Elitism is considered as an indispensable condition for the effective functioning of any society based on the natural division of managerial and performing labour. The features of the formation of the modern intellectual elite are related to the challenges and risks of globalization processes in general. The key risks in this aspect are migration processes, the transnational labour market, the destruction of cultural exclusivity, the appearance of “third cultures”, and the diminishing role of the spiritual component in the life of society. These processes create a new quality of the communicative space and potentially lead to a simplification of the intellectual elite. In the context of globalization, one can also speak about the ambivalence of factors that determine the development of a modern post-industrial society, including the intellectualization factor.

Another group of features of the formation of the intellectual elite is related to the specific functioning of the educational system under globalization. This influence is most highlighted in the opinion of home experts, in the expansion of the educational services market, in the paradigm shifts in education, in increasing competition between educational institutions, in changing the value systems of education subjects, in integrating education into market relations, in unifying educational practices and strengthening integration education with practical activities. The risk zones of educational globalization encompass both paradigm shifts in the national education (related in many ways to the transformation of educational functions) and technological changes in the activities of the subjects of the educational process. At the same time, in the context of considering the formation of the intellectual elite it is important to consider the formation of a new type of educational space: an Internet space that promotes the development of such forms of education as distance learning, virtual and corporate universities, transnational training centres and others. This educational space expands the possibilities for the formation and development of the intellectual elite based on the manifestation of a person's giftedness. As a result, the processes of designing elite groups in the context of globalization acquire their specifics, and the problems of the formation of the intellectual elite are maximally manifested at the institutional level.

An appeal to the issues of the modern image of the intellectual elite led to the conclusion that this group combines both the essential features of its classical understanding and those characteristics that it acquires in specific social conditions. Fundamentally important in the framework of intellectual activity, which is an attribute of the intellectual elite, is observance of general norms of intellectual culture, high indicators of which correlate with the criteria for determining the intellectual elite. The study of limitations in the activities of the intellectual elite allowed supplementing them with a social factor – the level of development of the intellectual community. At the same time, it is indicative that a high level of intellectual activity and the performance of intellectual activity are the conditions for preserving and enhancing the potential of the intellectual elite. The latter is extremely important for the current state of post-industrial society, which can be regarded as a new civilizational revolution, as a unique response to the challenge of modernity. Such a challenge is comprehensive and affects the interests

of all participants of the social field: from the individual to the world community as a whole. Therefore, all social participants are faced with the need to find options for responding to this challenge. The society of intellect, the knowledge society that is formed, is characterized by the dominant signs of a high level of instrumentalisation of intellectual activity carried out by social participants within the intellectual life of society. In the new matrix of the social space, intellectual life becomes more intense and embraces all figures of social practice. Intellectual property occupies a special place in the intellectual community, in particular.

One of the indicators of the society of intellect is the intellectual potential of society, which is based on several components (personnel, efficiency, technological, moral and ethical, etc.). As it is shown by the analysis, the most important is the personality component, which is largely determined by the giftedness of man. The social quality of intellectuals largely determines the level of development of other components of the intellectual potential of society. Formation and development of the society of intelligence becomes possible through the actualization of the intellectual resources of the individual and society. However, in modern conditions, there is a combination of traditional for industrial society (power and wealth), for post-industrial (knowledge and information) and a society of intelligence (intelligence in a broad sense) of resources with the dominance of the first two groups.

The potential for the deployment of intellectual resources is associated primarily with the intellectual elite. New foundations of the structuring of modern societies make it possible to establish the relative identity of groups, distinguished by certain characteristics: intellectual workers, intellectuals, highly qualified specialists, professionals, and middle class. In general, the group combines both the essential features of the classical understanding of the intellectual elite, and those characteristics that are obtained by it in specific social conditions.

3. Education as a tool for the realization of intelligence

Institutionally, the education system has maximum opportunities for solving problems of the formation of the intellectual elite. Today we can say that it has changed significantly under the impact of new challenges of our time and as a result has itself become one of the factors of the cardinal change of social systems. As a result, education has taken a special position in the system of social institutions, characteristic of the developing post-industrial society and the emerging society of intelligence.

In the education system meritocratic (from “meritocracy” – the power of talented and most capable) tendencies began to appear bright enough, which correlate with similar trends within the framework of the development of the whole society. As a result, now we can talk about a complex of tendencies in the development of the education system that allow it to actively participate in the process of forming the intellectual elite of society and develop its intellectual capital. However, it is also obvious that in societies of a transitive type, to which Ukraine belongs today, there are a number of challenges preventing the realization of the potential of meritocratic tendencies. A brief overview of such problems allows us to focus on the following three groups: the instability of the positioning of education in society, its weak support as a sector of the labour market against the background of increasing general importance and the problem of the adequacy of educational technologies within the education system. With regard to the latter, we note the need for a more drastic shift to the methodology of child centrism.

It means maximum approximation of education and upbringing for each child, to the specific abilities of this child, which, on the one hand, would contribute to maximum self-realization, and on the other, would ensure a dynamic and consistent development of the Ukrainian society. Thus, millions of people would do what they liked and would do it professionally. In addition, what is very important – the most effective would be the elite of such a society, which would be formed based on identifying and fully developing the talents and abilities of children.

CONCLUSIONS

In view of the above considerations, we note: in the context of the activation of the role of the intellect and its bearers, one must radically reconsider their attitude to the national, to its structures. After all, if their “mobility” jeopardizes the existence of the principles of democracy, the conditions for the existence of life, one must seriously think about how to slow them down without falling into communist or Nazi extremes. Therefore, it is necessary not to deny previous illusions, including national ones, but reinterpret them in favour of the individual, in favour of productive activity. Become not destroyers, but continuers and creators of traditions. The things that are completely unacceptable there – consider as not only meanness, but also a tragic delusion. After all, an individual, and the people especially, is able to understand and realize their mistakes only if the respect to them does not eventually decrease, but increases.

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DEVELOPING EDUCATION AS AN OPPORTUNITY FOR MEDIUM-DEVELOPED COUNTRIES IN THE CONTEXT OF INNOVATIVE REVOLUTION: A CASE OF UKRAINE



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Abstract. *The article defines the role of education as a resource for development for countries with transient economies based on the analysis of Ukraine's educational potential, and their involvement in international innovation process. It also deals with the advantages of education, compared to other segments of economy, which allows such countries to participate in the innovative revolution. In this research we analyzed international comparative data to reveal the weak and strong points of Ukrainian education and consequently to offer means of improving its effectiveness and competitiveness for revealing properly its potential.*

Key words: *education; competitiveness; financing, innovative revolution; investments, rating.*

INTRODUCTION. PROBLEM STATEMENT

Education is an important category of economy and politics. Global information society and economic competition require every country, and person, for that matter, to demonstrate flexibility and aptitude to absorb and produce new knowledge. The controversial experience of Ukraine shows that overcoming discrepancies between education and production leads directly to convergence of economy and research, along with removal of technological underdevelopment, supply of top quality workforce, which match the advancing and rapidly upgrading production technology.

The transformations of contemporary world have been most dynamic compared to previous history of humankind, consequently those communities which fail to keep in pace with those transformations face their imminent oblivion. Contemporary economy is decreasing natural resources abuse detrimental to the environment, so development of education, research and innovation become instrumental.

Oil and gas as driving vehicles of some countries' economies, accompanied by coal and iron mining, or agriculture, just like Ukraine's case, when grain export constitutes the bulk of Ukrainian export, all of them fail to provide the formerly respected place among other economies, once the latter chose to take the path of innovation. In this research we analyzed

international comparative data to reveal the weak and strong points of Ukrainian education and consequently to offer means of improving its effectiveness and competitiveness for revealing properly its potential. Thus, the issue under discussion is topical.

LITERATURE REVIEW

Researching the role of education in the value system of sustainable human development, especially in the context of extending the innovation revolution to transient economies, is diversified between philosophers, politicians, economists, sociologists and educationalists, demonstrating little correspondence and lack of complex approach.

Thus, J. Delors (Delors, 1999) offered four basic principles, four pillars of education in the 21st century: 1. Co-existence means to do things together or to solve inevitable conflicts peacefully and wisely; 2. Learning means to combine pretty wide and general knowledge with the ability to penetrate the mysteries of a narrow scope of issues; 3. Work means improving in one's qualification and acquiring competencies to cope with new unpredictable challenges; 4. Life means requiring everyone show more independence, evaluation and enhanced personal accountability in group projects.

An attempt of philosophic evaluation of contemporary information age was done by the founder and Executive Chairman of the World Economic Forum Klaus Schwab, in his thought-provocative publication *The Fourth Industrial Revolution. What it Means and How to Respond*, first published in December, 12th, 2015, in The Foreign Affairs (Foreign Affairs, 2015), further known at the World Economic Forum in Davos in January, 20 – 23rd, 2016; in Davos-Klosters (Switzerland) in January, 17-20rd, 2017; in Davos-Klosters (Switzerland) in January, 23-26rd, 2018.

A solid basis for analysing dynamics of Ukrainian education standing in comparison to other countries constitute recent ten years' volumes of the *Global Competitiveness Report* (The Global Competitiveness Report, 2008; 2009; 2010; 2011; 2012; 2013; 2015, 2016, 2017). In tune with Charter 1.2 "Drivers of Long-Run Prosperity: Laying the Foundations for an Updated Global Competitiveness Index" the *Global Competitiveness Report 2015-2016*, modern interpretation of education can comprise a stock of skills and competencies, along with other qualities, that increase the workforce's productivity; it is an important component of any country's human capital assets, which through the increase of individual worker's effectiveness helps the economy progress from creating added value in manual work or simple physical operations to digital technology (The Global Competitiveness Report, 2015-2016). In tune with Charter 1.2 "Drivers of Long-Run Prosperity: Laying the Foundations for an Updated Global Competitiveness Index" the *Global Competitiveness Report 2017-2018*, it is stressed that quality of higher education and training is crucial for economies that want to move up the value chain beyond simple production processes and products. In particular, today's globalizing economy requires countries to nurture pools of well-educated workers who are able to perform complex tasks and adapt rapidly to their changing environment and the evolving needs of the production system (The Global Competitiveness Report, 2017-2018).

Exploring human capital assets T. Schultz identified precedence of adults' professional training at workplace over students' formal education quality. As T. Schultz proves, education empirically transforms the whole country's economy (Schultz, 1961).

According to E. Hanushek and D. Kimko (Hanushek & Kimko, 2000), when it comes to education the key factor is not the number of years for studies but the quality

of education and the relevance of acquired content to the future economic immersion of a student. Whereas traditional reading, writing and arithmetic skills remain in the scope of education tasks the modern information technology age demands vital emphasis on dissemination of knowledge and innovation.

The traditional correspondence between competitiveness and capital, operating expenses and other resources become history in the contemporary dynamic world where information technology and communication afford generating and spreading knowledge with unprecedented speed. As C. Dahlman, Georgetown University professor says, competitiveness is mostly based on the ability to catch up with rapid technological and managerial achievements (*Rising to the Challenge...*, 2012).

Human Development Report 2018 (Human Development Report 2018. Work for Human Development, 2018) contains important data about systemic evaluation of mankind's vulnerability and offers ways of improving its resilience. The data in the Report verify that real progress of human development includes expanding opportunities and ability to get education for people alongside with access to medical care, life standards and personal safety. Analytical reports of the World Bank also afford useful information regarding the issues raised in this publication (*The World Bank...*, 2016).

Satisfying the social and industrial demand in rethinking the changes the world is going through involves new spheres, like politics, economy and management, in addition to the high-flown abstract philosophizing. So, the people who are directly involved in designing the present and projecting it into the future are compelled to express their opinion of contemporary and future state of affairs offering better protocols for decision-making and best practices. For instance, analyzing the impact of working-place computerization in 702 professional areas in the USA, come to the conclusion that about 47% of employed people appear in the risk zone, in particular, the majority of transport, logistics, office and administrative workers (Frey & Osborn (n.d.)).

As K. Schwab states, the world stepped into the historic fourth stage of industrial revolution at the end of the 20th century when cyber-physical systems became instrumental (Schwab, 2015). This fourth stage, in K. Schwab's terms, can be also interpreted through American sociologist and philosopher A. Toffler's theory of agrarian, industrial and information waves, emerging as the age of intellect and digital revolution characterized by unprecedented speed and complexity of changes, unlimited access to information and knowledge, technological fusion, which blur the margins of physical, digital and biological environments (Toffler, 2000).

The aim of research is to expose the main reasons for discrepancies in Ukraine's development from the inherited 20th century economy and its perspectives if an innovative model for quality education, advanced research and information technology is adopted.

MAIN RESULTS

1. New Trend in Economy and the Ukrainian reality

On the one hand, Ukraine is a country with a medium economic development, yet listed highly in human development. In March 2017 the UN presented *Human Development Report 2016*. Work for Human Development, published for the United Nations Development Programme (UNDP) where experts rated 188 countries based on 2015-year's data calculated index. Human Development Index is an average indication of a person's development in a concrete country. It is a sum of three components for

long-term progress evaluation in life expectancy, education and dignified life standard. Ukraine scored 0.743 finding itself on the 84th position going ahead of China (being on the 90th). From 1994 to 2014 the HDI of Ukraine increased from 0.705 to 0.747, which constitutes 6.0% total or 0.24% per year. However, already in 2016 this indicator decreased by 3 positions in comparison to the previous report, when Ukraine occupied 81st position. However, Ukraine is lagging behind the leaders of the rating. According to the given data, the top country of the HDI list is Norway, scoring 0.949. This country also heads the list of Inequality-adjusted Human Development Index list of top countries.

It is important to consider the special state Ukraine is presently in. In 2015 the Ukrainian economy shrank by 10% due to unprecedented shock of Russian invasion and Crimean occupation, the war in its East, also accompanied by the dropping prices for raw resources in the global market. It is natural, that under such unfavourable conditions limited local resources and external foreign investments are directed towards macroeconomic stabilization of the country providing financial and social support. Thus, in 2017 the World Bank's investment portfolio in Ukraine constituted \$ 2.8 billion (The World Bank..., 2016). Most of it is used for maintaining the basic state services in water supplies and communications, heating, electricity, transport, developing private sector, medical care, social security and health care. Consequently, the investments in education and research reforms are insufficient, so Ukraine has to rely upon its own potential. Thus, annual share of international grants in the overall Ukrainian research financing is shrinking, in 2013 constituting 21.6%, in 2014 – 19.8%, in 2015 – 18.2%.

The policy of reducing budgeting misbalance, adopted by the Ukrainian government, yields noticeable results in the short- and mid-term perspective, yet the challenges of budgeting at all levels, including budgets for education, research and culture, remain huge. On the other hand, Ukraine is struggling to provide its people with better-quality education and to develop research and education as the key component of the country's innovation development. In his article in the *Forbes* in April, 14th, 2016, the Chairman of Ukrainian Economic Freedoms Foundation M. Zablotsky says, that currently 343 programs of technical support with a total budget of \$ 3,3 bln. are being implemented. It constitutes 5% of Ukraine's GDP. Almost every second one is provided by the USA. Yet, the effectiveness of these programs is low (Zablotsky, 2016).

The age of economic prosperity resting on exploiting the planet's natural resources and environmentally harmful industries is irrefutably vanishing thus revealing the instrumental value of education, research and innovation. Oil and gas, many exporting countries have been clinging onto, including coal-, ore-mining and agriculture, a substantial component of Ukraine's export too, have failed to maintain leadership in the competition between countries.

In Ukraine, however, agricultural export remains on the industrial stage level, in particular, in 2014 over 70% of it were metal, minerals, agricultural cultivated products and food. And in 2017, for example, in the structure of the export of Ukrainian goods in 2017 the biggest share was constituted by agrarian and food production (41,3%), metallurgical complex production (23%), machine building production (11,4%) and mineral products (9,5%) (Eksport rastet..., 2018). Instead, the outcome of machine-building industry, electronics, transport, and chemicals, the markers of 20th century success, amounted to 15% (Meleshchuk, 2016). Meanwhile, Ukraine is constantly increasing the distance from world trade tendencies, which threatens not only its ratings in the world market but also its national security.

Evidently, the oil-and-gas age is over, modern and future technologies can fully cover the need in renewable energy for the humankind. It does not necessarily lead to a shift to “grain”-age in the hope of Ukrainian soil’s fertility and becoming world’s monopolist in grain export.

Production of black iron, coal mining, export of wood or agricultural goods to the world market, being the cornerstones of many Ukrainian politicians’ economic thinking, are the way for Ukraine to get stuck between the second and third waves of development. Therefore, Ukraine will never make a quality leap in its future without investing in human capital and innovative development.

2. Ukraine’s ratings in the Index of Human Development and the Knowledge Economy Index

When the whole world is focusing on education, knowledge and intellect, readjusting to innovative technologies, Ukraine is still resting on the old industrial and agricultural approaches. At the same time, educational and research potential of Ukraine is highly competitive. According to UNESCO (2010) researchers constitute 1001 – 2000 people per 1 million of the country’s population, which is quite a high score.

Table 1

Qualified workers involved in research and technological research in Ukraine (thousand people), *author’s*

Year	Full-time workers	Part-time workers
1995	179.8	41.7
2000	120.8	53.9
2005	105.5	68.5
2014	109.6	46.9
2015	101.6	41.7

Yet, Ukraine’s share in the world’s market high-tech driven segment is pitifully small, amounting to 0.1% only, with relative share of high-tech production constituting around 1% of Ukraine’s GDP, innovative activity of industries is critically low and the facilities and resources of research institutions get rapidly outdated.

According to the World Bank’s 2012 estimation Ukraine was rated 56th among 146 countries in the Knowledge Economy Index (KEI) 2012 Ranking, scoring 5.73. Leading countries score over 8.21. The top five of the rating are Sweden, Finland, Denmark, the Netherlands and Norway. According to KEI Ukraine is on the 21 position and tops the list of countries with weaker and mid-integrated economies due to its high scores in education and workforce qualification.

Obviously, the country needs a new development strategy, which will be based on extensive involvement of national intellect, providing the country’s sustainable renewal and development, production of new technology, creative and intellectual production. The new national budget, however, adopted at the end of 2017 in Ukraine, does not

add optimistic notes to the idea of holistic national strategy for education and research development being available to provide a solid basis for the country's innovative development and its successful competition in the modern world. Allowing 95.47 billion UAH for education and qualification, leaving out modernizing schools, leads to incoherent use of funds and people resources and is blatantly insufficient for an educational leap.

Table 2

Financing research and technological research in Ukraine, %, *author's*

Year	Total financing	National budget	External financing
2006	1.17	0.39	0.78
2010	0.82	0.34	0.48
2011	0.73	0.29	0.44
2012	0.75	0.33	0.42
2013	0.77	0.33	0.44
2014	0.66	0.26	0.40

The funds for research in the national 2018 budget constitute only 8.3 billion UAH (Kohut & Stadnyi, 2015). It is also impossible to predict how much of it will be allotted to research proper, and what share will be used for its maintenance, although previous experience shows that research proper gets a small share.

It all amounts to the same fact – education and research are treated as expenses in the parliament and political circles. This approach demonstrates utter misconception of research's role and cannot be applicable to the state policy bringing more harm and depriving its intellectual potential. Productive and social outcome of people with profound education, especially in IT sphere, with high IQ, is incomparably exceeding those who are engaged in low-tech production. Correspondingly, people with quality education will win in life standards, life quality and lifespan.

Maintaining competitiveness and developing higher life standards for people requires an innovation-friendly environment. Consequently, it requires national and private investments in education, research and piloting, setting up and supporting innovative research facilities, which produce new knowledge, generating further advances in its turn, extensive cooperation in technological design and implementation between universities and industry, including intellectual property challenges.

Unlike the industrial age in the history of mankind, when countries competed for the natural resources and markets, the post-information wave competitiveness refocused on education, competence and highly creative innovators. Providing for education and research-based competition leads to the increase of workforce effectiveness, and consequently, to higher incomes and life standards.

3. Position in the world and Ukraine's potential in education and research

References to external evaluation help to confirm the high potential of Ukrainian education and to evaluate its present day conditions, tendencies and perspectives. Bloomberg's optimistic rating according to innovative index among 50 countries places Ukraine on the 46st place with 47.28 index. The top ten of this rating is taken by South

Korea scoring 89.28, Sweden 84.70, Singapore 83.05, Germany 82.53, Switzerland 82.34, Japan 81.91, Finland 81.46, Denmark 81.28, France 80.75 and Israel 80.64 – all being the countries with high investments in innovative projects and designs at the same time focusing on specialists in engineering. Unfortunately, in the top 50, our country turned out to be the worst in terms of economic productivity and hit the top three outsiders for the profitability of industry. At the same time, Ukraine retains a high 21st position on the efficiency of higher education, which is based on the share of employees with higher education diplomas and the number of graduates with engineering and technical higher education. In patent activity, Ukraine also feels relatively confident – 27th out of 50.

Cheap workforce, in other words, secures Ukraine's position in the top fifty by comparatively low salaries, rather than innovative technologies. Yet, a decisively high marker Ukraine scores the 5th among other countries is the educational component. Due to its education, Ukraine is in the leaders' rating. Thus, showing that education can give the country a boost in competition.

Indeed, education is one of Ukraine's most 'quality' good, which can find its proof in the *Global Competitiveness Report* at the World Economic Forum in Geneva. According to the parameter "Quality of Primary Education" Finland is keeping its leadership position for several years running. It is accompanied by Belgium, Singapore, Switzerland and New Zealand. Ukraine's rating in this parameter was 42 (The Global Competitiveness Report, 2017-2018). Another positive move against previous evaluation is the parameter "Involvement in Primary Education" which demonstrated a leap in 32 points from the 94th position to the 62st position scoring 96.2% of involvement. The top positions with the closest to a hundred per cent score are taken by Singapore, Canada, Japan and China, scoring 99.9%.

The parameter "Involvement in Secondary Education" gives Ukraine the 51st position scoring 99.2%. If the parameter's requirement had been completion of secondary education Ukraine would have been the top of the list because the Constitution requires obligatory full secondary education from every citizen.

A significant achievement for Ukraine can be considered the change in the "Quality of Educational System" parameter, rising from the 72nd (The Global Competitiveness Report, 2014-2015) to the 56th position (The Global Competitiveness Report, 2017-2018).

According to the parameter "Quality of Education in Sciences" the world leaders are Singapore, Finland, Belgium and Switzerland. Ukraine's position does not rise above the thirtieth position. The parameter of school management quality throws us even to the 88th position. To compare with other countries, like Latvia – 51, Japan – 59, Poland – 71, Georgia – 113 and Russia – 65 (The Global Competitiveness Report, 2017-2018).

Obviously, the case calls for urgent measures with decentralized school management, redistribution of authority and transition to professional upgrade based on leadership. Decentralization of the school management should allow central organs form effective policies in education, providing for standards and clearly defined expected results of education, which are disseminated to all institutions; and local authorities should be responsible for proper conditions for students and teachers, leaving it up to them to follow the curriculum, select corresponding methodologies and textbooks, thus allowing professional competence and freedom of educators.

Contemporary education strategy is inseparable from developing information and communication technologies. The parameter "Access to Internet" (The Global Competitiveness Report, 2017-2018) placed Ukraine on the 34th position in The Global

Competitiveness Report. Compared with the report for 2014-2015, Ukraine has risen by 34 positions: from the 67th position to the 34th.

Another massive evaluation by *UNESCO Science Report* (UNESCO Science Report: Towards 2030) focused on the idea that true science should lead the mankind to prosperity. The published results dwell on several key issues.

1. Contribution to science and the number of researchers and new findings are increasing more than the world economic growth. For example, in 2013 the world had 7.8 mln. of researchers, which is 20% more than in 2007 (UNESCO, 2015). Most of scientists are concentrated in the European countries, the USA and China. The world leader in researchers per million people is Finland, scoring about 7.5 thousand, Denmark – 6.8 thousand, Singapore – 6.8 thousand. Ukraine’s score of 1.4 thousand landed the country in the same category with Latvia, Poland, Italy, Malta, Bulgaria, Argentina, Costa Rica and Serbia (UNESCO, 2015).

2. Priority of science, technology and innovation is the most effective stimulus for GDP and life standards growth. In this context of implementing effective innovations for economy growth, Ukraine is lagging behind its own high “happy 1980-ies indices, yet still correlating (remaining between 0.7 – 0.8% of GDP) with other middle-income countries focusing on less ambitious aims” (UNESCO, 2015).

3. Different countries’ success in implementing research and innovation policies depends on the synchronicity, which their Cabinets achieve while developing fundamental research, technology, implementation and private investments in research.

The referred Report quite clearly shows Ukraine’s strong points (in the chapter “Black Sea Countries” along with Armenia, Azerbaidzhan, Belarus, Moldova and Turkey) from the point of view of their research and education system development (UNESCO, 2015), along with weaker points hindering active involvement of the country into the innovation revolution. According to the Report, the drawback of Ukrainian model for research support is the dominance of state financing in science and lacking private capital investment; insignificant share of foreign capital in financing research; almost half of the state financial support is devoured by academies of science, including the National Academy of Science. The state is trying to involve private sector into scientific research although with limited success mainly, because of the common failure to deliver on its own promises when it comes down to financing projects. The Report says that the Government’s policy in Ukraine in prioritizing human resources is “indifferent” and, in spite of numerous kinds of personal scholarships for researchers, does not focus on supporting researchers’ exchange of experience in foreign countries (UNESCO, 2015).

4. “Homework” for Ukrainian politicians in Education and Research

With K. Schwab’s idea as a starting point, estimating intellect over capital in producing goods and services, Ukrainian elites need to design a strategy for deep social transformations on the basis of new concepts. In spite of the fact that innovation issue and its implementation in each country is spiced with cultural peculiarities, there are still clear universal principles of strengthening competitiveness for those countries where education and research development are national priorities. For Ukraine we may start the list with the following ones:

– Priority investments in education reforms to provide intellectual and technical basis for the knowledge and competencies agents due to which innovative economy can function;

– Substantial, i.e., not lower than 3% of GDP, increase of national and private investments in research and its implementation;

– Formation of calculated estimation, alongside with mid- and further perspective of national innovation strategy, which clearly defines national priorities in economy, research and technology, including corresponding specialists’ training, economic and political mechanisms for commercialization of research, entrepreneurship and access to capital.

– Acknowledging and legalization of opportunities for universities’ co-funding both from national budget and business, which enables implementation of state-and-business partnership preserving the functioning of research and education institutions and providing their freedom in cooperation with business and commercialization of inventions, which can and should work as catalysts for economic growth.

– Focusing the national and business interests on programs encouraging the universities and research institutions to implement fundamental and applied research results in new products and processes.

– Political will of elite, leaders and the parliament to create institutional basis for protecting intellectual property, liberalization of taxation for promoting competitiveness of Ukrainian education and research, simplification of legal and bureaucratic procedures in licensing, patenting, certification, etc.

Traditionally, a university in Ukraine is regarded as a sporadic component in the national research framework, which, supposedly, concentrates only on training students. Until now most of Ukrainian universities treat foreign students’ training as a mere means of external funding for their budgets. Yet, the potential of internationalization in education and research will not only fill the budget (according to the Ministry of Education and Science data, Ukraine gets an annual income of approximately \$ 500 mln/13,5bln UAH from foreign students) but also allow our current and future generations form a realistic worldview and contribute to the “diplomacy of knowledge”.

Based on selected European values in its difficult times of political and economic crisis Ukraine has to combine digital and spiritual-intellectual revolution, focusing its progress on the personal value, on human life implemented in harmony with nature, society and universe. By making education and research the cornerstone of its national policy Ukraine has a chance and a momentum to develop in pace with the vanguard societies in the context of innovation revolution.

CONCLUSIONS

The progress of education, research and innovation becomes instrumental in the age when economic growth no longer depends on exploiting the natural resources of the earth and damaging its environment.

Coal, ores, iron and agriculture, being the case with Ukraine, cannot secure a worthy position among the countries, which preferred innovative development.

Ukraine has favourable pre-conditions for economic growth due to its high potential in the global education system, which should be regarded as an important indicator for innovation, trade, workforce and human capital development. In the world economy based on knowledge Ukraine is capable of implementing high-quality specialists’ training who will upgrade current political, business and intellectual elite circles.

In the context of global society of knowledge, training specialists who are capable of performing within information society requires restructuring and improving

professional competencies and mobility of both teachers and students in the whole system of Ukrainian education. With due support from the state and encouraging investments Ukrainian education will become a groundbreaking resource in the innovation development of Ukraine.

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TEN TOP PROBLEMS OF EDUCATION. FROM COGNITIVE DISSONANCE TO THE ALGORITHM OF THE FUTURE RENAISSANCE



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Abstract. *The article analyzes the radical transformations of classical education, characterizes the peculiarities of foreign and national system of education reaction to the challenges of a modern innovative society. It has been outlined that in many countries of the European Union, North America (the USA, Canada), the East (Japan, China), new schemes for the division of higher education programs into professional and academic ones are being developed and implemented, a system of narrow-profile higher educational institutions is being formed, research and corporate universities come into being. At all levels of higher education the aims, theory and practice of training prospective specialists are reconsidered. In addition, it has been shown that in Ukraine, modern problems of reforming education, on the contrary, lack system and consistency, in programs and slogans of subjects of educational policy there are often elements of populism, and setting of unrealistic tasks. As a result, many participants of the educational process have a sense of cognitive dissonance both when trying to assess the true state of the academic environment and evaluate the models that are offered. Based on comprehension of the most important points of bifurcation in modern Ukrainian education, ten key problems are identified and characterized. It is proved that solving them and ensuring the renaissance of education is possible, at least, based on three viable steps: introduction of a new organizational and economic mechanism for innovative development of education; reconstruction of the content and methodological resources of education; audit of the academic environment and optimization of the network of higher educational institutions.*

Key words: *national system of education; quality of education; cognitive dissonance; exponential technologies; social and educational determinism; optimization of the network of higher educational institutions; university 2.0. and 3.0.*

INTRODUCTION. PROBLEM STATEMENT

In the last few years the problems of education get particular topicality in the speeches and publications of Ukrainian philosophers and sociologists, teachers and psychologists, journalists and politicians, various kinds of experts. It is absolutely obvious that this happens not by chance or because of the following intellectual fashion, fertilized by political expediency. It is based on new trends in the global civilization process, which require radical changes in education in the context of exponential technologies. An absolute majority of Ukrainian and foreign scientists note, that present-day educational system does not meet the requirements of time. It is criticized and a new image that is more adequate to modern socio-cultural situation is simulated. But these non-classical outlines of the architectonics of education do not always inspire hope that we are on the right road. The neoliberal context of reformation of education (commodification of knowledge, commercialization and mass education of higher education, etc.) brings it out of traditions of the historical mission. The Professor of Cultural Studies at the University of Manchester, Terry Eagleton, not without reason speaks of “the slow death of the university”, describing the details of educational reforms in the West (Eagleton, 2015).

Many of the well-known teachers-theorists express their thoughts that in some thirty years the great university centers, the famous ones will become relic, or even perhaps cease to exist as independent institutes and the community of scientists. They are believed to be “the bulwark of arrogance and successful generations” in the past, and today they do not compete with narrow-profile educational institutions, pragmatically oriented to specific technologies that the innovative society requires (Collini, 2011). In other words, it is not just about the “bankruptcy of the historical mission of universities but it also demonstrates the confusion to outline of the “expected renaissance” of education.

Despite some exaggeration of these predictions, there is a grain of truth in that, and there are indeed many reasons for such anxiety. What should our reaction to these processes be, no one knows for sure. One thing is clear that if we did not think of them no matter how much we would *talk over* the limitations of postmodern education that “ignores the meaningful values of human life” and minimizes opportunities of socio-cultural renovation of a person, it would be silly not to notice these radical changes or resist them. It is equivalent to suicide to remain classical university education unchangeable, continue to graduate specialists who are deeply aware of reality, its fundamental laws, who are philosophical and humanistic educated but little able to perform innovative socio-professional roles. In this situation to ask the questions “how”, “who”, “what for”, to attempt to monetize education, to “deal a fatal blow” that has been cherished for centuries, means that kind of logic due to which the lightning conductor is not built, but the Society of lightning struggle is called to create (Nicol’skij, 2010).

On the contrary, all this requires an effective response of traditional education, which must reasonably combine the utilitarian pragmatics of professional training of a specialist with the “pragmatics” of fundamental knowledge thanks to which an innovative society will provide the needs of civilizing development, keep and increase its humanistic potential, fill the human life with meanings and values. It should be understood: the world no longer appreciates *what we know*, it is interested in what we can do with this knowledge. To be honest to the end, our education system is hopelessly outdated. School and life, university and industry are two opposite, completely unrelated things. Their role resembles one of the functions of the stewardess, who is obliged to talk

about accident preventatives during the flight. Almost nobody listens to her as there were no such cases when one did everything according to the instructions and then said: the plane fell, all died, and I stayed alive, because I listened carefully to the stewardess. Or how to explain in the context of modern education system functioning that at the age of three-five years old 98% of children are able to think non-typically, originally, to be so to say “Geniuses of divergent thinking” and after five years of school education they remain only 32%, and by the time to finish school there are only few of them. It is obvious that the standardized educational process kills the innate human peculiarity. However, it is quite possible to reform this paradoxical problem as it is proved by the educational systems of Singapore and Finland. Ken Robinson, an International Education Advisor (USA) rightly accentuating the requirement for a new concept of the so-called “ecology of mankind” emphasizes that it is necessary today to change the attitude towards the wealth of human capabilities, because “modern system of education exploits the human mind” the same way as Earth resources, exceptionally for a particular purpose.

This principle will not work in the future. It is time to review the way we teach our children and begin to reveal their creativity. Today we can already predict with a great deal of probability that the concept “profession” will disappear. It will be replaced with the system of competencies. Over the past 100 years nearly 600 occupations have disappeared another 1000 have greatly transformed. Apparatus “Hadrian-X” lays a thousand bricks per hour. This is 8-10 times more that a person can do. There is a rhetorical question: how long will the profession of a stonemason exist ...? About 200 new professions, penetrated by the system of competences of the future (complex multilevel problem solving, critical thinking, creativity, emotional intelligence, etc.) are expected to appear by the year 2030.

According to experts, in every ten years, more than 80% of the technologies and equipment used at present become outdated. By that time, four out of every five workers will have education, received ten years before. And if not opportunely take part in the system of new knowledge mastering, competences and skills, there is a risk to stay on the edge of mainstream development.

Educational systems of different countries of the world respond to these problems differently. Some of them are passively concerned; others actively transform them into the requirements of a modern, innovative society. In many countries of the European Union, North America (USA, Canada) East (Japan, China) the new schemes of high school programs division into *professional* and *academic* are actively being developed and implemented, the common interests of secondary and higher educational institutions are coordinated, which are considered as elements of a unified, holistic training of human capital. On this basis, systemic restructuring of education is carried out, that is at most close to the requirements of an innovative society in the context of exponential technologies. Gradually classical universities change their image; a system of narrow-profile universities is being formed; research and corporate institutions of higher education come into being. The aims, the theory and practice of future specialists’ training are reinterpreted at all levels of education.

This difficult situation generally finds understanding at the basic levels of organization of Ukrainian national education. The reformation of education, initiated with the proclamation of Independence of Ukraine was not by chance aimed at democratization, decentralization and scientific and practical orientation. However, despite the fact that high qualitative, competence-oriented education was proclaimed of a national priority,

no serious changes in this area occurred. In each of the sections of education system, appeared new, even more complicated problems stipulated by the necessity for structural reformation, spontaneous changes in educational priorities, inadequate financing and unsystematic character of reforms. Trying to improve the national education system, we did not care and, unfortunately, we do not care that the medicine we use could not be even more dangerous than the disease itself (Saukh, 2012: p. 4).

Today, in Ukraine, many people have a sense of cognitive dissonance, when trying objectively to assess the true state of the academic surroundings, as well when trying to assess the methods offered. The problem of the most of the reformative initiatives is that their authors practically do not estimate the maximum possible deadlines for the implementation of the reform components, which may have unfortunate results. Sometimes it seems that all this is done to follow the fashion.

Let us try, interpreting the most important points of the bifurcation of our education, to define problem elements in the context of the Renaissance algorithm of cultural and civilizational self-identification of education and the needs of an innovative society. There are at least ten of them:

(1) *Attitude of the authorities to education as to a “consumable” part of the state budget. As a result:* outdated infrastructure of the higher education institutions; imbalance in the financing of various educational needs (68.7% of wage financing, 31% of scholarships, and 0.3% of capital expenditures). Until this imbalance is resolved, our curriculum will become immensely out of date, especially those that require modern equipments; there will be a financial and material dependence of education institutions on parents support; there will be no stimulation of research activities of universities, which in their turn is an obstacle to the introduction of innovative technologies and teaching aids.

(2) *Inconsistency and unsystematic character of transformations and the inability to orient oneself in time when implementing the outlined model of educational reform.* A rigidly centralized system of education, where the Center’s principle dominates in the pedagogical community and educational institutions, immobilizes their initiative, and the politicians determine the nature and sequence of the reforming. At first, we start to reform higher education, and then secondary education, having no doubts that higher education is just the tip of the iceberg. As a result, today we propose serious amendments to the Law of Ukraine “On Higher Education”. Similar cognitive distortions, that is to say peculiar traps, errors, that happen, because of unconsidered assumptions, are carried into practice for one reason – analytic dysfunction.

(3) *Lack of a new economic model of education, based on multi-vector financing and a well-considered system of economical attitude to state finances.* The efficiency of education does not depend exclusively on the increase of financing (although it is of great importance), but mainly on the extremely low productivity of the participants in the educational process. In the general structure of those who work in Ukraine, educationalists account for 15.5%, whereas in Germany – 5.9%, in Poland – 7.4%, in Great Britain – 9.1%, in the United States – 9.1%, in France – 6.4%, that is almost twice as much as in other countries (Robinson & Aronica, 2016). There is a fair question: why the law of the transition of quantitative changes into qualitative ones does not work here?

(4) *The crisis of work motivation, low salary of academic staff and its rapid aging.* The salary level in the education system remains significantly lower than in other sectors of economy. The problem with most higher education teaching personnel is that they do not have practical experience in the subject area they teach. For effective work, teachers should

have 10-15 years of practical experience in the sphere they work in. In addition, Ukraine lacks advanced training programs for higher education teaching staff in schools, companies, business to acquire and improve practical experience, thus “the world of teaching at the university”, “the world of production”, “the world of school” do not overlap.

(5) *The low level of education quality.* There is inconsistency between school and university teaching and time requirements. In Ukraine, unfortunately, there is still no understanding of why education is needed and how it can be monetized into high-quality human life. Education remains in the strong embrace of the logo-centric model, and in the best case it balances between this model and the liberal (non-classical) one. Here predominates the pedagogy of paternalism, instead of the tolerant pedagogy of cooperation. All the participants of the educational process bring to attention the low quality of education, their opinion is confirmed by numerous sociological researches. However, there is no nationwide system for monitoring and controlling the quality of higher education.

(6) *Inconsistency of the alumni and their knowledge and skills to the needs of the labor market.* The reason for this problem is the lack of clear planning of young specialists' employment, as well as the unpreparedness of graduates to work in the chosen profession. Employers point out that in order for a young specialist to bring in at least 20-30% of returns, it is necessary to spend at least 8 months on their professional training in the company. In other words, our education loses its public orientation; it has not learnt to respond promptly to the educational demands of society and employers. We do not have an effective science-based system for monitoring and prediction of the needs of specialists for a region or the country in the whole.

(7) *The low level of integration of higher education, science and production.* Most institutions of higher education “do not hear” business, and as a result, 91% of employers pay attention to the lack of practical knowledge among graduates, 25% of whom are hired for work that does not require their level of education. Therefore, national universities have failed to become the source of competencies, engineering services, and consulting service centers for market players, that is, all that is required by the University 2.0 concept.

(8) *Low academic mobility: both internal (within Ukraine) and external (training and internships abroad).* The level of soft skills, such as students and faculty foreign language skills, communication skills of students and lecturers reduce access to world educational, scientific and cultural achievements and to their competitiveness in the labor market (both national and global). The recent years increase in the number of students traveling to study abroad is often related not so much to academic mobility but to emigration. Of the 25,000 students studying abroad, in 2009, few returned to Ukraine. In 2017 more than 70 thousand students study abroad, of them 33370 – in Poland. 45% of parents would like to teach their children abroad.

(9) *The deformity of axiological orientation of youth.* The craving for power, material well-being and money, as well as gaining success at any price have become the conceptual guidelines. As a result: there is actualization of professions in the system of “man – man”, “man – sign system”. Modest professional roles in the structure of the labor potential “man – nature”, “man – technology”, and especially “man – school” no longer suit anybody and are considered the fate of losers. About 50% of students demonstrate an infantile attitude to the chosen profession. Of the 80% of school-leavers that become students, only 14% are going to work according to the specialty (Saukh, 2012). For most, the main motivation is a state scholarship and a diploma. With these values, vital

imperatives are to some extent linked with corruption and academic insecurity, which, according to sociological research, remain a notable phenomenon in higher education.

(10) *The lack of institutional and academic autonomy of higher education institutions.* Formally, the Law of Ukraine “On Higher Education” significantly expands the rights and freedoms of universities, however, in this regard, there arise at least two problems: the transference of the law provisions into specific sub-laws, regulations and procedures, and the danger of using the principles of autonomy by individual interest groups, in particular higher university administration. Equally important remains the problem of higher education restructuring, which should conform with the International Standard Classification of Education, that is, differentiate institutions of higher education by types (“A” – for the further education and highly qualified labor and “B” – for the labor market).

In order to ensure the Ukrainian national education renaissance, three important steps are needed. *The first step. Social and educational determinism* should be the basis for the modernization of Ukrainian society, and it should not be a negation, but a new phase in the development of social and economic determinism. This does not mean the refusal to recognize the decisive role of the economic factor in the development of society, but the recognition of the archival role of education in the development of modern economies as the fundamental basis of social life. Economic relations in education (in particular, higher education) are non-market, and the volume of financing of institutions of higher education does not depend on the quality of educational services. This requires a new economic model of the functioning of education system. Of course, this step involves serious changes in the country’s socio-economic policy vector as well as in national policy in general, but it (and perhaps only it) can return respect for education and science in society, eliminate pragmatic and conformist distortions in the minds of young people, instill social optimism in educators and become a prerequisite for Ukraine’s innovation and technological breakthrough.

The second step. A systemic, transparent and scientifically based model of education transformation should not only be the subject of public consensus, but also a firm belief in political continuity, when a change of power does not lead to the abolition of certain components of reform, in particular those of systemic importance. The reform should not be in sake of reform, or of moving to the Bologna process, but of higher quality of higher education, which would ensure the vital success of a person and society as a whole. This implies a large-scale inventory of education, its objective monitoring, with a possible structural reorganization and the completion of its individual units. Of course, the content of education should come first in the epicenter of all educational transformations. Incorporated in state standards, curricula, textbooks and other methodological resources, it should be constantly updated in accordance with the needs of each particular period. However, this dynamism of change is possible only by avoiding excessive centralization in determining the content of education. The new, modernized model of education should be built on two levels: normative (national) and elective (regional), which should be exclusively the competence of regions and educational institutions. At the same time, the national component of the educational content, which should provide a uniform level of fundamental education, should not exceed 70%, and the elective part should be up to 30%. Only such model can change the orientation of the initial process, ensure the use of the acquired knowledge for practical life (both professional and public), be mobile and flexible to the change in the integration of education, science, production, and make educational institutions become much more active in the reorientation to the training

of deficit market professionals. Such a model should become one of the vectors of the education reforming strategy.

Another, equally important vector in this case should be the creation of educational and industrial groups (universities and enterprises), which would unite by the principle of joint participation their tangible and intangible assets for the implementation of investing and other projects and programs aimed at improving the quality of training specialists as well as improving the material and technical base and infrastructure. Certain sectoral educational and professional groups could include, in addition to higher education institutions, vocational schools, general education schools, comprehensive retraining courses, etc. All this would contribute to expanding the practice of social partnership with employers, involving the latter in the development of higher education curricula, to developing soft skills for students through the development of appropriate programs, to engaging company representatives in conducting classes (lecturing, work shopping), to introducing internship programs for tutors in companies for acquiring (mastering) practical experience.

The third step. Based on the current state of Ukrainian higher education and taking into account the processes of its “massiveness”, separation from life and branch sprawl, the most important strategy in the modernized model should be a detailed inventory and optimization of the network of higher education institutions. The latter should be carried out through consolidation, enlargement on the basis of a *special state target program*, not only because we have many institutions of higher education (this is not such a big problem), but because there are few powerful universities in Ukraine that would be competitive in the educational world. The optimization criterion should be the effectiveness and quality of educational and scientific activity of the higher educational institution. After all, equal and fair access in the case of poor quality education loses any meaning.

In this regard, it would be advisable to differentiate all institutions of higher education into two types: a) higher professional schools; b) classical universities of national importance. The former should be oriented towards the needs of industrial production, agro-industrial complex, service sector, social sphere, etc. The latter should provide the training of scientists and specialists of the latest technologies for the high-tech sector of the economy, use special approaches to the selection of students, create conditions for individualization of training. They should deviate from the traditional terms and methods of the mass higher education system, maximally approximate the forms of teaching to practical experience, actively implement methods of analysis of atypical situations, simulation modelling, which would be combined with theoretical and conceptual discussions. At the same time, these universities could substantially enhance their fundamental superiority over other higher education institutions, namely: to work on the long-term personal development of creative and innovative students.

Only under such conditions, higher education can become a proactive system, since its response to the social, socio-natural conditions is the foresight, sensitive capture of the attractive energy of the desired future, rather than adaptation to what is happening. It should rely on the processes, which determine the image of the XXI century: globalization and ethno-renaissance, informatization and the formation of the world culture, a strict limitation of technology and the creation of qualitatively new technologies. That is, all that the authors of the report of the Roman club “Come on!” (2017) emphasize on and all that the concept of University 3.0, which is already visible on the horizon, implies (Kvit, 2018).

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THE INDIVIDUALIZATION OF EDUCATION IN SECONDARY SCHOOL OF UKRAINE AND PEDAGOGICAL PSYCHOLOGY (THE SECOND HALF OF THE 20TH CENTURY)



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Abstract. *In the context of the introduction in the second half of the 20th century the process of the individualization of teaching in secondary school a little-studied aspect is revealed – the contribution to this process of Ukrainian psychologists. The main directions of their research, methods and results of scientific experiments in the field of pedagogical psychology, psychology of personality, social psychology aimed to individualizing education (studying memory, individual differences in mental activity, creativity of students, their interests and abilities, identifying and developing giftedness and creative thinking, introducing the differentiation in education in primary school, the organization of psychological service in secondary school) are outlined. The analysis of such kind of Ukrainian scientists' studies testified the expansion in the early 1990s of the spectrum of their work in the direction of ensuring the realization of individual needs and interests of schoolchildren. It was proved the gradual formation during the 1980s of a basis for establishing the paradigm of a personality-oriented education, which became one of the most important directions of the educational policy of independent Ukraine.*

Key words: *differentiation and individualization of schooling; personal approach; the paradigm of personality-oriented education; psychological service in school.*

INTRODUCTION. PROBLEM STATEMENT

To investigate the historical retrospective of the problem of the individualization and differentiation of education in secondary school in Ukraine, it is necessary to disclose the achievements of Ukrainian scholars in the field of pedagogical psychology, which contributed significantly to the implementation of the individual approach to students. Our numerous previous publications (Dichek, 2013-2016) show the results of the work of scientists in the mentioned industry, acquired from the late nineteenth century until the 80's of the twentieth century. This article is a generalization and a logical continuation (including the 1990s) of existing studies.

LITERATURE REVIEW

The relevance of studying this issue is motivated by the current significance of further development and deepening of the personality-oriented approach to school students based on the individualization and differentiation of the educational process. Yu. Hilbukh (1991), A. Furman (1993), I. Beh, S. Lohachevska, V. Rybalka (1998), H. Ball, S. Podmazin, P. Sikorskyi, A. Samodrin (2000), H. Kobernyk (2002), I. Dychkivska (2004), T. Wozhehova (2008), O. Savchenko (2012), S. Maksymenko (2013) added to elaboration of child-centered principles of work of a modern Ukrainian school. At the same time, it is important to find out the scientific research knowledge accumulated in the past, which became largely not only the basis of modern studies on the personality of a student in conjunction with the psycho-physiological and social factors of its development on the background of educational activity, but also contributed to the development and humanization of teaching practice in accordance with the received theoretical and practical results in psychology.

METODOLOGY

The purpose of the article is to highlight the main directions of psychological and pedagogical research in the field of the individualization of schooling through the analysis of the achievements of Ukrainian researchers in the field of pedagogical psychology, carried out during the second half of the 20-th century. It should be noted that the objects from the sphere of general psychology are partially included, in particular, personal psychology, as well as social psychology, which directly or indirectly related to the aspects of the individualization of the educational process. The methodological basis of the study was an analysis of published texts, a comparison of their content, a hermeneutical approach to their interpretation, combined to make possible conclusions.

MAIN RESULTS

Before revealing the achievements of Ukrainian researchers, we remind that in the 1960s (after the International Psychological Congress, held in 1966 in Moscow), the return of Soviet psychology to the world professional community took place after a long scientific isolation (Petrovskij, A., Jaroshevskij M., 1996: p. 279-280). A certain release of scientific thought has also positively influenced the further development of Ukrainian psychological science. Nevertheless, according to historians (*ibid.*: p. 273), partocratic pressure on the psychological community of the country has not weakened.

It should also be taken into account that in the late 1950s, under the influence of the adopted Law "On strengthening the connection of school with life and further development of the system of public education" (1958), the problem of the differentiation of approaches to education became relevant. As a result, the thematic field of psychological and pedagogical studies in Ukraine, along with studying students' individual mental functions (perception, thinking, speech, memory, and self-regulation), aspects of the process of teaching students again included the problems of studying the abilities and psychology of personality.

As a famous Ukrainian scientist H. Kostiuk, director of the Research Institute of Psychology of the Ukr.SSR (hereinafter – Research Institute of Psychology) noted in 1958,

at that time, in Soviet psychology, there was no experimentally confirmed theoretical basis for the diagnosis of giftedness and the determination of abilities (TsDAVO Ukrainy, 1958: p. 3-4), so the diagnostics of gifted students caused difficulties. He warned against the introduction of complete differentiation in teaching in upper forms of secondary school also because of “the impossibility of opening schools with differentiated education in small towns, villages, uncertainty in planning of the number of classes of a particular subject profile” (ibid.: p. 6). At the same time, the scientist stressed the importance of deepening the “individual approach to existing organizational forms of education”, which should extend not only to backward students but also to gifted ones (ibid.: p. 7).

The long-term study of the peculiarities of memory development, in particular the study of the problem of involuntary memorization (1961) by the Ukrainian psychologist P. Zinchenko with his colleagues and students (Kharkiv Pedagogical Institute), contributed to the development of scientific ideas about the specifics and individual differences in the acquisition of knowledge by children. To the most important for school practice conclusions of P. Zinchenko, which allowed to conduct students’ memory in the process of learning, is the statement that “the main line of development of child’s memory – is the path of changing involuntary processes of memory into arbitrary, that <... > does not mean stopping the development of involuntary memory. <...> development of memory – is actually enriching with knowledge” (Zinchenko, 1970: p. 30). It should be noted that under the notion of “enrichment” it is meant not just the accumulation of knowledge, but the formation of a system of knowledge and “ways of organizing the stored information”, which sounds like an important scientific foresight and is still an actual task.

The analysis of subjects of psychological and pedagogical works proves that Ukrainian researchers paid considerable attention to studying the peculiarities of the acquisition of knowledge by primary school pupils. Thus, during the forming experiment in two schools in Kyiv (1964-1965 school year), a scientist of the Institute of Psychology O. Skrypchenko (later – a well-known scientist, professor) studied the change in the dynamics of mental development of pupils of the 1st-2nd forms, depending on the content and methods of teaching, which he rebuilt on author’s principles in the direction of “revealing the logical structure of educational material, the detection of basic concepts, increasing the theoretical level of education, accelerating in children the formation of generalizations, as well as the motives necessary for educational activity” (Skrypchenko, 1967: p. 4). His research showed that studying in experimental conditions facilitated a marked acceleration of students’ mental development. The changes also occurred in the individual differences of this development, and they did not diminish, but with the increasing complexity of mental operations gradually broadened (ibid.: p. 9).

According to the results of the experimental study (1967) of the individual psychological aspects of teaching first-formers reading, B. Bohuslavska from the Izmail Pedagogical Institute came to a significant conclusion: speed, perception and comprehension of a text are determined by the speed and flexibility of the relationships that are formed in children between the visual and acoustic stimuli from one hand, and linguistic-motor reactions from the other (Bohuslavska, 1967: p. 36). Such features predetermined the existence of four different types of reading among students, depending on speed, accuracy and comprehension of a text. This made it possible to outline the possible ways of working with each group of students. We consider her approach as an example of the introduction of internal (within the classroom) differentiation of education.

Return to studying a student's personality motivated scientists' more frequent addressing to the determination of a scope of his interests. Thus, in 1967, a scientist from the Research Institute of Psychology, O. Kyrychuk (later – an academician of the National Academy of Educational Sciences of Ukraine), unveiled the results of investigation of a problem connected with formation of interest in primary school students as a means of their successful education and individualization. Having surveyed 2340 schoolchildren of urban and rural schools in Kyiv, Kyiv and Transcarpathian regions, he established a specific weight of educational interests in the structure of children's activities of a particular classroom. He substantiated that one of the most important factors determining the level of educational interest of a certain student group is the personality of a teacher, his ability to cause in a child positive emotions and the joy of success, create the appropriate speed of acquisition of knowledge. As a result, O. Kyrychuk stated: "Qualitative analysis of teachers' work in classes with a high degree of interest in educational activity shows that it is very important to create optimal conditions for certain groups of students with different studying potential, that is provide to a broad individual approach, the differentiation of education" (Kyrychuk, 1967: p. 67).

Significant social-psychological studies, indirectly linked with the intensification of the individualization of the educational process in secondary school, include the theoretical and experimental study of "subjective-objective relations" (Voitko, 1982: p. 13) in educational groups was conducted by professor V. Voitko (with colleagues from the Institute of Psychology). Since the mid-1970s, they developed a rather innovative for the Soviet psychology role-personality principle of organizing the educational process in school (ibid.: p. 3). This principle in essence and according to the author's intention was a modification of the principle of the individualization. According to this approach the significance and worth of a personality were clearly highlighted in the conditions of priority of collective principles in the life of society of that time.

At the same time, there was a significant gap between the achievements of scientists and the introduction of the results of their research into the educational process. There was an increased need for "psychologizing" of school practice. Although Ukrainian scholars in the 1970s continued to study the mainly partial questions of psychology of education, acquisition of knowledge by students, their strength (Za kruhlym stolom, 1975), which can be characterized as a functionalism of researches, even then the basis for development of the subjective approach to education in future, spreading of ideas of developmental education, cooperative education began gradually to form. A vivid proof of this is the psychological and pedagogical heritage of V. Sukhomlynsky, who in the 1960s theoretically established and actually implemented, although in a separate rural Pavlysh school, a personality-oriented approach to the education of schoolchildren.

In the 1980s professor S. Maksymenko (nowadays – an academician of the National Academy of Educational Sciences of Ukraine) with a group of co-workers of the Laboratory of Psychology of Education of the Research Institute of Psychology on the basis of the experiment on the formation of generalized methods for solving practical problems among students of secondary schools in Kyiv (Nos. 21, 180, 183, 201) developed the methodological aspects of the individualization of the educational process (Maksymenko, 1988: p. 6). An important contribution to the psychology of education was the work of H. Ball "Theory of educational tasks" (1990), which disclosed a "task-oriented approach" to organizing a schooling on the base of using qualitative and

quantitative characteristics of tasks for assessing academic achievements and intellectual development of students.

It should be noted that for psychological and pedagogical researches of the early 1980s the activation of the development of issues of professional self-determination of students in the process of vocational education was also characterized as an option to ensure the unlock of individual dispositions and opportunities of schoolchildren, and hence the promotion of their life self-realization. Since the mid-1980s, the methodological, theoretical and applied aspects of the formation of an all-round and harmoniously developed personality, which corresponded to the leading “historical decision of party congresses” in the field of education of that time, became the priority issues in the researches of Ukrainian psychologists. Although the instructions of the authorities were still important in determining the directions of scientific researches of the educational process, the analysis of the subjects and content of psychological and pedagogical studies convinced that they also reflect the developed in the depths of science intention of formation of not an average, impersonal, ideal “harmonic personality”, but of implementation of personal-oriented tasks for development of children’s creativity in the process of education, overcoming formalism in the goals and approaches to complex processes of personality creation, in particular in the dimension of interpersonal relationships between students, ensuring the realization of their individual needs and motives of education.

Taking into account the obtained theoretical and experimental conclusions and the results of the effective experience of innovative teachers in the 1980s, attempts were made to rethink the problems of psychology of teaching in accordance with the needs of a changing social situation, to review the mechanism of interpersonal interaction between a teacher and a student, and to take into account the factor of students’ influence on each other (Maksymenko, 1988: p. 6). It should be noted that for the first time in 1989, on the pages of the collection of works “Psychology” scientists H. Ball and L. Taranov substantiated the need for the personal approach in defining the goals of education (Ball & Taranov, 1989: p. 8).

When in 1991 Ukraine finally gained its independence and chose an evolutionary way of state building, it became necessary to reform the existing authorities, socio-cultural institutions, which include education, and organization of new ones that would meet the needs of a sovereign state (Ukraine in ...). As the beginning of the state-building process in Ukraine was accompanied by objective socio-economic difficulties, society as a whole and the educational sector in particular were in a crisis, there was a discrepancy between education and personal needs, social needs and world achievements of mankind (Low of Ukraine...,1991). At the same time, pedagogical crisis phenomena such as “the estrangement of schoolchildren from teacher, from school, and, consequently, from society as a whole” (Hilbukh, 1993: p. 3), were also accumulated in education during the previous years. The reasons for estrangement, which were ascertained in the course of studying the state of school education, in many respects were related to poor teachers’ knowledge of the psychological individuality of their students and lack of proficiency in using methods to get to know it, for the correction of development or ensuring accelerated personal development of schoolchildren (ibid.: p. 4).

The release in the early 1990s of the Ukrainian socio-humanitarian thought and educational practice from the hard tent of monoideological imperatives promoted spreading of ideas about the need for humanization of the entire educational sphere.

Thus, the Law on Education (1991, substantial editing – 1996) among the basic principles of education (asset 6) declared “humanism, democracy, the priority of universal human spiritual values; organic connection with the world and national history, culture, traditions” (Law of Ukraine...).

However, in fact, the first document developed in sovereign Ukraine on the strategic paths and priority directions of reforming the educational sector was the State National Program “Education” (“Ukraine 21-st Century”) approved in November 1993 by the Cabinet of Ministers of Ukraine. Its project was approved at the 1st Congress of Teachers of Ukraine (1992). The Program referred to the need to reproduce the intellectual, spiritual potential of the people, the emergence of domestic science, technology and culture at the world level, the national revival and democratization of the society in Ukraine (Derzhavna natsionalna prohrama ..., 1993). The proclamation was also made of the necessity of creating “psychological and social-pedagogical services in educational institutions”. They were seen as one of the main ways of reforming secondary education.

As the most complete satisfaction of personal needs was recognized person to be the educational priority of state policy in Ukraine, we think a final turn to human-centered education was made. It should be also borne in mind that it was chiefly prepared, according to our research, in the second half of the 1980s. Therefore, in the early years of independence, scientists were able to immediately begin updating the theoretical and practical approaches to studying the development of a growing person, which activated in Ukraine such a field as practical psychology, that is closely connected with “the individualization and differentiation and the necessity of taking into account the level of physical and spiritual development of a student” (Kyrychuk, 1993: p. 7). The culture of using of psychological knowledge by teachers has become recognized as “an integral part of humanization of the educational process” (Tyshchenko, 1993: p. 59).

At the same time, as claimed in 1992 by a psychologist V. Panok, an active participant in the organization of the pedagogical service in Ukraine (now – the head of the Ukrainian Scientific and Methodical Center of Practical Psychology and Social Work), the reason for the growth of the request for practical psychology was not only the “introduction of humanistic principles in the relationship between the state and the individual” (Panok, 1993: p. 14), but also the awareness of the need for the application of psychological knowledge in the educational process, which began “from the bottom”, in schools, from including the position of a psychologist in their staff. Recalling that since the differentiation of education, providing development of abilities and talents of children was recognized as the key objectives of school education, the scientist emphasized: without psychologists and psychology, their implementation is impossible, as well as solving problems of vocational guidance and vocational selection, behavioral problems, creating qualitatively new textbooks, predicting trajectories of mental development of children (ibid.: p. 17).

According to our opinion, the psychologization of school practice has become one of the key ways of its humanization during the period of statehood development. The intensive use of the achievements and opportunities of practical psychology, implementation of methodical tools for psychodiagnostics in school began, the organizational structure for the functioning of which the psychological service of school (PSS) was installed. Its legitimization in Ukraine took place with the adoption in 1993

of the Regulations on the psychological service in the educational system (Regulations on the psychological ..., 1993). Subsequently, it has been repeatedly edited owing to changes in legislation and practical needs.

It was obvious that one school psychologist was unlikely to be able to provide a full range of jobs specified in the regulations. This was already known at the beginning of deployment of the school psychological service in the country from the works of a well-known psychologist Yu. Hilbukh, one of the founders of implementation of psychodiagnostics in Ukrainian schools (Vereshchak, 2013). The scientist made a significant contribution to the return to the scientific and practical circulation of psychodiagnostics as an effective tool for studying the nature of a child. It was precisely in his (since 1989) Laboratory of Psychodiagnostics and Psychology of Differentiated Education of the Research Institute of Psychology that the necessity of introducing the positions of school psychologists in Ukraine, which was reflected in the State National Program “Education: (Ukraine 21-st Century)” (Derzhavna natsionalna prohrama ..., 1993) was substantiated (Institute of psychology ...). In the scientific department they were engaged in the development of special programs and educational complexes, which teachers and school psychologists could use when working with different categories of children, that is, to implement a differentiated approach. And it was Yu. Hilbukh who became the first Ukrainian psychologist who experimented with his colleagues on the introduction of a system of three types of classes in elementary school system, which provided differentiated staffing of primary classes in secondary school through the distribution of children by their level of readiness for studying based on the use of a set of portable test methods, developed in the Laboratory of Differentiated Learning (Hilbukh, 1991).

However, according to L. Kondratenko, a colleague of a scientist and an active participant in the experimental work of the Laboratory, during the 1990s owing to a number of reasons – external (rapid, largely unbalanced socio-economic changes in the life of society) and internal (imperfection, flaws in the practical implementation of classroom differentiation in schools, lack of financing) – in fact, in the country “there was a ramified system of differentiated education, oriented mainly not to meet the needs of each child through the individual approach, but to select more gifted (and sometimes – more affluent) children. <...> the “wild” capitalism was accompanied by the “wild” differentiation” (Kondratenko, 2017: p. 255). Under the pressure of circumstances, the experimental studying the possibilities of class differentiated education, in particular for the propaedeutics of school failure, gradually lost its attractiveness for teachers and “with the beginning of the new century it almost disappeared officially from the work of secondary schools, although it remained in certain hidden forms” (ibid.: p. 256).

The reasons for the decline of this direction of the individualization of school education should include the professional unpreparedness of teachers to the implementation of class differentiation in schools, their ignorance with its psychological principles and tasks. This situation motivated the Ukrainian scientists (I. Bohdanova, O. Skrypchenko, A. Markova, N. Chepelieva) to raise the issue of the need to strengthen a psychological component of training of future teachers and retraining persons already working in the educational field.

CONCLUSIONS

During the second half of the 20-th century, Ukrainian psychologists took an active part in the gradual directing teaching of schoolchildren in the course of its individualization and differentiation, which contributed to the development of the ideas about humanization of education. They prepared theoretically and experimentally grounded basis for the transition of education in Ukraine from the paradigm of the “school of learning” to the child-centered personality-oriented paradigm. We believe that the most significant vector in the process of humanizing the school in the country in the first decade of its independence was multidimensional psychologization of the educational branch. A real embodiment of psychologization was the creation of psychological service in school, increasing attention to practical psychological and pedagogical training of future teachers and retraining of working educators. The achievement in using the potential of practical psychology, acceptance of its relevance and utility was the organization in 1998 of Ukrainian Scientific and Methodological Center for Practical Psychology and Social Work as a scientific institution in the system of the Academy of Educational Sciences of Ukraine (since 2010 – the National Academy of Educational Sciences of Ukraine).

The study of the processes related to the individualization of the education in secondary school of Ukraine convinced that at the beginning of the 21st century, the state’s attention to the issues of psychologization of the educational process, both in school and in the preparation of psychological and pedagogical staff, was intensified. At the same time, such an increase in the awareness of psychological and pedagogical support for the development of personality is explained largely by the activity of scientific and educational communities and their influence on the adoption of crucial decisions in the educational sphere by the authorities. However, it should also be admitted that there were socio-economic difficulties in independent Ukraine, which prevented the rapid achievement of the desired results in terms of qualitative spreading of psychological knowledge, besides such a process could not be quick from an objective scientific point of view.

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**COMPARATIVE
AND
INTERNATIONAL
EDUCATION**

COMPARATIVE PROFESSIONAL EDUCATION IN UKRAINE: CURRENT STATE, CHALLENGES, PROSPECTS



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Abstract. *The article presents a quantitative and qualitative analysis of comparative studies on professional education in Ukraine since independence (1991); the consideration of the concept of “comparative professional education”, the main provisions of its methodology; the analysis of the tasks and specifics of comparative studies in the field of professional education. The article shows that the specificity of comparative professional education requires an interdisciplinary approach to research, taking into account external factors (historical, social, cultural, economic, political, etc.) of influence on the system, tendencies, content, technology, forms and methods of professional education in foreign countries that is possible to carry out on the principles of Educology.*

Key words: *comparative professional education; comparative study; comparison criteria; Educology; interdisciplinary approach; monographic research.*

INTRODUCTION. PROBLEM STATEMENT

The development of Ukraine since 1991 as an independent democratic state has required significant changes in all spheres of society's life, in particular the sphere of education, as the most influential not only on the formation of social consciousness, but also on the socio-economic development of the country. The processes of globalization, European integration intentions of Ukraine, and informatization of society have reinforced the need to reform and modernize the education system not only in accordance with the requirements of the European educational and research space, but also the transformational processes in the Ukrainian economy, which has gradually become more and more marketenised. Economic development of the country required the appropriate training of specialists in vocational and higher education, able to meet the needs of the labor market. In such circumstances, studies of comparative education, in particular comparative professional education, aimed at studying the experience of the developed countries with regard to professional training of specialists of all levels, are of particular importance.

It should be noted that comparative education is a young branch of educational science in Ukraine, which has been actively developing since the independence, when studying the experience of the most developed countries in the field of education, its application in Ukraine, taking into account its traditions and history, became an urgent need of time.

The first studies on comparative professional education were done and published in Ukraine in 1995. Generally, since the years of independence in Ukraine more than 320 dissertations on comparative education topics have been defended, in particular, in the specialties “General Pedagogy and History of Pedagogy” (13.00.01) – 147; “Theory and Methods of Professional Education” (13.00.04) – 166; “Theory and Methods of Upbringing” (13.00.07) – 3.

Comparative professional education is an integral part of comparative education, within which comparative studies are conducted on professional education, foreign experience of different aspects of professional training of specialists is studied (within the specialty: “Theory and Methods of Professional Education” – 13.00.04). Such studies cover not only the study of the content, organizational forms, methods and modern technologies of professional training of specialists, but also the tendencies of formation and development of professional training of specialists in foreign countries, historical features of such formation and development, factors of influence.

It should be noted that among all defended dissertations there are over 47 doctoral studies, more than 270 PhD researches. Doctoral dissertations were defended in two specialties: 13.00.01 and 13.00.07.

Doctoral dissertations on comparative education are about 15% of the total number of studies. As for comparative professional education, doctoral dissertations are about 13% of the total number of defended ones.

Distribution of defended dissertations over the years is heterogeneous: 1995 – 2; 1996 – 3; 1997 – 1; 1998 – 6; 1999 – 1; 2000 – 11; 2001 – 10; 2002 – 6; 2003 – 9; 2004 – 17; 2005 – 20; 2006 – 16; 2007 – 11; 2008 – 37; 2009 – 23; 2010 – 22; 2011 – 43; 2012 – 20; 2013 – 14; 2014 – 16; 2015 – 14; 2016 – 9; 2017 – 6; 2018 – 2 (as of Sept. 2018).

As we can see, the largest number of comparative studies was defended from 2004 to 2015, the time for active modernization of education in Ukraine, the preparation of new laws in the field of education and science, concepts, etc. As for comparative professional education, research in this area has actively started since 2011.

The joining of Ukraine to the Bologna process, the intentions to integrate into the European educational and research space, the need to develop a national qualifications framework at various stages have increased the focus on the study of foreign expertise in professional training. At the same time, there is a lack of a holistic quantitative and qualitative analysis of the comparative studies on professional education in Ukraine for the years of independence (since 1991), the challenges faced by this young branch of pedagogical science and the prospects for its development. Actually, this is the purpose of this article.

LITERATURE REVIEW

Significant contribution to the development of comparative education in Ukraine, its methodology was made by L. P. Pukhovska (1998), A. A. Sbruieva (2005), O. I. Lokshyna (2011), M. P. Leshchenko (1996), T. M. Desyatov (2006), O. I. Ogienko (2009), A. V. Vasilyuk (2011), T. Y. Kristopchuk (2014) and others.

The first pioneering research on comparative professional education was the study of the doctoral level of Maria Petrivna Leshchenko on the topic “Teacher Training Technology for Aesthetic Education Abroad (on materials of Great Britain, Canada, USA)” (1996) and Lyudmila Prokopivna Pukhovskaya on the theme: “Professional Training of Teachers in the Countries of Western Europe in the Second Half of the 20-th Century” (1998). These studies laid the foundation for further doctoral studies on various aspects of teacher training, namely: “Professional Development of Secondary School Teachers in the Systems of Continuing Education in the United Kingdom, Canada, USA” (Mukan, 2011), “The System of Vocational Training of High School Teachers in the United States of America” (Shandruk, 2013), “Theoretical and Methodological Principles for Future Primary School Teachers Training in Polish Higher Educational Institutions by Multimedial Technologies” (Kucha, 2016).

Scientific contributions to the development of the methodology of comparative professional education research have also been made by Polish researchers who defended the dissertations of the doctoral (habilitation) level in Ukraine. In particular, this is a study by Grzegorz Kedrowicz “Theory and Practice of Computer Technologies in Polish and Polish Professional Education Institutions” (2001), Iolanti Schempuch, “Trends in Teacher Education in Poland (1918-1999)” (2001), Janusz Moritz “The System of Teacher Training and Ways of its Optimization in the Context of the Development of Modern Education in Poland” (2004).

METHODOLOGY

In comparative pedagogical studies we distinguish general, special and specific dimensions. The general one we refer to the methodological foundations on which each educational research is based. The Special one refers to the methodology of the comparative study. Specific or individual, in our opinion, can be attributed to the phenomenon under study, which can reflect various branches of educational science (professional education, didactics, theory and method of education, social pedagogy, etc.) and is the subject of research.

Analyzing the problems of comparative education as a science, it is worthwhile to highlight those that are invariant for each comparative study. To such tasks-invariants it is necessary to attribute (Sysoieva, 2015):

- The task of thorough analysis of the content of the concepts used in the study and are concepts that are translated from a foreign language, a careful comparison of their content with the content of concepts used in the national educational space.

- The ambiguous interpretation of the concepts used today in the world and the European educational space, the lack of their adaptation to the traditional notions of the Ukrainian educational science causes great harm to the development of the educational field of the country, makes ambiguity in understanding terminology, generates communicative chaos from academics and practitioners, reduces the level of methodology of educational science. That is why we believe that a comparative study should begin with an analysis and comparison of the thesaurus: the domestic and the country of study.

- The task of realizing a comparison itself, since the purpose of any comparative study, as it does not sound paradoxically in this context, should be the comparison procedure.

- It is worth noting that comparative studies in Ukraine have not yet fully gained comparative status. There is lack of proper comparative research. Quite often, conducted studies deal with foreign education having the character of simple descriptions with recommendations on transferring experience to Ukraine. This, in our opinion, is connected with the formation of comparative education in Ukraine, with the “age” of this, even young, field of knowledge.

- The task of determining the criteria for comparison, the description of the stages and methodology of the study, which includes the demonstration of equivalence, comparability of the phenomenon under study in different countries.

- The task of the possibility and expediency of transferring the studied experience of education, models of education of other countries in Ukraine.

- The task of developing recommendations for educational policy, the content of reforms and the modernization of education, which, in essence, is the goal of any comparative study.

- Such tasks, in our opinion, should be defined as methodological-normative. The value of each comparative study, including the professional comparative education, is determined by the fulfillment of these tasks.

It should be noted that in recent years in the Ukrainian educational space there have been educational programs with the methodology of conducting comparative studies, taking into account the experience of European countries, in particular the program “Comparative Education” (2014), “Methodology of Comparative Research in Education” (2018).

MAIN RESULTS

We will analyze the topics of defended dissertations on comparative professional education. The largest number of studies was devoted to various aspects of teacher training (51), which in our view was related to the transformational processes that took place in general secondary education during the years of independence and which led to a fundamental reform of the Ukrainian school today.

The researchers also paid attention to the problems of training students of various specialties in the humanitarian sphere (lawyers, managers, civil servants, specialists in international relations, environmentalists, philologists and linguists, economists) – 24; the aspect of standardization, reformation and development of education (14), in particular professional (7); training of specialists, in particular, social pedagogy and social work (12), foreign language (10), tourism (9), technical disciplines (3), pre-school education (3), production personnel (2), agrarian sector (5), border Service (1), medical (5). It should be emphasized that the problems of pre-vocational training at high school (2), training of adults in education (2), experts in education (2), vocational training of vulnerable groups (unemployed, immigrant) (2), training and postgraduate education (4), vocational training (3), etc.

It should be noted that the most selected countries for the study were EU member states, in particular: France, Great Britain, Germany, Poland, Sweden, Spain, Finland, Greece, the Netherlands. Considerable attention was also paid to the study of various aspects of training in the United States and Canada. Individual studies were conducted based on such countries as China, Mexico, Australia, Japan. Significantly less systematic research was carried out on the problems of professional training of specialists in general in the European Union, Western Europe, Eastern Europe, etc.

The impactful comparative professional studies of a doctoral level conducted on the examples of several countries of the European Union are the following:

1) “Development of Vocational Education and training in Germany (late XIX - XX)” (Abashkina, 1999), which explores the socio-pedagogical principles of the development of vocational education and training (VET) in Germany, determine the overall mechanism for its implementation and functioning as a coherent system that guarantees the training of highly skilled competent specialists;

2) “The Development of Skilled Workers Training Systems in Bulgaria and Poland (end of the 19-20-th centuries)” (Kaplun, 2011), which presents a holistic comparative and pedagogical analysis of the development of training systems for skilled workers in Bulgaria and Poland, the tendencies and peculiarities of the development of VET systems of the countries, their management at different historical stages, improvement of content, principles, functions and scientific and methodological support of activity of VET schools of different types, and the influence of balancing and integration processes for the transformation of national VET systems in Bulgaria and Poland under the conditions of the European Union. In this study, similar and different in the development of training systems for skilled workers in Bulgaria, Poland and Ukraine are studied. The possibilities of using progressive ideas in the experience of skilled workers training of Bulgaria and Poland under the conditions of modernization of VET system in Ukraine taking into account progressive ideas of European integration processes are described;

3) “Teachers of Physical Education Training in Poland for the Assessment of Students Learning Outcomes” (Mushketa, 2007), which based on the generalization of Polish experience, the theoretical and methodological principles of modernizing the technology for evaluating students’ achievements in the professional activity of the teacher of physical education, as well as in the system of its preparation, the concept, technology and criteria for assessing the academic achievements of students as a component of the didactic measurement on its quantitative and qualitative components, the system of preparation Teachers of Physical Education to Assess Teaching Achievements of Students.

4) “Theory and Practice of Teacher Education for Pedagogical Communication in Higher Education Institutions in Germany” (Chulkova, 2010), which defines the main directions of development of the teacher’s communicative competence, proposes a model of professional communication of the teacher as a factor of normative communicative activity with its own structure, goals, means, motives, content, functions, principles, aimed at the successful socialization of students.

Among the comparative professional education studies dedicated to the United States we should focus on the following:

1) “The Theory and Practice of Professional Education for the Unemployed in the USA” (Bidyuk, 2009), in which a holistic system analysis of the problem of vocational training of the unemployed in USA was conducted, the theoretical and methodological principles of adult education development in American experience are revealed. Valuable in this study is that the author considered the main requirements of the labor market for the vocational training of the unemployed, as well as the directions of ensuring social protection and employment of this category of population in the country. In addition, the author has researched the activities of knowledge dissemination centers for the unemployed in the structure of US universities, the content characteristics of educational processes in different fields and qualifications levels in leading educational institutions that provide vocational training for the unemployed. Significant value is the investigated

psychological and pedagogical conditions of professional activity of teaching staff for training unemployed and recommendations on the use of progressive ideas in the US experience in improving the system of vocational training of the unemployed in Ukraine at the national and regional levels, as well as at the level of employment services and educational institutions.

2) “Development of Pedagogical Education in the United States (1960-2000)” (Koshmanova, 2002), which explores the process of formation and development of pedagogical education in the USA in 1960-2000. The author has studied the leading trends and factors in the development of teacher education in the United States in this period, which predetermined the overall mechanism of its functioning as a coherent system that ensured the training of competent pedagogical staff. The value of this study is that based on the study of original sources, an analysis of the development of pedagogical education in the United States has been carried out, the process of formation and reformation of the curriculum of teacher training has been explored, modern fundamental ideas, ways of theoretical and practical training of teachers have been analyzed. A thorough analysis of teachers’ training at the US Schools of Professional Development has given the author an opportunity to offer practical approaches to reforming pedagogical education in Ukraine in the economic realities of the transition to a market economy.

The work of O. M. Elbrecht (2010) studies the pedagogical experience of three countries: “Training of Managers in Higher Education Institutions of Great Britain, Canada, USA”. The author analyzes the formation, development and current state of the professional training of managers in the UK, Canada and US higher education system. The influence of scientific concepts and theories has been analyzed, which served as the basis for the practical activity of teaching staff in the formation of content, the selection of forms and methods for training future managers in these countries. The modern models of managerial education in these countries are defined and their specifics, the content of terminology on education in general, higher and managerial education in particular, which will promote the transparency of the principles of functioning of educational systems. Besides the work determines the possible directions of implementation of the experience of Great Britain, Canada and the United States in training managers in higher education in Ukrainian educational practice.

It should be emphasized that in recent years there have been studies on comparative professional education of a systemic nature, which are noted by the European approaches to the methodology of conducting comparative studies and implementation of methodological objectives.

In this context, it should be noted the research of the doctoral level of N. S. Zhuravskaya “Training of Teachers of Agricultural Disciplines in Higher Educational Institutions of the Countries of the Initial Stage of Western European Integration and Great Britain” (2010), M. I. Palchuk “Trends in the Development of Professional Training Systems for Training of Personnel in the Aphere of Services in the EU Member-states” (2016), T. Y. Kristopchuk “Trends in the Development of Teacher-training in EU Member-states” (2014), S. G. Zaskaleta “Trends in the Professional Training of Specialists in the Agrarian Sector in EU Member-states” (2015). In the last two studies, for the first time in the Ukrainian scientific space, the concept of a monographic study, which is considered as the study of the selected aspect in a particular country, is introduced for the first time and serves as the first step before actually comparing the selected phenomenon in several countries.

In general, the analysis of problems studied within comparative professional education gives leave to make conclusion that such studies increasingly acquire the character of comparative ones. It should be emphasized that the specifics of comparative professional education require an multidisciplinary approach to such research. That is why the effectiveness of professional comparative education, in our opinion, is determined not only by the implementation of well-known requirements for the comparator (knowledge of the language, stay in the country that is under analysis, knowledge of the history and culture of the country under study), but also ownership of the methodology of interdisciplinary research.

Namely a new scientific trend that is actively developing in Ukraine as a direction of integrated study of education – Educology allows to analyze the educational phenomena and processes on the interdisciplinary, multidisciplinary and transdisciplinary levels, in particular, the problems of professional training, to identify the dominant development of education, factors influencing the functioning of the educational system, its subsystems, as well as mechanisms of interaction and mutual influence of the institute of education with other social institutions.

Educology appears due to the necessity of objectification on the philosophical, general scientific, specifically scientific and technological levels of complex process of functioning of the modern educational sphere; complications of processes and phenomena covered by the concept of “education”; the expansion of the problem field of educational research and its intersection with other branches of scientific knowledge (economics, political science, sociology, etc.) that are not tangent to pedagogy, but without which it is impossible to create a coherent idea of the development of the field of education in the broad sense of the concept.

Among the important tasks in the field of education as an independent scientific area, there are the following ones: studies of the sphere of education in different aspects, dimensions, relations and interrelationships with other society fields in order to identify patterns and trends in the development of education; description and comparison of various educational systems in order to highlight general characteristics and their peculiarities (Ognevjuk & Sysoieva, 2012). The above-mentioned tasks coincide with those solved by a comparativist, examining the experience of professional training in foreign countries, since any comparative study is contextual. Successful solving of these tasks is possible on the basis of the use of a combination of scientific methods of social and humanitarian sciences, and, therefore, on the basis of an interdisciplinary approach to the study of complex and complex processes. It should be noted that this approach reflects the general tendency of modern science to strengthen the integration of disciplinary knowledge, mutual influence and interpenetration of different branches of scientific knowledge in the study of complex research object. It is the fact that the methodology of Educology, depending on the level of complexity of the educational phenomenon, is multidisciplinary or transdisciplinary allows to look at the methodology of research in the field of professional comparative education from another research perspective.

It can be stated that Educology provides methodological conditions for the development of professional comparative education, namely (Sysoieva, 2015):

- any phenomenon of professional education can be studied in a wide context field using methods of other sciences in accordance with the purpose of the study;
- the equivalence of the selected countries for research is ensured through the

analysis of socioeconomic and cultural-historical factors affecting the development of the sphere of education and reflected in all its subsystems and components;

- increasing the likelihood of comparative research influences conclusions for educational policy, reforming and modernizing educational systems and their subsystems;

- the prognostic function of comparative research is realized, especially in that part, which explains the possibility of transferring educational innovations and models of one country to another, taking into account its tradition, culture, history, etc.;

- the preconditions are created for the formation of the theory of education, the theory of the school, its variational models and factors of influence that promote their implementation on different socio-economic, cultural and historical grounds;

- it is possible to systematically consider factors influencing the development of education as a process and result.

The latter position is of fundamental importance, since in conducting comparative studies, in particular within professional education, it is necessary to take into account external influences on educational systems, phenomena and processes that are determined by economic, historical, national, demographic, state-political and social peculiarities in the country. Economic factors determine the material possibilities of the state budget, which can be directed to the development of education, quantitative and qualitative request for graduates. Historical and national factors are closely related to the specifics and nature of society, its history and culture. These factors are most clearly manifested in the course of changes in education, the pursuit of educational reforms as a historically determined orientation of national traditions. The process of expanding access to education, introducing changes in education, educational reforms, and defining tasks for education are closely linked to demographic factors. Factors conditioned by the political system, directly affect the formation and content of educational policy. Social factors are related to the structure of society, its changes, as well as the influence of these changes on the education system.

Educology as a scientific field integrating science of education (economy of education, sociology of education, culture of education, history of education, educational policy, etc.) allows to take into account the above factors in the research of comparative education, in particular, professional. As an example, we can cite the recent two studies on comparative professional education at the Ph.D. level, which demonstrate the possibility of applying an educational approach. This study: “Professional training of experts in education in the countries of Eastern Europe” (Trygub, 2017) and “Professional training of experts in education in the German-speaking countries of the European Union” (Ponomarenko, 2017). It should be emphasized that the study of such an important problem for Ukraine became possible due to the analysis of all socio-economic and legislative processes taking place in the studied countries and the consideration of the corresponding mechanisms of interaction of the sphere of education with other spheres of society. In this context, also deserves attention the monographic study by N. V. Mospan “Higher education and the labour market in the European Union: trends of interaction” (2018), performed on the principles of Educology.

It should be noted that the existence of a large number of specialties, which pedagogical science in Ukraine is classified, make impossible a clear demarcation of research within professional education. Studies on university education, continuing education, and VET in other countries are generally considered beyond the scope of comparative professional education.

CONCLUSIONS

1. Comparative education in Ukraine is a young branch of educational science, which began to develop actively after Ukraine gained its independence. Currently, comparative education, in particular, professional, is at the stage of formation, which is confirmed by the prevalence of descriptive studies on one foreign country over studies that are actually comparable with a strong evidence-based methodological base, with thorough generalizations and conclusions.

2. It should be emphasized that the question of the methodology of conducting comparative studies is a weak link in the studies of Ukrainian comparativists. Actual is the study of the experience of the European countries and the USA regarding the methodology of conducting comparative education studies.

3. The subject of comparative education covers all levels of education, all types of education (formal, informal, informal) and any other educational phenomena and processes, and therefore often goes beyond the boundaries of educational science and it cannot be investigated solely within disciplinary approach. This becomes of great relevance for comparative professional education.

4. Comparative professional education should develop in an multidisciplinary direction, otherwise it will constantly face disciplinary (both theoretical and methodological) barriers, which will undoubtedly hinder its development. That is why we consider it necessary to increase attention to the application of the multidisciplinary approach in the research of professional comparative education.

5. In Ukraine, there is a lack of associations or societies of educational comparative studies that would coordinate comparative studies, in particular in the field of professional education, in the country, establish cooperation with other institutions of the research infrastructure of Europe, the USA. Canada, etc., systematically hold scientific and practical conferences, seminars, discussion platforms, etc.

6. It is worth noting that the conclusions of comparative studies are left only conclusions of the dissertations, and are practically not used in the development of political decisions in the field of education, the development of the principles of reforming and modernizing education in the country. We consider it is necessary to create a system for familiarization of the competent authorities responsible for the formation of educational policy in Ukraine, with important conclusions of comparative studies, in particular, of doctoral level.

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COMPARATIVE EDUCATION AT THE NATIONAL ACADEMY OF EDUCATIONAL SCIENCES OF UKRAINE: RISE, SUCCESSES, CHALLENGES



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Abstract. *The author analyses the development of comparative education at the National Academy of Educational Sciences of Ukraine. The development is characterized by movement to its professionalization (Wiseman & Matherly, 2009), establishment of an entire system covering functioning specialized units, conducting multi-scope and multi-level research, conferences / seminars, publishing journals, postgraduate training. The research directions at the National Academy of Educational Sciences of Ukraine are characterised, i.e. education phenomena of continuing relevance at all educational levels – school, vocational, higher, adult education. Among the positives of the comparative education at the National Academy of Educational Sciences of Ukraine the author distinguishes the use of the methodology based on the approaches developed by the world-known comparative education scholars, possessing professional skills (foreign languages, ICT skills) by the comparative educators of the Academy; practical orientation of the comparative education research. The following challenges of the comparative education development are named: lack of a comparative education strategy in the National Academy of Educational Sciences of Ukraine; lack of a comparative education centre/association to coordinate the activities within Academy; insufficient attention to the further development of comparative education methodology; insufficient communication at the horizontal level within the Academy; insufficient communication with the relevant units/bodies/centres abroad; insufficient financial support for comparative education scholars of National Academy of Educational Sciences of Ukraine to visit foreign countries for research.*

Key words: *comparative education; National Academy of Educational Sciences of Ukraine; methodology; Comparative Education Department, Institute of Pedagogy; Department of Foreign Systems of Pedagogical and Adult Education; Institute of Pedagogical and Adult Education; Comparative Studies Department for Information and Education Innovations; Institute of Informational Technologies and Learning Tools; Laboratory of Foreign Systems of Vocational Education and Training; Institute of Vocational Education and Training; achievements; challenges.*

INTRODUCTION. PROBLEM STATEMENT

The national education reforming has actualized the study of educational achievements of foreign countries, which obviously intensifies the development of comparative education (CE) in Ukraine. In the Soviet era, the aim of CE was to criticize the “bourgeois” pedagogy; its methodology was based on the analysis of educational phenomena abroad for opposition. During the years of independence of Ukraine, there was a dynamic development of CE methodological foundations. Primarily, the criticism of the “bourgeois” education was over. Gradually the linear character studies turned into a multidimensional one. Today the subject of the research of the Ukrainian comparative educators is no longer limited to an education system of a foreign country, the regional and world level comparisons are used. The scholars study a wide range of educational phenomena instead of analysing the organisation of education abroad. The practice of using a time comparison element to enhance the geographic one; application of simultaneous comparison on a par with consecutive one, strengthening the practical focus of comparative studies are obviously the achievements of the methodology of CE in the independent Ukraine.

The development of a methodology of CE takes place in parallel with its infrastructure development. It is about creating research centres, launch of the specialized scientific journals, publication of textbooks / manuals. The teaching of the CE in universities also plays an important role for the development of CE in Ukraine.

All this makes it possible to speak about the professionalization of CE in Ukraine. The National Academy of Educational Sciences (NAES) of Ukraine can be treated as the catalyst of such professionalization having specialised units its structure, skilled scholars that conduct research on topical issues of education. Obviously, the comparative research is an important trend of the NAES activity.

LITERATURE REVIEW

Issues of organization of education, educational reforms, quality assurance, curricula modelling, modern languages teaching, internationalization of higher education, the Bologna process, teacher training in comparative aspect abroad, etc., are being explored by a large number of scholars, in particular, by N. Avsheniuk, I. Biletska, T. Bodnarchuk, I. Borysenko, V. Butova, Z. Chernyakova, I. Chystyakova, A. Dzhurylo, O. Glushko, N. Nikolska, O. Maksymenko, O. Matvienko, O. Milyutina, N. Mukan, O. Ovcharuk, O. Permyakova, O. Pershukova, M. Tymenko, O. Shparyk, I. Shymkiv, N. Soroko, M. Tadeyeva, A. Vasylyuk, A. Vykhursch, O. Yarova, L. Zablotska, N. Zaitseva, etc.

An issue of methodology of CE is discussed by such scholars as M. Chepil, N. Fedchyshyn, Y. Khrykov, N. Lavrychenko, O. Lokshyna, M. Leschenko, O. Ohienko, L. Pukhovska, A. Sbruieva, S. Sysoieva, I. Sokolova, O. Zabolotna and others.

The consolidated vision of the methodological landmarks of CE in Ukraine is presented in the reading-book “Comparative Education: Methodological Benchmarks of the Ukrainian Comparative Educators” (2015) by M. Krasovitsky, N. Lavrychenko, O. Lokshyna, O. Ohienko, O. Ovcharuk, L. Pukhovska, A. Sbruieva, G. Shchuka, I. Sokolova, I. Stashevska, H. Stepenko, S. Sysoieva, I. Taranenko, S. Tsura, O. Zabolotna. The compiler of the reading-book is O. Lokshyna (Lokshyna (ed.), 2015). The reading-book is intended to convey the views of the Ukrainian comparative educators (with

reference to the works of world prominent CE scholars) on the methodology of CE, its principles, approaches, methods of scientific research for grasping educational phenomena abroad.

The development of CE in the NAES is discussed, in particular, in the article “Comparative Education at the National Academy of Educational Sciences of Ukraine: Steps of Growth”. The heads of the CE units of NAES – O. Lokshyna, N. Avshenyuk, O. Ovcharuk, O. Borodienko – analyse the history of these units, their current achievements and prospects (Lokshyna, Avsheniuk, Ovcharuk, 2016).

O. Lokshyna, A. Dzhurylo, I. Mariuts and O. Shparyk in “Comparative Education under Conditions of Globalization: Achievements and Prospects” (collection of articles dedicated to the 25-th anniversary of NAES of Ukraine, 2017) characterise input of globalization on the CE methodology in Europe, USA, East Asian region (China, Japan, Taiwan, Hong Kong, South Korea). Besides, the scholars outline contribution of the Department of Comparative Education of the Institute of Pedagogy of the NAES of Ukraine to CE area development in Ukraine (Lokshyna, Dzhurylo, Mariuts & Shparyk, 2017).

At the same time, under new realities (globalization influences, the European vector of Ukraine’s development, cardinal transformations of education in Ukraine, etc.) the comprehension of the CE role and, in particular, the tasks of the CE within the leading Ukrainian academic institution in the educational sector – the NAES of Ukraine – requires more attention.

METHODOLOGY

The conducted research is a qualitative one. The applied method is the analysis, i.e. literature analysis (studies of the Ukrainian and foreign comparative educators), documentary analysis (official documents of the NAES). Besides, the interpretative method was used to understand the phenomenon of the CE in the NAES, its achievement and trends of development. The method of generalisation has provided an opportunity to present the holistic picture of the CE in the NAES of Ukraine. The chronological pattern was used to present the idea of the research.

MAIN RESULTS

The establishment of a laboratory of scientific and pedagogical information at the Institute of Pedagogy (Kyiv) in 1971 can be considered as a prerequisite for CE emerging within the NAES of Ukraine. The mission of the laboratory was to inform the scholars of the Institute about the state of education in foreign countries through the prism of criticism, which was the norm in the USSR. However, under such conditions the scholars of the laboratory – N. Abashkina, L. Bulai, B. Melnychenko, H. Stepenko, I. Taranenko, G. Yehorov – managed to open the “Iron Curtain” in the education sector. In fact, they opened “the window” into the world presenting peculiarities of the foreign education. Among numerous publications issued at that time, special mention should go to a series of *Foreign Education Chronicle*, *Concise Short Encyclopedic Dictionary of Foreign Education Terms*. The book *Systems of Public Education in Foreign Countries at Present: the socialist, capitalist and developing countries* (1990) was reasonably required under conditions of lack of information about education abroad (Melnychenko, 1990).

Gradually totalitarian pressure weakened, and in the times of the Gorbachev reorganization, the laboratory staff was more free to talk about the achievements of education abroad, to introduce the concepts of the previously little-known (or forbidden) in the USSR scholars (M. Montessori, R. Steiner, P. Freire, etc.), etc.

After the collapse of the USSR and the declaration of Ukraine's independence in 1991, the need to change both the mission of the laboratory of scientific and pedagogical information, as well as the methodological approaches to the study of the education phenomena abroad became apparent. The transformation of the laboratory of scientific and pedagogical information into the laboratory of CE in 1991 marked the beginning of the development of CE in the NAES of Ukraine (NAES was formally formed on the basis of the Institute of Pedagogy and the Institute of Psychology in 1992).

A. W. Wiseman and C. Matherly in the article "The Professionalization of Comparative and International Education: promises and problems" (2009) write that the question of professionalization in the field of comparative and international education fundamentally depends on: (1) the establishment of a legitimate knowledge base through university (i.e. graduate) training, and (2) the development of specific professional networks and behaviour guidelines through the establishment of a professional association dedicated to the unique concerns of the field (Wiseman & Matherly, 2009: p. 336).

Developing this idea with a projection on the realities of NAES, we can speak about CE professionalization here. The following contributed to this:

- Establishing professional standards – concepts of the CE as well as the recommendations for CE researchers are developed and widely disseminated among the CE community;
- Establishing a professional network – specialized units in NAES are functioning that conduct research in the area of CE (conditionally we can consider these units as a professional network), professional journals are publishing;
- Establishing knowledge base – trainings (CE courses) for PhD students are conducted.

Two concepts of the CE methodology of the authorship of I. Taranenko, G. Stepenko and of M. Krasovytsky (all of them were the scholars of the laboratory of CE of the Institute of Pedagogy of NAES) were elaborated in the 1990-s and became a key reference point for the development of the methodology of CE. Although the concepts were published only in 2015 (Lokshyna (ed.), 2015), their discussion and presentation in the laboratory at that time contributed to the formation of a coherent system of views on conducting comparative research based on methodological guidelines of leading foreign CE scholars. Later, when a part of the staff of the laboratory of CE of the Institute of Pedagogy transferred to the newly created CE units of other institutes of the NAES (or led these units), these methodological views became the basis of the activities of the new units. The mentioned provided the formation of a unified methodological platform of comparative-education research within NAES.

Long after, *Recommendations on Writing Dissertations in the Area of Comparative Education* were developed by well-known Ukrainian CE scholars (N. Lavrychenko (researcher of NAES), O. Lokshyna (researcher of NAES), A. Sbrueieva (defended her doctoral thesis in NAES), O. Zabolotna (having the research advisor from NAES)) and approved by the comparative educators at the International Scientific and Practical Conference "Development of Education for the Knowledge Society: Language, Multiculturalism, Personality" held at Pavlo Tychyna Uman State Pedagogical University, May 27-28, 2010.

Although the Recommendations were not approved at official level, the document can be considered as the first professional standard in the field (Lokshyna & Polikhun (eds.), 2012; Lokshyna (ed.), 2013; Lokshyna (ed.), 2014; Lokshyna (ed.), 2015).

Today the importance of CE has been proclaimed as one of the priorities of scientific research of NAES. In the Strategy of Development of the National Academy of Educational Sciences of Ukraine for 2016-2022 (2016) CE is defined as one of the substantive priorities of the development of applied scientific research. Comparative research within the framework of NAES activities is intended to increase its academic potential, and to ensure the effective functioning and prospective development of the national education (Stratehiia rozvytku Natsionalnoi ..., 2016).

The implementation of CE research is carried out based on the relevant units operating in the institutes of the NAES. They are the following:

- Department of Comparative Education at the Institute of Pedagogy (established in 1991 on the bases of Laboratory of Scientific and pedagogical information established in 1971);

- Department of Foreign Systems of Pedagogical and Adult Education at the Institute of Pedagogical and Adult Education (established in 1993);

- Comparative Studies Department for Information and Education Innovations at the Institute of Informational Technologies and Learning Tools (established in 2001);

- Laboratory of Foreign Systems of Vocational Education and Training of the Institute of Vocational Education and Training (established in 2015).

The scholars of the abovementioned units study phenomena of continuing relevance at all educational levels – school, vocational education and training, higher, teacher training and adult education. In particular, the following studies are being conducting:

- *“Trends in school education in the EU countries, in the USA and China”* (2018-2020) by the Department of Comparative Education of the Institute of Pedagogy;

- *“Development of vocational education and training systems in the countries of EU”* (2016-2019) by the Laboratory of Foreign Systems of Vocational Education and Training of the Institute of Vocational Education and Training;

- *“Trends in adult education development in the developed countries”* (2017-2019) by Department of Foreign Systems of Pedagogical and Adult Education of the Institute of Pedagogical and Adult Education;

- *“Development of ICT competence of teachers under sky technologies oriented instruction environment”* (2017-2019) by the Comparative Studies Department for Information and Education Innovations of the Institute of Informational Technologies and Learning Tools.

Usually, the outcomes of such studies are monographs, textbooks, scientific articles. Under increasing accountability (the studies are financed from the state budget), there is an emphasis on their effectiveness, practical orientation, approbation of results in the high impact journals, ratings of citations.

NAES of Ukraine actively cooperates with the Ministry of Education and Science of Ukraine – it is very important to synchronize the trend of the national education development with the European and world standards under conditions of its deep transformations. Within this framework, knowledge of the comparative education scholars of NAES about education innovations abroad is of significant importance. The new laws adopted by the Verkhovna Rada (Parliament) of Ukraine – the Law of Ukraine “On Higher Education” (2014) and “On Education” (2017) take into account the widely

used approaches to education structuring and development (cycles inside levels of education, academic integrity, competence-based education, internal & external quality insurance systems, etc.).

NAES of Ukraine is a flagship in the dissemination of achievements of education abroad in comparison with the developments of education in Ukraine. Two professional journals are published:

– *Comparative Education Studies*¹ (published jointly by Department of Comparative Education of Institute of Pedagogy with Pavlo Tychyna Uman State Pedagogical University) and

– *Comparative Professional Education*² (published jointly by Department of Foreign Systems of Pedagogical and Adult Education of the Institute of Pedagogical and Adult Education with the Centre of Comparative Professional Education based at Khmelnytsky National University).

In this area, there is also a movement to synchronize the format of journals with world standards and approaches. Gradually, the journals go to the international level (publishing the articles in English), covering by widely known services: Google Scholar, EBSCO, ERIC (Education Resources Information Centre), CiteFactor (Academic Scientific Journals), Directory of Research Journals Indexing, Universal Impact Factor, etc.

Scientific conferences and seminars is another instrument that proved their effectiveness for the further development of the comparative education methodology and for the development of a comparative educator's network. The scientific seminars "*Comparative Education*" (since 2017 – the conference "*Comparative and International Education*") (organised by the Comparative Education Department of the Institute of Pedagogy) and "*Development of Comparative Professional Education in the Context of Globalization and Integration Processes*" (organised by the Department of Foreign Systems of Pedagogical and Adult Education of the Institute of Pedagogical and Adult Education) are held annually.

The "*Comparative Education*" seminar (first conducted in 2010 upon an initiative of the Comparative Education Department of the Institute of Pedagogy) gradually was transformed from as a chamber meeting of comparative educators of NAES into an event of a national scale. It can be regarded as the NAES professional platform for discussion of the achievements and challenges of comparative and international education. The participants of the seminar – comparative educators from all over Ukraine – receive a portfolio of comparative ideas and become so-called focal points in their regional branches (regional universities). Starting from 2016 the seminar was transformed into the "*Comparative and International Education*" conference (with participation of educators from Romania, Belarus and other countries) testifying its movement to the international level.

CE course is a new direction of CE development in NAES. Starting from 2016 CE course is an integral part of postgraduate training at all Institutes of the NAES covering the following topics: history of the CE development, methodology of CE research, reforms and innovations in preschool, secondary, vocational, higher, adult education abroad, etc.)

1 <http://pps.udpu.edu.ua/>

2 <https://content.sciendo.com/view/journals/rpp/rpp-overview.xml>

CONCLUSIONS

Thus, CE in NAES is actively developing, enriched with new directions. This development moves from:

- existence of a single unit (Institute of Pedagogy) – to the functioning of four units, that conduct multi-scope and multi-level research;

- purely conducting CE research to a broad spectrum of activities (holding conferences / seminars, publishing journals, postgraduate training).

The CE research conducted within NAES is of a professional level:

- Scholars of the NAES apply the CE methodology (based on the world approaches);

- Scholars of the NAES have necessary professional skills (possess foreign languages, have ICT skills);

- CE research within the NAES is characterized by practical orientation, which is ensured through direct cooperation with the Ministry of Education and Science of Ukraine and the Committee of the Verkhovna Rada (Parliament) of Ukraine on Science and Education.

However, development always faces challenges. In the case of CE in NAES, the following ones are the most serious:

- Lack of a CE strategy in NAES;

- Lack of a centre/association for coordination of CE activities within NAES;

- Insufficient synchronization of CE studies with the quick change demands of the Ukrainian society;

- Insufficient attention to the further development of the CE methodology (a sub-study within “*Trends in school education in the EU countries, in the USA and China*” (2018-2020) conducted by O. Lokshyna (Department of Comparative Education of the Institute of Pedagogy) is the only CE methodology study within NAES at the moment;

- Insufficient communication at the horizontal level (between the CE units within NAES) for further development of CE methodology;

- Lack of communication of the NAES CE with the relevant CE units abroad;

- Insufficient financial support for CE scholars of NAES to visit foreign countries to carry out research.

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THEORETICAL FOUNDATION OF VOCATIONAL EDUCATION AND TRAINING IN EU COUNTRIES



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Abstract. *New approaches to the development of vocational education and training (VET) in EU in the context of European strategies on lifelong learning are analysed. The author discusses new research findings in the European VET conceptualization taking into account the changes in its character, functions, roles and ways of VET development in EU countries. It has been stated that modern European concepts of VET development is being elaborated within three perspectives – gnoseological and pedagogical, structural and systematic, social and economic. The article emphasizes the structural and systematic dimension of VET based on international classifications (ISCED 2012, European Qualification Framework). Within the changes in VET landscape, some challenges are becoming vital – that is appearance of new sectors in VET; growth of the VET providers on higher qualification levels; dissemination of new professional curricula, qualification programs for unemployed youth and other categories of population, etc. Quite challenging an issue of building the common view on the perspectives based on benchmarking and identification of terminology remains, beginning from the historically different interpretation of ‘vocational education’ in EU countries. The transition of VET to a competence-based approach showed national differences in different interpretations of ‘competence’ due to the peculiarities in institutional structures and labour processes in various EU countries.*

Key words: *concept; the European Union; innovations; model; peculiarities; system; traditions; vocational education and training.*

INTRODUCTION. PROBLEM STATEMENT

In the era of rapid and diverse social and global change, an issue of vocational education and training (VET) modernization in EU countries gains a sophisticated interdisciplinary discourse. The components of it are: EU policy documents, education policy research as well as researches in the realms of philosophy of education, educational innovations, sociology of education, comparative education; international VET projects; analytical reports presented by professional networks and associations, etc.

VET researches have proven its importance and relevance amid fast changing political, economic, social, demographic and technological context of modern VET development and extensive reforms in national VET systems in EU countries.

LITERATURE REVIEW

Many Ukrainian scholars are studying various aspects of VET in foreign countries. Among them are: N. Abashkina, N. Avsheniuk, N. Bazeliuk, N. Bidiuk, T. Desiatov, N. Dupak, A. Kaplun, N. Korsunskaya, T. Krystopchuk, O. Lokshyna, L. Lukianova, N. Nychkalo, O. Ogienko, N. Paziura, V. Radkevych, S. Sysoieva, H. Tovkanets, O. Shcherbak and other. In 2015 the Laboratory of Foreign Systems of Vocational Education and Training was formed in the Institute of Vocational Education and Training of the National Academy of Educational Sciences of Ukraine. Within the state order its scientific staff study different aspects of VET system development in EU countries. Their research resulted in such scientific publications as the monograph, manuals, thesaurus of vocational education and training in EU, scientific articles. However, little research has been done on theoretical foundation of VET development in EU countries, including the most topical ideas, theories and concepts of professional development of future and already working specialists. In this article we will analyse new approaches to the development of VET systems in EU countries in the context of the European strategy in lifelong learning which is based on such key principles: new basic skills; growth of investment into human resources development; innovations in teaching and learning; learning assessment (including non-formal and informal); development of career guidance and consultancy in vocational education and training; making education and learning more accessible for those who want to learn.

The elaboration of lifelong learning conception began in 1970s, albeit its reconsideration marks the end of the 20th century. It was the period when the innovative nature was outlined – combination of the education logics (evolving citizens' capabilities) and logics of production (best use of human resources), aimed at two systems convergence (general and vocational education).

The influence of the European strategy of lifelong learning on crucial changes in national VET in EU countries resulted in various researches performed by the European scientists (S. Akkerman, A. Bakker, M. Brockmann, L. Clarke, Th. Deissinger, Ph. Mehaut) and the findings of European research projects led by European Centre for the Development of Vocational Training (Cedefop, 2004; Cedefop, 2014; Cedefop, 2017).

MAIN RESULTS

Nowadays there are two trajectories of changes in the area of VET: (1) apprenticeship (Austria, Denmark, Germany) and extension of the system by adding new elements (especially in the sphere of higher education); (2) VET diversification in its understanding as a structural element of life long education (France, Finland) (Cedefop, 2017).

For our research we consider the results of the research project “*The changing nature and role of vocational education and training in Europe*” as the most valuable. The project was performed under the aegis of the European Commission in the European Centre for

the Development of Vocational Training in 2016-2018. The results of this project serve as a basis for European conception of innovation development of vocational education and training in current context and for the future.

On the first stage of the project the experts made a review of the ways of identification and explanation the VET phenomenon, developed the theoretical model for the analysis of national terms and conceptions, scrutinized the historical changes in national understanding of the concept. The results of the scientific analysis proved the variety of way in identifying the VET phenomenon in national context in the European countries – different organizational models, its specific features, concepts, terminology, etc. On this basis, we conclude that VET in European context is very difficult to identify as an institutional integrity, since in many cases it meets the other spheres of education. Taking the above mentioned into account, the European Centre for Development of Vocational Training defines VET as *‘education and training which aims to equip people with knowledge, know-how, skills and/or competences required in particular occupations or more broadly on the labour market’* (Cedefop, 2014). As such wide definition does not contain all main characteristics of VET, it was suggested to specify the concept taking into consideration three aspects – gnoseological and pedagogical perspective, structural and systematic perspectives, socio-economic and market perspective.

The European and world education researches that contain systematic analysis of VET serve as a basis for the conceptual framework of analysis. The research held by Moodie (2008) aimed at studying different dimensions of VET namely epistemological, structural and pragmatic (practical) etc. The definition of VET in the light of each of these aspects has its own peculiarity – in the context of epistemological dimension it is based on the understanding VET as special way of cognition and training; structural dimension sees VET in the context of its levels classifications (professional, educational, cognitive etc.); pragmatic dimension places VET either to ‘residuals’ (not everything is included) or to ‘casuals’ (that will happen when VET will be represented in specific place and time). Discussing the new approaches to VET studying, the author sees the perspective in combination of all VET dimensions, giving such a definition of VET *‘elaboration and application of skills and knowledge for semi-skilled professions which are necessary for the society in the course of historical development’* (ibid).

The significant impact on the conceptualization of critical areas of vocational education and training makes the research by Rojewski (2009) who thinks that modern VET conception need to include such components as: (1) purpose, theories, models; (2) teacher-education for VET system; (3) curriculum; (4) variants of education services; (5) clientele; (6) student assessment; (7) program evaluation etc. Each component is described in its process (in the past, current and emerging situation).

Billett (2011) studies different VET models, its peculiarities and scenarios. His monograph served as a source for the identification of all the components of modern conception framework and holistic conception of European vocational education and training.

The results of the research held by Cedefop show the existence of thirty (or even more) specific national approaches to VET in Europe (Cedefop, 2017).

Ukraine has its own ancient pedagogical traditions and history of vocational education and training. In the context of integration and globalization the phenomenon of VET from its organizational and systemic perspective becomes topical.

Vocational education and training from the viewpoint of system of education

European scientists elaborated a lot of various ideas and conceptions, which build the basis for modern VET development and can be used for conceptualization of *VET as developing system*. For example, such conceptions as: VET as a sector in the system of education (G. Moodie); VET as a system (W.-D. Greinert); VET as an organizational sphere (G. Hefler, J. Markowitsch); VET as a culture (A. Heikkinen) and other.

Beginning from 1976, the International Standard Classification of Education (ISCED) serves as a key instrument for international comparisons in education. It is important to understand how vocational education and training are conceptualized in this classification. The first variant of ISCED 1976 included neither the definition of VET nor its program. The programs were classified only by the levels of higher secondary education (e.g. agricultural). Only the next ISCED 1997 had the description of VET and its program orientations. It should be noted that in this document was introduced such criteria as ‘*program orientation*’ (general, pre-professional and professional) and ‘*mission of the program*’ (labour market, access to tertiary education), which the important step towards separating vocational education from the general school education.

ISCED 2011 which was adopted during the 36th session of the UNESCO General Conference in 2011 introduced such new tendencies as *modularization of education* (appearance of a new measurement tool – differentiation between ‘full and partial qualifications’) and *placing vocational area of education into the structures of tertiary (higher) education* (in the classificatory there is a differentiation between ‘academic and vocational programs’ on higher qualification levels) etc.

Organizational models of VET in EU countries in the context of common education and research area

The definition of integration systems in VET usually begins with understanding the models that are inherent for some country, as each European country builds the sphere of VET in its own way taking into consideration historical traditions, management peculiarities, regulation mechanisms in education etc. Currently in Europe from three until five main VET models are distinguished.

The Classification presented by the Institute of Labour Economics (Germany) provides five models for VET: (1) technical and vocational schools or colleges; (2) centres for vocational training; (3) apprenticeship; (4) dual system which combines studying at educational establishment and on-the-job training; (5) informal professional training. The basis of the classification makes the fact about the place of either studying at educational establishment or apprenticeship in vocational education and training. Here we speak about different organizational models of education and training – from education which is performed entirely at vocational colleges and is not completed with training (gaining qualification) as an apprentice at a factory or firm to apprenticeship programmes without theoretical education at vocational schools or colleges. Between these two poles, there is a variety of other models, in particular dual models which combine education at an educational establishment with apprenticeship etc. (Cedefop, 2017).

Another classifier by Prof. Dr. W.-D. Greinert (Institute of Vocational Education and Work Studies in Berlin, Germany) distinguishes the following VET models in Europe: (1) traditional apprenticeship model; (2) vocational schools model; (3) labour market orientated model; (4) dual model (Cedefop, 2014).

If we consider that traditional apprenticeship (which is still in practice all over Europe) is usually confined to construct sphere and combines only small percentage of youth aged 16-19, we may focus on three historical models of vocational education and training in EU countries – vocational schools model, market-orientated model and dual model.

Vocational schools model. Within this model vocational education and training is regulated by the state and its structure. At the institutional level this is the system where the key element is a school. Traditional example of such vocational education and training can be France and South Europe countries.

Market-orientated model. Such VET organization is defined by regulatory factors of ‘labour’ and qualification needs of labour market. On the one hand, this model implies to the initiative of every citizen of a country, on the other hand to attraction and obligation of intermediate and training personnel from different companies, firms, agencies etc. that can professionally perform vocational training in accordance with emerging situation and manufacturing sector needs.

The type of market-regulated vocational training system can be found in Great Britain, the USA and Japan. Having a significant difference in socio-economic conditions and traditions, these countries have one common feature – vocational training for youth is not connected with the system of general school education. Moreover, these countries do not have specially regulated VET system that would guarantee a qualification minimum to each young person.

Dual model of vocational education and training. Based on its feature characteristics this model is market-orientated model with state support. Originally this model exists in German-speaking countries such as Germany, Austria and Switzerland. Some researches see it as one of heterogenous (mixed) models of vocational education and training, which are characterized by the integration of different types of management. More often, it is the combination of market and state management in some proportion. In world history of education, such models are called “cooperative training systems”. The segments of such model in modern times can be found in majority of national systems of vocational education and training.

We carried out the analysis of VET organization in European countries considering its historical models. But modern researches show the change in the nature and role of the VET phenomenon during last two decades which can be described by such key features: diversification of providers, levels of VET, target groups etc.; increase of horizontal and vertical flexibility; attention to the elements of education based on efficient work; integration (hybridization) of education system, curriculum, qualifications etc.

In the modern world the strategic aim of each EU country is the development of innovative education. The comparison of requirements to innovative education stated in European and national policy documents, expert reviews and research ideas allows us to characterize the feature characteristics of future *European innovative system of vocational education and training*. It will provide:

- development of professional environment which corresponds to skills and needs of a personality;
- multilevel vocational education as several ways in education programs which

presume different studying time and different specialties; succession of vocational programs of different levels;

- new organization forms and the function of vocational education establishments by distribution of functions between education establishments, companies and organizations that are a part of education complex/cluster;

- development of maintenance services in continuing VET, such centres as adaptation, diagnostic, didactic, psychological centres etc.;

- improvement of compatibility of national systems of VET by stating and implementing the European Qualification Framework and compatible with it National Qualification Frameworks which are to provide the permeability between the different sectors in education (the highest level in qualification frameworks comprises both sectors with visible connections between the elements of ECTS in higher education and ECVET – in VET), and also provide international recognition of qualification documents;

- increase in quality of VET by development of efficient quality systems (the level of vocational education establishment, national and European levels);

- use of innovative educational methods and techniques; efficient use of modern innovation technologies and distant education in the context of creation of common European open education area (Pukhovska, 2017).

Conceptual ideas of European researchers in the area of VET development in the EU countries are tightly linked to EU strategy “Europe – 2020” that unveils European social and economic conception of the 21-st century. The main aims and ideas of this conception are enlisted in the Bruges Communiqué on enhanced European cooperation in vocational education and training (2010). Among them are the following: ‘attractive and inclusive vocational education’, ‘quality initial vocational education’, ‘flexible vocational education based on education outcomes’, ‘common European area with clear qualification systems’, ‘international mobility’. Further conceptual development of these ideas can be found in key political documents, such as European Commission Communication “Rethinking education: investing in skills for better socio-economic outcomes” (2012), “New priorities for European cooperation in education and training” (2015) and other.

CONCLUSIONS

We have come to the conclusion that thanks to focused EU policy these instructions step by step are being moved into the sphere of practice-orientated education and the shift of scientific research in the sphere of VET in the EU countries in general. Highlighting the efforts of national governments in preservation and enhancement of cultural identity and sociocultural VET function in EU countries, scientists work on the theoretical foundation of the European VET based on the integration of empirical, comparative and prognostic research. An essential source of such findings can be the results of research projects within European Centre for the Development of Vocational Education and Training. During the last couple of years at this Centre a large research project is being performed, concerning the conceptualization of European VET regarding changes in character, functions, roles and ways of this phenomenon development in EU countries. Combination of the three platforms or perspectives of scientific analysis (gnoseological and pedagogical, structural and systematic and socio-economic) enables us not only to show the conceptual researcher’s ideas, but also to combine the interests of all stakeholders – scientists, politicians, governors and practitioners.

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**HIGHER
AND
UNIVERSITY
EDUCATION**

EDUCATION AND RESEARCH DUALITY – THE DETERMINING CHARACTERISTIC OF HIGHER EDUCATION



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Abstract. *The article, based on new empirical data, semantic analysis and systematic interpretation of the concepts of “education”, “science”, “research and development” (R&D), deepens and expands the understanding of higher education as a dichotomy of education and research. The subordinated character of such dichotomy is demonstrated, when the main (primary) role belongs to education and supplementary (secondary), although essential, to R&D. It is argued that the first two subordinately related keywords in the mission statements of higher education institutions – “education” and “research” – serve as canonical birthmark and a criterion for identifying these institutions. The immanent dichotomy of higher education can be implemented in two ways: 1) as the dual “teaching and research” function of the academic staff (the main mode) and 2) via organization of R&D as a separate HEI activity, additionally to the main mode. According to the ratio of educational and research activities, HEIs can be divided into two types: academic (research) and professional (applied). By calculating the magnitude of correlations, it is proved that organization of national higher education and research areas depends on the size of the country and its resources, which overrules the incorrect comparison of Ukraine with small countries. The juxtaposition of universities and research institutions (academies) in Ukraine in order to diminish the role of the latter, following the example of small countries, instigates the disorganisation of domestic higher education and research areas and contradicts the laws and trends of world development.*

Key words: *education, higher education, research and development, subordinate dichotomy of higher education, dual “teaching and research” function, financing of research and development, regularities, tendencies, higher education and research areas.*

INTRODUCTION. PROBLEM STATEMENT

In the context of research and innovation planetary development, the process of formation of global, regional, national education, higher education (HE), research areas determines the need to refine their systemic essence and relationships. Studies of social progress, the place and role of education, science, research and development (R&D) in progress facilitation, the emergence of a new systemic data accelerate and deepen the understanding of HE, enhance its organization model. After all, the issue of proper interpretation of HE and its relationship with education and science (R&D) remains unresolved. Besides, the degree of proximity and difference between the concepts of “science” and “R&D” also needs to be clarified (Luhovyi, Orzhel, Sliusarenko, Talanova, 2017; Kremen (ed.), 2016; Syroid, 2016; Sliusarenko, 2015; Talanova, 2010; SPHERE, 2018).

LITERATURE REVIEW

Various institutions and organizations are engaged in investigation of regularities, peculiarities, trends and forecasting of global development with regard to education, HE, science, R&D, and justification of relevant recommendations, which include UN (UNDP, 2018; UNESCO, 2011; UNESCO, 2015; UNESCO, 2016), OECD (OECD, 2018: Education at a Glance 2018; OECD, 2009), the US National Science Board (National Science Board, 2018), the Eurostat, the Bologna Process Support Group E4 on the formation of an attractive and competitive European Higher Education Area (EHEA) (Sliusarenko, 2015; Talanova, 2010; SPHERE, 2018) and others. The accumulation and availability of large corpus of factual data, the description and discussion of relevant policies and practices open up new opportunities for reflection and synthesis, overcoming sometimes deceptive empiricism of disparate experience of human activity (Britt, 2017; Kremen, (ed.), 2016;

Kurbatov, 2014; Salmi, 2009; National Science Board, 2018; OECD, 2018: Education at a Glance 2018; OECD, 2018; SPHERE, 2018; UNDP, 2018). For example, in the works of the authors of this article, as well as others, special attention is devoted to the disclosure of the principal characteristics of higher education, important for achieving its competitiveness (Kurbatov, 2014; Luhovyi, Orzhel, Sliusarenko, Talanova, 2017, 2018; Luhovyi, (ed.), Talanova, (ed.), 2015; Salmi, 2009; Sliusarenko, 2015; Talanova, 2010).

METHODOLOGY

The article uses a systematic approach, following which the purpose (mission) determines the organization, functions, directions of the development of one entity or another. Also, the method of increasing the conceptual and terminological accuracy in disclosing the essence of a phenomenon is applied. The method of induction has extended the fundamental principle of duality to the interpretation of higher education, as well as the law of the transformation of quantity into quality to find out the correlation and optimization of HE and research areas in Ukraine. Arrays of empirical data are statistically processed to identify patterns, trends and the like.

MAIN RESULTS

While the term “education” in world practice is sufficiently stable and consensual in its unambiguous interpretation and application, two other closely associated terms – “science” and “R&D” – are not easy to interpret and need to be clarified. This poses the question: whether education and HE correlate with “science” or “R&D”.

The definition in the ISCED-2011 Glossary reads: “Education. The processes by which societies deliberately transmit their accumulated information, knowledge, understanding, attitudes, values, skills, competencies and behaviours across generations. It involves communication designed to bring about learning” (UNESCO, 2011: p. 79). Therefore, education is procedural in nature. Similarly, the “education” in the Statistical classification of economic activities in the European Community, NACE Rev. 2, (Eurostat, 2008) (Section P of the Broad Structure, as well as Division 85 of Detailed Structure, (Eurostat, 2008: pp. 57, 85)) is presented as a process.

As for HE, the ISCED stipulates that HE “builds on secondary education, providing learning activities in specialized fields of education and aims at learning at a high level of complexity and specialization” (UNESCO, 2011: p. 83).

With regard to “science” and “R&D”, the situation is more complicated, because often these two terms are used synonymously, although somewhat specifically. For example, the website of the OECD (OECD), as well as UNESCO Institute for Statistics (Institute for Statistics UNESCO), in the heading “topics” give preference to “science”, but in the indicators and data under this heading, the term “R&D” is used. UIS UNESCO has the theme “Science, technology & innovation” and provides indicators on R&D (R&D spending as a percentage of GDP and Researchers in full-time equivalent per 1 million inhabitants) within the theme “Science ...” (Institute for Statistics UNESCO). OECDs contains the theme “Science and technology”, but provides indicators on R&D (OECD).

A similar situation is observed in the case of the NACE Rev. 2 (Eurostat, 2008) (“science” in Section M of the Broad Structure, while dominantly “research and experimental development” in Division 72 of Detailed Structure (Eurostat, 2008: pp. 57, 81).

The Law of Ukraine “On Scientific and Scientific-Technical Activity” (2015) does not define science (Zakon Ukrainy “Pro naukovu...”).

At the same time, authoritative dictionaries (Sykes, J. B. (ed.), 1987; Mish F. C. (ed.), 1994) and other sources (Wikipedia, 2018) give a definition of science and research, in particular, as indicated in Table 1.

Table 1

Comparison of the definitions of the terms “science” and “research” in dictionaries and Wikipedia

N	Source	Term	
		<i>Science</i>	<i>Research</i>
1	2	3	4
1	Merriam Webster’s Collegiate Dictionary	<p>1: the state of knowing : knowledge as distinguished from ignorance or misunderstanding 2 a: a department of systematized knowledge as an object of study ... b: something (as a sport or technique) that may be studied or learned like systematized knowledge 3 a: knowledge or a system of knowledge covering general truths or the operation of general laws esp. as obtained and tested through scientific method b: such knowledge or such a system of knowledge concerned with the physical world and its phenomena ... 4: a system or method reconciling practical ends with scientific laws ... (Mish F. C. (ed.), 1994: p. 1045)</p>	<p>¹1: careful or diligent search 2: studious inquiry or examination; <i>esp</i> : investigation or experimentation aimed at the discovery and interpretation of facts, revision of accepted theories or laws in the light of new facts, or practical application of such new or revised theories or laws 3: the collecting of information about particular subject ²1: to search or investigate exhaustively (~ a problem) 2: to do research for (~ a book): to engage in research (Mish F. C. (ed.), 1994: p. 995)</p>
2	Oxford dictionary	<p>1. (arch.) knowledge. 2. systematic and formulated knowledge ... 3. (natural) ~, physical or natural sciences collectively. 4. branch of knowledge (esp. one that can be conducted on scientific principles), organized body of the knowledge that has been accumulated on subject ... (Sykes, J. B. (ed.), 1987: p. 939)</p>	<p>1. careful search or inquiry <i>after</i> or <i>for</i> or <i>into</i>; endeavour to discover new or collate old facts etc. by scientific study of a subject, course of critical investigation ... 2. make researches ... 3. make researches into or for. (Sykes, J. B. (ed.), 1987: p. 884)</p>
3	Wikipedia	<p>Science (from Latin <i>scientia</i>, meaning “knowledge”) is a systematic enterprise that builds and organizes knowledge in the form of testable explanations and predictions about the universe.</p>	<p>Research comprises creative and systematic work undertaken to increase the stock of knowledge, including knowledge of humans, culture and society, and the use of this stock of knowledge to devise new applications. It is used to establish or confirm facts, reaffirm the results of previous work, solve new or existing problems, support theorems, or develop new theories.</p>

As we can see from Table 1, “research” is mostly presented as a process, “science” as a result. That is why, education should correlate rather with research, than science. Besides, research is wider, science is narrower by subject and methods.

This is consistent with the definitions by Frascati Manual 2015 (OECD, 2015) as the “world standard” (OECD, 2015: p. 19), that “provides the definition of research and development (R&D) and its components, basic research, applied research and experimental development” (OECD, 2015: p. 43).

“Research and experimental development (R&D) involves creative and systematic work undertaken in order to increase the knowledge base – including knowledge of mankind, culture and society – and to develop new applications of available knowledge” (OECD, 2015: p. 44). It is important that “R&D is found in the social sciences, humanities and the arts as well as in natural sciences and engineering” (OECD, 2015: p. 44). Definitions of Frascati Manual are also used in the report “Science and Engineering Indicators. 2018” of the US National Science Board (National Science Board, 2018), however, the Glossary of Digest 2018 “Indicators of Science and Engineering. 2018” (National Science Board, 2018: Digest) gives somewhat different formulations (see Table 2).

Table 2

Comparisons of different definitions of R&D components

N	Components of R&D	Frascati Manual (OECD), p. 45 Science & Engineering Indicators 2018 (US), p. 4 105	Digest 2018. Science & Engineering Indicators 2018 (Glossary and Key to Acronyms) (US)
1	2	3	4
1	Basic research	Experimental or theoretical work undertaken primarily to acquire new knowledge of the underlying foundations of phenomena and observable facts, without any particular application or use in view	Systematic study to gain more comprehensive knowledge or understanding of the subject under study without specific applications in mind
2	Applied research	Original investigation undertaken in order to acquire new knowledge. It is, however, directed primarily towards a specific, practical aim or objective	Systematic study to gain knowledge or understanding to meet a specific, recognized need
3	Experimental development	Systematic work, drawing on knowledge gained from research and practical experience and producing additional knowledge, which is directed to producing new products or processes or to improving existing products or processes	Systematic use of the knowledge or understanding gained from research directed toward the production of useful materials, devices, systems, or methods, including the design and development of prototypes and processes

As can be seen from Table 2, in the Frascati Manual “experimental development” are defined closer to “applied research”, because they include, in addition to the use of available knowledge (“knowledge gained from research and practical experience”), also “producing additional knowledge” (OECD, 2015: p. 45). The proximity of experimental development to applied research gives grounds, in certain cases, to replace the complex term “R&D” with the simple term “research”. This, for example, is used in the name of the European Research Area (ERA) (European Research Area...).

According to Frascati Manual, R&D activity is concentrated by share of R&D expenditure and personnel in such sectors as: business, government, HE, and private non-profit (OECD, 2015: pp. 31-34).

Also, Frascati Manual states that in certain cases (and these cases are identified) there are “difficulties in separating R&D from other scientific and technological activities (STAs)” (OECD, 2015: p. 70).

Authors (Luhovyi, Orzhel, Sliusarenko, Talanova, 2017; Luhovyi, Sliusarenko, Talanova, 2018) interpret HE conceptually as an integration of education and R&D, as illustrated in Fig. 1.

Fig. 1 shows the correlation between HE and R&D (upper part) and intensity of research activity (lower part). In education, excluding HE, the R&D is not significant, but episodic. In the R&D area, excluding HE, the R&D is dominant, a small portion of the activity falls under education at the levels of HE (preparation of masters, doctors of philosophy and doctors of sciences, or habilitated doctors). R&D component in HE is very heterogeneous, which is illustrated by financing of R&D in leading US universities as part of their budget (About Harvard; Johns Hopkins University; The Rockefeller University, 2017).

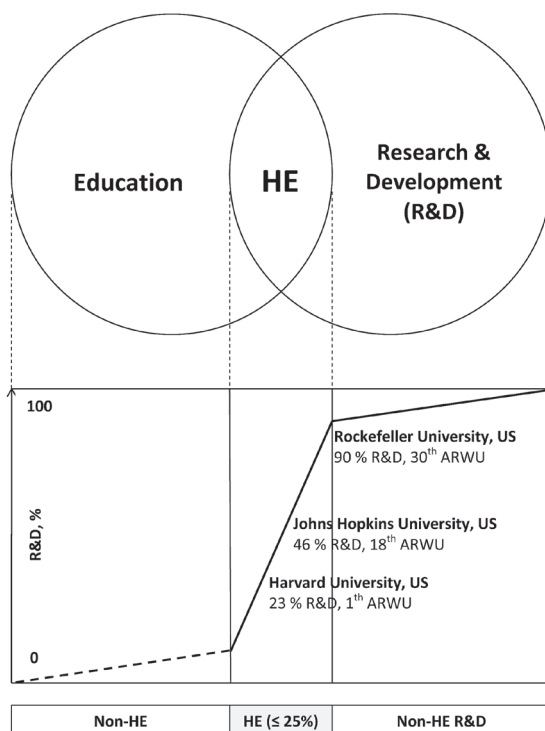


Fig. 1. Organization model of higher education and illustration of its research heterogeneity

R. Britt notes, that only a small proportion of higher education institutions (HEIs) in the country (US) has separate funding for the R&D: “higher education R&D expenditures data were collected from a census of 902 universities and colleges that grant a bachelor’s degree or higher and spend at least \$ 150,000 in R&D in FY 2016” (Britt, 2016: p. 1). It shows that only a fifth to fourth of the approximately 4.7 thousand US HEIs has separate funding for R&D.

Such situation is predetermined by the composition of HEIs’ missions as a system-forming factor (Luhovyi, (ed.), Talanova, (ed.), 2015). The missions were analysed (Luhovyi, (ed.), Talanova, (ed.), 2015; Sliusarenko, 2015) and results presented in Table 3.

Table 3

**Comparison of key words of HE missions in the definition
of various associations (groups) of HEIs**

N	Key words	Associations (groups) of HE institutions			
		Association of American Universities	European University Association	European Association of Institutions in HE	Top-30 HE Institutions in Academic Ranking of World Universities
1	2	3	4	5	6
1	First word	Education	Education	Education	Education
2	Second word	Research	Research	Research	Research
3	Third words		Innovation		Knowledge, Create
		Service		Service	

As seen from Table 3, the first key word in HE missions is “Education”, the second is “Research”. While, the third key words are different, such as: “Service”, “Innovation”, “Knowledge”, and “Create”.

In other words, the essence of HE is expressed in two terms “Education” and “Research”.

With regard to R&D, the dynamics of their global development in 2005-2017 is shown in Table 4.

**Dynamics of the total amount of financing of R&D and its share of GDP
in the world and its some leading parts in 2005-2017**

N	Year	World and its leading parts											
		World		OECD (35)		US		China		EU (28)		Japan	
		Bln \$, PPP	%	Bln \$, PPP	%	Bln \$, PPP	%	Bln \$, PPP	%	Bln \$, PPP	%	Bln \$, PPP	%
1	2	3	4	5	6	7	8	9	10	11	12	13	14
1	2005	984.3		778.1	2.14	328.1	2.51	86.8	1.31	226.8	1.66	128.7	3.18
2	2010	1415.4		1000.7	2.30	410.1	2.74	213.5	1.71	308.3	1.84	140.6	3.25
3	2011	1526.8		1060.3		429.8		247.8		328.5		148.4	
4	2012	1620.3		1092.2		434.3		292.2		340.9		152.3	
5	2013	1725.5		1149.2		454.8		334.1		355.3		164.7	
6	2014	1832.5		1201.4		476.5		370.6		371.2		169.6	
7	2015	1917.9	1.83	1237.6		496.6		407.4		383.9		169.7	
8	2016	2038.7 ¹	1.86²	1266.1	2.34	511.1	2.74	451.2	2.11	392.0	1.93	168.6	3.14
9	2017	2167.2 ¹	1.89										
10	2016/ 2005	2.1		1.6		1.6		5.2		1.7		1.3	

Note: ¹ Estimation based on linear approximation of the increase of world expenditures on R&D in 2010-2015 (annual growth was 6.3 %).

² Considering the estimation of world GDP in 2016, based on its volume in 2015 and 2017.

Source: (UNDP, 2018; OECD, 2016; OECD, 2017; OECD, 2018; National Science Board, 2018: *Digest*).

As illustrated by Table 4, R&D space develops faster than the global economy progresses, confirming the knowledge and innovation character of social progress. The largest investors in R&D are the US and China (together 47.2 %). The EU and Japan are the next largest source of funding of R&D. At the same time, in terms of volume and share of expenditures on R&D, China is the fastest growing state, which correlates with the growth of its economy, now the largest in the world (in 2017, China's GDP for purchasing power parity, PPP, was \$ 21.2 trillion, while the US GDP amounted to \$ 17.7 trillion, together 33.9 % of world GDP that reached \$ 114.8 trillion (UNDP, 2018: pp. 56, 57).

Regarding HE, the undisputed leader is the US, but China is developing a similar space at a fast pace. The US and China are world leaders in the number of world-class universities presented in 2018 Shanghai ranking: in the top 500 respectively 139 and 62 institutions, in the top 1000 – respectively 217 and 146, together 36.3 % (Academic Ranking of World Universities, ARWU, 2018). In general, according to the Webometrix rating, there are now more than 27,000 HEIs in the world (The “Webometrics Ranking of World Universities”, 2018). None of Ukraine's 289 universities, academies, institutes are represented either in the general version of the Shanghai ranking (59 countries) or in its field version with 54 subjects (83 countries) (Luhovyi, Sliusarenko, Talanova, 2018; ARWU, 2018).

It is important to understand clearly the contribution of HEIs to the R&D area. There is sometimes a misconception that R&D can be predominantly or entirely concentrated in universities. In fact, R&D is implemented in specialized research institutions (the main type of activity of which is R&D, according to the Classifier of Types of Economic Activity. SC 009: 2010, code 72 (Natsionalnyi klasyfikator Ukrainy...)), but not at universities (whose main activity is education, although higher, Classifier of Types of Economic Activity. SC 009: 2010, code 85.4 (Natsionalnyi klasyfikator Ukrainy...)). In the world, in

terms of funding, the contribution of HE sector to R&D is usually no more than fifth to fourth of total expenditure on R&D (in the US – 13 %, Japan – 12 %, Korea – 9 %, China – 7 %, somewhat more in European countries, in particular Germany – 18 %, France – 22 %, United Kingdom – 25 %). In addition, this share tends to decrease (see Table 5).

Table 5

Percentage of gross domestic expenditure on R&D performed by HE sector of the biggest investors in R&D in 2010 and 2016

N	Years	Share of R&D performed by the HE sector, %				
		OECD	US	China	EU	Japan
1	2	3	4	5	6	7
1	2010	18.4	14.5	7.9	23.6	13.2
2	2016	17.5	13.2	6,8	22.9	12.3
3	Change during 2010–2016, %	-4.9	-9.0	-13.9	-3.0	-6.8

Source: OECP, 2017, 2018 (OECD, 2017, 2018).

The R&D in universities is primarily aimed at providing modern HE (for example, US universities self-finance of their own R&D is 25 %, in particular, Harvard University – more than 28 %, while the contribution of the business is less than 6 %), as seen from Table 6.

Table 6

Expenditure for R&D in US HEIs by sources in 2015 and 2016

N	Source of expenditure	2015		2016		2016/2015,%
		Bln \$	%	Bln \$	%	
1	2	3	4	5	6	7
1	All sources	68.8	100.0	72.0	100.0	+ 4.6
<i>including:</i>						
2	- Federal government	37.9	55.1	38.9	54.0	+ 2.4
3	- State and local government	3.8	5.6	4.0	5.6	+ 5.6
4	- Institution funds	16.8	24.4	18.0	25.0	+ 7.5
5	- Business	4.0	5.8	4.2	5.9	+ 5.2
6	- Other sources	6.3	9.1	6.8	9.5	+ 8.9

Source: (Britt, 2016: p. 2; Higher Education R&D expenditures ...).

Data in Tables 4, 5, and 6, in terms of the volume and proportion of university R&D for the US, may vary insignificantly due to their degree of completeness / incompleteness as presented by the OECD (OECD, 2017. 2018) and the National Science Foundation

of the US (Britt, 2016; Higher Education R&D expenditures ...), which does not affect the findings. Table 7 shows the distribution of funding for R&D in HEIs by sources in selected US universities.

Table 7

**R&D by source of funds and total expenditures
at some HEIs in 2016 financial year**

N	I. R&D by source of funds / II. Total institutional expenditures	HEIs							
		Harvard University		Johns Hopkins University		Rockefeller University		All this HEIs	
		<i>Mln \$</i>	%	<i>Mln \$</i>	%	<i>Mln \$</i>	%	<i>Mln \$</i>	%
1	2	3	4	5	6	7	8	9	10
I. R&D by source of funds									
1	All R&D expenditure	1077.3	100.0	2431.2	100.0	335.1	100.0	3843.6	100.0
2	Federal government	558.6	51.9	2104.7	86.6	80.7	24.1	2743.9	71.4
3	State and local government	2.6	0.2	6.1	0.3	0.6	0.2	9.3	0.2
4	Institution funds	306.9	28.5	96.5	4.0	228.3	68.1	631.7	16.4
5	Business	50.7	4.7	75.3	3.1	8.7	2.6	134.7	3.5
6	Nonprofit organizations	138.5	12.9	139.0	5.7	16.4	4.9	293.9	7.6
7	All other sources	20.0	1.9	9.6	0.4	0.5	0.1	30.0	0.8
II. Total institutional expenditures									
8	Total	4700.2	100.0	5332.9	100.0	370.7	100.0	10403.8	
9	Share of R&D, %		22.9		45.6		90.4		36.9

Source: (About Harvard; Britt, 2016: p. 5; Johns Hopkins University; The Rockefeller University, 2017; Higher Education R&D expenditures ...).

The business financing of R&D in HEIs and in other countries is small (see Table 8).

Table 8

Percentage of HE expenditure on R&D financed by the business sector in OECD, EU and some leading countries in 2015 year

N	OECD, EU, countries	Percentage of HE expenditure on R&D financed by the business sector
1	2	3
1	OECD-Total	6.2
2	EU28 (OECD estimates)	6.4
3	France	2.8
4	Germany	13.9
5	Japan	2.6
6	Korea	12.3
7	United Kingdom	4.4
8	United States	5.2

Source: (OECD, 2018: p. 50).

Distribution of R&D by their main types in the US makes it possible to understand that university R&D does not focus on business through applied research and experimental development (see Table 9).

Table 9

Total HE R&D expenditures by type of R&D in US in 1953–2016 years

N	Year	Basic research, %	Applied research and development, %	Including development, %
1	2	3	4	5
1	1953	43.1	56.9	
2	1963	75.3	24.7	
3	1973	71.2	28.8	
4	1983	67.3	32.7	
5	1993	66.7	33.3	
6	2003	75.1	24.9	
7	2013	64.6	35.4	9.4
8	2016	62.8	37.2	9.4

Source: (Higher Education R&D expenditures ...).

According to the OECD data, in the budgets of US HEIs, expenditures on R&D are roughly 11-12% total (OECD, 2018: pp. 254, 255). The overwhelming majority of universities provide basis for R&D by creating conditions (lower academic workload, competitive wages, developed educational and research infrastructure) for the implementation of the dual “teaching and research” function of their academic staff (Luhovyi, Sliusarenko, Talanova, 2018; SPHERE, 2018). Otherwise, “research professors” are employed, researchers being lower status employees. In leading US universities, including Harvard, the professors’ fees are 2.5 times higher than researchers’ (Luhovyi, Talanova, 2016).

Also, the ratio of the intensity of education and research (with the development) activities of HEIs and, depending on the types of research (following definitions of Frascati Manual (OECD, 2015) and education (according ISCED (UNESCO, 2011)), HEIs can be divided into two types – academic (research) and professional (applied). Within each of this type, there is a tendency to achieve the optimal balance of excellence both in teaching and research (Luhovyi, Sliusarenko, Talanova, 2018; SPHERE, 2018).

As the topic of concentration of R&D in universities remains relevant in Ukraine (Syroid, 2016), this article provides, in addition to the above examples, coefficients of the correlation of parameters of the size and weight of the country with the share of R&D performed by universities (see Table 10).

Table 10

Correlation (of the Spearman ranks and of the Pearson) of the share of R&D performed by HEIs with GDP, the population, the share of GDP for R&D, as well as the share of GDP for R&D with GDP and the population of the country

N	Parameters, that correlate	Correlation coefficient			Character of correlation
		Calculated		Critical	
		K_{sp}	K_{pear}	K_{cr}	
1	2	3	4	5	6
1	Share HE R&D – GDP	- 0,31	- 0,42	0,27	negative
2	Share HE R&D – Population	- 0,31	- 0,37	0,27	negative
3	Share HE R&D – Share GDP for R&D	- 0,37	- 0,42	0,27	negative
4	Share HE R&D – GDP for R&D	- 0,40	- 0,44	0,27	negative
5	Share GDP for R&D – GDP	0,17	0,17	0,27	lack of correlation
6	Share GDP for R&D – Population	- 0,03	0,06	0,27	lack of correlation

Note: Using data (UNDP, 2018; OECD, 2018).

Table 10 demonstrates, that the higher GDP, population, share and volume of R&D in the country's GDP, the lower is the share of R&D performed by HEIs. This conclusion is confirmed by Table 11.

Table 11

Dependency relation between the share of HE R&D minimum and maximum for different groups of countries

N	Countries' parameter in the group	Groups of countries by parameters' value	Share HE R&D	
			%	Max/min ratio
1	2	3	4	5
1	Population, <i>mln</i>	< 5	28,0	2,1
		> 100	13,6	
2	GDP, <i>bln</i>	0,05 and less	32,5	2,7
		3,5 and more	11,9	
3	GDP for R&D, <i>bln</i>	< 1	32,5	2,3
		40 and more	14,4	
4	GDP for R&D, %	< 1	31,1	3,0
		> 4	10,4	

Note: Using data (UNDP, 2018; OECD, 2018).

Tables 10 and 11 testify that Ukraine cannot be compared with small countries like Estonia, Latvia, Lithuania, Georgia as far as the concentration of R&D in HEIs is concerned. In addition, the juxtaposition of universities and research institutions (academies) in Ukraine aimed to reduce the role of the latter, following the example of small countries contributes to disorganization (increased entropy) of domestic HE and research areas and contradicts the laws and trends of world development.

Table 12 shows the distribution of “Top-200 Ukraine” 2018 (Reitynh universytetiv “Top-200 Ukraina” 2018 roku) Ukrainian HEIs among the declared types of economic activity in the Unified State Register of Legal Entities, Individuals Entrepreneurs and Public Associations (Yedynyi derzhavnyi reiestr yurydychnykh osib...).

Table 12

Distribution of “Top-200 Ukraine” 2018 Ukrainian HEIs by kinds of economic activities declared in 2018 year

N	Character HEI economic activity declared	Number of HEI	Share of HEI
1	2	3	4
1	HE as the only main activity	200	100 %
2	R&D as additional activity	136	68 %
3	HE as the only one activity	20	10 %
4	Multiple average of different kinds of HEIs activities	Near 8	
5	R&D as additional activity for top-20 HEIs	19	95 %
6	R&D as additional activity for lowest-20 HEIs	4	20 %

As demonstrated by Table 12, some Ukrainian HEIs do not declare R&D in their statutes even as an additional (subsidiary) activity. After all, the main reserve for the activation of R&D in universities is the development of the dual “teaching and research” function of the academic staff by reducing the excessive teaching workload and ensuring competitive wages, providing the necessary training and research infrastructure to ensure effective independent work of students and the professional development of teachers on research-innovative basis. That is why, the Law of Ukraine “On Higher Education” adopted in 2014 makes “education and research” dichotomy for institutions and academic personnel obligatory (Zakon Ukrainy “Pro vyshchu osvitu”). According to Article 28, HEIs (universities, academies, institutes, colleges) are obliged to carry out research. According to Article 58, the scientific-pedagogical (academic) staff of HEIs are obliged:

- to provide teaching on a high scientific-theoretical and methodological level and to carry out scientific activity;
- to update systematically their pedagogical skills and scientific qualification;
- to integrate academic integrity in the educational process and scientific, creative activity and to ensure its respect by students;
- to develop autonomy, initiative, creativity of students.

Also, “education and research” dichotomy is promoted in National Qualifications Framework (NQF) approved by the Cabinet of Ministers of Ukraine in 2011 (Pro

zatverdzhennia Natsionalnoi ramky kvalifikatsii...) and later specified by the Basic Law of Ukraine “On Education” in 2017 (Zakon Ukrainy “Pro osvitu”). NQF qualification levels correspond to the levels of higher education (short cycle, first cycle, second cycle, and third cycle, as well as the doctor of sciences level), research competencies are required at these levels (Zakon Ukrainy “Pro osvitu”; Pro zatverdzhennia...). Research competences also are required by HE Standards developed on the competence-based approach (Zakon Ukrainy “Pro vyshchu osvitu”).

The basic strategic vision for implementation of research-based teaching and learning in Ukraine includes (Luhovyi, V. I., Sliusarenko, O. M., Talanova, Zh. V., 2018):

- development of the dual “teaching and research” function of academic staff using approach “into auditorium through laboratory”;
- enhancement of students learning activity (“from auditorium to laboratory”);
- provision of relevant learning and research infrastructure.

The main obstacles are the following:

- overload of academic staff with contact hours (up to 600 hours per year), therefore lack of time for self-development and research;
- uncompetitive wages of academic staff, leading to overwork due to additional works involvement;
- weakness of learning and research infrastructure due to dispersal of higher education institutions network and deconcentration of resources.

CONCLUSIONS

On the basis of the above, the following conclusions can be drawn.

1. Understanding new empirical data and a systemic interpretation of the concepts of “education”, “science”, “research and development”, as well as the type of modern progress make it possible to deepen the understanding of the dichotomous “educational-research” nature of HE. Such a dichotomy has a subordinate character: the main (primary) role belongs to education, and complementary (secondary), but essential – to R&D. At the same time, in the discourse on Education, HE, R&D preference to the term “R&D” should be given, rather than “Science”, as a broader and process in nature.

2. The first two subordinately related keywords of HEIs’ missions – “education” and “research” – serve as a canonical birthmark and a criterion for identifying these institutions among other educational and research organizations. In such subordinate dichotomies, “education” relies on “research,” and the latter serves education, that resulting in the expansion of research-based HE.

3. Following the intensity and type of educational and research (with development) activities, HEIs can be divided into two types – academic (research) and professional (applied). Within each of these types there is a tendency to achieve the optimal balance of excellence both in teaching and research.

4. It is confirmed that the immanent dichotomy is realized in two ways: 1) via the dual “teaching-research” function of the academic staff (main mode) and 2) via the organization of R&D as a separate complementary activity to the main educational activity (complementary mode). The conditions for the effective implementation of main mode are: minimizing the academic workload of the teaching staff, providing competitive wages, establishing a modern educational and research infrastructure that promotes students’ independence and self-improvement of academic workers.

A prerequisite for this in Ukraine should be the consolidation of the dispersed and deconcentrated HEIs network.

5. In Ukraine, about two thirds of HEIs claim both modes, one third of institutions rely on “teaching and research” dualism of academic staff and does not declare R&D as a separate activity, as stated in the Unified State Register of Legal Entities, Individual Entrepreneurs and Public Associations.

6. Empirical and theoretical analysis confirms that universities, based on their essence, cannot fundamentally replace and / or fully integrate (absorb) research institutions (in particular, academies) due to their different generic purpose, various main activities following the Classifier of Types of Economic Activities. The calculation of the magnitude of corresponding correlations proves the dependency in organization of national HE and R&D areas according to the size of the country and its resources. The juxtaposition of universities and research institutions (academies) in Ukraine in order to reduce the role of the latter, following the example of small countries, will result in disorganization (increased entropy) of the national areas of HE and R&D and is in contradiction with the laws and trends of world development.

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THE SYSTEM OF UNIVERSITIES' ACADEMIC STAFF VALUES: METHODOLOGICAL ASPECT



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Abstract. *The purpose of the study is to find out the methodological foundations of the system of values of universities' academic staff in the scientific achievements of domestic researchers. The legislative documents, which ratified the system of national values in general and values in the field of education in particular, are analyzed. It was discovered that the transformation of values is taking place, such as national values – national interests – national goals. The role of values in the educational process is revealed, their significance is established among the rights and responsibilities of participants in the educational process. The theoretical views of researchers are investigated and general approaches to studying the problem of values in the branches of philosophy, sociology, psychology, pedagogy are generalized. It was found out that the system-forming core of the personality are values (value orientations) that become relevant not only as the dominant direction of research in higher education in general, but also as a result of learning within the framework of obtaining value competences. It is substantiated that in the research of values (value orientations) of academic staff, it is expedient to use such methodological approaches: interdisciplinary, systemic, competence, activity, personality-oriented, cultural, axiological, social, synergetic and acmeological. The basic principles of values (value orientations) of universities' academic staff are developed, which will promote effective its selection: professionalism, moral and ethics, responsibility, impartiality, trust, success, priority, identification.*

Key words: *academic staff; methodological approaches; principles; value (value-orientation) competences; value orientations, values.*

INTRODUCTION. PROBLEM STATEMENT

The beginning of the 21st century is characterized by a radical change in the paradigm in higher education in Ukraine, which means not only the implementation of new approaches and the creation of innovative educational technologies, but also the reform of the priorities of values at the state level. One of the system-building laws adopted this year, which attracted public attention, was the Law of Ukraine “On national security” (2018). In general, the Law establishes a system of national values through the fundamental principles of state policy, foundations, principles

and objectives, as well as potential threats. It is precisely on the basis of the triad of “national values – national interests – national goals” (Horbulin & Kachynskiy, 2010: p. 19), where values are a priority; the Law unites and nourishes the National Security Strategy, the Strategy of Military Security, the Strategy of Cybersecurity, the Strategy of Public Safety and Development Strategy of the defense industrial complex of Ukraine. In particular, Article 3 states that “State policy in the areas of national security and defense is aimed at protecting: a person and a citizen – their lives and dignity, constitutional rights and freedoms, safe living conditions; society – its democratic values, prosperity and conditions for sustainable development; the state – its constitutional order, sovereignty, territorial integrity and inviolability; the territory of the natural environment – from emergency situations” (Zakon Ukrainy “Pro natsionalnu bezpeku”, 2018: p. 10). Taking into account the aforementioned, in the period of transformation of national values that is taking place in society, there is a need for a new rethinking, in particular, the universities’ academic staff values, and building up their new content.

LITERATURE REVIEW

Despite the fact that the problem of values is comprehensively presented in the educational and scientific space in particular, in philosophy (V.P. Andrushchenko (2014), I.A. Ziaziun (2010), V.G. Kremen (2011), V.O. Ogneviuk (2003), M.M. Pidlisnyi and V.I. Shubin (2017), V.I. Riabchenko (2015), etc.), psychology (I.D. Bekh (2012; 2015), Z.S. Karpenko (2009), E.O. Pomytkin (2007), L.V. Romaniuk (2013), etc.), sociology (V.S. Bakirov (2013), E.I. Golovaha (2000), N.V. Panina (2008), A.O. Ruchka (2011), K.O. Chernova (2012), etc.), state administration (V.M. Kozakov (2007; 2010), S.E. Horbatiuk (2016), etc.), pedagogics (S.U. Honcharenko (2011), V.I. Lugovyi (2009), Yu.V. Pelekh (2009), L.V. Khoruzha (2015), L.O. Khomych (2017) etc.), research on the values of the higher education institutions academic staff (V.I. Lugovyi (2010) are small. In view of this, the purpose of the study is to find out the methodological foundations of the problem of the universities’ academic staff values in the scientific achievements of domestic researchers.

METHODOLOGY

Methodological basis of the research is disclosed on the philosophical, general scientific, specifically scientific levels. At the philosophical level – general theoretical and methodological positions of philosophy on the historical retrospective of the study of the concept of “value”, systems of values and value orientations of person, the unity of theory and practice, of person as a subject of activity. At the level of universal scientific methodology – modern concepts of democratization and humanization of education, interdisciplinary, systemic, competence, activity, personality-oriented, cultural, axiological, social, synergetic and acmeological approaches. At the level of a specifically scientific methodology – the theory concerning the development of continuous professional education, in particular pedagogical, continuity and complexity of academic staff professional training, as well as the principles laid down in the laws of Ukraine regarding the education process.

MAIN RESULTS

Academic staff in accordance with the Law of Ukraine “On education” (2017) is one of the factors of the internal quality assurance in higher education. Therefore, higher education institutions, inviting academic staff to work and selecting them on an honest and transparent basis, should make sure of their competence. The key to reforming the academic staff activities is the determination of their values, since they fulfill the basic functions and are the core of the individual.

Confirmation of the importance of values in the field of education is the adoption of the Law of Ukraine “On education” in the wording of 2017. For comparison, in the Law of Ukraine “On education” (1991) the term “values” was mentioned only as one of the main principles of education – “priority of universal spiritual values” and one of the duties of parents, pedagogical and scientific and pedagogical workers “to raise respect for national, historical, cultural values of Ukrainian and other peoples” (Zakon Ukrainy “Pro osvitu”, 1991).

Instead, in the Law of Ukraine “On education” (2017) values are first given in the definition of the term “education”; is one of the important factors in the purpose of education (Article 1), civic education, the conditions for which the state creates (Article 5), the principles of state policy and principles of education policy (Article 6), art education (Article 21), the rights and duties of pedagogical, scientific and pedagogical and scientific workers (Article 54), parents of education applicants (Article 55), and other persons involved in the education process (Zakon Ukrainy “Pro osvitu”, 2017). In general, this law has 66 terms that are applied at least two times, which characterize values and value orientations (Lugovyi, Sliusarenko & Talanova, 2018). The most “thoroughly mentioned aspects are reflected for the complete general secondary (primary, basic secondary and profile secondary) education, which is associated with the main period of formation of the system of values of the person” (Lugovyi, Sliusarenko & Talanova, 2018: p. 17).

However, the National Qualifications Framework, approved by the Cabinet of Ministers of Ukraine Decree of November 23, 2011 No. 1341 (Cabinet of Ministers of Ukraine, 2011), served as the starting point for introducing values into the definition of competences and learning outcomes at the legislative and regulatory levels. The Law of Ukraine “On higher education” also refers to the values, in particular regarding the definition of higher education, competences and learning outcomes (Article 1), as well as values, has been identified as one of the main tasks of higher education institution in the formation of the individual and “preservation and multiplication of moral, cultural, scientific values and achievements of society” (Article 26) (Zakon Ukrainy “Pro vyshchu osvitu”, 2014).

For many centuries, the problem of values has been one of the main issues in the research area, since, on the one hand, it covered all spheres of human activity and attracted much attention of researchers, on the other – the complexity of the nature of the phenomenon of values was the result of numerous discussions by many researchers. Therefore, the concept of our research is based on the principles of such methodological approaches: interdisciplinary, systemic, competence, activity, personality-oriented, cultural, axiological, social, synergetic and acmeological.

The analyses of values according to the *interdisciplinary approach*, taking into account “the interaction of various branches of scientific knowledge in the study of the same object complex reality” (Sysoieva, 2017: p. 25), is due to the fact that in the

branches of philosophy, sociology, psychology and pedagogy, there is a great variety of interpretations of the category of values, their classification, and so on. This is explained by the fact that the researchers' study is based on various theoretical and empirical principles, taking into account the specificity and diversity of the value phenomenon.

Through analysis of historical retrospective study of the concept of "value" is an important consideration of *philosophical* positions (Shynkaruk, 2002): existentialism – the recognition of rights supreme value, which is being determined through self-realization and spiritual world and is a key priority of the individual; pragmatism, according to which value is determined as usefulness and practical significance of ideas, gaining experience and achieving success; positivism, where values are cultivated on the basis of scientific knowledge, primarily the branches of natural and exact sciences, and mastering the methods of their achievements; Neo-Thomism, which involves the formation of human values through the upbringing of Christian virtues: love for neighbor and tolerance, honesty and kindness, freedom and self-awareness, etc., and in general, constitute universal values; dialectical materialism, which is based on subject-object relations, which characterize value priorities, preferences, orientations, desires, interests of subjects in relation to objects; communications theory, which is based on subject-subject relationship, where the key to interpersonal interaction of individuals and social groups are universally valid moral norms and values, consensus on the principles of tolerance and mutual respect; on the one hand, multifaceted, on the other – integration and unification, and also determines the diversity of language, culture, religion, etc., and is a key indicator of the value dimension of society.

The study of the problem of values acquires the new content in the modern domestic education and research space. In particular, in the philosophy the researchers focused on the study of values in the plane of historical and philosophical digression (Pidlisnyi & Shubin, 2017) and their transformation into the historical development of civil society and institutionalization in Ukraine (Zinchenko, 2015); the axiological content of the national education direction (Kremen, 2011) and its role as a distinctive and significant sociocultural phenomenon in the general structure of transformations in modern Ukraine (Ogneviuk, 2003); the values of Ukrainian society on the basis of the worldview-competence approach (Riabchenko, 2015); value measurement of the integration processes to the European Educational Space (Andrushchenko, Andrushchenko & Saveliev, 2014); values as an axiological security, which is the highest level of ensuring the national security of the state (Ziazuiun, 2010); the values of education in the era of globalization (Klepko, 2005).

In *sociology* during the 20th century the notion of value was considered as a standard, norm, social behavior, motivation, etc. Despite various concepts, attention is paid to the work, the key approach of which is the value orientation that determines human behavior. In Ukraine values sociology is allocated to priority research direction (Chernova, Savchuk & Nakhabich, 2012; Shaihorodskyyi, 2010; Bakirov & Ruchka, 2013; Golovaha, 2000) for categorical triad "society-culture-person, where the concept of "value" almost automatically becomes interdisciplinary status" (Bakirov & Ruchka, 2013: p. 11). Interdisciplinarity is due to the fact that to understand the concept of values should be taken into account, on the one hand, "subject-subjective", on the other hand, "the individual-social aspects of their existence and expression" (Bakirov & Ruchka, 2013: p. 11). In general, domestic sociologists have proved that value orientations – are "social values, which are shared by the individual, serve the purpose of life and the main

means of their achievement, and therefore become the functions of the most important regulators of social behavior of individuals” (Perehuda et al., 2012: p. 42). The following typology of values (Kokhan, 2009: p. 60-61) is substantiated: “the meaning of life” values (the notion of good and evil, happiness, purpose and meaning of life, etc.); vital (from the Latin *vita* – life) (values of life, health, personal safety, well-being, family, etc.); the values of social recognition and vocation (love for work, social status, service to people, etc.); values of interpersonal communication (honesty, selflessness, goodwill); democratic values (human rights, freedom of conscience, words, beliefs, national sovereignty, etc.); particular values (devotion to the Motherland, family, faith in God, etc.)”.

Particularly well represented are the results of sociological research conducted by A.O. Ruchka (2011), Ye.I. Holovakha, N.V. Panina, A. Horbacyk (Holovakha & Panina, 2008; Holovakha & Horbacyk, 2012), O.M. Balakirieva and others (Balakirieva, 2008; Balakirieva & Bondar, 2010; Balakirieva, Bondar & Holovenko, 2011) dedicated to the recognition of social, economic, political, democratic, family, etc. values in society and value orientations in particular. It is concluded that in the conditions of social transformations, a new world outlook is being built, a change in the orientations of the passive-consumer on the active-activity that will enable the full potential of human capital to be realized.

In the field of *psychology*, the values of personality were considered as motives, installations, beliefs, expectations, as well as its value-semantic relations with established relevant relationships (Vygotskij, 2000), where the most significant were determined spiritual values, reflected through responsibility, humanity, love (Rubinshtejn, 1999), as an orientation that builds the structure of personality and human relations (Anan’ev, 1996). In the pedagogical psychology, among the scientific achievements of domestic researchers in the value-semantic sphere, there is a concept of spirituality and there are several approaches that analyze the phenomenon of values. In particular, a personality-oriented approach is a priority, which in the process of education provides conscious, semantic education of person and ascension of personality to spiritual and moral culture (Bekh, 2012; Bekh, 2015); spiritual and personal approach, based on the principles of spiritual and personal integration, hierarchy and value-semantic determination (Pomytkin, 2007). Among the newest scientific studies, attention is paid to the work devoted to the axiogenesis of the individual whose understanding was achieved by the method of axiopsychological hermeneutics “with the mechanism of the initial intuitive-emotional teaching and the secondary phenomenological reflection of the subjective reality of the individual” (Karpenko, 2009: p. 12), formation of personality values with the use of phenomenological-synergistic approach in the cultural space (Romaniuk, 2013) and the level approach in genetic and functional analysis (Halian & Halian, 2017).

The key in *pedagogy* is the humanistic nature of values and is primarily due, on the one hand, to the development of the growing personality, which is the central figure of such a paradigm, on the other – serves the basic values in the pedagogical activity of the teacher, carried out on the basis of spiritual and ethical principles, in particular, “humanistic ethics: love, goodness, faith, patience, friendship, justice” (Ushinskij, 1968: p. 431). In particular, the concept of humanistic pedagogy is reflected in the legacy of V.O. Sukhomlynskyi (1973; 1974; 1982), on which educator’s value orientations are built. In this context, the humanistic values in the education system are divided into (Slastenin & Chizhakova, 2003: pp. 92-93): “universal (person, child, teacher, creative personality), spiritual (pedagogical experience of mankind, pedagogical theories, methods

of pedagogical thinking, etc.); practical (methods of pedagogical activity, pedagogical technologies, educational and upbringing systems, etc.); personal (pedagogical abilities, individual qualities of the teacher, ideals of the teacher, etc.)”.

Under present conditions, home researchers have gained considerable experience in studying the problem of values which is considered in particular in theoretical and methodological foundations of the sphere of education and pedagogical process; historiography; as a subject of pedagogical axiology; a component of civic education, family education, a healthy way of life, education of value orientations in different age periods of the formation of children and youth; professional training of future teachers, etc.

According to the results of the analysis of scientific works, it was established that value is “a relatively stable system of orientation of interests and personal needs to a certain hierarchy of vital values, a tendency to give preference to certain values in different situations of life, a way to distinguish between personality phenomena and objects in terms of their significance for a person” (Kremen, 2008: p. 991). The following forms of existence of values are singled out (Sukhomlynska, 1997: p. 110): “a) social (collective, group, class, family, real values of society, individual as a part of social communities of different directions and scale); b) subject (literature, art, mass media, youth subculture, etc.); c) personal (needs, motives, ideals, desires, etc.)”.

However, despite the variety of the above researches, it was found that the problem of values was covered mainly “as a category of morality in its broadest sense”, which according to O.V. Sukhomlynska evidenced about the “Ukrainian phenomenon of mentality” (Sukhomlynska, 1997: p. 108). Today, the methodological principles of three conceptual models (in chronological order), on the one hand, are based on value-based education, on the other hand – the presentation of values as a result of learning.

The first model was developed by O. Vyshnevskyi on the basis of the system-value approach, assuming that values are “a certain hierarchical system of ideals, fundamental concepts and goals, which the society lives and in the exercise of which sees the meaning of its existence” (Vyshnevskyi, 2003: p. 197). The leading idea of the researcher is the thesis that human behavior takes place in the plane of the natural structure of society “person-family-community-nation (state)-all humanity, as well as person-nature” (Vyshnevskyi, 2003: p. 200). In view of this, activities in each of these areas, according to the researcher, are regulated by the corresponding group of values that O. Vyshnevskyi builds on a hierarchical system: “a) absolute, eternal values; b) national values; c) civic values; d) family values; e) values of personal life; e) ecological values” (Vyshnevskyi, 2003: p. 206). In accordance with these directions, the scholar considers it necessary to form the following six fundamental qualities in modern Ukrainian education: “morality, patriotism, democracy, affinity, nature consciousness” (Vyshnevskyi, 2003: p. 206). The final step towards the development of a system of values was the justification of O. Vyshnevskyi “Code of Values of Contemporary Ukrainian Education” (Vyshnevskyi, 2003, p. 209): *absolute, eternal values*: faith, hope, love, dignity, conscience, truth, etc.; *main national values*: Ukrainian idea, state independence of Ukraine, self-sacrifice in the struggle for freedom of the nation, patriotism, etc.; *main civic values*: freedom, aspiration for social harmony, advocacy of social and interethnic justice, culture of social and political relations, etc.; *values of family life*: marital fidelity, child care, parenting and parenting care, ancestral care, etc.; *values of personal life*: internal freedom, will (self-control, self-discipline, persistence), wisdom, mind, common sense, etc.; *health and*

ecological values: attention to own health, attachment to sports and physical labor, healthy lifestyle, etc.". However, according to the researcher, the most important duty of person is to develop in it "the spiritual core of the person, the vector of its common aspirations" (Vyshnevskiy, 2003: p. 212).

The second model belongs to I.V. Sokolova, one of the few researchers who proposed the formation of the professional competence of the future teacher, using the concept of axiological approach (Sokolova, 2012). It is "the values of human life, professional (pedagogical) and personal values" taken as the basis of the structure of axiological knowledge as a component of the formed professional competence (Sokolova, 2012: p. 197). Sokolova I.V. has identified three consecutive stages of the formation of a professional "I-concept". In particular, on the first (propaedeutic motivational) stage, "the formation of the emotional and value relation to the profession ... and the perception of themselves and the surrounding world ... "I-personal" (Sokolova, 2012: p. 202). In the second phase, the activity-reflexive stage, "the value representations are formed" in relation to the profession of the teacher "I-professional" and the correlation and systematization of the concepts "I-personal" and "I-professional" (Sokolova, 2012: p. 202). The consolidation or transformation of the professional "I-concept" is embodied at the third (reflexive-creative) stage by converting the individual to "socially significant values" (Sokolova, 2012: p. 202). In view of the above, to the structure of axiological competence, in the opinion of I.V. Sokolova, as a "set of dynamic and static camps", includes (Sokolova, 2012: p. 202): "theoretical knowledge; skills and abilities; traits, likeness of obsessive-liveliness, experience and experience; motives, values, ideals; ability and ability to certain types of activity and to study for life". Particularly significant is that the researcher's substantiates not only structural components but also invariant axiological components, which are one of the components of professional competence, "as integral, integrative, multi-level, personal new creation ..., and reveals professional and personal qualities" (Sokolova, 2012: p. 203). In particular, I.V. Sokolova refers to them (Sokolova, 2012: p. 203): "axiological competence of value semantic orientation (understanding of the value of culture, science, awareness of the social significance of their future profession, high motivation to professional activity); competence of self-development and self-improvement (ability to cognitive activity; awareness of necessity, needs and ability to study for a lifetime, aspiration for self-development, improvement of their skills and skill, ability to critically rethink the acquired experience, change the profile of his professional activity, if necessary); competence of social interaction or social perception (ability to cooperate, racial, national, religious tolerance, ability to repay conflicts, ability to social adaptation, communicative, tolerance, readiness to cooperate with colleagues, work in a team, etc.)".

The third model, proposed by V.I. Lugovyi, O.M. Sliusarenko, Zh.V. Talanova, is based on the law of the basic organization of competences (Lugovyi, 2009; Lugovyi, 2010; Lugovyi, Sliusarenko & Talanova, 2018), which is related to "the main types of socio-cultural information – knowledge, values, projects, consents and artistic images" (Lugovyi, Sliusarenko & Talanova, 2018: p. 8), and accordingly "unites five types of competences necessary for the comprehensive development of personality, namely: "intellectual and knowledge, value-orientation, creative and innovative, dialog and consensus and artistic and creative" competences (Lugovyi, Sliusarenko & Talanova, 2018: p. 7). In such a way, researchers first attributed orientation competences to the competences of educator's value and conclude that the value (value-orientation) competence – is "the ability of

an individual on the basis of the system of its priority principles and objects of activity” (Lugovyi, Sliusarenko & Talanova, 2018: p. 10).

By analyzing the value aspects of the rights and responsibilities of participants in the educational process and various components of education, V.I. Lugovyi, O.M. Sliusarenko, Zh.V. Talanova substantiated values (value orientations) as a system of priorities of two kinds: principles of activity (first kind) and subjects of activity (the second kind). The given division into two priorities is confirmed by the fact that, on the one hand, “a person as a real subject, tends and does first of all that for it is ... significant”, that is “the object sphere of activity is appreciated”, on the other – the key is that , “in what way is the subject priority is achieved, that is, which principles of achievement are considered” (Lugovyi, Sliusarenko & Talanova, 2018: p. 10). However, as researchers noticed, “values-subjects are more diverse than values-principles” (Lugovyi, Sliusarenko & Talanova, 2018: p. 7).

The methodological foundations of conceptual models of values and their classification do not coincide in the views of researchers, but with the help of these models, their authors offer their understanding of the phenomenon of value and prove in different ways that values are the system-forming core of human activity and are determined by value orientations.

Consequently, an analysis of research within the framework of an interdisciplinary approach makes it possible to conclude that, in general, the notion of “value” is defined as: “objects of the world that have a positive or negative meaning for person and society”; “... human, social category, by means of which measure social and natural objects and phenomena, properties of an object or phenomenon; ideal, purpose, direction, orientation in the substantive or social reality”; “... the definition of a person’s relation to the surrounding objects and phenomena”, etc. (Horlach et. al, 2008: p. 466)”. Depending on the “values” definition the appropriate classification, typology, forms and more are grounded.

Concerning the definition of the notion of values in the field of education, while supporting the opinion of N.O. Tkachova we believe that “educational values should be regarded as a set of humanistic priorities of society, which serve as the main reference points for the development of the educational system as a whole ...” (Tkachova, 2006: p. 15), “pedagogical values are a system of educational means, social norms, pedagogical tools , which ensures the effective translation of certain educational values into the individual level of the individual, that is, the formation of her personal values priorities” (Tkachova, 2006: p. 15).

The use of a **systematic** approach as a methodological way of knowing the peculiarities of the academic staff values makes it possible to establish its components and their interdependence and interdependence, which will ensure the corresponding integrity and consistency in accordance with the principles of hierarchy and priority. However, in our opinion, in the complex system of academic staff values, the key ones are value orientation, which predetermines their personal meaning. That is why the research of the hierarchical structure of value orientations of academic staff and their interrelations is promising, since no component in particular has an independent function, but only represents a share in their integral system and interaction.

The **competence** approach, which is key to our study, involves the ability of a scientific and pedagogical worker to apply in the educational process of the higher education institution his acquired competences, in particular, value ones. According

to the goals of the scientific and pedagogical activity carried out by the academic staff its directions (education, development of higher education applicants, carrying out of researches), functions (“training, research, educational, organizational and technological” (Kholkovska, 2017)) and corresponding tasks by many researchers reasonable interpretation of the term “teacher’s professional competence”. Thus, “academic staff professional competence – is a complex integrative and dynamic personality formation consisting of hierarchically interrelated functional-personal and structural-personal resources that are manifested in the level of development of the main (cognitive and activity) and supporting (motivational, emotional-volitional and value-reflexive) components that allow the educator to confidently carry out the functions of the function adequately pedagogical situation” (Kholkovska, 2017: p. 21). Summarizing the academic staff competence model of among the major highlight one should point out: information, research, communicative, psychological, educational, foreign language, conflict, social, facilitation and reflexive competences (Kholkovska, 2017). At the same time, each of these competences has “cognitive (knowledge and understanding), active (practical and operational use of knowledge) and motivational-value (values as an organic part of the way of perception and life with other people in the social context) components” (Kholkovska, 2017: p. 20).

The **activity** approach is a starting point in understanding the academic staff values in the system of subject-object relations, which includes five types of activities: cognitive; value-orientation (identification of object-subject relations, prioritization of objects by value for the subject); transformative; communicative (activity of communication); artistic (Lugovyi, 2009; Lugovyi, 2010; Lugovyi, Sliusarenko & Talanova, 2018). Among these activities, the values themselves are those guidelines in the person’s activities, which are the key to the academic staff successful professional realization and their communication. Application of the activity approach enables to realize corresponding values in the education process, which is practiced by the scientific and pedagogical worker in accordance with the goals and mission of the higher education institution.

The **cultural** approach made it possible to consider the academic staff values as part of the national culture, which reflected the cultural values of the people, because “value orientation directly related to the development of cultural identity” (Kaliuzhna, 2012: p. 51). On the one hand, the “value is a kind of cultural “code” because “each culture creates its only inherent system of values, the value determines “identification, people, nation, development of national consciousness” (Shaihorodskiy, 2010: p. 35). In addition, values and their hierarchy are built up throughout “the entire history of the nation and are corrected by the change in value norms and guidelines, depending on the time, a specific age of development” (Shaihorodskiy, 2010). On the other hand, “just having risen to the top of a national culture, a person can disclose universal values for himself”, because they are “at the intersection of all national cultures” (Bekh, 2002). In spite of the numerous discussions that take place in the education and research area regarding the priority of national or universal human values, in our opinion, it is inappropriate to counteract them, given that in the age of globalization, national culture is an element of world culture in its cultural correspondence. In view of the above, it is especially important to rethink the values on the way of integration of the national community into European and world education and research areas and their reflection on the academic staff values.

The **social** approach is based on the assimilation of democratic values (citizenship, rights and liberty, human dignity, moral autonomy, responsibility, etc.) as a component of civil society and involves taking into account social characteristics in the system of social relations of a scientific and pedagogical worker. To values also belong the universal society and certain social group values, namely: ideological, political, moral, artistic, ethical, religious orientation, racial tolerance and so on.

The **axiological** approach is fundamental in determining the academic staff values, considering that “axiology is the doctrine of values, the philosophical theory of values, which finds out the qualities and properties of objects, phenomena, processes capable of meeting the needs, interests and desires of people” (Shynkaruk, 2002: p. 14). Using the axiological approach enables us to identify the value priorities of university professors based on the concept that the highest value of a society is human, humanistic orientation, in the context of Ukraine’s entry into European education and research areas and taking into account globalization challenges.

The **personality-oriented** approach is used for the disclosure and development of the individuality of a scientific and pedagogical worker on the basis of the unity of development of his moral personality and moral personality (Bekh, 2002). That is, “the moral person knows his social and moral qualities, acts in relation to himself (he improves himself), acts in relation to other people (socially behaves) and passes on to another experience of self-improvement; moral personality knows its unique qualities, acts in relation to itself (self-actualizes), acts in relation to others – communicates creatively” (Bekh, 2002). In this regard, the realization of a humanistic personality-oriented approach takes place in a coordinate system in which the main values are “a person who grows and educates a personality and creativity as a mechanism for the development of a human-culture”, where, according to I. D. Bekh, the indicator of such development is spirituality (Bekh, 2002).

The **acmeological** approach is obligatory for determination of value competences in the area of the professional formation of a scientific and pedagogical worker, which involves the successful construction of his career growth, a critical rethinking of acquired experience, self-improvement of the individual and the completeness of his self-development, the ability to study throughout his life. It is due to the introduction of the acmeological approach that the educator has the “desire for professional success and the heights of professionalism”, “the formation of a positive and creative attitude towards himself and others” (Aristova, 2016: p. 13), which is reflected in his values (value orientations).

The **synergetic** approach, reflecting the interdisciplinary paradigm, is based on the principles of nonlinearity, instability, openness, self-organization and integrity (Kremen, 2013; Rodyhina, 2014). Considering each principle, it should be noted that the principle of openness is reflected, in particular, in the scientific and pedagogical activity of the educator, through the prism of which he transforms the corresponding values to the applicants of higher education. The principle of self-organization is confirmed by the fact that the scientific and pedagogical worker’s values are formed, developed and implemented in the education process only on condition of its “own self-organization”, while taking into account “the tendencies and patterns of such a self-organization” (Rodyhina, 2014: p. 47). Regarding the principle of integrity, the values as academic staff competence are characterized by the integrity of world perception and worldview and are an integral construct. The principle of nonlinearity as a process and the result is traced in the search for ways of educator’s creative thinking, which determines the

“multivariable or alternative to the choice” (Kremen, 2013: p. 8), especially in crisis situations, and rethinking the corresponding phenomena, in particular values. An ambiguous expression in the academic staff values is the principle of instability. On the one hand, it confirms the corresponding changes, “the emergence of a new quality”, which “is positioned as a source of development” (Rodyhina, 2014: p. 46), that is, new value orientations, on the other – any deviations or oscillations inherent in the educational process, through which the educator’s values are displayed, can lead to volatility, the creation of his minor flaws, which in the long run will affect his values in general. Thus, the synergetic approach allows us to depart from the established classical models of pedagogical systems in the plane of multivariate decisions, emphasizing “the need to revise the philosophy of social behavior” (Luzik, 2016: p. 95) of the individual as a whole and the academic staff values in particular.

Summing up the above, one can propose the definition of the scientific and pedagogical worker’s value competence. Value competence is attributed to the key, system-forming, integrated person’s ability, manifested in the relationship between the subject and the object and in inter-entity relationships, is realized in the course of the activity of the scientific and pedagogical worker, determines the behavior of the educator and is its regulator, where moral and ethical values orientations are the priority.

Re-thinking of traditional values and substantiation of the academic staff value competence at the methodological level gives grounds for substantiating the following principles (Reheilo, 2018): professionalism, moral and ethics, responsibility, impartiality, trust, success, priority, identification.

The *principle of professionalism* is a guarantee of the implementation of the highest professional standards on the basis of a competence approach, the introduction of innovative technologies and academic freedom, professional and general lifelong professional development, career development planning, orientation towards a strategically oriented development of a scientific and pedagogical worker, etc. The principle of professionalism is based on the conduct of a scientific and pedagogical worker in the area of “educator-researcher”, where, along with teaching activities, scientific research is carried out that provides the acquisition of knowledge by specialists of higher education on the basis of research and in general determines the training of a competitive personality.

The *moral and ethical principle*, that is cross-cutting, is reflected in the attitude of the scientific and pedagogical worker to his research and research of others in order to protect the scientific priority, preventing plagiarism and falsification and adhering to academic integrity. It regulates the relationship with the scientific community and the applicants of higher education on the principles of honesty, openness, humanism, etc., and serves the formation of his model of morality and ethics.

The *principle of responsibility* is the recognition of the results of its activities by the scientific and pedagogical worker before the higher education students, the employees, the society as a whole, which is confirmed, on the one hand, by high demanding and self-criticism of oneself, on the other – it promotes the image of the department, faculty, and other structural subdivision and higher education institution.

The *principle of impartiality* implies a tolerant attitude towards colleagues in work, an objective attitude and assessment of higher education applicants regardless of race, gender, religion, cultural and social affiliation, political views, etc., as well as the spread of democratic values.

The *principle of trust* is particularly traceable in communicating with applicants of higher education and is based on the fact that, on the one hand, the scientific and pedagogical worker is the bearer of certain values and reflects their audience, on the other hand, the trust in the scientific and pedagogical worker should be perceived in youth, which allows him to formulate and, if necessary, correct them.

The *principle of success* is a decisive stimulus and guideline that is ensured through the systematic self-improvement of a scientific and pedagogical worker with a view to maximizing his self-realization, improving the quality of teaching and conducting research, and increasing personal reputation, which in general will affect the quality of higher education and internal quality assurance in higher education, education in general.

The *principle of priority* determines a certain scale of value orientations of a scientific and pedagogical worker, which makes it possible to lay down, taking into account their significance hierarchical sequence, and also, in the case of the presence of several equally important value orientations, to allocate equivalent.

The *principle of identification* is one of the obligatory and consists in understanding and agreeing with the scientific and pedagogical worker values, rules of functioning of the higher education institution, where he works; their reproduction and dissemination among higher education graduates, employees and in society; the ability to successfully work in a team with a sense of unity and awareness of their role in the team; readiness for changes in the higher education institution and, if necessary, quickly adapt to new requirements.

CONCLUSIONS

The current period of reforms taking place in society is characterized by a rethinking of values in all its spheres. One of the decisive steps is to give priority values at the state level, which are enshrined in legislative, regulatory and educational documents, in particular.

One of the factors of the internal quality assurance of higher education is the academic staff, the choice of which by higher education institutions should be carried out taking into account new legislative initiatives and in accordance with the competences acquired by the scientific and pedagogical worker. The analysis of scientific works gives grounds for the conclusion that the system-forming core of the personality are values (value orientations) that become relevant not only as the dominant direction of research in higher education in general, but also as a result of learning (Lugovyi, Sliusarenko & Talanova, 2018; Bekh, 2002) within the framework of obtaining value competences. At the same time, a more complete deployment of value as a key component in the description of qualification levels did not occur. Supporting the opinion of scholars, we believe that “value competences should be a part of the educational and professional qualifications, and as learning outcomes are to be identified, mapped, evaluated, measured and demonstrated by the learners” (Lugovyi, Sliusarenko & Talanova, 2018: p. 17).

In the study of values (value orientations) of a scientific and pedagogical worker it is expedient to use such methodological approaches: interdisciplinary, systemic, competence, activity, personality-oriented, cultural, axiological, social, synergetic and acmeological. The basic principles of values (value orientations) of universities' academic

staff, which will promote their effective selection, are the principles of professionalism, moral and ethics, responsibility, impartiality, trust, success, priority, identification.

Further research will be aimed at studying the best foreign experience of the universities' academic staff values.

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**VOCATIONAL
EDUCATION
AND
TRAINING**

THE HUMAN CAPITAL THEORY AS A METHODOLOGICAL FOUNDATION OF CONTINUOUS VOCATIONAL EDUCATION



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Abstract. *The human capital theory is considered based on the interdisciplinary approach from three perspectives – individual, microeconomic and macroeconomic. The contemporary approaches to the implementation of the state policy on vocational education are analysed. It is given a comprehensive overview of the main vocational education mission – to provide preparation of the younger generation to employment and different adult population categories with continuous professional development. It requires forecasting – technological, demographic, economic and political (according to D. Bell). It is considered the problems of self-actualization and professional identity treated as a basis for human capital development. It has been proven that a methodological foundation of a theoretical analysis of personality self-actualization in professional life is formed based on the subjective and pragmatic, personality developing and acmeological approaches. It is stressed the importance of using the occupational prestige monitoring results (based on Traiman’s International Occupational Prestige Scale) in scientifically substantiated forecast of labour market changes and forward-looking modernization of the vocational training system. An emphasis is placed on the importance of the Ukrainian scholars’ works (S. Goncharenko, I. Ziaziun, G. Kostiuk, V. Kremen, S. Maksymenko, V. Moliako, D. D. Thorzhevskiy) for implementation of the forward-looking approach in vocational training modernization. It is made the original recommendations for the state policy on this issue at the nationwide, regional, field and academic research levels. Some attention is given to the European strategy “Europe 2020” that is of critically importance not only for the UE Member-States but also for candidate countries.*

Key words: *personality; professional development; professional self-actualization; professionalization; career guidance; labour market.*

INTRODUCTION. PROBLEM STATEMENT

In the late 20th – early 21st century the concept of continuing education has become of international importance. The search for ways of its realization in different pedagogical systems is being carried out across the globe. In the USA and Canada, Japan and China,

Great Britain and Germany, Poland and Finland there have been elaborated strategic programs, special laws have been passed and target financing of continuing education for different population categories is provided.

The objective necessity of closer attention to continuing education problems arises from dynamic changes under the conditions of information and technological society, market requirements to specialists' competency, their rapid professional adaptation, the need for constant learning, re-skilling and skills upgrading. Thus, it is no surprise that such critically important issues have become a concern of the International Labour Organization, the UNESCO Institute for Lifelong Learning in Hamburg, the International Council for Adult Education, the International Association for the Education of Adults, the European Centre for the Development of Vocational Training, the Institute for International Cooperation, the German Adult Education Association and other organizations.

International documents on education problems have for a long time substantiated a considerable attention given by governmental authorities and progressive communities from many countries of the world to implementation of the European Commission's Memorandum on Lifelong Learning (2000) as well as the UNESCO's program "Education for All" (2002).

The system of vocational education is one of the most important and complicated in society's functioning. It performs many functions, in particular the following: social, economic, culture-creating, educational, cognitive etc. They are closely interrelated and are fulfilled in a systemic interaction of educational institutions of different types and ownership forms, enterprises and organizations of all the sectors of economy, social partners, non-governmental organizations, community associations, public and administrative authorities.

Experience of many years certifies the fact that this system plays an extremely important role in national security protection. Facilitation of innovation-driven development of national continuing vocational education systems is a prioritized goal of many world advanced countries' state policy. Moreover, this is no accident, as such an approach creates a stable foundation and at the same time is key to real growth of human capital in all its respects.

MAIN RESULTS

1. Human Capital as an Economic and Pedagogical Category

Under the conditions of a rapid development of globalization and integration processes the theory of human capital is becoming increasingly important. It was theoretically substantiated and introduced into scientific use on the cusp of the 50s and 60s of the 20th century. The author of the theory was Gary Stanley Becker, the outstanding American economist and the professor of Columbia and Chicago Universities. He "applied theoretical economics methodology to a description of human behaviour aspects that used to be the scope of sociology and demography only". In the scientific papers "Human Capital" (1964) and "A Treatise on the Family" (1981) the professor put forth and substantiated the rational economic choice theory on the basis of individual human interests that determine a considerable part of human activities, even not economic by nature such as starting a family. According to the theory, expenditures on education are considered investments in human capital. It is the human capital theory

introduced by G. S. Becker who became the Nobel Prize laureate in 1922 that underlies strategies of vocational education systems development in advanced countries of the world” (Shynkaruk, 2002: p. 179).

In view of this, the name of Theodore William Schultz – the representative of the Chicago School of Political Economy, the director of the National Bureau of Economic Research in the USA (1949-1967), the author of research papers on developing countries’ economic problems, labour force formation and the economic role of education, the Nobel Prize winner in 1979 (together with Arthur Lewis), should not go unmentioned.

The scholars have demonstrated that the human being with their creativity serves as the driving force behind vigorous activities, continuously flowing creative juices, the search for new approaches over the course of their lifecycle. In Schultz’s terms, education, a professional qualification, developed skills and health are treated as the concepts of particular economic value related to human capital. Other economists have introduced some new aspects of the theory, developing it respectively. It is worth mentioning that the notion of “schooling and professional training” as an investment was first substantiated by I. R. Welsh.

Scholars from the following three perspectives consider the concept of “human capital”:

- The first level – individual: human capital refers to knowledge and skills gained by a person during the course of study, professional training, and practical experience using their natural abilities and thanks to which they are able to deliver productive services of value to other people.

- The second level – microeconomic: human capital is composed of an aggregate qualification and professional abilities of all the workers of an enterprise as well as its achievements in an effective labour management and personnel development.

- The third level – macroeconomic: human capital is comprised of accumulated contributions in such fields as education, professional training and retraining, occupational guidance, consultation, employment assistance services and is a considerable part of countries’ national wealth; it is called national human capital (Nychkalo, 2012: p. 28-29).

In the process of diversified business activities a person carries out a great number of different functions in accordance with the human capital theory. The key ones lie in the following: a) the use of existing means of production; b) substantiation of new ideas and theories, development of modern tools and technologies; c) substantiation and realization of ways of its implementation in different fields of human activities, social institutions and various sectors of economy. The above listed functions are dynamically expanding, tightly interconnected and renewed during different historical periods.

It should be also emphasized a paramount importance of the human capital theory under the modern social and economic conditions with quite urgent questions of rational employment provision to different social classes and effective labour market operation. Analysing this aspect, it is reasonable to refer to the philosophic and pedagogical ideas substantiated by V. Kremen “a transformation of the humanity in general and our country in particular from industrial manufacturing to scientific and information technologies and consequently formation of the knowledge society are top priorities of any society objectively determining science as a field ensuring production of new knowledge and education and making them available both to the entire society and each individual” (Kremen, 2010: p. 569). The scholar argues that an important creative component of the new world order is the dependence of a country’s development rate and international

status on the level of human capital. Quantitative characteristics of human capital include not just the number of high school, college or university graduates, but also the number of specialists employed in the main branches of industry, transportation, communications etc. and what is more important – the number of researchers in the main spheres of scientific knowledge production. Therefore, human capital is an integrative indicator determining a country's internal potential for production and application of knowledge in its industrial and social development.

It is well known that the product of an education system is a concrete individual prepared for an active professional engagement in different branches of the primary, secondary or tertiary economic sectors. This leads us to the fact that human capital with its spiritual, ethical and moral, professional qualities serves as a key factor determining every country's future. The 88th session of the International Labour Organization's General Conference in 2000 was specifically devoted to the above-mentioned problem. The adopted conclusion on human resources development and personnel training stipulates the requirement for vocational qualification systems to be of a tripartite nature and to provide access of different worker groups and any individuals willing to study. It has to cover both public and private educational institutions and be subject to constant updating enabling the chance to start or finish training within an education and staff training system during the entire professional career (Nychkalo, 2012: p. 30).

2. State Policy on Vocational Education

The term “state education policy” or “state policy on education” was first introduced into scientific discourse in the 60s-70s of the past century. There are various definitions of the term “education policy”, “state education policy” in Ukraine (V. Andruschenko, L. Huberkyj, V. Kremen, M. Mykhalchenko, V. Ognevyyuk, M. Popovych, Yu. Schemschuchenko). It is worth noting that there is no substantial difference in their interpretation with just some additions and specifications. Education as the object of education policy is considered to be “the common good, an intellectual and material resource for society and the system of education institutions”. The type of education policy is determined by the character of social, economic and political relationships in society, elite quality, dominant political culture, national education traditions etc” (Kremen (ed.), 2008: p. 623).

According to the definition by V. Halperin and V. Saveliev Ukraine is characterized by the transitional education policy type. Its essence is determined by specificity of post-communism systemic transformations, contradictions in formation of public policy on administration and management of education, its social status improvement and strengthening in the world and European education area. The state acts as a key education policy agent and interacting with the public, it raises the possibility of making social choices on education matters. The state education policy is a response to societal needs, requirements, actions or inactions of other education policy agents, a relatively stable and result-oriented official focus of the government and its subordinate organizations on education system management (Kremen (ed.), 2008: p. 623). The same is true for technical and vocational education as a key aspect of the state education policy.

There is also a number of other documents of strategic importance that reflect the state's orientation towards qualified workers' training such as the Edict of the President of Ukraine “The main reforming directions of vocational education in Ukraine” of May 8, 1996, the Act of Ukraine “On Vocational Education” of February 10, 1998 (Chyzhevskiy, Holovinov,

Krasniakov, Shevchenko, 2013). The National Doctrine of Education Development (2002) outlines the perspective objectives of making qualitative training in vocational and training schools equally accessible (II Vseukrainskyi zizd pratsivnykiv osvity).

It is no exaggeration to conclude that the concepts of vocational education development elaborated by the scholars of the NAES of Ukraine were taken into account in the process of enacting legislation and preparation of academic documents on production personnel training. Here we are referring to “the Concept of vocational educational development in Ukraine” that was approved by the Ministry of Education and Science of Ukraine and the NAES on the July 5, 2004 (Nychkalo, 2004: p. 522-526).

“Vocational education for needs of a person, economy, society” which is the section of “The National Report on the State and Prospects of Education Development in Ukraine” outlines the perspective directions of vocational education modernization in the following aspects: legislation; state order formation and implementation; improvement of VET content; expansion of cooperation with employers; vocational education management; raising the prestige of working professions in society and information support of VET together with the introduction of innovative learning technologies; on-the-job vocational training; improvement of pedagogical personnel quality and methodological, financial and logistical support of VET” (Kremen (ed.), 2016: p. 90-91).

The section “Adult Education – as an integral part of lifelong learning” gives a complex overview of the priorities of adult education development in Ukraine and formulates the proposals on legislative regulation and an integral approach to adult education” (Kremen (ed.), 2016: p. 126-137).

Vocational education is meant to undertake an extremely important mission of preparation of the younger generation to employment. Considering this point, let us refer to the idea substantiated by the prominent Ukraine economists A. Halchynskyi. From his perspective, “the formation of the individual by labour is not an act happening in the blink of an eye that has been taking place since the year dot. In fact, it is a permanent process that is constantly developing determining the content of the entire human history. Labour used to and continues to create the individual, it forms our personality, develops the wealth of our social nature and pure biological personification. The systemic unity of social and natural (material) components is formed through the creative function of labour” (Kremen (ed.), 2016: p. 88).

In our opinion, stifling of the vocational education sector leads to reduction in human capital effectiveness.

Implementation of the state policy on production personnel training has to be based on social forecasting. The famous American sociologist and philosopher D. Bell has reached the conclusion that “it is made possible where there are repeatable things and order (which happens rarely) or where there are established tendencies directions of which (if not a precise trajectory) can be identified with the help of statistic time series or formulated in the form of historical trends” (Kremen (ed.), 2002: p. 420).

There exist various forecasting directions: technological, demographic, economic and political (according to Bell). In this context the concept of the post-industrial society, on the basis of which the following five components have been singled out seems to be actual:

- In the economic sector: transformation from manufacturing goods to expansion of the service sector;

- In the occupational structure: domination of professional and technological classes.

- The axial principle of society: the central role of theoretical knowledge as a source of innovations and policy formation.

- Commitment to the future: a special role of technologies and technological evaluations.

- Making decisions: the creation of the new “intellectual technology” (Nychkalo, 2016: p. 426).

The value of the ideas introduced by the scholar-anticipator lies in the fact that “the main source of structural changes in society, innovations implementation, correlation of theory and technologies and state policy changes are changes in the knowledge type: exponential growth and science branching, appearance of the new intellectual technology, systemic research practice which is possible due to the budgets of “Research and development” organizations and at the top of that codification of theoretical knowledge” (Kremen (ed), 2002: p. 431).

The proposed approaches are connected with prediction and forecasting the results of which are reasonable to use as the rationale behind the state education policy.

3. Self-actualization and Individual Professional Growth as a Basis of Human Capital Development

It is commonly known that most researchers of the psychodynamic approach tend to treat self-actualization as the process of individual improvement, overcoming the inferiority complex, defence mechanisms and commitment to personal integrity and maturity. It is a scientifically substantiated fact that in the modern psychoanalysis uniqueness and integrity of each person seeking self-maximization and maturity are stressed. In A. Adler’s terms, self-actualization is the ultimate goal in human life – complete personal self-fulfilment that is formation of the one and only, integral personality. Development of any individual is a unique and specific process lasting for the whole life (Karamushka & Tkalych, 2009: p. 15-16).

In recent times there has been an increased focus on the ideas of personal growth, self-perfection and pursuance of self-advancement. These concepts were first substantiated in the works by scholars who were representatives of the psychodynamic approach. Eventually, these ideas evolved in humanistic psychology. However, it is worth noting that the latter approach interprets the concept of self-actualization from a more positive perspective. It is defined not as overcoming of some inconsistencies and drawbacks in one’s personality as it is the case with the psychodynamic approach, but as an orientation to or a focus on growth and development using positive sides of personality” (Karamushka, Tkalych, 2009: p. 19). According to this, every individual in different periods of their life has to master the skill to objectively assess their potential and based on awareness of one’s strong points to take further steps forward, be able to see and take stock of their strengths and weaknesses no matter how difficult it can be and determine ways (or mechanisms) of addressing them. It will certainly be beneficial for self-actualization.

Scholars researching humanistic psychology issues define self-actualization as an innate motivation tendency peculiar to every individual that just requires appropriate conditions for its development (Karamushka & Tkalych, 2009: p. 19). Arrangement of such conditions in a family, at pre-school institutions, primary, secondary and high school, vocational and technical institutions as well as at universities and on the job is an extremely complicated task for parents, educators, psychologists and regulators at different levels. Of course, “appropriate conditions for development” is not an abstract

category. It is quite concrete, as it requires taking into account psychophysiological constitution of a pre-schooler, students studying at different stages at school as well as young people who have consciously or unconsciously made a career choice. Apart from psychophysiological characteristics, it is necessary to examine ambitions and social environment where they are formed.

Let us refer to the famous concept of self-actualization as a prerequisite of human livelihood at the existential level by A. Maslow. The creator and leader of humanistic psychology opened new prospects for psychological understanding of the individual in the second half of the 20 century (Maslow, 1999). A. Maslow developed the self-actualization theory within the framework of the following three perspectives: self-actualizing personalities; peak experience of transcendental values; self-actualization as a development process.

It seems to be reasonable to refer to the self-actualization theory set forth by K. Rogers. In his terms, self-actualization is a motivating self-protection and self-development tendency that presupposes manifestation of the best qualities biologically predetermined in humans. Figuratively saying, self-actualization is the main driving force behind human livelihood reflected in the desire to deepen, become independent, develop and mature (Kremen, 2015: p. 20). G. Olport considers self-actualization as an active, sequential and continuous process of personality formation. He stresses that during its course individuals take responsibility for their life quality.

The following well-known approaches form a methodological foundation of a theoretical analysis of personality self-actualization in professional life: subjective and pragmatic, personality developing and acmeological. Without downplaying their importance and value a noteworthy detail is that they are tightly interconnected complementing one another. Let us refer to at least some research findings within the framework of the acmeological approach, as the problem of personality self-actualization in professional life has been the most widely investigated by its representatives. It is well known that in acmeology individual professional development is treated as the process of personal enhancement in a general sense. It is mostly oriented towards a high level of professionalism and professional achievements fostered through education and self-development, professional activities and interaction at different stages of human livelihood (Karamushka & Tkalych, 2009: p. 37).

Research findings on the occupational prestige problem as a psychological indicator of a labour market model present a considerable scientific interest (M. Naidonov). Based on Traiman's International Occupational Prestige Scale and the usage of unified methodological foundations for elaboration of the Ukrainian prestige standard the scholar has carried out the analysis of occupational prestige as a subjective and objective psychological mechanism of labour market and professional world self-regulation. It was revealed some changes in the mechanism of collective consciousness alteration under the conditions of social and political transformations. It is worth mentioning that the rationale behind keeping track of occupational prestige dynamics is the fact of prestige being the factor of workforce structuring. Making allowance for the research results in career-guidance of different population categories can be an efficient instrument of overcoming negative trends in the Ukrainian labour market and elimination of current inconsistencies between requirements to workforce competitiveness and imbalance in the professional training system, especially of high-qualified workers (Ball, Zlyvko, Kopylov ta in., 2014: p. 77).

Such monitoring results should be used as a basis for scientifically substantiated prediction of labour market changes and forward looking modernization of the vocational training system. In this respect it has to be noticed that there have to be considered different systems of vocational training (at vocational schools, higher technical institutes, vocational training systems, on the job training, centres of employment agencies), not just the only one where the unemployed acquire another trade, improve and retrain. Each of these systems is specific depending on its aim and objectives, students and participants' age and psychophysiological peculiarities, their social and professional background experience. Hence, each of such systems has its didactic peculiarities.

At the beginning of the 21st century the ideas of the outstanding Ukrainian psychologist G. Kostiuk on students' employment preparation, polytechnic and professional education are taking on greater relevance. In his opinion "secondary school students' on-the-job training has to become an instrument of employment preparation. It has to be realized on a wide general education and polytechnic basic. The main improvement direction of students' employment preparation is determined by its combination with grasping of the elements of science, the overall presence of an intellectual component in their on-the-job training and work, nurturing the qualities needed for them as active participants in the technological progress" (Kostyuk, 1988: p. 163).

The scientific legacy of D. Thorzhevskiy also shouldn't go unmentioned. His works on labour training and students' professional preparation still hold true today. It quite an interesting fact that together with his mentees (A. Vykhursch and V. Kukharskiy) the scholar published the monograph "Labour polytechnic school: myths and reality" (1917-1941). Unfortunately, we have to conclude that in the current climate of Ukraine being independent for 27 years we still have plenty of dubious and false myths about such problems.

Over more than the last two decades the scholars of the NAES of Ukraine has created valuable works the focus of which lies on a broad spectrum of individual professional development problems. For instance, it is the monograph 'Philosophy of pedagogical activity' by the academician I. Ziaziun (Ziaziun, 2008). Considering individual freedom in the space of pedagogical actions, elaborating techniques and technologies of individual freedom development in the educational process, substantiating predictions on education systems evolution, personal and professional ontogenesis in the context of andragogy, the prominent Ukrainian philosopher and educator objectively referred to synergetic pedagogy parameters, in particular to the necessary and accidental.

The importance of such an approach is stressed in the works of T.V. Novatskiy and foreign members of the NAES of Ukraine Z. Viatrovskiy, S. Kviatkovkiy, G. Bednarchyk, F. Shlozek. These very aspects of professionalism have to be more deeply investigated by philosophers, educators and economists under the conditions of dynamic changes in the labour market. It is facilitated by the outline of currently important and promising professionalism aspects gradually formed in Ukrainian philosophy, psychology and pedagogy if to take into account the works of the scientific schools of such academicians as S. Maksymenko, of V. Moliako on creativity problems, of V. Kremen on the child-centrism and innovation phenomenon, of I. Ziaziun on the art of teaching, of S. Honcharenko on education fundamentalisation.

Experience of previous and contemporary generations has proven professional identity and further professional development to serve as a basis of individuals' success in life determining their objective self-esteem. Unprofessionalism in the economic sectors, at different levels of government authorities leads to enormous economic losses and exacerbates the problem of social injustice.

Considering the research findings of the Ukrainian scholars, we have elaborated the recommendations for the state policy on production personnel training at the following levels: nationwide, regional, field and the level of academic research.

CONCLUSIONS

Changes in vocational training systems in different countries and especially in Ukraine are regular. Here we are referring to systemic changes introduced by the state policy aimed at highly qualified workers' training. Such an approach is directed towards a gradual reduction of imbalance between white-collar and blue-collar workers worriedly mentioned in the works by D. Bell and other foreign scholars (Bell, 2012). According to the official statistics, such a disproportion in Ukraine is considerably increasing. Its negative foundation is in the inverted pyramid (as it is known, in the advanced European countries the percentage of school graduates receiving academic education is 20-25% and vocational training – 75-80%).

Thus, socioeconomic transformations and the related unemployment phenomenon, Ukraine and other countries European integration focus, transformations in education systems, substantiation of Ukrainian labour potential development strategies – these are just some conditions objectively determining the need for understanding and analysis of the education system and labour market interaction.

European integration processes penetrate all spheres of our society. In terms of education, they are dynamic and rich in content, have wide possibilities and top-notch mechanisms for a rapid development in the age of information technologies. Facilitation of Ukraine becoming a Member State of the Pan-European Education and Science Space requires closer attention to nurturing both a patriot and a European. It brings about the objective need to substantiate a conceptual basis of continuous individual professional development.

The European Strategy “Europe 2020” is directed towards the human capital theory implementation under the conditions of information and of course digital society. As noted by José Manuel Barroso, the President of the European Commission, this Strategy “concerns not only the EU Member States – it may also serve as a guide for candidate and neighbouring countries formulating their policies based on the aims and objectives proposed by Europe. It is important for Ukraine as well with its focus on the EU integration and commitment to meet and act according to the rules accepted in the European society” (Oliinyk, 2015: p. 207). Human capital development is a strategic objective of Ukraine's socioeconomic advancement. Its achievement is consistently connected with forward-looking vocational education development.

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VET MODERNISATION ALIGNED WITH PRE-TECHNOLOGICAL AND OCCUPATIONAL PRE-HIGH EDUCATION



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Abstract. *The article represents VET modernisation problem as pre-technological and occupational pre-high education. The aim is to ground innovative changes priority approaches in educational sub-systems aligned with Sustainable Development Strategy “Ukraine-2020”, Copenhagen Declaration, Bruges Communiqué, Torino Process, etc. The article provides characteristics of educational trends emphasising technological education for senior high school students modernisation. Modern approaches on personalisation technological education, professional career guidance for schoolers are envisaged. It grounds the necessity for structural changes in schools based on cooperation with enterprises, VET schools and HEIs. It emphasises the need to modernize VET in accordance with modern economy and education trends. The increasing prestige mechanism for working professions and professional (vocational) education as a whole is revealed. The article defines VET’s aim and its organization-pedagogical conditions, namely: VET schools management decentralization; setting marketing services; implementing VET education quality monitoring system; multi-source financing etc. The specifics for transition to applied training model targeting a person’s needs, national and regional LMs are considered. The attention is drugged to broad use of dual education within employers’ engagement; setting flexible training entities for formal, in-formal and non-formal professional education programs realisation. It specifies the specifics of creating information-educational environments, inclusive education conditions in VET schools. It emphasises competence-based occupational, educational and assessment standards development, designing new hi-tech qualifications, creating a New occupations and professions register, including “green” ones. Inter-disciplinary approach for projecting socio-cultural component of VET content importance is outlined and the need for occupational pre-high education modernization is examined.*

Key words: *competence approach; future specialists; modernization; occupational pre-high education; technological education; VET; VET quality assurance.*

INTRODUCTION. PROBLEM STATEMENT

Among priority education reforming directions the prominent place belongs to vocational education and training (VET) that is connected with technological education for high school students, on the one hand, and on the another one – with occupational pre-high education for training junior specialists for different sectors of economy. In this regard, the aim of VET modernization is to ensure its new quality for satisfy the needs of modern Ukrainian society and economy in qualified specialists and, respectively, increase the level of society's social understanding and country's economy safety. It will give the possibility to get quality results in VET – motivated active qualification-seeking students aimed at continual professional development, self-realisation and career promotion (Vocational education and training, 2018).

The study of these processes is aligned with Sustainable Development Strategy “Ukraine-2020” statements for main priority innovation changes, namely: country, economy, society development; safety increase for country, citizens, business; responsibility and social justice upturn. Accordingly, the forward move is conducted in four vectors to upgrade intellectual professional potential, getting the citizens ready to solving sustainable development problems. First of all, it will contribute social relationship improvement that results on trust increase to Ukraine as a European country with stable business climate, unique place for division of labour in the world.

The ground for VET modernization in Ukraine is international and domestic documents results such as “Key skills-2020”, announced at Worldwide economic forum in Davos in 2018; priority directions of technological education and VET stated in UNESCO Strategy 2016-2020. In particular, in accordance with the above mentioned Strategy priority directions of technological education and VET strategy changes include the following: employment and entrepreneurship level increase among the youth; promotion of justice and gender equality, facilitate the transition to “green economy” and society sustainable development.

Globalization challenges, political and economic transformations, change in value systems make VET open to international cooperation. A particular role in this context belongs to the strategies outlined in the Copenhagen Declaration (2002) to ensure the strengthening of VET and occupational pre-high education European focus (mobility promotion, qualifications transparency, skills and qualifications recognition, quality assurance etc.). Equally important in providing VET modernization in Ukraine is the Bruges Communiqué (2010), which outlines the renewed strategic approaches and objectives of EU educational policies together with their employment policies objectives. The value of Bruges Communiqué provisions is, first of all, in defining the vision for VET and occupational pre-high education development, in particular, by ensuring their attractiveness for students and their parents, education quality awareness, and confidence in knowledge and skills acquisition meeting the requirements of labour market (LM) and is the basis for productive employment. This document also states that additionally to initial qualification it is important to ensure the quality of VET and occupational pre-high education, namely: mastering additional programs to achieve the highest level of qualification in the chosen field, to deepen the competence; work-based learning (WBL) activities at enterprises and companies; deepening interaction with social partners; VET internationalization to involves the acquisition of special competences (e.g. knowledge of foreign languages) and infrastructure development to ensure VET graduates' professional mobility, their progressive professional experience acquisition etc.

Innovative context of changes in VET system is also widely discussed within the framework of European forums on education quality issues, in particular, in order to define clear objectives and methods of the EU countries' education quality managing characteristic, development of competence-based qualification requirements and social partnership etc. It contributed to implementing the number of measures in Ukraine on European standards and principles introduction to support quality assurance in VET and occupational pre-high education taking into account LM requirements and specialists' professional competence (Radkevych, 2017). In particular, the National Qualifications Framework (NQF) was developed and implemented, the competence-based professional and educational standards were created and tested, diagnostic tools for evaluating learning outcomes were defined, including certification of qualifications, and relationship expansion for education institutions and LM were introduced for positive impact on improving VET and occupational pre-high education quality at national and international levels. Thus, **the aim of the article** is to ground modern approaches to VET modernization in Ukraine.

LITERATURE REVIEW

Literature review represents the study of reforming problems for national education in the light of modern challenges in the discussions and writings of V. Andrushchenko, G. Filipchuk, L. Grynevych, V. Kremen, V. Lugovyi, N. Nychkalo, S. Sysoieva, O. Spirin, O. Spivakovsky, O. Topuzov, Y. Zinkovskiy et al. In particular, the successful implementation of educational transformations, as the academician V. Kremen correctly contends, among other things, needs to clear up the understanding of civilization changes objective, the progress of social development, a person's new demands. Changes in education should maximize a person's readiness for life and activities in the 21st century (Kremen, 2017). According to O. Topuzov for implementing the European integration mission of Ukrainian education it is necessary to develop an entry-map of the Ukrainian education system into the European educational environment, as well as a comprehensive program for following 10-year development and reforming of Ukraine's education system (Topuzov, 2017).

Conceptual bases of junior specialists' vocational training of in technical schools and colleges are described in the scientific works of S. Alekseeva, A. Kalensky, A. Kozak, N. Kolisnyk, S. Kravets, P. Luzan, T. Pashchenko, O. Shcherbak, N. Shulga, N. Vanina, O. Yamkovy and others.

The quality ensuring issue of technological education and future handicraft and technologies teachers' training for their further professional activity are violated in the researches of M. Advagia, I. Androschuk, O. Avramenko, O. Kobernyk, A. Kolomiets, M. Korts, V. Korkok, L. Makarenko, L. Orshansky, I. Smirnova, A. Tsiny, I. Voytovych, S. Yaschuk, V. Yurzhenka and others.

Severality the training of future qualified specialists in VET institutions were covered in the works of home scientists (L. Basył, O. Baseliuk, O. Humennyi, R. Gurevych, N. Kulaiaeva, A. Kononenko, T. Pyatnychuk, G. Romanov, L. Shevchuk, L. Vysotskaya, L. Yershova, D. Zakatnov and others) and the foreign ones (N. Bednarczyk, T. Dissinger, V. Golubovsky, A. Kusainov, A. Popova, D. Robertson, A. Shklyar, F. Szlosek, S. Tella, M. Wallace, etc.). Foreign aspects of VET development are widely represented in the researches of N. Baseluk, N. Bidyuk, O. Borodiyenko, S. Leu, O. Lokshyna, L. Pukhovskaya, N. Pazuri, O. Radkevych and others. In particular, the research interest in the implementing a roadmap for VET development in the EU countries (O. Borodiyenko, L. Pukhovska, O. Radkevych, S. Leu, 2017) is stated.

The above mentioned works constitute methodological-theoretical and methodic basis for conducting researches on VET modernization of vocational education and ensuring its aligning with technological and occupational pre-high education.

METHODOLOGY

To achieve the aim, the following methods were used: theoretical – scientific literature and legislation document on reforming issues analysis; empirical-diagnostic: discussions, interviews, questionnaires of managers and pedagogical staff of professional (vocational) education schools on the need for network optimization issues, innovations implementation and use in the educational process; observational – monitoring professional (vocational) education schools functioning in modern conditions.

MAIN RESULTS

An important vector for the domestic VET modernization is to ensure its continuity as a key factor in achieving a graduate's ideal – an individuality of a specialist with highly developed sense of self-esteem, civility, tolerance, high level of professionalism, mobility, self-realization, readiness for continuous professional development. Therefore, there is a problem of substantiating innovative changes in technological, VET and occupational pre-high education.

Modernization changes in domestic technological education are based on global trends requirements like creativity, mobility and critical thinking. Among the most popular technological educational trends in Ukraine, it is possible to outline: STEM technologies for transferring laboratory classes from one school to another, things Internet (“smart” objects communication network), digital books, distance learning, game-learning, personalized training, video-focused learning, part-time training, peer assessment, adaptive learning, etc. In this context, the purpose of technological education is to ensure the integral physical, intellectual, social and spiritual development of a student's personality, his/her technological culture formation, cultivating the internal need for respect to work, training for a successful subject-transformation activity.

For the stated aim realisation, the handicraft and technologies teachers are important, according to V. P. Kurok, are intended not only for training students to perform technological operations and use technical means, work with complex equipment, but also to form them as creative, technically educated personalities, familiar with various types of transformative human activities, general structure and use of technology, prospects for their further development (Kurok, 2018). Accordingly, the importance of ensuring technological education personalization is actualized within involving qualitative professional counselling for students in order to enhance the motivation for professional career choice and building. For this purpose, the vocational guidance content should include a flexible information system about the world of professions, a set of professional counselling techniques and technologies, psychological and pedagogical diagnosis, career coaching and in-advance upgrading under dynamic LM changes.

There is an urgent need to move away from passive handicraft training and reproductive working activities and create the evolving competency-oriented system of technological education for mastering creativity methods and ICT for senior high school students. Given this, for upgrading technological education content it is expedient to make certain structural changes, for example, to create “Educational and production

complexes” for closer cooperation of general secondary education institutions and enterprises, as well as VET schools and high education institutions (HEIs). It is also important to ensure effective cooperation between education and production actors. That cooperation involves theoretical teaching for high school students from different schools on selected profiles of technological areas at a resource training institution, and practical – at an enterprise, since general secondary education institutions are not able to provide various profiled professional training.

At general secondary education institutions, it is also necessary to implement project technologies, developmental learning methods, interactive forms of educational and cognitive activity with research elements at high-tech production, subject-development environment targeted at students’ studying the specifics of professional activity in various spheres under learning conditions. We emphasize that only a comprehensive solution for the above listed tasks will allow us to get as close as possible to modern technological education’s aim realisation.

The basis for domestic VET modernization changes is, first of all, global economic trends, namely: energy paradigm change that causes the emerging market demand for new types of professional activity; transiting to technological paradigm 4.0 and, in particular, digital economy that positively affects the growth of world-wide demand for high-tech education (Radkevych, 2018), as well as educational trends, including: education internationalization; life-long learning; personalized education pathways; social justice and gender equality; inclusive education; informal and informal education; mobile and distance learning; distributed responsibility for VET funding, etc.

The most important vector for VET modernization in Ukraine is in general grounding workers’ professions and professional (vocational) education prestige increasing ways and means in general. There are some determinants of the vector, like: modern employers’ growing requirements to VET graduates’ quality; LM changes, when some professions disappear and others emerge rapidly; the out-of-date material and technical base at VET institutions, that enables them to form modern skills; graduates’ unpreparedness for self-employment at non-sustainable LM; high demands of Ukrainian youth to conditions and wages and caused splash of labour migration to EU countries, etc. Overall, the positive image of professional education is being damaged. As a result, there is the decrease in the number of secondary schools graduates entering professional (vocational) education institutions in 2017 will be reduced to 20%. It makes the raised issues even deeper.

The results of professional (vocational) education institutions students’ survey testify their different motives for studying here, in particular: they are tired of studying in a secondary school (4.3%), they want to facilitate the entry to HEIs avoiding final external testing (18.5%), they haven’t entered a HEI (7%). This testifies to the ineffectiveness of professional guidance impact on the student youth for them to choose the direction of future professional self-realization. At the time there is the transition to professional career counselling system for students (Radkevych, 2017).

In this context, VET modernization is intended to turn itself into an important factor for the innovation potential sustainable growth for national industry and society as a whole, create the pre-conditions for building “knowledge-based economy”, as well as a person’s professional movement. In this regard, the necessity of structural and content changes in VET is determined. First of all, it is about creating VET’s effective structure, updating its content according to occupational standards, implementing competence-oriented educational process, and forming modern educational environment.

Taking into account the sector specifics of VET schools activities, their location and group filling, the optimization of educational network should take place in accordance with the following principle: in the cities of regional importance one-profile professional colleges and lyceums can be set along with multi-profile ones, and, in the cities of rayon significance, urban-type settlements, villages – only multi-profile with high-tech training centres for the purpose of providing equal and qualitative access to VET, obtaining full and partial qualifications, including new professions, can take place.

Accordingly, the significance of professional (vocational) education purpose set in the Law of Ukraine “On Education” is updated, in particular, formation and development of a person’s needed professional competences for his/her professional activity on a certain profession in the relevant field, ensuring his/her competitiveness and mobility at LM, and prospects for life-long career development (Zakon Ukrainy “Pro osvitu”, 2017). A significant role in the process of achieving this purpose is given to:

- VET schools management decentralization that requires project-oriented approach to management, activities updating for regional VET councils according to regional educational policy development;
- increasing of education-productive clusters efficiency and stakeholders’ participation in professional training process, modernizing the material and technical base of institutions, etc.;
- creating marketing services for LM demand and supply predictive forecasting, obtaining information on possible volumes, structure of the necessary jobs and occupations, as well as qualitative managing decisions;
- introduction of a VET quality monitoring system to assess VET schools competitiveness level basis on their educational, production, financial and economic activities indicators and determined results;
- different-level-source funding.

Concerning the transition to a mixed funding system of VET, a survey was conducted among the heads of professional (vocational) education institutions in Ukraine. The obtained results testify to their divergent attitude towards different sources funding (Fig. 1).

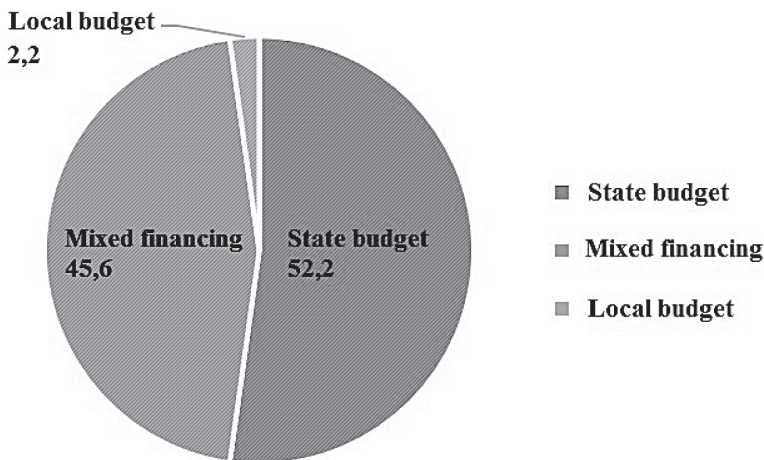


Figure 1. VET financing from different sources

Thus, the largest percentage of respondents (52.2%) favoured state budget financing, and the smallest percentage (2.2%) – local budget financing. This testifies to the lack of vocational (vocational) education institutions heads' confidence in the local self-government bodies and authorities in terms of financing their activities.

VET modernization in Ukraine will also, as N. Nychkalo notes, use the European system of credits accumulation and transfer to provide LLL, as well as the possibility of transition from VET to HE (Nychkalo, 2017).

One of VET modernization priorities is the transition to a practice-oriented model of professional training of future specialists with more complete approximation of its social and economic components to a person's needs and national and local LM requirements. This will enable: broader use of dual VET form by increasing the applied training content component for specialists in real working environment; to create flexible educational structures able to implement full-time, mixed, distance forms of formal and informal VET programs based on special software.

In this context, the scientific interest belongs to foreign experience on combining professional training with practice at enterprises. For example, in the Netherlands, the practice, in one case, may take 20-60% of training time, and in the other, professional training should be at least 60% as an addition to professional activity at the workplace (Radkevych, 2016). The practice-oriented phenomenon of apprenticeship, carried out at enterprises, VET schools in most EU countries (Leu, 2016).

The transition to the systematic introduction of ICTs in all types of educational institutions will take place. For that, information and educational environments will be created in VET schools. They are aimed at forming professionals-innovators and citizens capable for professional activity of national and European standards level. Encouraging inclusive VET will also take place. For students with special needs, more favourable conditions for obtaining a profession will be created. Special training programs, correctional and rehabilitation measures will be developed, and appropriate psychological and pedagogical support will be provided.

Domestic VET modernization needs competence-based content via: introducing modern pedagogical design principles; developing competence-based occupational, educational and assessment standards; creation of a new List of professions and occupations, including "green" ones; designing new qualifications for high-tech production. VET content updating will take into account the widespread labour intellectualization that will require the system of fundamental and professional knowledge and skills that will be a good basis for new quality level a person's mindset formation. It will support fast self-improvement, adaptation to new requirements and conditions of professional and entrepreneurial activity.

For a specialist's personality innovative potential development, the significance of the sociocultural VET content component will increase that will facilitate new forms of social and civil life assimilation in the dynamically changing world. The interdisciplinary approach will be used to create educational programs for facilitating the optimal theoretical training combination based on content integration. It will provide more efficient form for integral competence development in a particular field of professional activity. For staff training and retraining short modular-based educational programs will be used; the proportion of applied training and traineeship will increase to improve a person's ability of performing particular works or professional activity in a qualified manner.

The implementation of these tasks is ensured by active participation of pedagogical staff in the generating ideas processes of and their practical use for future qualified professionals training improvement (Radkevych, Luzan & Kravets, 2017). In this regard, it is important to introduce innovative VET forms, in particular: open modular-based professional training; virtual enterprises; instructional farms, business centres, etc.

VET modernization is ensured via using innovative pedagogical technologies by teachers and masters, namely: personal development; simulation game; modular; cases; designing; contextual; coaching; ICT for centralized electronic methodological support of game learning (gaming) and/or simulations.

Under current conditions, the development of a specialist's occupational pre-high education approach together with 5 NQF level qualifications is especially significant. The new direction needs scientific substantiation of its specificity, content, forms and methods. Taking this into consideration, the actual tasks are: studying the state-of-arts for junior specialists' professional training in technical schools and colleges; theoretical substantiation of VET standardisation concept for junior specialists; VET standards development and testing for junior specialists; creation and implementation of methodological recommendations for technical schools and colleges' pedagogical staff on competence-based professional training for junior specialists.

The need for modernization processes in occupational pre-high education is conditioned by the global nature of advanced technologies use in production and, consequently, by production processes changes and, thus, workers' functions. For that, they must be able to combine a skilled worker's and manager's qualities for designing a product, provide with resources the production process, independently carry out work with maximum correspondence to customers' interests, assess its quality, etc. In this regard, technical schools and colleges must respond quickly to modern LM needs and dynamic technical and technological changes in the economy, transfer new qualifications into the format of new competencies.

CONCLUSIONS

Having regard to the above, one can conclude that for a new type of national economy with innovative production processes and quality assessment systems, fundamental changes are needed in the sector of future skilled professionals training for professional activity at the level of national and European standards. It is facilitated by ensuring the continuity of technological, professional and occupational pre-high education that will enable creation preconditions for forming a critical mass of innovative type specialists with high level of readiness for personal and professional success and a clear civil position that can lead Ukraine to a qualitatively new level of socio-economic development. Therefore, the importance of highly professional and mobile specialists training, retraining and advanced training in the LM is updated.

The results of tasks and directions analysis within technological, professional (vocational) and occupational pre-high education prove the significance of introducing in the training process the followings: modern methods of competence-based content design and development for "flexible" specialists training, new competence-based qualifications and educational standards integration; person-developing pedagogical technologies for increasing students' motivation to studying, improve their cognitive activity, develop key and professional competencies; the project training technologies to increase the teachers'

and students' readiness for project activity; dual approaches under high-tech industry to promote applied training for future specialists based on establishing efficient social partnership; innovative management technologies to achieve efficient organizational culture at training institutions; digital teaching aids to improve educational and methodological support for training process; design methods for creating education-informational environment at training institutions to ensure all processes development to form teachers' and graduates' ICT competence and culture; professional career development counseling systems for students to affect their career competence positive dynamics etc.

Consequently, based on taken into account a person's, society's and state's requests to improve technological, professional (vocational) and occupational pre-high education quality, their compliance with national and international standards, it is necessary to make the following changes:

- transition to early person's professionalization by providing high-quality professional guidance services based on a personally oriented approach and motivation to progressing in professional careers, life-long self-realization;
- promoting social justice and gender equality for all educational process actors at training institutions, based on increasing women's and girls' access to training programs, creating conditions for implementing equal employment opportunities;
- transition to education competence-based content design taking into account needs of industry 4.0;
- employer-assist educational programs development to ensure flexible pathways for obtaining full and partial qualifications needed to enter LM skills, including self-employment;
- improving training institutions' educational environment to promote their greater openness, accessibility, availability, innovation, business orientation;
- transition to systematic ICT implementing at training institutions of all types through design and setting online platforms with educational and methodological materials for high school students, students and teachers; distance courses; digital textbooks; content-libraries; SMART-complexes; multimedia learning and communications;
- expansion of training institutions and business development frameworks via integration into educational-industry clusters to coordinate regional training institutions' educational activities, rational use of means, attracting additional investments in VET and creating new workplaces, prevent funding for non-efficient educational programs or duplicated ones;
- qualifications certification introduction to enhance education quality by implementing educational programs based on RPL and entrance testing, etc.;
- decentralised education development management within automatic performance of training institutions' activities, funding mechanisms improvement, transfer of control powers, as well as licensing and accreditation ones to regional specialized institutions;
- transition to mixed different levels budgets financing system for educational institutions to support increasing the number of their founders, etc.

In summary it can be concluded that VET modernisation aligned with its continuity in technological and occupational pre-high education will promote its transformation into accessible, flexible, high-quality, innovative, inclusive, attractive educational subsystem for students and adults and the one that is significantly integrated into socio-economic processes, open to life-long professional career development.

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**SECONDARY
EDUCATION**

STAGES OF MODERNISATION OF THE CONTENT OF PRIMARY SCHOOL EDUCATION: UKRAINIAN EXPERIENCE



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Abstract. *The article highlights the Ukrainian experience of modernising the content of primary education under state independence of Ukraine. Based on the dynamics of the introduction of the State Standards for Primary Education and of a competence-based approach, the following four stages identified: the 1st stage: a Law of Ukraine “On Education” (1996) was adopted, the theoretical and legal preconditions for the development of the national Ukrainian school and State Standard for the 11-year school developed; the 2nd stage: the transition to a 12-year school started; its structure was defined, Concept of 12-year General Secondary Education was developed; the 3rd stage: the working State Standard for the 4-year school was modernised; the 4th stage: the new State Standard based on the provisions of the Law “On Education” (2017) and of the Concept of the New Ukrainian School adopted. The author reveals how an innovative algorithm for constructing a standard was applied, i.e., from obligatory outcomes of primary education in the state standards – to the expected outcomes in typical educational programs; content, forms, methods are the means to achieve different types of educational outcomes.*

Key words: *primary education; modernising the content of education; the New Ukrainian School; State Standard; key competencies; educational outcomes.*

INTRODUCTION. PROBLEM STATEMENT

The content of school education is a system-forming component of the educational process, an essential factor in its quality. Innovations regarding the content and duration of schooling clearly reflect the political and economic needs of a state and the values of society, the state of development of fundamental, psychological and pedagogical sciences, readiness for the proposed changes.

During the years of independence of Ukraine, the content of school education has been continuously changing in accordance with new laws, concepts, conditions that reflect the national needs for the development of schooling and attempts to take into ac-

count foreign experience. Drafting new laws in the field of education, the definition of new methodological foundations for its development was carried out under conditions of political and economic instability, lack of forward-looking experiments, rapid pace of innovations, as a rule, without proper monitoring of their effectiveness.

Starting with the 90-s of the 20-th century the process of modernisation of the content of primary education was continuously active despite of all the complexity. In particular, during this time there was a final transition to the 4-year term of primary schooling. The Law of Ukraine “On Education” (2017) states that primary school is the first level of the National Qualification Framework; it should ensure that pupils develop general skills and competences, lay the foundation for their further learning and personal development. During this time, three generations of state standards have been developed, ideas of a competence-based approach are getting more and more theoretically substantiated and practically implemented.

The purpose of the article: to highlight the genesis of the content of primary education during the years of state independence of Ukraine, define stages of its standardization, identify their connection with the introduction of a competence-based approach.

The study foresaw selection of information and complex processing of the following sources:

- Laws of Ukraine “On Education”, normative provisions, methodology and theory of modernization of the content of school education; its analysis, comparison, interpretation;

- state standards and typical educational programs of primary education; substantiation of the stages of standardisation of primary education; definition of their essential features;

- analysis of experience of implementation of the state standards; definition of unresolved problems and directions of further modernisation of the content of primary education on the basis of a competence-based approach.

MAIN RESULTS

The conducted research made it possible to substantiate the four stages of modernisation of the content of primary education during the specified period. In this context, modernisation is understood as a purposeful significant improvement of education in accordance with changes in the legislative and methodological foundations of the Ukrainian school development, achievements of educational science and practice.

I-st stage (1992-1997) – the development of theoretical foundations and legislative requirements to modernisation of the content of education in the Ukrainian 11-year school. In the early 1990-s, the most urgent need was for the de-politicisation of the content and introduction of the national character into school education. From this perspective cardinal transformations of the Soviet heritage started, i.e. the refusal or fundamental changes in the functional curricula, programs as well as their adaptation to the textbooks. Primarily it related languages, literature, geography and history curricula and textbooks.

In 1993-95 scholars of the Academy of Educational Sciences (AES) of Ukraine jointly with the Ministry of Education of Ukraine developed crosscutting concepts of the content of the state part of the curriculum for the 11-year school. Unfortunately, this innovative work was not completed due to the deep economic crisis.

We consider the provisions of the National Program “Education” (Ukraine 21-st Century)” (1993) as a theoretical conclusion of this phase. For the first time in the Ukrainian educational space, strategic goals for reforming the content of national education were proclaimed in the section “Content of Education”. The following are among them: the development of state standards for all levels of education; content differentiation and integration, provision of alternative opportunities for education in accordance with the individual needs and abilities of pupils; instruction the Ukrainian language in educational institutions of all types, the optimal combination of the humanities and the natural-mathematical component of education, the connection with national history, culture and traditions; creation of preconditions for development of youth’s abilities, readiness for self-education, etc. (Dreval & Zaika, 2006: p. 80-95).

Did these theoretical achievements contribute to the profound reformation of the content of school education? In our opinion, no. In practice, it was transformed selectively, often amateurishly, without taking into account its integrity, functions of each stage, the trends of education development in the foreign countries. The reasons for this are different: the lack of development of the methodology of the theory of school content, the politicisation of approaches, the un-readiness of the Ukrainian educational science and practice to the innovative concepts of school content, etc.

After the passing of the Law of Ukraine “On Education” (1996), the work had been started on the State Standards of General Secondary Education, which were considered as a universal means to ensure the quality of school education. This work was managed by O. Ya. Savchenko on the part of the Ministry of Education of Ukraine, S. U. Goncharenko – the AES of Ukraine, P. P. Tolochko – the National Academy of Sciences of Ukraine, O. I. Lyashenko – the Institute of Content and Methods of Education of the Ministry of Education of Ukraine.

In 1996, the College of the Ministry of Education approved the Concept of the State Standard of General Secondary Education. It defined the essence of the standard, the basic curriculum, where the educational branches were indicated, the hours for their instruction during the years of study, the form of control over the observance of the requirements for the acquisition of the minimum level at each educational level, etc. The draft Baseline Curriculum comprised 8 educational areas: Ukrainian as a state language, literature, artistic culture, social science, natural science, mathematics, physical culture and health, technology.

In 1997 draft State Standards for 11-year school for each educational area was published.

In the primary school, school content modernisation was carried out as part of modernisation of a holistic content. In this period new subjects “Ukrainian studies” and “Ethnography” were introduced, in which the ideas of the revival of the Ukrainian national culture were realized in a systemic way.

Therefore, in a very short period, under the absence of additional funding and sharp discussions, which were often of a political nature, the developers managed to create fundamentally new documents for the Ukrainian education. However, in our opinion, the standard developers did not manage to minimize the volume of the educational areas content, poorly implemented the principle of continuity. They not properly implemented developmental and educational potential of content for the personal development of schoolchildren.

II-nd stage (1998 - 2010) – beginning of transition to the 12-year school. Adoption of the Law of Ukraine “On General Secondary Education” (1999) led to a rethinking by the educational science and practice of the goal and objectives of general secondary education as a social institution as an integral system and, at the same time, as component of continuing education that should meet the challenges of the 21-st century.

It is determined that the goal of school education is the development of a personality – “intellectual, social and physical”, and the basis of this goal is the multicomponent content of education, which should include “systematic knowledge about nature, man, society, culture and production, as well as means of cognitive and practical activities”. The selection and mastering of the content by pupils “is based on the universal values and principles of science, multicultural character, the secular nature of education, consistency, integrity, unity of education and upbringing on the basis of humanism, democracy, civic consciousness, mutual respect between nations and peoples in the interests of a man, family, society, state” (Dreval & Zaika, 2006: p. 70-98). The methodological foundations of the systematic development of Ukrainian education were reflected in the National Doctrine of Education Development, which was approved by the 2nd All-Ukrainian Congress of Educators in 2002. This document clearly defines the goals and duration of school education, the directions of content modernisation.

For the first time in the national educational legislation, requirements were set for the goals and content of instruction in the 12-year school. Its new structure comprised: 4-years primary school, 5-years law secondary school, 3-years high secondary school (the latter was proclaimed as a profession-oriented school (Dreval & Zaika, 2006: p. 77).

The transition to the new 12-year structure required a thorough definition of the methodology of this process, of the priority tasks of each stage of school education, and a clear elaboration of mechanisms of continuity between them in accordance with the age-specific characteristics of pupils. This was reflected in the Concept of General Secondary Education (12-year school), developed by scholars of the AES of Ukraine (Dreval & Zaika, 2006: p. 14-34).

The universal and national values, centring on the topical and future interests of a child was defined as a methodological basis of the content of school education. It was emphasized that the content of the 12-year school should be modernized in such a way that the school graduates could quickly adapt in their independent lives, purposefully use their potential both for the choice of the profession, and in personal life being aware of the interests of the society and the state. These approaches were specified in the Basic Curriculum of the State Standard, which standardised the main parameters of the organisation of the educational process: its duration, the distribution of time over the years of instruction, the educational areas, and the invariant and variable components of the school education.

In particular, in the 4-year primary school, mastering the basic general skills and abilities of pupils, preserving the priority of educational and general development goals remained a priority. In the structure of the primary school it was necessary to take into account the existing two cycles: children 6 – 7 years of age (1 – 2 grades) and 8 – 10 years of age (3 – 4 grades) (Noteworthy, this approach is now reflected in the new State Standard). Accordingly, one should take into account the peculiarities of the physical, mental, intellectual development of children in the organizational, content and methodological provision of the educational process. For primary education continuity with pre-school education was still unresolved, equal start-up opportunities for

pre-school children were not created. The competency-based approach in constructing content was not applied at that stage.

The approval of the State Standard of Primary Education (2001) started a new stage in the development of the Ukrainian primary school (Savchenko, 1999: p. 12-15). However, this process was taking place at time when there were no clear requirements regarding the continuity and prospect of this level of education.

For the first time in the history of the national education not typical (as it was for decades), but variable programs were developed, which resulted in new textbooks for 4-year primary school.

According to the results of approbation of new programmes and textbooks, the State Standard of Primary Education approved by the Cabinet of Ministers of Ukraine in 2001 was transformed in 2005. In comparison with the 4-year primary school, which was valid until 2001, this document identified a performance component of the content of education, strengthened integration at the level of content area, enriched its practical orientation, etc. (Savchenko, 1999: p. 12-15).

The content of primary education was modernised in a way to improve the implementation of a child development priorities, preserve of children's health, strengthen Ukrainian-centric nature of instruction, humanisation, differentiation, and increase the proportion of practical and creative tasks; the work of pupils with a computer as a means of educational activity. With the purpose of social development of junior schoolchildren, the instruction of the ecological worldview was introduced in a format of an integrated course "Man and the World". Its content could be realized by means of various programs ("Environment at a glance", "Natural science", "Man and the world", "Environment"); Variable programs on labour education, fine arts, music, foundations of health and physical culture were approved. Since 2002 instruction of foreign languages in all schools starting from the 2nd grade started.

Work on the State Standard was carried out by scholars of the Institute of Pedagogy and the Institute for Problems of Education of AES of Ukraine (O. Savchenko, M. Vashulenko, T. Baibara, N. Bibik, I. Gudzik, L. Kochina, N. Lystopad, N. Koval, O. Khoroshkowska, V. Martynenko, V. Tymenko, L. Masol, M. Zubaliy).

Thus, the approval of the Concept of General Secondary Education (12-year school), which outlines the theoretical foundations for the modernization of the content of the 12-year school, the approval of the first State Standard of the 4-year primary education, the publication of variable programs are the outcomes of the II stage of the content development.

III-d stage (2011 - 2013) – the working State Standard was modernised in order to implement a competence-based approach into selection of the content and definition of the results of primary education.

In 2010, the Concept of the Second Generation of the State Standard for Primary School was developed (Savchenko, 2010: p. 1-5), which emphasized that "quality education for all" had to be at the same time "quality education for everyone". Primary school should envisage the acquisition of competencies by pupils – individual experience in applying knowledge, skills, and identifying a value relation to them.

Positive changes in structuring terminology and introduction of a competence-based approach into normative documents were prepared by the works of the Ukrainian comparative education scholars. The comparative educators studied the trends of modernisation of the content of school education in the developed countries (A. Sbruieva,

O. Lokshyna, O. Ovcharuk, etc.) and offered productive recommendations for the modernisation of school education content in the Ukrainian realities (Derzhavnyi standart; Ovcharuk (ed.), 2004).

It is positive that besides subject competences key competencies – the ability to learn, informational and communicative competence, general culture competence, health saving competence, civic and social competence – were introduced into the State Standard for the first time in the modern history of educational standards development. The outcomes of mastering the educational material were defined in “state requirements to the level of general education attainment of pupils” (a pupil knows, understands, applies, and reveals his/her attitude) (Derzhavnyi standart, 2011: p. 5-6).

The content and structure of the working State Standard (2011) underwent significant changes: as separate two educational areas: natural science and social science were introduced; technology was represented only by the content line – familiarization of pupils with ICT – which, starting from the 2nd grade was supposed to study with propaedeutic aim in the course “Steps to computer science”. From our point of view, these changes were not scientifically substantiated, i.e., many complicated topics for the younger schoolchildren and sometimes-erroneous provisions in the new programs and textbooks (as shown by their use) were introduced. Therefore, this stage of the modernisation of the content of primary education has contradictory results.

It is positive that the State Standard extended the limits of the use of the competence-based approach, i.e., the competence requirements for the learning outcomes in the content of certain educational areas were more clearly reflected, the relationship between key and substantive competencies was emphasized. At the same time, the content of primary education was not systematically modernised on the basis of a competence-based approach, the modernisation was limited to selective local changes, the results of mastering the educational material of educational areas by pupils were defined without taking into account their intrinsic and inter-subject connection; key competencies were listed, the State Standard and the programs did not contain requirements for their mastering.

IV-th stage (2014 - 2018) – development of the State Standard of the Content of Primary Education on new legislative, methodological, didactic and methods bases. Over the years, a large volume of new education development documents have been developed – the Law of Ukraine “On Education” (Savchenko, Bibik, Martynenko et al., 2016: p. 1-4), the Concept “New Ukrainian School” (2016), the State Standard of General Secondary Education (2016), the State Standard of Primary Education (Zakon Ukrainy “Pro osvitu”, 2017), two typical educational programs for primary school (Savchenko, 2012: p. 1-6).

The development of the new State Standard was preceded by the improvement of the curricula of the working State Standard (2011) started with a broad public discussion (2015 – 2016) in the media. The purpose of the changes was to unload the instruction contents and requirements to the learning outcomes, improve the logical sequence of studying its separate sections, extracting secondary material, etc. (Navchalni prohramy dlia zahalnoosvitnikh navchalnykh zakladiv iz navchanniam ukrainskoiu movoiu 1-4 klasy, 2011; Navchalni prohramy dlia zahalnoosvitnikh navchalnykh zakladiv. 1-4 klasy (zi zminamy), 2015).

The theoretical foundations for the development of a new content stated in the Rationale of Standards of the General Secondary Education (O. I. Lyashenko carried out

scientific guidance on the part of the National Academy of Sciences (NAES) of Ukraine). Therefore, the development of the State Standard of Primary Education was the first step in the process of the development of General Secondary Education Standard. It was aimed at promoting the integrity and continuity of the modernisation of the content of education of the Ukrainian school on a universal methodological and theoretical basis, at application of the universal characteristics of key competencies.

The new State Standard for Primary Education was created as an innovative product with the participation of a wide range of stakeholders. A group of scholars of the NAES of Ukraine took an active part in its development. The experience of foreign countries where reforms of the content of primary education on the basis of standardization and competence-based approach have taken/are taking place has been taken into account (Poland, Scotland, Northern Ireland, etc.) (Lokshyna, 2010: p. 17-181; Ovcharuk (ed.), 2004; *Typovi osvritni prohramy dlia zakladiv zahalnoi serednoi osvity: 1–2 klasy*, 2018).

The principle of child-centeredness in all its dimensions and activity approach, which is the basis of the competence-based approach are defined as theoretical principles of constructing the content of primary education. It was necessary to take into account not only the actual needs of a modern child, but also lay the potential for his/her long-term development, readiness to continue education in the basic school. We believe that in the process of modernising the content (and further, in teaching methods), it is necessary to take into account not only aspects/issues that children are interested in, but also professionally and responsibly to ensure their further progress, which involves obtaining the required and expected educational outcomes, because real achievements can be used to assess the quality of changes in the primary education.

The greatest innovation in this stage of standardization of school content is the phenomenon of a new understanding of the outcomes of education. Now the design of the content of primary education is fundamentally different. International and national experience has confirmed that the most productive is the approach, when instrumental knowledge being the basis for assimilation of ways of action is dominated during instruction. If educational outcomes become a benchmark in determining the content of primary education, then the competence-based approach, which was used in the previous State Standard, becomes a means to achieve another quality of education. Under these conditions, teachers must objectively distinguish between the process and the learning outcomes, and pupils gradually learn to distinguish knowledge about the facts, phenomena and knowledge about the means of action.

The normative basis here are provisions of the Law “On Education” on educational outcomes. In particular:

– *learning outcomes that are broader than competencies; they can be identified, planned, evaluated and measured; the person is able to demonstrate them after the completion of the educational programme* (Zakon Ukrainy “Pro Osvitu”, 2017: art. 1, par. 22);

– *key competencies program* (Zakon Ukrainy “Pro Osvitu”, 2017: par. 11, 15), which are recommended for all levels (*fluency in the state language, ability to communicate by mother tongue (in case it differs from the state language) and foreign languages; mathematical competence, competence in the field of natural sciences, technology; innovation, environmental competence, informational – communication, civil and social competencies, cultural competence, lifelong learning, entrepreneurship and financial literacy*;

– common for all competences skills: reading with understanding, ability to express one’s opinion orally and in writing; critical and systemic thinking; creativity, imitateness, ability to constructively manage emotions, ability to co-operate with other, etc.

The introduction of a new terminology on educational outcomes and its further implementation in typical programs and textbooks reflects a change in the goals of education, which should gradually become productive. This led to the need to rethink the selection of content, ensuring its proximity to the children’s vital needs, harmonizing the complexity and volume of educational material with predictable outcomes.

In the State Standard, the requirements for the compulsory outcomes of primary education and competencies of pupils are determined by the following educational areas: linguistic and literary (Ukrainian language and literature, languages and literature of the national minorities, foreign language teaching and learning); mathematical; natural science; technological; ITC; social and health saving; civil and historical; artistic; physical education. Consequently, in comparison with the previous Standard, the new document presents a different set of educational areas: their number (9 areas) increased, some titles were changed.

According to the new State Standard, two typical educational programmes are developed that meet its requirements, but present the expected outcomes, content and volume of the integrated courses differently (Savchenko, 2012: p. 1-6).

We will comment on the didactic potential of the Typical Educational Program developed by the scholars of the NAES of Ukraine (Savchenko, 2012: p. 190-237). It is based on the principles of child-centeredness and environmental compatibility; coordination of the objectives of the subject (course) with the expected outcomes and content; practical orientation of the expected outcomes; accessibility and scientific content; continuity and perspective content for the development of a child; interconnected formation of key and subject competencies in each educational area; opportunities to implement the content of education through subjects or integrated courses; possibilities to adapt the content of the program to the individual peculiarities of children (intellectual, physical, cognitive).

Taking into account the integrated nature of each competence, the program recommends systematic use of intrinsic and interpersonal relationships that promote the integrity of the outcomes of primary education and the transfer of skills in new situations, and is a prerequisite for the formation of basic (crosscutting) abilities.

In the process of developing a typical educational programme the scholars have defined the following aspects of research: how to prevent the possibility of overloading in a new primary school; how to define the “core of content” for integrated courses, what number of educational areas and what is appropriate to integrate, how to predict in each of the areas the interconnection of key and subject competencies, because all competencies are important, but each educational area has its own priorities for their formation. The new document of the European Commission (Brussels) on the modernised European Reference Framework of Key Competencies for Lifelong Learning (January 2018) confirmed the effectiveness of the application of a competence-based approach in the education of different countries. It is determined that its correct implementation allows one to expect the development of critical thinking of young Europeans, the ability to solve problems, teamwork skills, communication and negotiation as well as analytical and creative abilities, and the perception of values between cultures (O. Lokshyna and others).

The analysis of the third generation of State Standard development process allows

us to identify the following features: at this stage, the development of a new Law “On Education”, the methodology of reforming secondary education and the practical reflection of the requirements of these documents in State Standard projects and typical educational programs for primary school took place almost simultaneously. The rapid pace of work has resulted, from our point of view, in inadequate consistency with the basic Law “On Education” regarding the reflection of the whole range of key competencies and basic skills in the State Standard and typical educational programmes. The implementation of a competence-based approach into the development of the State Standard, and then into the typical educational programmes was carried out fundamentally in a new way: from the obligatory and expected outcomes to the definition of the content of the education they corresponded to. Therefore, this generation of the State Standard can be considered as a competency oriented one.

The impact of the new Standard and programs on the quality of primary education in general and on the individual achievements of pupils can be defined by the results of monitoring of the new instruction and methodological support and relevant changes in the training of teachers, the methodology of which should be developed and assessed by experts.

CONCLUSIONS

Modernisation of the content of primary education in our country is carried out continuously in the context of transformations of general secondary education, which is caused by many factors, i.e. political, economic, pedagogical factors, society needs, children and parents’ demands, quality education provisions, aspirations of the country to enter the European educational space). The main direction of these changes is accessible and high-quality education for all children, a humane, democratic, personally oriented school.

Standartisation of the content of education is recognised as an indispensable tool for achieving quality education, and a competence-based approach – as a tool for its personal focus and effectiveness, The Ukrainian education, as compared to the EU countries, began to develop these ideas much later. This is primarily due to the long, complicated and contradictory process of determining the methodological foundations for the development of the Ukrainian national school, the need to fundamentally change the legislation inherited from the USSR in the early 1990’s and to create a new dimension for the functioning of the Ukrainian school under conditions of state independence.

Analysis of many sources and practice of schooling, direct personal involvement in the process of developing and implementing new content allows us to determine that during the period of independence large-scale changes in the area of school education have been taken place. In the process of modernising the content of primary education, four stages are identified respectively the progress of the implementation of the ideas of standardisation and competences in the legislation of education, the methodology of selection the content, its normative provision: I stage – 1992-97; II stage – 1998-2010; III stage – 2011-2013; IV stage – 2014-2018.

I-st stage (1992-1997) – the development of theoretical foundations and legislative requirements to modernisation of the content of education of the Ukrainian school. In the National Program “Education” (“Ukraine 21-st Century”), (1993), for the first time the development of state standards for all levels of education was proclaimed. In the Law “On Education” (1996) the notion “state standard” was defined as a universal means of

ensuring the quality of education. After adopting the Concept of the State Standard of General Secondary Education by the Ministry of Education and Science of Ukraine the first standards for all levels of the 11-year school were developed.

II-nd stage (1998-2010) – the beginning of transition to the 12-year school, the definition of its goals, tasks, the new structure (4 + 5 + 3), development of the requirements to the content of education at each level. This was reflected in the provisions of the Law “On General Secondary Education” (1999), the Concept of General Secondary Education (12-year school) (2000), the National Doctrine of Education Development (2002), theoretical developments on didactics. Based on these principles, the State Standard for a 4-year School was developed as a part of a 12-year school, in which the performance component was modernised. The competence-based approach has been proven, but not used, although for the first time a distinction was made between content and levels of pupils’ achievements.

The progress of the 12-year school was artificially interrupted by the Verkhovna Rada of Ukraine at the initiative of the Ministry of Education and Science of Ukraine for political reasons in 2010. The assessment of the results of the functioning of the primary school under the new Standard were not conducted.

III-d stage (2011-2013) – the working Standard for a 4-year School was improved; the competency-based approach has been used more fully in defining the content of instruction and the learning outcomes (state requirements to pupils’ learning attainments are indicated). However, the changes made were partial and scientifically groundless; the traditional approach to constructing the standard was used: from the content to the outcome, which emphasized the attention of the teachers to the knowledge component, rather than the pupil’s development achievements.

IV-th stage (2014-2018) – State Standard based on the provisions of the new Law “On Education” (2017), the Concept of “New Ukrainian School”, and Fundamentals of State Standards for General Secondary Education is developed. In addition to national sources, the ideas of constructing the standards of primary education in different countries have been used for the definition of educational areas, content lines, general and compulsory outcomes. The number of educational areas has increased, the titles of some areas have been changed; an innovative algorithm for presentation of the outcomes of primary education applied.

The study of the State Standard educational programmes (2018) shows that they have actually applied the ideas of a competence-based approach, there is a certain relationship between key and subject competencies, the primary outcomes, and the content, form of organization – the means of achieving them.

The process of implementation of the State Standard (2018) has just started. As we hope, it is productive and promising in achieving the predicted quality of primary education, however, we are to think about preventing possible risks and preparing for fighting new challenges taking into account the experience of countries where such transformations are taking/have taken place. In particular, it was not achieved the continuity and promising outlook of the Standard. This will result its multiple correction from the point of view of the achievements gained by pupils in pre-school education as well as the needs of the lower secondary school. We consider to be insufficient reflection of the value aspect of the competence-based approach in the outcomes of the State Standard and the educational programmes. It is necessary to do it in the new methods support materials.

It will be possible to understand the balance of the expected outcomes with the instruction time offered in the Standard and typical educational programs only in the implementation process. Outside the discussion, there remains a problem of the criterial assessment of competences acquired by junior pupils; this becomes particularly difficult in relation to the key competencies that are the base of the construction of the Standard.

Forward-looking experiments require a scientific substantiation of the optimal types and scope of integration of the content of instruction in the context of the relationship between the formation of subject and key competencies and crosscutting skills.

Under conditions of the variability of educational programmes, it is necessary to propose to the educational community and parents a guidance on ensuring the quality under different conditions of primary schooling with pupils with different cognitive and physical abilities.

The development of a new standard and typical programs should be proactive and take into account the results of monitoring the quality of the current Standard.

Thus, during the years of state independence, the modernisation of the content of primary education was carried out continuously, at different pace. The ideas of a competence-based approach were used differently in the process of development of three generations of State Standards: from the list of competencies to their presentation in content lines in the form of structural elements of the general mandatory outcomes, and in the typical programmes in the format of the expected outcomes. In the course of long-term progress, the competence-based approach becomes an instrumental one in establishing the connection between educational outcomes of primary education and the selection of relevant content, the use of different forms and methods of instruction, and ways of assessing the educational achievements of pupils.

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DEVELOPMENT OF CONTENT OF GENERAL SECONDARY EDUCATION: ANALYSIS OF FORECAST BACKGROUND



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Abstract. *The article deals with the problem of forecasting the development of the content of general secondary education. The definition of “forecasting the development of the content of general secondary education”, which is interpreted by the authors as a process of its quantitative and qualitative changes occurring under the influence of internal and external factors, provides the achievement of a qualitatively new state of its system, its compliance with social needs and personal needs of education applicants on a certain stage of social development. In the context of the study, the significance of educational and pedagogical forecasting as a powerful scientific tool for the development of the content of general secondary education has been substantiated, which makes it possible to determine and assess trends in its development, to develop and justify forecasts, to provide recommendations for the selection and design of the indicated content. The main groups of factors of the forecast background of development of general secondary education external to this object are forecasted and briefly analyzed, and prediction of the conditions and factors influencing it). It is substantiated that in the conditions of reforming general secondary education the weight of organizational-political (state educational policy), economic (labor market, information sphere development, labor migration, etc.), international factors (international educational cooperation, entering into the world and European educational space, etc.). Traditionally, the influence of scientific and technological factors, caused by scientific and technological progress (at the present stage, is the development of computer technology and information and communication technologies, etc.) remains. The authors attribute perspectives*

of further researches with refinement of the terminology system and the substantiation of the conceptual foundations for forecasting the development of the content of general secondary education, the development of a theoretical model and technology that will ensure the implementation of this process.

Key words: *content of general secondary education; educational and pedagogical forecasting; forecasted background; development.*

INTRODUCTION. PROBLEM STATEMENT

Since the beginning of the formation of pedagogical science, the content of education (and the related content of learning) have always been the focus of attention of researchers. Scientific and technological progress, the introduction of the latest information technologies form, on the one hand, the difficult requirements for the organization of the content of modern education, and on the other hand – contribute to the formation of a new didactic paradigm, the introduction of new means of its design. Educational and pedagogical forecasting is one of the most promising tool of logical, scientifically substantiated formation of the content of education in modern conditions. Possibility to construct the content of education with a prominent reflection of the social request for education in accordance with social and scientific achievements is its significant superiority over others.

The reform of the education system in Ukraine actualises the problem of the development of the content of general secondary education, creates prospects for the use of educational and pedagogical forecasting in the process of its solution. The task arises to theoretically substantiate and scientifically and methodologically provide forecast of the development of the content of general secondary education. The analysis of the forecast background for the development of the content of general secondary education is one of the important prerequisites for the successful solution of this problem.

LITERATURE REVIEW

The works of many scholars are devoted to an issue of the general secondary education content development. General pedagogical and historical aspects of the researched problem are analysed in the works of T. Litnev (periodization of the history of the development of the content of general secondary education (30th years of the 20th century – the beginning of the 21st century), L. Pirozhenko (reforming the content of general secondary education in the middle of the 20th century), O. Savchenko (contents of school education at the end of the 20th – beginning of the 21st century), I. Strazhnikova (evolution of theoretical foundations of the content of education), O. Sukhomlynska (historical aspects of the development of the content of general secondary education), etc.

Theoretical fundamentals of the development of the content of national general secondary education were researched by V. Areshonkov (development of theoretical bases of the content of secondary education in the national pedagogy in the 20th century), S. Bushuev (theoretical principles of project management of the development of the content of education), S. Goncharenko, Yu. Malovany (humanization of content of general secondary education), V. Ilchenko (modernization of the content of general secondary education), V. Kamyshyn (modernization of the content of general secondary education aimed at the development of gifted children), O. Savchenko (development of content primary education) and others.

The development of the content of general secondary education abroad became the object of study by Y. Zagrebenyuk (trends in the development of the content of education in public schools in the USA), O. Lokshyna (trends in the content of school education in the countries of the European Union), O. Mozoleva (development of the content of education in the field of physical culture and sports in Poland), N. Sheverun (content of foreign language education in Polish technical schools), etc.

The development of the content of education at a level of an educational area, of the subject (course) is studied by V. Bugriyi (school native land education), V. Kushnir (mathematical education), T. Machacha (school technological education), N. Sosnitska (school physical education) and others.

The theoretical positions that are important for the formation of a system for forecasting the development of the content of general secondary education are studied in the works of Y. Babansky, N. Bibik, V. Bondar, B. Gershunsky, T. Husen, E. Kostyushkin, V. Kremen, O. Lokshyna, L. Onyshchuk, I. Podlasy, O. Savchenko, M. Skatkin, O. Sukhomlynska, E. Toffler, O. Topuzov and others. However, the forecasting of the development of the content of general secondary education has not yet become the subject of a holistic theoretical study. In view of this, the chosen research problem is topical for the development of the theory and practice of forecasting the development of the content of general secondary education.

METHODOLOGY

The fundamental methodological idea of the article is justification of expediency prognostication of the development of the content of general secondary education based on ideas and by using tools of educational, pedagogical and didactic prognosis.

Defining, studying and taking into account the forecasted context of the development of the content of general secondary education (a set of external research and technology, organizational, political, economic, social, socio-cultural, international factors that influence this process) are substantiated as the necessary stage of the specified prognostication.

The purpose of the article is to select and substantiate the components of the forecast background of the development of the content of general secondary education.

MAIN RESULTS

In the “Great Explanatory Dictionary of the Ukrainian Language” the notion “development” is defined as “a process that results in a change of the quality of something, the transition from one qualitative state to another, higher one” (Busel, 2005: p. 1235). Processal, dynamic character is a generic feature of this concept; the change of quality, the transition to another qualitative state of its object – a species one.

The content of general secondary education is considered as “a reflection of all elements of the social experience of mankind” (Savchenko, 2013: p. 60), “the system of scientific knowledge about nature, society, human thinking, practical skills and abilities and methods of activity, experience of creative activity, philosophical, moral, aesthetic ideas and behavior, which must be mastered by the student in the process of learning” (Honcharenko, 1997: p. 137), “one of the components of the learning process” (Babans’kij ta in. (ed.), 1988: p. 366), “the system of scientific knowledge, skills and abilities, the mas-

tery of which provides a comprehensive development of mental and physical abilities of schoolchildren, the formation of their world outlook, morals and behavior, preparation for social life, to work” (Babans’kij ta in. (ed.), 1988: p. 366), “the system of knowledge about the world around us, modern production, culture and art, generalized intellectual and practical skills, skills of creative solution of practical and theoretical problems, as well as ethical norms, which must be mastered by students” (Bondar, 2005: p. 53), etc.

Taking into account mentioned above, it should be noted that the adoption of the new Law of Ukraine “On Education” (2017) establishes a competently oriented concept of the content of general secondary education, since the educational process is considered as “a system of scientific, methodological and pedagogical measures aimed at the development of personality through the formation and application of its competencies”. The law defines the concept of “competence”, which is interpreted as “a dynamic combination of knowledge, skills, ways of thinking, views, values, other personality traits, which determines the ability of a person to socialize successfully, carry out professional and / or further educational activities”. The law states that “the purpose of complete secondary education is the comprehensive development, upbringing and socialization of the individual capable of living in a society and civilized interaction with nature, has a desire for self-improvement and life-long learning, is ready for a conscious life choice and self-realization, responsibility, work and social activity”, and “achievement of this goal is provided by forming the key competencies necessary for every modern person to succeed in life”. The list of the most important key competencies is also established by law (Pro osvitu : Zakon Ukrajinjy, 2017).

Different aspects of creating the content of general secondary education are indicated in scientific pedagogical literature as “selection”, “formation”, “design”, “modernization”, “development”. In our opinion, the concept of “development of the content of education” is the most extensive. According to the results of the analysis of scientific and pedagogical literature, one can give such a definition of “development of the content of general secondary education” – a process of its quantitative and qualitative changes, which occurs under the influence of internal and external factors, ensures the achievement of a qualitatively new state of its system, its compliance with public inquiries and the personal needs of educators at a certain stage of social development.

Considering the fact that the content of education is a didactically elaborated reflection of the best social experience of mankind, the main problem of the development of the content of general secondary education is to achieve an optimal balance between its components, the choice of which is conditioned by the need: the realization of social and personal inquiries; ensuring the transfer of the applicant both theoretical (knowledge) and practical (skills and abilities) to the experience of mankind; taking into account the actual state (the experience of solving the problems of the present) and outright reflection (potential experience of solving problems of the future) of the development of this experience.

Under this circumstance, the development of the content of general secondary education can not be reduced only to the quantitative increase (growth) of the volume of knowledge, skills, etc. It will take place when quantitative changes will result in new quality, higher quality state of the content of general secondary education, its correspondence to the demands of a society and man. In this context, it is appropriate to note that the process of developing the content of general secondary education is influenced by a group of factors, namely (Podlasyj, 1999: p. 317-320; Savchenko, 2013: p. 69-70): the ob-

jectives of the state educational policy, strategies for the development of general secondary education, enshrined in normative legal acts of varying legal force; achievements of scientific and technological progress (the latest scientific knowledge, technology); social and personal needs; development of didactics and subject methods; internal opportunities of the system of general secondary education, etc.

Forecasting the development of general secondary education implies the mandatory determination of the above external factors (predictive background) of this object – “the aggregate of external objects in relation to the prediction of conditions essential for solving the forecast problem”. In pedagogical science, “the forecast background is divided into scientific and technical, economic, sociological, socio-cultural, organizational-political, international” (Bestuzhev-Lada et al., 1982: p. 170).

Let’s consider the influence of each of these components of the predictive background on the development of the content of general secondary education.

Political-legal (organizational and political) factors play the decisive role in the selection of educational content at the present stage. With a help of these factors a certain model of general secondary education is fixed in legal documents as regulatory (requirements for the content of education in the new Law of Ukraine “On Education”, State standards of Education, Concept “New Ukrainian School”, etc.). However, political and legal factors in the development of general secondary education (state education policy, adopting regulations (regulation), regulatory activities of the executive power, etc.) mediated by scientific and technical (proposals of scientists).

The idea of the decisive influence of scientific and technological progress on the life and development of a modern society, the acceleration of the changes taking place in it, has become universally accepted. A person of educational activity is aware that the scientific and technological progress puts forward new requirements to the content of general secondary education, which grow year by year.

The volume of scientific information received by scientists, carrying out fundamental and applied scientific researches, is growing rapidly (in some sciences, the amount of scientific knowledge doubles and even triples for several years). The growth of scientific knowledge in geometric progression challenges subject methods, designed to ensure the mastery of the students of the fundamentals of science, a complex problem of selecting the content of training. The situation with regard to the selection of content for training courses designed to ensure that students acquire different types of practical activity is almost the same. The development of technology due to scientific discoveries, is just as fast. For example, some computer models and software versions may become obsolete in the process of disclosure and implementation. In addition, topical knowledge and well-known ways of business lose their value compared to innovative, which guarantees their owner competitive advantages in relation to certain activities in the labor market, etc. Consequently, the question arises ahead of the requirements of scientific and technological progress in the content of education in general secondary education in particular. Solving these problems requires reliable theoretical and methodological principles, modern scientific and methodical tools for constructing the content of general secondary education.

The present stage of the development of pedagogical science and educational practice, in our opinion, posed to scientists the issue of creating a modern theory of the organization of the content of education. This issue becomes particularly acute in the context of the reform of the domestic system of general secondary education, the intro-

duction of the Concept “New Ukrainian School”, one of the most important directions of which is “new standards and learning outcomes” (Pro skhvalennja Konceptciji, 2016).

The most famous in the 20th century. the theory of the organization of the content of education (didactic materialism, didactic formalism, didactic pragmatism, utilitarianism, etc.) were fairly criticized for the failure to systematically solve the problem, the incomplete correspondence of the results obtained (the resulting content) to the demands of society. On the other hand, the individual provisions of many of them have not lost value, are productive and successfully applied in modern educational practice.

The analysis of scientific and pedagogical literature makes it possible to identify the most essential requirements on the basis of which knowledge will be selected which will be included into the invariant component of the content of general secondary education, namely:

1. Fundamental, systematic character of knowledge, which will form the content of education. The process of mastering such knowledge should provide significant educational results, namely:

- developed conceptual (verbal-logical, abstract) student thinking, associated vocabulary and thesaurus (circle of knowledge and cognitive interests);
- the formation of the world picture according to the didactically worked out principles of science (the system of the most important knowledge about nature, society, person, thinking, etc.);
- the formation of a cognitive component of key competencies, subject competencies of education providers, etc.

2. Personality-developing potential of certain knowledge, its significance for the formation of personal qualities of the applicant of education, his optimal physical, psychological, moral-spiritual and social development within school walls and outside them. Note that this requirement is the most complicated and most controversial, since any scientific knowledge can contribute to the student’s mental development. Thus, the learning of certain textbooks in most cases will contribute to the development of his memory, but specific “learnt by heart” knowledge may never be used by a pupil.

3. Knowledge as an integral part of modern educational content must be integrated. It is about the allocation of concentrates (categories, problems, methods of activity, etc.) that will enable the integration of knowledge of different sciences, thereby reducing the amount of knowledge (educational material), and the quality of education will not change (Podlasyj, 1999: p. 324). It is worth noting that the realization of this requirement generates the need to escape from the substantive structure of the content of education (the subject as didactically based foundations of a certain science).

4. Ensuring the prognostic nature of knowledge, which should correspond not only to the actual picture of the world (to reflect the achievements and problems of modern society, science, technology, etc.), but also to show the scenarios for their future development, to prepare the applicant for education. Such forms of scientific knowledge as a scientific hypothesis, scientifically grounded prognosis, a trend, etc., as well as knowledge of the theory and technology of forecasting in the respective spheres of public life will become more important for the content of the general secondary education of the future.

5. Observance of communication of knowledge, which will be an integral part of the content of education, with the life of the learner of education, the possibility of practical application of them for solving daily life problems. This requirement should become not only a criterion for selecting the content of education, but also to stick to the content of

learning, embodied in the organization and implementation of this process. The fact is that fundamental knowledge, which is not supported by applied knowledge of the ways of its further knowledge and transformation, are not connected with daily (or creative) activity, do not cause an emotional attitude, acquire an “abstract-classroom” character and are more likely to be forgotten as unnecessary.

According to the mentioned above, one can propose the following sequence of selection of knowledge to the content of general secondary education: knowledge must be fundamental; among the fundamental knowledge it is necessary to highlight those with the most important personality development and applied potential (significant for solving life problems), prognostic nature; highlighted knowledge should be integrated.

The solution to this problem will be significantly promoted by informatization of the process of designing the content of education, which greatly facilitates, accelerates and reduces the cost of this process due to the use of modern information and communication technologies and information technology.

The above requirements may seem complicated. However, the traditional historical way of forming the content of education, which is an alternative to them, can no longer fully ensure the development of the content of general secondary education.

Another important component of the forecast background for the development of the content of general secondary education is economic. Economic factors in the development of the content of education are traditionally associated with higher education. However, the content of modern general secondary education is also under their influence. The new Law of Ukraine “On Education” (2017) refers to the competence of the selection of the content of general secondary education, and the formation of a competent educational approach has become a reaction of European educators on the requirements of employers to prepare graduates of schools). The envisaged by this law deepening its profile character and the allocation of “market-oriented labor” vocational guidance of secondary education (10-12 grades), which provides “the combination of the content of education, defined by the standard of secondary education, and a career guidance approach to learning, taking into account the abilities and the needs of students” (Prosvitu : Zakon Ukrainy, 2017) are also due to economic factors.

Social (socio-economic) and socio-cultural factors of the development of the content of general secondary education, whose role in the future will grow, are closely linked with economic ones. In modern, informational, society, the level of education of a person determines her position, income, social status. As high-quality general secondary education determines the possibility of obtaining higher education, employment, its importance is increasing. We are witnessing the gradual “crystallisation” of the public request for the content and quality of general secondary education. His example is the attention that students and their parents pay to the studying of subjects that will be subject of external independent assessment and foreign languages, computer science, etc. Formation of such a request testifies to the important socio-cultural tendency – the majority of the population considers qualitative general secondary education not as a life-time, which needs to be done or vice versa, as a self-value, a fetish, but is consciously understood as a means of achieving the vital and social success that can be chosen, to the contents and organization of which it is possible and necessary to put forward the needed requirements.

International factors of the forecast background of the development of the content of general secondary education cover the measures of international and interstate cooperation of Ukraine in the sphere of general secondary education, connected with

international programs and projects, scientific and educational exchange in the field of formation and implementation of the content of general secondary education.

CONCLUSIONS

The content of general secondary education is didactically developed best practice of mankind, which traditionally includes knowledge, skills and abilities, methods of activity, experience of creative activity, etc. The current stage of reforming the national education necessitates the development of the content of general secondary education.

The development of the content of general secondary education is a process of quantitative and qualitative changes taking place under the influence of internal and external factors, ensures the achievement of a qualitatively new state of its system, its compliance with social demands and personal needs of educational attainments at a certain stage of social development.

Educational and pedagogical forecasting is a powerful scientific tool for developing the content of education. It makes it possible to identify and assess its trends, develop and justify forecasts, provide recommendations for its selection and design.

Forecasting the development of the content of general secondary education involves determining its forecast background (external to this object of forecasting the conditions and factors that affect it). Traditionally, the component composition of the forecast background includes scientific, technical, economic, sociological, socio-cultural, organizational-political, and international factors.

The analysis of the forecast background of the development of the content of general secondary education gives grounds to assert that under the conditions of reforming general secondary education the weight of organizational-political (state educational policy), economic (labor market, development of information sphere, labor migration, etc.), international factors (international educational cooperation, entry into the world and European educational space, etc.) is increasing. Traditionally, the influence of scientific and technological factors, caused by scientific and technological progress (at the present stage it is the development of computer technology and information and communication technologies, etc.) remains.

Prospects for further research are connected with the refinement of the terminology system and the substantiation of the conceptual foundations for forecasting the development of the content of general secondary education, the development of the theoretical model and technology that ensure the implementation of this process.

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PRESCHOOL EDUCATION: REALITIES AND PERSPECTIVES WITHIN MODERN PEDAGOGICAL DISCOURSE



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Abstract. *The article describes the phenomenon “preparatory (preschool) education” in the modern educational space, its realities and perspectives in the framework of the Concept of the “New Ukrainian School”. The aim of the article is a scientific analysis of different views on the content of the senior pre-schoolers’ training for schooling in connection with the transition of the school age starting point – the beginning of schooling at the age of six. The problem of continuity and perspectives in the continuous education system in Ukraine is considered. Continuity is understood as a sequential process which precedes the following one, based on the interconnected transition of the object directly from one state to another, which contributes to the lytic development of the child during the transitional age periods. The necessity of inheriting the activity-centred and communicative approaches to the organization of the child’s vital activity by the school at the preschool level is grounded in order to prevent children’s mental over freight. The necessity to single out an intermediate link between preschool and primary education – preparatory (preschool) education – at the state level is proved. The author interprets the phenomenon of “preparatory (preschool) education” as an intermediate link between preschool and primary education, which is associated with a special (knowledge, abilities and skills absorption) and a general (children’s readiness to study at school) training with all its components (motivational, volitional, intellectual, communicative, linguistic, physical) which takes place at the positive, emotional background of the teacher – children relationship with an orientation towards the person-targeted activity and communicative approaches which should be preserved in the first class (grade) as well. The aim of preparatory (preschool) education is to create appropriate conditions which would facilitate the equalization of starting opportunities for children constituting different social groups and layers for their further successful schooling.*

Key words: *state standards; five-year-old children; preschool education; institution of preschool education; continuity; preparatory (preschool) education; perspectives; primary education; succession.*

INTRODUCTION. PROBLEM STATEMENT

Ukraine's coming into being as a sovereign state as well as its transformation into a civil society have predetermined radical reformation and modernization of the education system and changes of the main paradigms at all its levels. The above mentioned stipulate the importance of the preschool education as the starting point of the comprehensive education system.

The major principles of the modern Ukrainian preschool education system are declared in the list of the normative and strategic documents: "National Development Strategy of Ukraine's Education for the Period of 2012–2020", Laws of Ukraine "On Preschool Education", "On Protection of Childhood", Basic component of Preschool Education (BCPE), Development Concept of the "New Ukrainian School", strategic directions of building up education in Ukraine in which the necessity of scientific background of the modernization processes taking place within the state system of education regarding its compliance with current global trends is substantiated. While performing the set tasks related to the development of the education contents, historical review allows us to escape from making mistakes, to reveal achievements, to reserve and multiply its achievements, to comprehend modern achievements and to blueprint the future.

At the beginning of the 21st century, significant changes in the attitudes towards the sphere "the content of preschool education" took place in the global space educational. In October 2010, the UNESCO World Conference on Early Childhood Care and Education was held in which 137 countries participated. The resolution of the forum noted: the foundation of education and its fundamentals are laid at preschool age.

Consequently, a new trend for the scientific research regarding the preschool education content has been determined. If at the end of the 20 century the views of scientists were aimed at the development of variational programs and person-oriented methods of educational work with pre-schoolers, today the direction of the experimental study of continuity and viability in the content, methods, forms, technologies of education in preschool and primary schools have become a priority.

LITERATURE REVIEW

The scholars (Yu. Arkin, N. Bibik, O. Bohinich, D. Elkonin, L. Kalmykova, V. Korytlo, Z. Lebedieva, O. Savchenko, A. Usova M. Vashulenko, L. Wenger, L. Vygotsky, O. Zaporozhets and others) acutely discussed the designated problem in the twentieth century; in the XXIst century its study continued (A. Bogush, O. Dubohay, N. Havrysh, L. Kalmykova, K. Krutiy, N. Shylina, T. Stepanova, S. Zamrozevych and others).

Theoretical positions have been developed, experimental research has been carried out; however, the problem has not only been solved, it has remained unsolved and has become especially acute today. The analysis of pedagogical practice has shown a number of negative moments that are impeding the positive solution of this urgent problem of the present days. The following can be singled out: the orientation towards one-sided adaptation of the establishments of preschool education to the goals, objectives and requirements of primary school; there is no differentiated approach to different systems of preschool and primary education, which is unacceptable under conditions of the variability of education.

Even today there is observed a substitution of the general task of the continuity of the first two levels of education by a more narrow program of preparing children for school; the laws of children's mental development, the age-related sensitivity of the formation of various mental functions and qualitative neoformations are ignored; preschoolers and junior schoolchildren undergo "artificial acceleration", which stimulates unacceptable "maturation" of preschool education.

Unfortunately, the preparation of children for school was mainly aimed at developing solely subject-focused knowledge, skills and abilities, which led to duplication of the content, forms and methods of school education, which not only reduces children's interest to study, but also does harm to their health.

It should be noted that in popular practice, there are different approaches to understanding the implementation of continuity between establishments of preschool education and primary school used by both preschool educators and teachers of elementary school. For primary school teachers continuity is, uppermost, the presence of a certain amount of knowledge, skills and abilities before entering school; teachers do not take into account children's psychological readiness for school. For preschool educators the continuity, above all, is the concern that the children, who are to come to school, should obtain no complaints about them for feeling comfortable (Bohuslavska, 2009).

If we turn towards the modern pedagogical science, we will see that in the scientific circulation there are such concepts as "continuity of education", "continuity and perspectives in the work of a preschool education establishment and that one of the first year in primary school", "continuity", "readiness", although the semantic content the designated terms coincides with the one of "training / preparing children for school". The phenomenon "preschool education" has been introduced into scientific circulation.

Thus, there was a need to find out the modern view of the problem called "preparing / training children for school" within the Concept of the "New Ukrainian School" and the place of preschool education in it.

It should be noted that under our supervision the first doctoral degree research in two directions was carried out in Ukraine: a) the transformation of the preschool education content in the history of the development of domestic preschool pedagogy: methodology, theory, practice (the end of the nineteenth and twentieth centuries) (Stepanova, 2011); b) theoretical and methodical principles of preschool education targeted to five-year-old children (Kovshar, 2016).

METHODOLOGY

Methodology provides, first of all, for a categorical analysis of the key concepts as "continuity", "perspectives", "preparation / training for school", "preschool education" and the identification of existing contradictions in the theory and practice of preschool education.

The analysis of the psychological and pedagogical scientific fund containing educational and methodical support of preschool education as well as practice has testified to the presence of a number of contradictions that require urgent solution, to be more precise, the contradictions between:

- a new strategic course on ensuring the continuity of education, defined in state documents, and the lack of scientific research on the creation of appropriate socio-psychological, organizational and pedagogical conditions for its implementation;

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- social orders for the introduction of compulsory preschool education for the children aged five and the real state of the training targeted to senior pre-schoolers for schooling;
 - an urgent need for modern pedagogical practice in the system of preschool and primary education based on the positive and progressive experience of training senior pre-schoolers for school and insufficient study of the previous historical and pedagogical experience which contains approaches to the solution of the problem dealing with the preschool education content;
 - the need to develop a new content for the education and upbringing of five-year-old children (preschool education) and innovative technologies alongside with its implementation and the current state of educators' preparedness (proficiency) for such activities;
 - the need to consolidate and integrate the efforts of preschool institutions, primary schools, the public and parents in creating conditions for training (preparing) senior pre-schoolers for schooling and the lack of scientific, educational and methodological support for preschool education (Kovshar, 2016).

MAIN RESULTS

It should be noted that preschool education is a component of general continuing education, which is understood as a multicomponent entity, the effectiveness of which depends on the implementation of its factors, such as continuity, perspectivity and readiness. In this sense, continuing education opens up opportunities for achieving integrity and continuity in education and upbringing, transforming education into a process that lasts for life. Continuity, according to dictionaries, is a sequential process that precedes the following one, based on the interconnected transition of an object directly from one state into another.

The continuity (succession) between the preschool and primary levels of education, according to T. Bohuslavskaya, is, firstly: the definition of general and specific educational goals at these stages, the construction of a single content line that will ensure an efficient, progressive development of the child, his / her successful transition to the next stage of education; secondly, it is the connection and consistency of each component of the methodological system (goals, tasks, content, methods, forms, means of organization) both in the institution of preschool education and primary school (Bohuslavskaya, 2009). We consider continuity as the class teachers' awareness of the programs and methods aimed at teaching and upbringing children in the institution of preschool education, the results of children's development, training and upbringing in all sections of the program as well as taking them into account in the further work of primary school. We should note that such an interpretation is not new in pedagogical circulation, it has been popular on the pages of the pedagogical press for several decades and is acute especially today, all pages of pedagogical journals contain this interpretation. The leading function of continuity is the provision of the child's lytic (according to L. Vygotsky's terminology) development during the transitional age periods. This is the continuity that prevents crisis phenomena in person's mental development.

How is the principle of continuity implemented between the first, preschool childhood, and the second one – the education of children at primary school? Unfortunately, today it is difficult to name at least any aspects of the implementation of this principle.

We should mention that the continuity and perspectives are not included into the content of children's as well as students' upbringing and education in the state standards of education, its preschool and primary units (State Standards of Primary Education and Basic component of Preschool Education). Each of the documents developed is scientists' significant work and it deserves approval. Furthermore, none of them takes into account any achievements in the development, education and upbringing of children at their first 6-7 years, nor the prospects of what the children will meet in the second childhood. Programs and textbooks for the first class do not take into account the level of development of the five- (six-) year-old children, and this is the whole period of the first childhood. The Basic Component of Preschool Education and variational programs of preschool institutions do not take into account the content lines of the State Standard of Primary Education and elementary school programs. As a result, certain content lines of education and upbringing of pre-schoolers are overloaded with complex and unnecessary for this age "knowledge, skills and abilities". The continuity and perspectives in the relationships within the system "an educator – a child", "a child – an educator" and "a teacher – a student", "a student – a teacher" are not observed, the lack of such continuity in the relationship with the six-year-old children might seem especially dangerous, and this aspect is the one towards which the efforts of both educators and teachers should be directed. We are inclined to consider continuity as assimilation of the system of relationships "a pedagogue – a child", "a child – a teacher" by the school activity as well as the communicative aspects of the child's life at his / her preschool stage.

The activity-targeted aspect involves the preservation of preschool children's unique leading activity, with its gradual complication and a lytic transition to a new, more complicated educational activity which requires arbitrariness of all mental processes from the child.

The communicative aspect involves preserving the teacher – pupil's personal and intimate communication with the pupils during the first stages, this is a tenderly-trusting, humane attitude towards the child who has just entered the new collective and entered into a new social position called "a pupil", "a schoolboy". It presupposes child's gradual recalling to the awareness of his / her new social position in which the system of relations "a child – an educator" alters (it was dominant at the stage of pre-school childhood) as well as to the priority of the system "a teacher – a student", with the gradual orientation of pre-school establishments leavers on the personality of the teacher as the core of personal and business communication in school education.

Consequently, the continuity and perspectives of the development of the child's personality during the first two periods of childhood (preschool and primary units) implies a change in the types of joint activities performed by the child and the adult. V. Kudriavtsev distinguishes three types of joint activities performed by the child and the adult, which have different impacts on the child's mental development (Kudriavtsev, 1999).

The first type is reproductive, built on the instruction-fulfilment basis. An adult, for a child, acts only as a carrier of a socially specified amount of "KSAs (knowledge, skills, abilities)" which a child must necessarily acquire through copying and imitation under the teacher's direct control (Kudriavtsev, 1999).

The second type of collaborative activity is quasi-heuristic. An adult remains a carrier of "KSAs", though he / she tries to create a quasi-problem for a child, and inspires a child with those ways facilitating the solution of an educational task which he / she

herself / himself knows well. However, within this type of joint activity, there is no real communication between a child and an adult either.

Finally, the third developing type of joint activity involves open problem for both the child and the teacher; there is a situation of uncertainty, it presupposes a search for solutions to it, which involves developing communication between the teacher and the child, the formation of both child's and teacher's abilities that they lacked. Such developing communication leads to self-development, to the formation of both teacher's and child's creative personality. This formula might seem effective for the third type of joint activity: "Do it together", "Do it with me", "Do it better than me", which corresponds to the humanistic paradigm of education.

Consequently, continuity and perspectives should include the orientation of preschool educators and class teachers towards the third developing type – joint activity with children, which takes into account children's age individuality, induces the child to creative self-expression, preserves the uniqueness and identity of preschool childhood, provides a lytic, crisis-free transition of pre-schoolers into the position of the personality representing the second childhood and at the same time reflects the developmental nature of education. I should note that this aspect of continuity is completely missing in the Basic component of Preschool Education and State Standards of Primary Education.

Moreover, we cannot speak about effective, full-fledged preparation (training) of children for schooling, if we do not take into account a child's psychological aspect, that is, the state of internal readiness of the child to transition to a new social position "a schoolboy / a schoolgirl", into a new social educational space of development called "school". Readiness is a conscious state of an organism to the perception of a certain new activity, new information that prevents the occurrence of crisis phenomena.

Children's psychological readiness for school involves the formation of their certain attitude towards schooling (as a serious and socially significant activity), that is, an appropriate motivation for learning, or motivational readiness, as well as provision of the necessary level of child's intellectual, speech and emotional and voluntary development (Kotyrló, 1977).

No one can deny that when preparing / training children for schooling, one should avoid excessive overload of pre-schoolers with information data (taken from different educational sectors) which do not meet children's potential age capacity to assimilate them. For example, we mean the knowledge of Physics, Mathematics, Reading and Writing, Geometry, History, Astronomy, Geography, Valeology (Healthy lifestyle), Anatomy and Physiology, *etc.*, which variational programs of preschool establishments, as well as the BCPE, are filled with today. One can hear more often today that our children are accelerators, they have considerable potential for learning complex material, and the only thing to do is to develop appropriate teaching methods. The denial of this assumption is contained in the words of V. Kotyrló: "there is no direct or unambiguous dependence of development on learning" (Kotyrló, 1977).

The educational effect of learning depends on its content and methods, in other words, what they are taught and how they are taught, whereas the content and methods of teaching are limited mandatory by children's age capacities, and while selecting the content of learning, in no case can we ignore the child's age, because, figuratively speaking, "The age problem that we have pushed outdoors is knocking at the window". It is impossible to teach children everything that adults want and what they can teach; it is important that the knowledge acquired contributes to the development of the child rather than being

“dead load” or mechanically reproduced, we do not need the child to be like an automatic device which would give out what was programmed in it (Kotyrla, 1977).

The problem of preparing / training children for schooling has become extremely relevant in the 21st century, due to the modernization and reforming of Ukraine’s education system, the transition to the school education which children start at the age of 6. In this regard, extremely dangerous for children’s health is their staying (studying) in one and the same first grade, since children constitute different age groups ranging from 5 years 9-10 months to 7,5 years of age. Children demonstrate diverse degrees of psychological readiness for education, different levels of pedagogical preparation for schooling: children who have their families (this group constitutes the majority – 60%), children from different types of preschool education establishments (state, private, profile, *etc.*), children who were not prepared / trained for schooling or who were prepared / trained in compliance with elite programs.

A non-differential approach to children, their unification into the general category “a student”, “a first-grader” delay children’s adaptation to new school conditions and lead to nervous breakdowns and crisis phenomena.

Note that the experience of the Eighties of the 20th century to send six-year-old children to preparatory classes was unsuccessful, they could not create conditions for children that would correspond to the age of these children: daytime sleep, feeding. Although today it turns out that the above mentioned factors are not necessary for six-year-old children at all because at the state level it is allowed to found “corporate institutions of preschool education” in residential premises, houses on the ground floor, and enterprises.

The introduction of schooling for children aged 6 resulted into the closure of preparatory groups in preschool establishments and again there arose a problem: those children who, due to their health conditions, could not begin systematic schooling faced difficulties. Particularly affected by this were the children who, for various reasons, did not attend kindergartens, those who were brought up in families, at their grandparents’. At the same time, the lack of reception classes (the seven-year-olds) at preschool education establishments induced six-year-old children to return to the senior preschool groups (the six-year-olds) for a refresher “course”, which adversely affected the formation of children’s interest in school and “discouraged” them from studying. There is a serious problem of preparing five-year-old children for schooling. As a result, in 2010, the Law of Ukraine “On Preschool Education” regarding compulsory preschool education starting from the age of five was amended. Thus, Ukraine has embarked on the path of educational innovations, in fact, there appeared another, intermediate, layer at the legislative level – preschool education (reception classes), which requires its reconsideration, solution of a number of issues related to organization, and programing and methodology.

We shall, first of all, define the concept of “school preparatory education” which has both a broad and a narrow understanding. In the broad sense, “school preparatory education” covers the upbringing and development of young children and pre-schoolers in different cells: in a family, in a preschool institution, in various children’s development and education centres alongside with children’s short-term preparation for schooling at secondary schools, that is, all social institutions, where a child may stay before going to school, up to the age of six.

As for a more narrow understanding of the phenomenon “school preparatory education”, there can be also mentioned different approaches.

First of all, school preparatory education is understood as the preparation targeted to the child of preschool age for schooling in preschool education institutions and in groups at schools in order to provide a lytic non-crisis development of the child, that is, keeping to the principle of continuity and perspectives at all levels of educational work of preschool establishments and that one of the first grade (class) at school.

Secondly, due to the fact that there was almost a 40% reduction of the number of children attending a preschool education establishment (PEE) compared with 1990; the majority of children aged six are not prepared for schooling. Therefore, in the first class (grade), there is observed a diversity of pupils in their age, knowledge and behaviour. Both pupils and teachers suffer in this situation.

In Ukraine, some attempts to create compulsory groups of all children aged five have been made at comprehensive schools (CS) in order to solve the problem in this way and prepare children for schooling, including consideration of continuity and perspective. Today it is a debatable issue. It raises a whole range of questions and problems, as follows: where to hold these children, who will work with them, how to solve the problem of daytime sleep and feeding, etc.; and most important thing is that the designated groups at schools are the classes that will mostly duplicate the first-grade program.

My vision of how to solve the problem of preschool education is: to open and build new PEEs that would allow the majority of five-year-old children (about 90%); to open complex PEE-SCs and SC-PEEs, in which the senior preschool group would consist of even-aged children – the sixth year of life; whereas a smaller percentage of children who, for various reasons, will not attend preschool establishments may attend short-term groups for preparing / training children for schooling at these complexes or in centres where both preschool teachers and primary school teachers will be involved.

And only then can we review the state standards and program requirements in order to avoid overloading preschool children with unnecessary knowledge, skills and abilities, as well as from reviewing what the children learned in preschool groups in the first class (grade). We will express our vision concerning the phenomenon of preparatory (preschool) education.

We understand preparatory (preschool) education as an intermediate link between preschool and primary education, which is associated with a special (knowledge, abilities and skills absorption) and a general (children's readiness to study at school) training with all its components (motivational, volitional, intellectual, communicative, linguistic, physical) which takes place at the positive, emotional background of the teacher – children relationship with an orientation towards the person-targeted activity and communicative approaches which should be preserved in the first class (grade) as well.

Preparatory (preschool) education is a purposeful, organized process and the result of the development, education and training of senior pre-schoolers in various social institutions; its purpose is to create conditions facilitating equalization of starting opportunities for children constituting different social groups and layers for their further successful schooling. It is an integral part of continuing education, an intermediate link between family education, preschool and primary levels of education in the general, continuous system of education, it performs the function of social control over the state of children's physical, mental, intellectual, moral, ethical, emotional and voluntary development before they enter school (Bogush, 2013; Stepanova, 2011).

The content of preparatory (preschool) education is a holistic pedagogical system of society's requirements set to the training of preschoolers' for schooling; this system

is adapted to age peculiarities of the senior preschoolers; a system of minimal necessary knowledge, skills and abilities as well as methods of conducting activities typical of the children aged six – seven for their further study at school, which provides for their psychological readiness and education at school, the formation of children's key competencies in accordance with the Basic Component of Pre-School Education (Bogush, 2013; Stepanova, 2011).

CONCLUSIONS

A new approach to the organization of preparatory (preschool) education in Ukraine will ensure: at the preschool level – the preservation of the value of the preschool age, the cognitive and personal development of the child, of his / her readiness to interact with social environment, the development of a leading activity as a fundamental formation of the preschool period. At the level of primary school – it presupposes taking into account the existing level of the achievements within pre-school childhood; individual work in cases of child's intensive development; special assistance in correcting unformed qualities when a pre-schooler; the development of the leading activity as a fundamental formation of junior schoolchildren and the perspective development of the leading activities and forms of communication and interaction with the environment (Bogush, 2011). The prospect of further research is seen in the development of the content, forms and methods: innovative technologies for teaching five-year-old children with a focus on the modern paradigm of education, both in Ukraine and in world experience.

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EDUCATIONAL DEVELOPMENT PRIORITIES FOR PEOPLE WITH SPECIAL NEEDS IN UKRAINE



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Abstract. *The article is an attempt to outline general aspects of educational system reforming for the people with special needs in Ukraine, to disclose concisely the key ways of modernization, and to characterize positive shifts in educational area. The article states that integrative principle of national educational system establishment is in its quality. It describes global changes in special education area occurred during the last years. It is acknowledged that Ukraine is reorganizing educational system in order to bring it into accord with market economy requirements and open democratic society under the theme of enabling equitable access to quality education for all children with special educational needs. The point of education is seen as a main educational system transformation instrument, including special education, on competence principles. It is elucidated that separation from established practice of point structurization based on the substantive principle takes place, and it foresees the adequacy of educational content structure to scientific knowledge branches structure. Within competence attitude, concretization of school subjects' quantity is not a point of special education. Instead, identifying outcomes expected to be recovered on the national level are the point. Its comprehensiveness is reverberated in national standards being implemented in Ukraine.*

Key words: *educational area reforming; innovative learning technologies; children with special educational needs.*

INTRODUCTION. PROBLEM STATEMENT

Under globalization, the international community positions educational quality as a prerequisite for economic success, social coherence and country's competitiveness. On the way toward transition to information society, it would be particularly valuable to re-

alize that education should become a competitive kind of activity in which effectiveness and measurable results are major principles. One of such government policy principles is tolerant attitude to children with special educational needs as to productive members of society, who have equal rights and opportunities for studying, work, and social activity that generates rapid modernization processes in special education.

The legal framework (Laws of Ukraine “On Education”, “Rehabilitation of People with Disabilities in Ukraine”, etc.), and normative base (Decrees of the Cabinet of Ministers of Ukraine “Provisions for “Inclusive Resource Centre”, “Organizational Arrangements for Inclusive Studying in General Education Institutions”, “Terms and Conditions of Subvention Provision from the National Budget to the Local Budgets and Governmental Support for People with Special Educational Needs”, etc.) testify to the effective governmental support of children with special needs.

The international experience of the leading European Union countries and theoretical and practical developments in building the education system with due regard for national heritage have become a source for creating a new model of special education in Ukraine. Special education reform is aimed at meeting educational demands of students with special needs. However, it is a difficult task. On the one hand, special education is to provide education accessibility, alternatives in forms and educational institutions, obtain desirable educational level in future as well as to enable necessary correctional, rehabilitation, psychological, and pedagogical coaching. On the other hand is to provide effective innovative technologies that comply with the best European standards.

LITERATURE REVIEW

Previous research demonstrates that the educational reforming “from up to down”, popular in the 20th century, leaves a little space for teacher and school self-consistency. Usually, such reforms result in a shift of main attention to separate factors that noticeably restrains educational and pedagogic process efficiency. Simultaneously, certain publications introduce concrete, based on special surveys, approaches to improve education (Ch. Webber, O. Hulai, D. Lupart, N. Remezovska, and others).

Modern researchers are still strongly disputing around the validation of different educational structure models, starting with phenomenological (A. Maslow, A. Combs, C. Rodgers etc.) and finishing with developmental theories (V. Davydov, V. Fliakov etc.) and inclusive learning model (V. Zasenka, A. Kolupaieva, O. Taranchenko, E. Danilavichute, O. Fedorenko, and others). The phenomenological model means person-oriented education, including considering children’s individual and psychological special features. The developmental model means educational organization as a special infrastructure with a broad collaboration of different systems, types, and levels activities. The inclusive learning model is based on equal access to quality education for children with special educational needs; it stipulates their education organization at general educational institutions grounded on implementation of person-oriented educational methods and considering individual special features of development and scientific and educational activities of the children. In the context of the aforementioned problems, issues of special education efficiency, satisfaction of needs, interests, and abilities development of students with special educational needs are the focus of attention. In any case, the topical problem within paradigm of knowledge remains a breakaway between students’ knowledge and abilities to implement it in different forms of life activities.

Thus, satisfaction of various educational requests and needs of children with special needs plays a crucial role for the development and strengthening of innovatory tendencies in special education.

METHODOLOGY

Special education system modernization relies on a series of theoretical and methodological principles that allow organizing a strategy for defined tasks with orientation at the New Ukrainian School and focusing on inclusive educational form for children with special needs.

The National Doctrine of Education Development stipulates that equal access to quality children's education is a national priority and a precondition for implementation of international and national regulations regarding citizens' use of rights to obtain quality education. These principles are directly related to special pedagogy and psychology areas.

Consequently, general and obligatory principles for educational development for persons with special needs seem to be following:

- special education priority, which means shaping a new society's attitude to children with special needs;
- educational variability, which allows persons to use their rights for choosing educational forms, means, and educational, pedagogical, and professional measures types;
- democratization of education: giving all types of educational institutions self-consistency and creating a system of students, educators, parents, and community partnership in all areas of educational and pedagogical process;
- interventional orientation of education, which supports children's development based on use of their compensative possibilities.

To summarize, child-centrism, competency-based approach, and person-oriented education should become a leit-motif for the prioritized branch development.

MAIN RESULTS

In Ukraine, strategic approach for special education humanistic paradigm development is based on the universal human and European democracy values. The declared person-oriented, competency-oriented approach to education content design is connected with the recognition of knowledge importance as common wealth and progress engine. The changes are interrelated with creating new educational standards, updating and reviewing educational programs, content of educational-pedagogic materials, textbooks, and educational forms and methods.

Standardization of approaches to school educational process and its quality performances are shaping a tendency in school education reforms in Ukraine. Determined by Primary, Basic, and Complete General Education State Standards, educational goals are based on the principles of competency and activities approaches, implemented in educational areas and presented within resulting elements of education content. The commitment to New Ukrainian School's (NUS) formula foresees competency-oriented approach implementation. In accordance with NUS's conception, each discipline program contains a list of competences to be obtained as a result of current educational stage, a range of methodological advice is developed for teachers regarding students' assessment and teaching, in order to help students with special educational needs to master relevant competences.

First, attention is focused on the improvement of interventional pedagogic process, modern theory and learning and teaching practice review, its content and forms upgrading, relevant learning and teaching supply, special school textbooks for all disciplines in particular. Indicated goals clearly outline learning outcomes as life competences achievement by students with special needs, enabling child to learn, accomplish social tasks, and react on requests of time.

The newly developed curricula are aimed to develop skills, abilities, and competences to act and apply knowledge in various situations. The state determines the goals and standard requirements, guidelines, control and assessment system; it also proposes norms and conditions that guarantee educational imperatives implementation. New learning plans are developed; they are learning outcomes-oriented: in order to organize academic process in accordance with students' educational needs, the assessment is required both at the beginning and in the end of each educational cycle.

Special education establishment is crucially dependent on inclusive and integrative processes, including different forms of common education and pedagogy of children with special needs and their healthy peers. However, the problem not only requires to integrate a child with special needs into the classes of general education school, but it also refers to the content, methods, and forms for teaching such category of children. Psychological surveys reveal that children with special educational needs face not only a problem to obtain knowledge and competences, but they also struggle with a problem of social isolation. The crucial point is to support these children by means of psychology and pedagogy via creation psychological service, practical psychologists' integration into education process. Having this in mind, the adaptation of children with special needs within educational environment becomes a primary importance task. Inadequate behaviour performances of children with special needs such as aggressiveness, strife, and secretiveness are strongly affiliated with integrative problems of becoming a group member. Due to this precise reason, social and psychological adaptation of these children in a group, their learning motivation strengthening should combine pedagogic impacts and special methods, technologies, and workshops implementation. Thereafter, nowadays educational and informational technologies of NUS along with corrective and developmental work oriented at a personal development of a child with special needs would enhance those children's educational effectiveness and quality, assisting their socialization.

It should be mentioned that Ukraine has made a pivotal progress in spreading inclusive learning. It comprises both spreading academic/theoretical principles development and learning/teaching supply. In particular, the Inclusive Learning Conception, relevant principles on inclusive learning organization (aforementioned), tutoring for educational institutions' qualification growth are developed. It started preparation and staff qualification growth for inclusive education institutions (the last is professionally provided by Ukraine Mykola Yarmachenko Institute of Special Pedagogy and Psychology of the National Academy of Educational Sciences of Ukraine).

Inclusive-Resource Centers (IRC) establishment is one of the most important areas in the development and modernization of Ukraine's special education system. Their a goal is to support children with special educational needs via psychological and pedagogical, interventional and developmental services, and supply qualified coach for these children, support the schools, families, and communities of these children integration. IRC's psychological and pedagogic assistance involves a complete assessment of the child's condition. The assessment includes the following: child's physical development assessment; child oral development assessment; child cognitive sphere assessment; *child*

emotional-volitional sphere assessment; child learning activities assessment. If IRC professionals confirm the fact that a child has special needs, complete assessment conclusion is a basis for child's individual development program creation and providing a child with psychological and pedagogic assistance, including help from IRC specialists.

It should be mentioned that during 2018 new educational technologies of inclusive-resource centres work improvement were spread. All of this was defined in "The Organisational and Training Principles of Inclusive Resource Centres Activities" study guide. The guide contains recommendations for psychological-pedagogic coach teams for children with special educational needs at the institutions of general secondary and preschool education; it also gives advice to a psychological-pedagogic committee at a special general secondary education institution with regarding the successes or difficulties of a child mastering educational program, etc.

Another branch of special education development is school education quality survey monitoring. The National Academy of Pedagogical Sciences of Ukraine, along with the Ministry of Education of Ukraine, has developed the measures for creating a system of quality monitoring surveys of primary and secondary education. In addition to this, the plan for organizing national and participating in international monitoring surveys was confirmed for 2017-2029 years.

One of the most topical and the least investigated problems is a problem of early interference into the development of children with special educational needs (organization of early assessments of a child's development deviations and intervention at the age up to 3 years.) Early and preschool periods are namely sensitive periods of the most intensive psychological development. These periods include brain morpho-functional maturation, establishment of main conditional links that are fundamental for further personal and higher psychological functions development. In this respect, the practical use of interdisciplinary knowledge, creation state "early interference" system are the main goal for modern special education reform in Ukraine. Alternative "early interference" programs implementation demonstrated that systematic medical, psychological, and pedagogical help for the child enables upgrading a quality level of child's development process and significantly determines child's integration progress as an equal society member.

Developing organizational conditions to involve parents into individual corrective-pedagogical work is an important condition to succeed while corrective-developmental working with little children who have development special features. There are several approaches to correct family situation of these children development. The crucial role of prophylactic work with troubled child's parents is indicated as measures to prevent a range of secondary child developmental deviations. The approaches and organization forms of professionals' work with a family are developed in order to shape parents' positive attitude to a child and to supply parents' mastering effective and accessible interaction forms to be used with a child in daily, emotional, and playing situations. Therefore, early psychological-pedagogic coach service creation in frames of special education reforming would strengthen system of corrective, developmental, pedagogical educational and therapeutic strategies and impacts, synthesizing development process elements.

CONCLUSIONS

Generally, it is crucially important to create in state on the level of educational needs a range of alternative psychological and pedagogical support models of free edu-

cational forms' choice mechanisms for children with special needs. This approach is based on the following principles:

- stopping the practice of “tearing a child apart” from a family and society and supporting the child’s natural socialization;
- development and implementation of alternative educational models for people with special needs and giving parents of children with special needs opportunities to choose future education forms and types.

Meanwhile, the following issues remain topical:

- further upgrade of legislation and regulations background regarding education of the aforementioned category of children;
- usage of special education institutions resources while providing interventional and developmental assistance for children with special needs being in inclusive conditions and professional advisory assistance for their parents and teachers;
- starting subject-oriented teaching for students with special needs both within an educational institution and specific classes (groups);
- further psychological and pedagogical education, development, and socialization principles development for children with various special features of psychophysical development, in particular for children with early autistic spectrum (EAS), overactive disorder and lack of attention (ODAL), and non-typical disorders;
- development of national and adjustment of international licensed psychological and pedagogical tools for the assessment of a child’s development distortion;
- establishing strong links among all levels of education for children with special needs, including preschool institutions, schools, professional-technical, and higher educational institutions.

Intensification of activities in the aforementioned directions will allow, on the one hand, approaching educational requirements to common standards and, on the other hand, to provide an opportunity for children with special needs to obtain a desired level of educational and professional preparation, having herewith alternative of form of education and educational institution type.

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BUILDING A RELEVANT CURRICULUM: A ROMANIAN PERSPECTIVE



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Abstract. *The paper aims at re-creating the recent developments in the Romanian education system in primary and secondary levels and discuss the main conditions for building a relevant curriculum, adapted to the specific challenges of the 21st century. This Romanian perspective on current curriculum reform processes mirrors the changes entailed by moving from a knowledge-based to a competency-based curriculum in a process that started in 2011. The analysis uses the reports of wide consultation processes initiated in this area under the co-ordination of the Institute of Education Sciences, as well as on various curricular documents (framework, syllabi and policy documents) and on other relevant resources. The article identifies various conditions at system level, the most important concerning the foundation of a systemic vision, ensuring continuity across different policy mandates, defining a comprehensive view of quality and ensure a continuous focus on inclusiveness. An in-depth research, in a comparative education perspective, could validate these findings and document their importance for other education systems.*

Key words: *national curriculum; Romanian education system; competences; competence-based curriculum; education policies.*

INTRODUCTION. PROBLEM STATEMENT

All innovations in education seems to share a few principles that shape the future of education: the teachers' confidence in their students' learning and competence development; recognition of the meaning of relevance in all the learning issues, assessment included; interest in identifying and developing each student's talents (Veen & Vrakking, 2011; Teșileanu & Fartușnic, 2017). However, transforming these principles in reality entails multiple challenges, and the curriculum area makes no exception.

For example, transferring the competence-based approach from the formal official documents in the classroom practice means to overcome a long habit where bits of information and essential knowledge are the only items that matter in lesson planning. At the same time, it means a specific way in managing the curriculum at school level and a new supporting role of school managers. Having this in mind, we could observe that thinking about the future of the education involves a necessary step in reflecting on specific conditions of building a relevant curriculum.

METHODOLOGY

The paper takes into consideration the outcomes of recent research conducted by the Institute of Education Sciences (2017, 2018) in the process of new curriculum development for the primary and secondary education levels. Other relevant documents concern the methodology for curriculum development, the policy document and other relevant published works. In order to illustrate the development process we have focused on a new subject introduced in lower secondary level, social education, so the analysis uses also relevant resources in the literature dedicated to this area.

MAIN RESULTS

In 2011 the new Law of Education created the context for restructuring the national curriculum in Romania. The level-based approach entailed a step by step renewal that first brought changes to primary education (2012-2014) and later on in lower secondary education (2015-2017).

The new curriculum in Romania is competence-based, as the foundation core in the curricular structure is given by the competences. The concept of competence is the one used at European level in the Recommendation of the European Parliament and of the Council on key competences for lifelong learning (2006/962/EC), as a combination of knowledge, skills and attitudes appropriate to the context (Official Journal of the EU, 30.12.2006, L 394/13).

The new curriculum development starts by the design of the framework which stipulates the curricular areas, the school subjects per grade and the number of periods/week for each of these. The general competences are developed throughout the entire low secondary cycle within the study of the school subject. The specific competences are to be structured at the level of a school year/ grade and they are derived from the general competences as stages in their structuring. In the subject curriculum, the specific competences are presented along the examples of learning activities (which are non-mandatory) that show possible tasks to be transferred into classroom practice. The essential knowledge offers the informative means to process/ operate with in order to develop competences. The methodological suggestions offer orientation for the curriculum implementation (Teșileanu & Fartușnic, 2017).

The national curriculum for primary and lower secondary education is focused on developing key competences, whereas the national curriculum for upper-secondary education is centred on the development and diversification of these competences. Starting from this premise, the training profile of the pre-university education graduate is based on 8 key competences, representing a collection of knowledge, skills and attitudes needed by any person throughout life:

- communication in the mother tongue;
- communication in foreign languages;
- numeracy and basic science and technology skills;
- digital skills;
- learning to learn;
- social and citizenship skills;
- initiative and entrepreneurship;
- cultural awareness and expression.

The eight key competences recommended by the European Parliament (2006) should be seen in conjunction, not individually, since they are a **complex construct**, with multiple relationships and intertwining areas, consonant with the interconnected society of the European citizens.

The policy document in the curriculum area outlines the prospects for restructuring the national curriculum and its implementation context (ISE, 2016), in compliance with the applicable regulations and relevant national strategies for the development of education. Equally addressed to decision makers, curriculum authors, teaching staff, academics, school managers and other national stakeholders, this policy document proposes a consistent and up-to-date perspective for the development of the national curriculum, ensuring its horizontal and vertical coherence, including between educational levels and routes. The main directions of the development cover:

- **Student centricity** and shifting the focus from teaching to **learning** – promote a flexible curriculum that allows the diversification and adaptation of student learning according to the student's age/development, interests and abilities, respecting diversity (ethnic, cultural, linguistic, religious etc.), as well as to the social expectations; adapt the learning to the students' interests and development needs, building differentiated learning routes, implementing explicit methods for tailoring the learning.

- **Focusing on competences**, as the central organizing element of school syllabuses for different subjects/learning areas – this involves equal focus on all the components of a competence, not only on knowledge/contents. The competences are the vehicle for transferring and mobilizing knowledge and skills into various life contexts. In the case of technical and vocational education and training, the model used in the development of the school curriculum operates with the concept of learning outcomes.

- Reconsidering the relation between **subjects-based** and **integrated learning** – making use of the advantages (appropriateness for the needs and interests of the contemporary individual; favoring transfer, creative thinking and problem solving; providing a holistic perspective on reality etc.). Furthermore, the focus on key competences involves the recognition of the need to build interdisciplinary bridges.

- Reconsidering the **time budget allocated to learning** from the perspective of the impact of framework schooling plans, curricular contents of school syllabuses and teaching practices on the students' personal time.

Methodological guidelines and support materials present/support the requirements for implementing and monitoring the curriculum process. Applying the competence-centred curriculum design model requires the development of teaching resources in relation to competences, a concept that operates as an “organiser” based on which the specific contents are selected and the teaching-learning-assessment strategies are organized. All the types of teaching resources developed contribute to the creation of an attractive and inclusive teaching environment, based on respecting and encouraging diversity and supporting new methods of organizing activities, an integrated approach to contents, and problem solving in real or mock contexts.

CONCLUSIONS

More than ever, the majority of educational systems across the globe are embarked in an ambitious and equally profound curricular reform. Despite the fact that the main reasons for promoting these reforms differs, the main question raised in these countries

is how to ensure that we are building a relevant, coherent and innovative curriculum. Moreover, what are the mechanisms to assure authentic, personalised and flexible education paths, in a quality inclusive education approach (Unicef, 2018).

Our analysis reveals several conditions, based on the experiences of creating a new curriculum in primary and secondary education levels in Romania. The most important seems to be the following:

– **Developing a roadmap based on a systemic vision.** A reference curriculum represents today a key document for the curriculum development process; well designed, it could offer the guidance in setting the main development paths of a curriculum and a long-term strategy in implementation. This systemic vision entails also a constructive approach within the broader context of Government initiatives and strategies in the social field (in particular health and social protection).

– **Ensuring continuity across different policy mandates.** The lack of a specific political agreement on major directions of reform and the constant adjustments/amendments introduced could lead to various risks. With mandates of education ministers limited in time, this challenge negatively influences the coherence and the continuity of major reforms in curriculum area.

– **Promoting an authentic practice and reflection community.** An important condition in this process is to involve as wide as possible experts, practitioners, policy makers and curriculum developers with relevant national and international experience and make them contribute to the development of this vision. Too often, these stakeholders are only called upon in the stage of implementing a new curriculum, part of a roadmap. If involved, they could make the process more complicated, slow and sometimes less innovative. However, this is the best approach to ensure that the process is sustainable, irrespective of the political changes in the Government. The community of experts has also an important role in defining the specific conditions and challenges in curricular development process, fostering the potential for connecting with relevant national and international experiences. Offering support to independent think tanks, national authorities can benefit from a professional support in ensuring the coherence and continuity of the innovations in curriculum area.

– **Allocate necessary resources.** Budgetary allocations for curriculum development should reflect the importance of this component for the overall quality and equity of an education system. Often, curriculum is perceived as an intellectual activity requiring only a limited amount of resources, in comparison with costs related to human resources or investments. However, to co-ordinate and motivate the work of curriculum developers, an adequate support must be provided, with a balanced allocation between different education levels and costs categories. Most of the resources cover only the human resources costs, while investment in infrastructure, teaching materials, training costs or educational support for the students at risk or out of school children is far from sufficient. Therefore, under-investment limits severely the potential for accelerating the pace of implementing key reforms in all social sector fields.

– **Build a curriculum equally important for schools and students at risk.** Beyond the discourse related to personalization and individualization, more than ever the development of the curriculum needs to take into consideration and embed equity issues. This is why curriculum developers need to specialize in new areas (resilience, socio-emotional skills), facilitating this task of curricular adaptation in the classroom. School heads, at the same time, should develop their skills in the inclusive curriculum management at the

school level and in allocating adequate resources (ISE/UNICEF, 2015; Save the Children, 2018). This task is not easy, having in mind the significant number of schools still facing difficulties concerning qualified teachers, learning and educational resources and even adequate sanitary conditions.

Another challenge in the curriculum development process for all subjects consisted in the authentic competence-centred approach with an organizing role that: sets the expected outcomes; orients possible learning activities; selects the necessary chunks of information that are needed as an operational basis; organizes the methodological approach at classroom level. An in-depth teacher training program is a condition sine qua non for addressing this challenge.

Thus, rational, relevant and constructive changes are required, in a systemic approach, whereby the curriculum component interacts and evolves concurrently with other components of the educational system, such as training of teaching staff, developing school textbooks and other learning resources, student assessment, school management, etc.

It is important also to know if these conclusions are relevant only for the Romanian educational context. An in-depth research, in a comparative education perspective, could validate these findings and document their importance for other education systems as well.

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**TECHNOLOGY
OF
EDUCATION**

MEDIA SOCIALIZATION OF INDIVIDUALS IN MODERN INFORMATIONAL SOCIETY



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Abstract. *The article deals with the analysis of the essential characteristics of media socialization of individuals in the informational society. Based on the theoretical analysis held, the author arrives at the conclusion that media socialization is a topical aspect of the social development of individuals in the social and cultural space of the informational society and is an important component of the modern process of individuals' socialization. In conditions of modern challenges there increases scholars' attention to the problems of youths' socialization – young men being at the stage of the development of their personalities as future professional, they being engaged in the virtual reality of the modern social and cultural space. In this context, it is hard to overestimate the role of institutions of higher education as the leading agents of a socially controlled socialization of individuals in modern social and cultural environment.*

Key words: *agents of socializations; individuals; informational society; media socialization; social and cultural space.*

INTRODUCTION. PROBLEM STATEMENT

One of the most important challenges of the modern theory of socialization is connected with the definition and classification of different institutions of socialization that, depending on their nature, essential characteristics, and peculiarities of their influence on an individual, are referred to different classification structures by different scholars. An additional confusion is caused by the absence of a commonly used terminological foundation for their description. In different sources, they are defined and referred to as agents of socialization, factors, kinds, types, directions, mechanisms, etc. Without going deep into the analysis of which of the terms is more precise and can clearly reflect the core of the notions, it is still worth mentioning that all of them, to a certain extent, recreate the essential characteristics of the phenomenon of socialization.

Analysing socialization in the social and cultural space of the informational soci-

ety, our attention should be paid to the factors of socialization, which define the directions of the social and pedagogical activity towards socialization of a certain social group. Ukrainian and foreign scholars tend to subdivide them into the following groups, namely, mega-factors (space, our planet, the world); macro-factors (country, ethnos, society, state, culture); meso-factors (type of dwelling); micro-factors (formal ones: educational establishments and organizations, cultural institutions, etc.; informal ones: family, neighbors, peers, etc.) (Mudrik, 2006; Zelenov & Stiopina, 2010, etc.).

In this context, following the works by Anderson, Genner & Süss, Lemish, Livingstone, Prensky and others, we would like to add media as another important mega-factor of socialization in the modern informational society.

LITERATURE REVIEW

Modern scientific research (Hobbs, 2010; Lebo, 2013; Simpson, 2001; Romanova, 2004; Kirillova 2006; Sheiko, 2011; Stepanov, 2010; Burakova, 2010, etc.) define the following mechanisms of socialization: identification (authentication of an individual with other people, groups, communities which predetermines an efficient acquisition of norms of behaviour inherent in the surrounding environment); imitation (reproducing certain examples of behaviour and activities of others by an individual); imprinting (fixation of an individual on receptor and subconscious levels of peculiarities of objects that influence him); reflection (evaluating his own different selves by a personality); exteriorization (a process of transformation of external, real operations of social activity to the internal and ideal ones); interiorization (a process of transfer from the internal, mental activity to the external, practical one); social facilitation (increasing and stimulating the acquired norms in the presence of others). Generalizing the existing approaches to the classification of the mechanisms of socialization, A. Mudryk divides them into the following groups: traditional ones (an unconscious acquisition by an individual of the norms and examples of behaviour, viewpoints, values, stereotypes characteristic of the nearest environment (family, neighbours, relatives, friends, etc.); institutional ones (acquiring social experience and culture during the person's interaction with the institutions of the society and different organizations including mass media); conventionalized ones (acquiring standards of behaviour, norms and values of a separate subculture, people of a certain age, profession, national or social group which in combination influences the style of life and thinking of an individual); interpersonal ones (a process of interaction of an individual with influential (authoritative) for him personalities); reflexive ones (inner dialogues an individual's different selves with real or unreal (imaginary) persons that takes place when the person is alone) (Mudrik, 2006: p. 40-41).

These mechanisms contribute to the efficient solution of the tasks of socialization of individuals, namely, the natural and cultural ones, the social and cultural ones, the social and psychological ones (Soshcheko, 2007: p. 7-8).

The influence of a virtual reality on the process of socialization of individuals has been in the centre of scientific interests of a great many of Ukrainian and foreign scholars (see the works by Bennett, Maton, & Kervin, Deters & Mehl, Hargittai, Kirsh, Cheremisin, Danilova, Zhilkin, etc.).

The reasons and consequences of the change of human mind in the informational society and in the social and cultural space of the anthropogenic civilization have been

studied by Livingstone, Palfrey & Gasser, Przybylski, Murayama, DeHaan & Gladwell, Stieger, Burger, Bohn & Voracek, Sheiko, Maksymovska, Petrunko, Borodina, Lau, etc.).

Informational technologies in the social and cultural space have been investigated by Lebo, Meshi, Morawetz & Heekeren, Smith, Choueiti & Piepe, Turkle, Cheremisin, etc.

MAIN RESULTS

Information in the modern world has become one of the main values of any society whereas informational resources are becoming more available due to the rapid development of informational technologies. As the Russian scholar I. Soshchenko states, “a special value-based attitude to the information and to the knowledge and skills to create, store and render it as well as the accessibility of this value represent the main distinguishing feature of the informational society” (Soshchenko, 2007: p. 14).

Modern research focuses on the informational civilization with the meaning of the world’s informational society. For instance, N. Kirillova defines the informational society as a new informational civilization, which is connected with “a tremendous, never seen before influence of modern industry of information practically on all the spheres of life and mind” (Kirillova, 2006: p. 294). The Ukrainian scholar V. Sheiko points out that “informational civilization is a qualitatively new social and political formation which has appeared as a substitution for the material (anthropogenic) civilization and which efficiently ensures the acquisition of the processes of informatization as an inevitable and universal period of the development of the society, the cognition and perception of the informational pattern of the universe as well as a general awareness and adoption of the unity of the laws of information in nature and society” (Sheiko, 2011: p. 201).

The main preconditions of the formation of the informational society are connected with the fact that information has obtained the meaning of the main social value and good, the transformation of informational products and services into the leading object of production and consumption that allows an individual receiving according to his own needs without any limits.

V. Sheiko emphasizes that “the real informational civilization has to provide every citizen of a society with such social conditions that will let him easily receive all the necessary information in order to solve most urgent problems in life in any place and at any time” (Sheiko, 2011: p. 201).

The significance of information for an individual is constantly growing. As the Ukrainian scholar V. Stepanov thinks, “informational society means a level of the development of the mankind at which informational products and services become the dominating objects of production and consumption whereas the traditional objects of consumption produced by industry and agriculture do not at all lose their importance for individuals, however in the process of production and exchange of consumer goods and services the portion of “the information intensive” operations and products starts to prevail” (Stepanov, 2010: p. 147).

Many scholars have attempted to define the criteria of the informational society among which they discriminate the following: 1) “knowledge cult” which means that an individual is evaluated according to what he knows and how he uses this knowledge; special attention is paid to meta-knowledge, i.e. knowledge of how to get knowledge and process it; 2) the national informational system and ensuring the citizens an access to the

global informational network; 3) restructuring the labor resources (manpower) aimed at increasing the portion of the informational sector (50% – the informational sector, 25% – industry and agriculture, 25% – services with a great part of the informational ones) (Burakova, 2010: p. 603).

We cannot but agree with the opinion of V. Sheiko that “in the modern world of the global civilizational transformations which have led to the formation of the informational society, culture plays the leading role which determines the current and future development of the mankind” (Sheiko, 2011: p. 200). Crucial transformations that are taking place in the modern society have revealed new challenges for culture that are connected with the increase of its role in the process of solution of most important problems of the informational society. These changes precondition the growth of the social and mental tension and significantly influence the social, psychological and cultural development of an individual whose role becomes rather important. Informational technologies make it possible to accelerate intercultural communication, going onto a qualitatively new level when in order to realize it, it is not necessary to cover distances (not even necessary to learn foreign language) – the cultural exchange between peoples takes place through the global networks being dynamic and sometimes uncontrolled, however a person can realize his needs in intercultural communication without leaving the house. Under such conditions, there appears a need to have mutual understanding between the representatives of different cultures, the bearers of different social values and behaviours.

Virtual space has become an obligatory component of the social existence of a modern individual. Due to modern informational technologies, a person in the virtual space easily covers distances, takes an active part in different discussions, feels strong and protected from the current events and the problems of the real life. He can put on different masks and play different roles at the same time feeling secure since the communication is arranged virtually and anonymously. Virtual space does not imply following any rules necessary during a real communication, thus it reduces the influence of such traditional institutions of socialization as Motherland, educational establishment, friends, etc. on an individual. Therefore, a completely new personality is formed who reveals his inner features preconditioned by the interaction of an individual and the social and cultural space of the informational society, by the necessity to gradually adapt to it. A person strives for diving into the virtual space trying to escape from everyday problems, stresses and fatigue so that he could experience only virtual emotions. Thus, informational technologies manage to change the way of interaction between an individual and the world: the former acquiring a great number of opportunities for the development and self-realization. On the other hand, an individual comes across numerous risks connected, in particular, with mental insanity because having huge possibilities for self-realization, development of his own individuality in virtual space, a person does not only create his own virtual world but also becomes an object of informational aggressiveness and different manipulations facing the danger levelling his own personality. When a real personality tries to hide behind the images created by himself, it can result in a crisis of the self, in losing his cultural identity and can trigger off complications in exercising a real interpersonal communication. He can lose connection with the real world without being aware of it. Thus, there appears a change of values of real life for the values of the artificially created virtual world.

A particular danger of such a virtual reality is connected with the youth who have not yet formed their world outlook, the system of values and whose personal social quali-

ties are still in the process of formation. In such conditions, representatives of the young generation can hardly find the correct ways of their own spiritual development and social realization. Life of modern young people undergoes significant changes under the influence of challenges of the informational society. Being the most active part of the population, young people constantly are engaged in different kinds of links in a society. Because of it there increases the number of stresses, and young people have to take a greater responsibility for their own life experiencing the burdens of uncertainty and socialization risks not typical for previous generations. Since these transformations take place rather dynamically, the young generation fails to adapt to them that results in increasing the uncertainty in the process of socialization of modern youth. At the same time, young people appear to be one of the less protected strata of the society; there is observed a worsening of their material conditions in modern social and cultural space let alone the possibilities for their social development and self-realization.

Virtualization of the modern space can be viewed upon as a social and cultural phenomenon which predetermines the main landmarks of the vital activity of a modern person because it is a virtual reality that opens wide horizons for an individual to realize the possibilities never seen before and to have a practically unlimited access to knowledge, exchange of information, establishment of interpersonal interaction.

In the space of virtual culture there appears a necessity to form new values which correspond to the demands of the virtual reality or, in other words, there takes place a transformation of the traditional values according to these needs provided that the main ones are preserved. Under the influence of modern informational technologies there is observed a change of social institutions and social processes; an individual is being engaged into a great number of social virtual communities; the flows of different information are being increased which results in growing the amount (volume) of information which can bring harm to the society and at the same time creative possibilities of individuals also increase.

Informational and communication technologies become preconditions for the formation of a new type of personality in accordance with the demands of the informational society: one of the main characteristics of a modern individual is connected with the development of the so-called global thinking that includes respect of different cultures, growth of interest to understand them, a positive perception of differences between cultures and the national peculiarities of every culture. Thus, a formation of cross-cultural literacy and intercultural competence of an individual as integral personal qualities of a young man connected with the awareness of the diversity of modern cultures and a positive attitude towards cultural differences becomes topical.

It is possible to conclude that the informatization of the modern social and cultural space in all the spheres of vital activity of an individual leads to certain contradictions among which are the following ones: on the one hand, having unlimited access to possibilities for the self-development and self-realization due to an unlimited access to different kinds of information via the extension of social and cultural cooperation can lead to the optimization of the creative process, however, on the other hand, the increase of numerous risks connected with the formation of stereotypes of mass consciousness, possibilities for manipulations, transformations of value orientations, aloofness of a personality can lead to aggression, a sense of impunity and lack of restraint.

Under the influence of globalization, there take place certain social transformations of the structures and institutions of socialization that change the logic of social develop-

ment. Within the informational society, individuals enter the epoch of a global social and cultural space and a new type of people of a new social reality is formed. As a result of the global processes, the social interaction, the social being receive new features and qualities thus, making topical the problem of the dialogue of cultures for the social and cultural space of the informational society. In such circumstances of the civilization globalization, the need for dialogues of cultures with the preservation of the national and mental peculiarities of different peoples of the world is greatly increased (Sheiko, 2011: p. 278).

This context requires a greater attention to the problem of socialization in the social and cultural space of the informational society. We cannot but share the idea of the Ukrainian scholar B. Maksymovska that “information concurrently defines the social and cultural life of an individual as well as his material being which requires adequate mechanisms of a corresponding adjustment and harmonization of the social development of the subject of the society (Maksymovska, 2015: p. 109).

Hence, the theory of socialization has a significant meaning for studying the processes of an individual’s formation in the social and cultural space of the informational society in which the extension of intercultural contacts makes it topical the problem of social upbringing and formation of cultural values of an individual.

Effects of media on socialization processes have traditionally focused on mass media such as television, radio, and printed media (books, newspapers, and magazines). Additionally, music and fan cultures around specific music groups or music genres have been the subject of research on media effects. The advent of a variety of digital and mobile media devices and the abundance of digital media content have transformed research on media effects correspondingly. Given the increasingly blurred lines between media producers and users (“producers”) and between personal and public communication (“networked public sphere”), recent research in the field has largely focused on how digital media impact social behavior (Genner & Süß, 2017).

It is true to state that for many, the smart-phone has indeed become a companion in any situation and most young users keep in constant touch with their friends via on-line communities and app-based messengers. Digital media use is more frequent among younger users, and generation is a major divide globally but also within countries. Studies have documented many differences in online behaviour among young Internet users – at a global level mainly geographical divides, and at a local level predominantly educational divides. In industrialized countries with a high Internet penetration, young users live in different milieus (especially regarding educational levels), have different approaches to the Internet, and have diverging attitudes regarding cyber-security and different levels of trust in online activities. Consequently media usage preferences are not only shaped by age and generation, but also by variables such as country of residence, educational levels, income, gender, personality, technical affinity, and cultural and ethnical background (Genner & Süß, 2017).

Besides, socialization in the virtual space is predominantly spontaneous. An individual defines all by himself the way of his existence, behaviour, and means of communication in such a space; he lives a parallel life which can hardly be controlled by anybody else limiting his live communication in the real (non-virtual) life. As a result, a person loses links with the cultural traditions of his society, acquires norms, values, and rules not typical for a society in which he lives but for a network community in which he exists in the virtual reality which, in its turn, changes the individual’s inner world, his attitude towards the surrounding reality and can lead to the crisis of cultural identity.

CONCLUSIONS

We strongly believe that media socialization is a topical aspect of the social development of individuals in the social and cultural space of the informational society and is an important component of the modern process of individuals' socialization.

Summing up our analysis, we would like to emphasize that the methodological bases of studying socialization in the social and cultural space of the informational society include the following provisions: 1) the informational society in which the modern individual lives is characterized by an increase of the role of information and knowledge which receive the meaning of the main social value and product; informational products and services are transformed to be the key object of production and consumption; modern informational and communicational technologies make it possible for an individual to get unlimited information according to his own needs; 2) the transformations of the informational society have influenced the changes of the modern social and cultural space which should be viewed upon as a specific signficante value that creates conditions an individual's efficient activity and enlarges his possibilities of choice of forms of self-realization in life in a society; 3) the modern social and cultural space is characterized by the following features: globalization of culture at all levels via the integration of national cultures into the world's one; universalization of cultural values which gives rise to the problem of co-existence of numerous national cultures, preservation of cultural identity; the increase of the role of dialogue of cultures in assertion of the common to the mankind value; the blur of borders of the modern social and cultural space; virtualization of the social and cultural space which opens new possibilities for communication and individuals' development and at the same time has a negative impact on their psychological states; 4) the modern social and cultural space changes the process of socialization – an individual's entering the society together with the social connections and integrations into different types of communities; the social environment significantly influences the formation of individuals and requires the creation of optimal conditions for the efficiency of the socialization process; 5) the changes that take place in the informational society have predetermined the following specific features of socialization, namely: the increase of the role of an individual with the simultaneous activation of the social and cultural processes in the society; the change of the role of factors of socialization, in particular it goes about the increase of the significance of mass media, strengthening of the influence of social communities which are being formed in the global network; the development of the virtual reality which is objectified through a person's activity, changes the channels of transmission of the social experience, transforms the socialization possibilities of individuals, ways of their creative self-realization.

In general, the process of media socialization as a component of individuals' socialization in the social and cultural space of the informational society is becoming topical: in conditions of modern challenges there increases scholars' attention to the problems of youths' socialization – young men being at the stage of the development of their personalities as future professional, they being engaged in the virtual reality of the modern social and cultural space. In this context, it is hard to overestimate the role of institutions of higher education as the leading agents of a socially controlled socialization of individuals in modern social and cultural environment.

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**DEVELOPMENT
OF
A PERSONALITY**

PATRIOTISM AS A VALUE: ESSENCE AND FUTURE PROSPECTS



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Abstract. *The article is devoted to the problem of patriotism based on the unity of its cognitive and emotional components. Therefore, patriotism as a social phenomenon has been characterized. Moreover, patriotism has the essential indicators, which are practically manifested through personality's behavior, action and communication. The author defines patriotism as an unconditional and highly meaningful feeling-value, which characterizes the person's attitude towards people, homeland, state and oneself. Unconditional aspect of patriotism means that the feeling of patriotism cannot be founded on external forms of encouragements. The highly semantic aspect of patriotism is not associated with the lower, existential needs, but with the highest life determinants of personality. According to a conceptual definition of patriotism, the author proposes the basic components that serve as diagnostic signals to determine its degree of development in a particular personality. A set of regulations, based on deep psychological mechanism, is practically significant for educators in order to organize the process of developing a feeling of patriotism. As a result, they are very effective in the educational process.*

Key words: *educational regulations; educational process; patriotism; personality; spiritual and moral antinomy; self-spiritual; components of patriotism.*

INTRODUCTION. PROBLEM STATEMENT

The problem of patriotism affects the most sensitive sphere of personality. In the last few years, there has been a growing interest of the main part of Ukrainian society in patriotism, which is primarily the result of favorable coincidence of individual psychological, social, and family-related factors.

At the macro level, these favorable factors are not enough for a feeling of patriotism. D. Brooks argues that “we are surrounded by culture that teaches us to promote and advertise ourselves, to develop the skills we need to succeed, but it is not sufficiently stimulating spiritual development” (Brooks, 2015).

One of the most significant current discussions is to renew education by improving the educational process through formation of patriotism, careful attitude towards national, historical, and cultural values, traditions and achievements of Ukrainians.

LITERATURE REVIEW

In recent years, there has been an increasing amount of literature on problem of patriotism. To solve this issue, researchers have proposed various methods of teaching students how to become a patriot. Previous studies indicate that patriotic education plays an important role in spiritual development of young personality. V. Sukhomlynskyi points out that patriotism has an active character and we need to teach children to seek their place in the life of the country, to fight against the disadvantages of society as well (Sukhomlynskyi, 1971).

For several years great effort has been devoted to the study of patriotism. Many studies have been focused on the essence of patriotism, its concrete historical character (Kateb, 2007; Königs, 2012; Moore, 2009; Primoratz, 2002; Soutphommasane, 2012). The methods of patriotic education of students of different age have been carried out (Archard, 1999; Zdenko, 2011). The possibility of teaching patriotism in academic and extra-curricular activities have been widely investigated (Nussbaum, 2012; Zembylas, 2014). In the literature, several theories have been proposed to define concept of patriotism (Arneson, 2005; Callan, 2006; Hulas & Fel, 2015; Kateb, 2007; Kleinig, Keller & Primoratz, 2015).

Although several studies have indicated that problem of patriotic education have a great significance in a general education, little attention has been paid to effective techniques of patriotic education in real life.

The purpose of the study is to define the notion of patriotism and specific techniques of its formation based on generalization of current researches on this urgent problem.

METHODOLOGY

The leading methodological idea in solving the problem of patriotism lies in the fact that there are no pure acts of cognition: each act of cognition has an element of attitude. Therefore, an integrity arisen from this idea allowed formulating an explanatory principle. It represents the psychological and methodological basis how to organize the process of education of the feeling of patriotism as well as transform it into the main value of students.

Using the key pattern of emotional experience as irradiation in terms of attraction to group emotional unanimity, we propose an innovative program aimed at acquiring patriotism as a value by humanity in general. The stability of this spiritual phenomenon is ensured by the interaction between mechanisms of consciousness and self-awareness, which allows person to reflexively realize it in practice at once.

MAIN RESULTS

The author's attention was focused on the feeling of patriotism as a direct emotional response of person to powerful external factors. We also have considered the patriotism as an indicator of spiritual growth of personality.

Patriotism is the strongest feeling of human unity. Its apogee qualifies as a state of complete harmony ("One heart and one soul"). However, this unity is not isolated, but it is connected with real life that realizes great goals of the people, the homeland, and the state. Kierkegaard defines this unity as the "sacred bonds that connect people" (Kierkegaard, 2013), the person's life is empty without patriotism.

We started by defining “patriotism” as is a special, unconditional and highly meaningful feeling-value, which characterizes the person’s attitude towards people, homeland, state and oneself. We will draw attention to the unconditional and highly meaningful aspects of patriotism in this definition. Unconditional aspect of patriotism means that the feeling of patriotism cannot be founded on external forms of encouragements. The highly semantic aspect of patriotism is not associated with the lower, existential needs, but with the highest life determinants of personality.

Based on our theoretical ideas, the feeling of patriotism consists of the basic components such as:

- 1) Love for people, the homeland, and the state;
- 2) Active devotion to the homeland;
- 3) Socially meaningful purpose;
- 4) Moral stability;
- 5) Readiness for self-sacrifice;
- 6) Having self-esteem.

The current study found that proposed components are necessary and sufficient in the context of feeling of patriotism as integrity. Indeed, in other research circumstances, these constituents can be expanded. It often happens, because, for example, purposefulness is objectively linked with patience, perseverance, perseverance. Therefore, they (along with other complementary components) are sometimes included in the structure of patriotism.

Moreover, self-esteem is an innovative component in the structure of patriotism. The results of this study confirm the assumption that patriotism has behavioral and activating role as the person’s attitude towards oneself, as opposite to other components as external attitudes.

The most interesting finding was that all traditional definitions of patriotism it is mandatory to include love for people, homeland and state in its structure. Some psychologists suggest that instead the construct of “love” should be used the construct of “respect”, arguing that the concept of “love” do not have a clear meaning.

Yet we will use the definition of love, trying to give it more logical rigor. In terms of education it is important to know that love-passion originally develop based on the mechanism of favour. In contract, students’ love for the people, homeland and state happens in the process of overcoming their exclusion from public life in its highest values. This is often due to the students’ lack of prudent and primitive motivation.

In order to find the effective ways of patriotic education, it is possible when the feeling of patriotism will be considered only within the limits of the great spiritual human values. The fact is that every highly meaningful spiritual value (for example, charity, care for others, patience) causes patriotism as value.

Patriotism as a complex feeling-value arises under the influence of spiritual, moral, civil, national education. It is impossible to love one’s own people and homeland without loving one’s family and relatives. Therefore, there should be a combination patriotic education and the above-mentioned types of education.

Patriotism is a profound human feeling. However, it becomes a higher value, when it is not isolated only in the inner world of personality, but when it has external realization into person’s patriotic behavior that is a real indicator of its development.

Accordingly, the main educational goal of the teacher should be to ensure the transition from the student’s desire of patriotism as a value to the patriotic act. It is

interesting to note that there are situations in the educational process when student declares the statement, for example, “I want to be honest and genuine”. This statement calms educator to believe that student has achieved the goal. Nevertheless, but there is no place for practical realization student’s willing in the student’s spiritual structure. Therefore, the student should be a subject of a patriotic act in order to achieve this inner value.

Patriotism is the action of the personality in the present, but must predict future. Superficially, there is nothing special in this perspective for the functioning of patriotism, as all other educational achievements are oriented at the person’s future. However, in this case it is only the individual future of student. The personal questionnaire has the question “What person will you be in 10-15 years?” As for the feeling of patriotism, the future is connected not only with a separate personality, but also with the relatives, native land, people, homeland, state. “What will they be as a result of my actions?” This question should be answered by student. For that reason, patriotic personality must deliberately prepare oneself to the future and consider it as the meaning of one’s own life.

Patriotism correlates with the moral responsibility of the personality, both with the current national situation and the responsibility for the past generations, the heroes who asserted the state, national self-consciousness and patriotism. As a consequence, patriotic education should be based on the heroic history of our people.

Furthermore, student’s perception of the feeling of patriotism should occur on the basis of spiritual and moral antinomy (opposition). At the level of setting the educational goal, the antonymic pairs ought to be as the following: “You are patriotically imperfect – You are patriotically perfect”. In this way, the direction of the processes of consciousness and self-consciousness of the young personality are determined in educational process. At the level of ethical content, the value opposition can be such as: devotion to the case – formal attitude to the case, love for the homeland – indifference for the homeland, etc.

The student must correctly determine the correspondence between opposite patriotic formations – the initial patriotic deeds and perfect patriotic – in the following directions:

- Valuable patriotic action both for others and oneself (one’s action brought benefits to another person and earned respect for oneself).
- Meaningful growth of both actual motives and potential motives (not only individual motives, but social motives).
- Developmental dynamics of both present self-spiritual and future self-spiritual.

The success of the process of patriotic education depends on how to block egocentrism (arrogance, pride, desire for power, etc.) and how to be unselfish.

The problem of patriotism is multifaceted. Therefore, if we combine the efforts of state, society and education, it will possible to achieve considerable progress in solving this issue.

We offer a number of scientific statements that help teacher in patriotic education of students.

Statement 1. Patriotism can be as a supreme value of people, when patriotism is the leading value in the person’s inner spiritual structure. Furthermore, it should be taken into account that the degree of individual significance of spiritual values may be different. For that reason, values that are part of the structure of patriotism (active devotion to the homeland, moral stability, readiness for self-sacrifice, self-esteem) will be more important for one person than another.

This spiritual state cannot arise spontaneously. So, it must be developed special mind of young person that can be able to understand extremely complicated realities as integrity. These categories are the people, the homeland, and the state. This mind is defined as global mind. Students have to learn how to think globally. In the context of patriotic education, this means that students aware the essential characteristics of these categories. In addition, students can monitor changes that occur in their mind, predict progressive conditions as well.

An important point is that students make such decisions not in isolation, but effectively involved in life their people, homeland and state. All students' deeds (both small and large) are united by the main motive – to be faithful to their feeling of patriotism. If students can be always included in this activity, they will act like patriots.

Statement 2. Our psychological and pedagogical sciences claim that the formation of personality is associated with one's ability to avoid conflicts, especially social conflicts. For instance, conflicts between person and environment, person and community, person and the country). This inner motivation should be changed in radically different way: the person faces the conflict and understand one's own individuality. This direction is inherent for a person with a high level of patriotism.

Statement 3. These days, researches have shown that there is a person with a low level of patriotic education who often proclaims correct thoughts and even has desire for meaningful values, but they are not forced by one's own spirituality. Only the person's transition from the position "I know" to the position "I want" will indicate that the personality goes ahead to the higher level of spirituality.

Statement 4. Patriotism requires a person's deeply spiritual attitude towards social environment. Therefore, modern scientific researches must be methodologically coordinated with the problem of patriotic feelings of the community – both past and present generation. The first thing that should be developed in a growing personality is the ability to be a part of human integrity.

Statement 5. The main condition for providing sense of national unity within the nation, which patriotism requires, is to determine person's patriotic attitude towards another particular individual in connection with patriotic attitude towards the whole nation. At the same time, young personality awareness of concept "nation" through understanding a small close group, gradually expanding it. The patriotic subject-subject relations must be objectified in the sense of "We are partners" in terms of the same degree of patriotic feeling. These partners have emotional experience as real associates and friends.

Statement 6. The strong word has a great educational impact, so it is necessary to create texts of patriotic theme. Otherwise, these texts can be ineffective. The emotionally text is the result of its translation by an indifferent person who expresses a full power of one's own experience. However, on the other hand, if the text contains a few emotionally colored situations, then even a highly skilled educator cannot transform it into a living story that would cause the necessary emotional student's response.

We recommend a set of regulations for organizing the process of patriotic education.

Regulations 1. The effective process of patriotic education must include the following elements:

- a) Deep understanding of a student;
- b) Absolute acceptance of a student;
- c) Recognition of a student as a supreme value;
- d) Fair attitude towards a student.

Regulations 2. The main condition of productive process of patriotic education is the objective orientation of student's life, which can definitely be emotional. It is represented by the experience of suffering, sorrow, frustration, etc.

Regulations 3. Patriotism as a value is a mental and emotional internal structure. The mental component gives it awareness. On the other hand, the emotional component gives it meaning and significance for students. Students have only knowledge of the value of patriotism, which does not cause it to a patriotic act. The complexity of the process of patriotic education is not related to knowledge about patriotism, but how to give it an appropriate meaning through person's emotional experience.

Regulation 4. The abstract form of patriotism is not assimilated into the existing spiritual and moral structure of students. Accordingly, educator should ensure the first meeting of students with a real patriotic act. That means that an abstract patriotism as a value should occurs in the form of concrete everyday actions connected *the students* to *real-world experiences*.

Regulations 5. Students should consider the opposite value – the lack of patriotic value – to the person's patriotic value. Firstly, this way of patriotic education maximally activates the process of student's spiritual self-consciousness. Secondly, when the content is presented in opposition, student solves the controversy and accepts a certain position.

Regulations 6. Educators should always block student's egocentrism (domination, arrogance, desire to power, etc.), because it determine the success of the process of patriotic education.

Regulations 7. The stage of motivation to patriotic action is a very important in in educational process. Although students need patriotism as a value, yet they are not ready to realize it practically. Consequently, students can combine their all spiritual values and create an impulse for a patriotic act with the teacher's help. This can be objectified in the statement "I will act like a patriot".

Regulations 8. Both teacher and student should analyze the student's motives for a patriotic act, how this process works, as well as its outcome (benefit for people and one's own spiritual profit). In addition, tutor should show their satisfaction for the students' actions and encourage them to self-satisfaction.

Regulations 9. Patriotic education must occur under forms of communication and behavior adapted to students' needs that do not cause humiliation, do not infringe their rights, and do not manipulate them.

Regulation 10. The great basis for real patriotism is an influence of spiritual, moral, civil, state, and national education, on which the true patriotism of a person can grow. Overall, patriotism correlates with a person's moral responsibility: not only for the current national situation, but also for the past generations who asserted the statehood fostering national self-consciousness and patriotism.

CONCLUSIONS

From the research that has been carried out, it is possible to conclude that patriotic education is a comprehensive, systematic and purposeful activity of public authorities, non-governmental organizations, families, schools, and other social institutions in order to develop a higher level of patriotic consciousness, a loyal feeling, love of one's homeland, readiness to build democracy as well as fulfill one's civil duties to protect national interests, desire to maintain integrity and independence of Ukraine, to promote unity

of Ukraine, civil peace and harmony in society. Therefore, a successful solution of this crucial issue will be able in genuine social unity.

The proposed techniques of patriotic education can be readily used in practice. Based on the findings presented in this paper, work on the remaining issues is continuing and will be presented in future papers.

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TRANSFORMATION OF EDUCATORS' PROFESSIONALISM IN THE SYSTEM OF POST-GRADUATE TEACHER EDUCATION



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Abstract. *The article analyzes the application of the theory of transformative education in post-graduate teacher education. Professional development of teachers, which is based on the principles of adult education, is influenced by education reforms, innovation environment and the transition to a digital society. This creates a situation of uncertainty for teachers and encourages their acquisition of new competences. Transformational education, initiated by US scholars, has gained popularity in Ukraine to direct post-graduate education to the development of professional culture and professional consciousness of teachers. One of the key concepts of post-graduate teacher education as a component of adult education is professionalism, which is referred to as a set of teachers' competences that are formed in the system of university education and developed in the system of post-graduate education based on cultural, humanistic and democratic values to make teachers efficient in modern socio-economic conditions. Teachers' professionalism transformation, which is understood as a qualitative change in their professionalism, due to their readiness to work in the conditions of the digital world and knowledge society, is a result of transformative education in the system of formal and informal adult education. The author also discusses the teachers' professionalism transformation factors and the features, methods, objectives and outcomes of teachers' transformative education.*

Key words: *adult education; post-graduate teacher education; professionalism; transformative education; educators' professionalism transformation.*

INTRODUCTION. PROBLEM STATEMENT

Education reform in Ukraine has brought a new understanding of teachers' professionalism as their ability to work in an innovative environment. Consequently, the skills that make teachers efficient professionals should change rapidly. The educator of the era of digital technologies and the knowledge society keeps learning, improves as a professional, realizes his/her personal and professional potential, develops his/her professional culture and innovative professional thinking. Under such conditions, education becomes a value in itself, which influences the value system and civic position of educators.

The ideal of a knowledge society, proclaimed in the report *Education: A Hidden Treasure* by the International Commission on Education for the 21 Century, implies that knowledge must be quickly updated and applied to practice and be sought after by a person in the process of his/her personal and professional development and self-realization.

In this context, the key issue is the continuity of education. Adults, in particular, teachers, need not the knowledge itself, but the solution of important professional problems. Knowledge is a prerequisite for achieving goals in profession. Now the emphasis has shifted from the acquisition of knowledge to its application.

These factors determine the importance of the problem of continuous education of teachers, call for the search for new educational technologies that would accelerate and facilitate teachers' developing new values and skills and adaptation to new conditions under the education reform.

Such a potential, in our opinion, lies in the theory and practice of transformational learning, which can be used in postgraduate teacher education in Ukraine.

LITERATURE REVIEW

Professionalism transformation implies that only a self-sufficient person can take responsibility and be effective in a market economy. This opinion is shared, among others, by V. Kurylo, N. Nychkalo, V. Oliynyk, O. Savchenko and O. Sukhomlynska who emphasize the need for establishing a stable democracy and civil society in the country. Educators have directly engaged in this process.

Considering continuous professional development on the principles of andragogy, O. Anishchenko, O. Bondarchuk, N. Klokar, L. Lukyanova, V. Oliynyk, O. Otich, N. Protasova and S. Sysoieva note that continuous education ensures the integrity and continuity of teachers' professional development and makes scientific knowledge a factor in updating teaching practice.

Lately, the number of studies into the problems of postgraduate teacher education has considerably increased in Ukraine. In particular N. Bibik, V. Kremen, N. Nychkalo, V. Oliynyk, O. Savchenko have substantiated the principles of professional and personal growth under the transition to a knowledge society; O. Pekhota, V. Putsov, S. Ryabova, M. Skrypnyk, G. Yelnikova, A. Zubko have clarified the scientific and theoretical foundations of andragogy and professional development based on the competence approach and postgraduate education; V. Baseliuk, E. Khrykov, M. Kirichenko, V. Maslov, L. Pokroeva have analyzed the principles and technologies of teacher postgraduate education; L. Pukhovska and R. Shiyani have investigated European approach to postgraduate teacher education; O. Adamenko, N. Chepurina, V. Gladush, S. Krisyuk, A. Kuzminsky have focused on the historical aspects of Ukrainian postgraduate education.

METHODOLOGY

The understanding of the education reform draws on the new philosophy of education formulated by V. Kremen (Kremen, 2010), which substantiates the concept and values of the knowledge society, humanism, competence-based training and principles of teaching. These theoretical and methodological principles determine the meaning and strategic goal of teachers' professional development of in postgraduate education.

One of the methodological foundations of our research is the concept of new Ukrainian school, which aims at increasing human capital in Ukraine. There is a great social demand for innovation in education, which necessitates the development of new principles of the interaction between pedagogy and practice. The concept of new Ukrainian school focuses on the child, their needs, interests and development. This is the humanistic foundation of modern Ukrainian education, which stems from V. Sukhomlynskyi's pedagogy and has been developed by N. Bibik, V. Kremen, O. Savchenko and A. Sukhomlynska, M. Vashulenko.

At first glance, it may seem that humanism personality development and care for the child's individuality are recognized by the teachers. However, these important categories, which determine the philosophy of change, require revisioning, deepening and new psychological and educational principles.

The concept of new Ukrainian school bases post-graduate teacher education on the values of modern education, which provides a sense and significance for updating the content and technologies of education.

Academician V. Oliynyk and his followers study the modern context, scientific and pedagogical foundations and technologies of post-graduate education as an important component of adult education. (Oliynyk et al., 2017). In particular, with regard to post-graduate teacher education, the researchers emphasize that during the years of Ukraine's independence, this system has been dynamically developing and changing in institutional, organizational, managerial, personnel, content and technological aspects. This provided a holistic, systemic support for the professional development of teaching staff and scientific and methodological support for the education reform. In this process, the national system of postgraduate teacher education in Ukraine faces the challenges of integration into the European educational space. Besides, there is a need to determine the place of postgraduate teacher education both in the life-long education, and in the national culture and education in particular.

The choice of the methodology of the study was also based on the current understanding of professional skills. The World Bank report "Skills for Modern Ukraine" describes three groups of skills that determine not only individuals' professional success but also affect the status of an organization in a particular professional field (Del Carpio, Kupets, Muller & Olefir, 2017). These include cognitive skills (intelligence, basic skills and complex mental activities, e.g. critical thinking), socio-emotional skills (behaviors, attitudes and personal attributes that allow being effective in personal and social situations), technical skills (special knowledge and skills required to complete professional work).

We used the above-mentioned ideas for determining the content and techniques of teacher training, which should be individualized (taking into account the level of every particular teacher's skills) and differentiated (focusing on the development of different skills).

MAIN RESULTS

One of the basic concepts of post-graduate teacher education as a component of adult education is professionalism, which is defined as a set of competencies that are formed in the system of university education, develop in the system of post-graduate education based on cultural, humanistic and democratic values and allow the professional to work efficiently in modern socio-economic conditions.

The profession of a teacher involves a certain range of professional responsibilities and competencies. In order to be carried out, the responsibilities must be based on professional skills. This explains the relationship between the concepts of competence and professionalism. Obviously, the better competence, the better professional efficiency is one of the key signs of professionalism.

From the perspective of the competency approach, post-graduate education is more specialized and differentiated in comparison with Bachelor's and Master's programs, which is supported by the fact that university students acquire basic education, which then becomes the basis for life-long learning and professional development that takes place in the post-graduate education system.

Consequently, the new economic and social realities of Ukraine call for the studies and technologies that promote teachers' professionalism.

The innovative adult education theories include the transformative learning proposed by J. Mezirow. According to J. Mezirow, transformation is a process of modifying personal activities based on the individual's understanding of how and why he/she has developed a certain world outlook and how this outlook and his/her behavior can be changed (Mezirow, 2003).

J. Mezirow and his followers (R. Boyd, S. Brookfield, J. Dirkx, J. Myers) consider that transformative education aims at changing attitudes, values, mentality, actions of the person in the psychological (change in the understanding of self), value (change in beliefs) and behavioral (change in lifestyle) dimensions. S. Brookfield emphasizes that only the education that focuses on solving fundamental problems, challenges the existing meanings, and/or alters the thinking and actions of a person can be recognized as transformative. Transformative learning, thus, is based not only on reflection but on critical reflection.

R. Boyd and J. Myers advocate a different view. They emphasize the psychosocial aspect of transformative learning and focus on logic (Boyd & Myers, 1988).

The idea of transformative education as a means of changing individuals' world outlook, i.e. mentality, and behavior, in particular, professional activities, suggests that modern adult education, including teacher education, should aim at transforming professionalism.

Professionalism transformation is a qualitative change in professionalism due to the improvement of individuals' readiness for profession in the digital world and knowledge society as a result of transformative education in the system of formal and informal adult education.

Individuals' transformative learning is triggered by a situation of uncertainty, their need to respond to intellectual, emotional, social and moral challenges. This situation can initially cause stress and insecurity, but then prompts the individuals to search for new solutions and approaches. Transformation begins when a person develops the ability to see the situation from a different perspective. Under such conditions, an individual doesn't need new information, but a new change-relevant experience. This is accompanied by a revision of beliefs and values from different points of view.

The factors behind the need for professionalism transformation include:

1. The entry of Ukraine into the digital world. The Ukrainian information society is in the process of harmonization with the European Community. Among the documents that direct this process, is the *Digital Agenda for Europe* initiative, which identifies the priorities for the development of the information society within the Eu-

ropean strategy for economic development *Europe 2020: A Strategy for Smart, Sustainable and Inclusive Growth*. The Ukrainian Cabinet of Ministers has approved the *Digital Agenda for Ukraine 2020* whose key objective is the introduction of digital education in Ukraine. In this context, the concepts of digital literacy, digital competence and digital intelligence are used.

The concept of digital transformation characterizes the transition of the economy to the *Industry 4.0* standard. The *Concept for the Development of the Digital Economy and Society in Ukraine 2020* was presented in January 2018. It stated that the driving force of the digital economy was human capital, which was understood as people's knowledge, talents, skills, experience and intelligence. At the labor market, digital skills, which are now considered the key personal skills, are in great demand.

So, post-graduate teacher education should aim at teaching educators to use digital resources and capitalize on these skills. This can be implemented through the wide use of digital teaching tools, cloud services, shared content and online courses. The concepts of digital competence, digital literacy and digital culture are becoming indicators of teachers' professionalism.

2. Introduction of leadership to various professional activities. Leadership is a concept that is based on human relationships, interaction and partnership. The leader occupies a special place among his followers (team) thanks to his/her recognized efficiency or ability to influence people. Teaching implies interpersonal interaction, therefore leadership joins individuals' efforts for the achievement of common educational goals. A leader teacher can make an adult audience his/her followers.

Thus, professionalism transformation implies that in the system of postgraduate education, teachers will develop leadership skills: to influence groups and individuals in order to achieve common educational goals; to bear responsibility for him/herself and others, as well as for the decision-making and implementation; to promote individuals' work commitment and success motivation.

3. Changed values. There is a transition from the values of a totalitarian society (obedience, monotony, equalization) to the democratic values (respect for personality, development, critical thinking, creativity, innovation). A new system of values has laid the foundation for transformative learning, because new knowledge and skills are the result of new professional self-awareness.

Post-graduate teacher education is an integral part of the adult education system. Therefore, it can be argued that teachers' professionalism transformation is based on the principles of adult education.

Meeting the requirements of Ukrainian legislation and based on the latest research findings, the institutions and organizations that provide formal and informal adult education undergo transformations. Unlike formal education, which was previously given priority, informal education offers broad opportunities for variation and readily responds to new social and professional challenge. The mission of formal and informal adult education is the introduction of the values of life-long education. This can have a great impact on people's lives and development, the labor market and society, which coincides with the key objectives of teachers' professionalism transformation.

The mission of adult education is accomplished via cherishing socially and personally important educational values, which include IT skills, culture, self-development and self-education, personal success and career. The labor market prefers those who are able to work in a digital economy digital workplace, which significantly changes the require-

ments for human capital. In the social context, adult education affects popular culture, civic activities, leisure activities, communication skills, which in turn prompts educators to transform their own professionalism.

Modern adult education is based on the principle of continuity, which in most studies is regarded as a determining, strategic benchmark for social progress. Continuity of education is a leading factor in the socio-economic and personal development.

However, in our opinion, continuous adult education is not a linear process, it has no a definite end in terms of the result or time. In this sense, professionalism transformation is also a continuous process.

Completing certain stages of adult education in different forms does not mean that the training is completed as a whole. Whereas formerly the law required periodic refresher/advanced training, which ended in attestation or promotion to higher professional categories or positions, etc., now the labor market and regulations encourage quick updating of knowledge and skills. Thus, the organizations and institutions that give refresher/advanced training have reduced the duration of refresher/advanced training courses from 3-6 months (in 1970s) to 2-5 days. This can be explained not only by the financial expediency but also by great information accessibility, advent of digital educational technologies and the demand for learning outcomes that can be applied here and now.

The result of continuous education is determined by the competences developed by a student. The rapid change in the demand for certain competences encourages their continuous development. Consequently, any set of any level competences cannot be considered as the ultimate result of adult education. Thus, professionalism transformation is a complex and person-oriented process that requires special technologies.

Education reforms are accompanied by the introduction of a large number of innovations in various spheres. However, innovative activity, besides administrative support, needs also technological support. Therefore, support for the development of innovative objects and providing them with resources for innovation is an important task of post-graduate education.

The main prerequisites for teachers' professionalism transformation in the system of post-graduate education include:

- Teacher's responsibility for the result, the change from the external control to the internal. Teachers' training should be realistic and practice-oriented, and teachers should know what and why they study and how this is related to their work;

- non-linear teaching forms to develop new work techniques and behaviors using case-studies, problem-solving, modeling, role play and team building exercises.

- flexible planning; each next stage is determined given the results of the previous stage. Here an experimental training (simulation) can be helpful.

- wide use of teachers' experience. Mentoring provides the opportunity for experienced teachers to share their experience with young colleagues. During training, teachers can teach their methods and techniques and discuss new approaches to problem-solving. The techniques used here include experience fixation or presentation (scribing, video, presentation, infographics), experience sharing (workshop) and experience development (practicum, training);

- small group work, counseling, individualized program training;

- project making, which is particularly effective in situations when a concrete result is needed for further use in practical work;

– feedback from the audience, which gives an opportunity to get information about the real and potential learning outcomes. Typically, the training session ends with the evaluation of the results, teachers’ reflections on their success and professionalism transformation, as well as with setting objectives for the next stage of training.

Note that the above-described methods should be used together as a system taking into account the objectives of the training, the levels of teachers’ professionalism and the prospects for its transformation.

CONCLUSIONS

Professionalism transformation implies the teachers’ transition from one condition to another:

- from perceiving oneself as “a small fry” who has no say in the organization to an efficient professional;
- from the use of a limited number of work techniques to using modern work technologies;
- from the role of a subordinate to the role of the leader;
- from non-critical carrying out superiors’ orders to professional teamwork;
- from being under pressure to new work meanings, motivation, goals and objectives;
- from education “once and for all” to life-long learning;
- from knowledge and skills to value-based competences;
- from being controlled to responsibility;
- from prescribed actions to creative work.

The system of postgraduate teacher education carries out an important mission of training teachers of all types of education (from preschool to higher) to work in a reformed environment. The objectives of post-graduate teacher education used to be teaching skills, competence and creativity. Now post-graduate teacher education focuses on developing teachers’ professionalism, which includes high professional competence and professional efficiency. The transformation of teachers’ professionalism is the answer to the challenges of the innovative processes that take place in the education system.

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NATIONAL AND PATRIOTIC EDUCATION OF CHILDREN AND YOUTH: QUESTIONS OF STANDARDS AND INDICATORS



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Abstract. *The problem of monitoring the process of national-patriotic education in Ukraine has been updated. The purpose of the article is to substantiate the expediency and content of the standards and indicators of national-patriotic education of children and young people, which underlie the monitoring of this process. The necessity and various aspects of the contents of the standards of national patriotic education have been revealed; a list of effective measures as a key factor of the effectiveness of national patriotic education and recommended indicators of public opinion monitoring on patriotism have been presented. Besides the list of indicators of effectiveness of carrying out activities on national-patriotic education of children and youth is presented and supplemented by: number of prepared activist leaders who are ready to identify and implement initiatives of national-patriotic education; the dynamics of the number of young people involved in the activities of national-patriotic education; the proportion of young people involved in the activities of national-patriotic education in the village; the correspondence of the purpose and content of the measures to the values benchmarks, the content of the Strategy of national-patriotic education of children of youth in 2016–2020; monitoring (regularity of questionnaires) of public opinion on patriotism issues; polls of participants on the quality of the activities of national-patriotic education; innovation of the event, social effect and demand; engagement of partner resources; publicity of the project / event; reviews on social networks; possibility of dissemination of positive experience of project / activity realization.*

Key words: *indicators; national-patriotic education; standards; a strategy of national patriotic education; patriotism; forms of work / activities.*

INTRODUCTION. PROBLEM STATEMENT

Ukrainians have been tested for strength, strength of spirit and faith for four and a half years. The people of Ukraine have passed and undergoes incredible trials with the war and the economic crisis that was caused by Russian aggression. Now Ukrainians have become stronger and more confident in themselves and in their own capabilities. The foundation for moving forward – with clear strategic European benchmarks. Such a move comes from the understanding of the need to rely on their own forces, to harden their national interests.

At the same time, this is not an occasion to “roll back”. Russification processes, the informational supremacy of the imperial-totalitarian rudiments of the Kremlin in the public consciousness, significant differences in the systems of values, ideological orientations of groups of society from different regions of our country make us worry. Often opposite views on the past and future of the nation, the ways of its further development, and national values are being produced. That is why the question of the formation of patriotism as a value in children and youth does not lose its relevance, but also acquires new relevance.

LITERATURE REVIEW

The problem of patriotism attracts the attention of modern scholars in various aspects. Publications and studies of recent years have revealed: the psychological context of social and state values, the formation of national consciousness and identity of the person (I. Bekh, I. Bulakh, V. Krysko, L. Snigur, L. Spivak); theoretical foundations of civic-patriotic upbringing of pupils (V. Kremen, Yu. Rudenko, A. Sukhomlynska, V. Ternopil'skaya, P. Verbitskaya); national identity and its influence on the formation of a self-sufficient person (G. Filipchuk, G. Kovalev, T. Potapchuk, K. Zhurba), etc. However, the issue of monitoring national-patriotic education is still insufficiently studied.

The *purpose of the article* is to substantiate expediency and content of standards and indicators of national-patriotic education of children and young people, which underlie monitoring of this process.

METHODOLOGY

The main generalizations and conclusions of the article are based on the following results:

– An expert-analytical study on the formation of the standards for national-patriotic education and the definition of indicators for the effectiveness of measures for national-patriotic education, conducted by the NGO “Olexander Yaremenko Ukrainian Institute of Social Research”, at the request of the (Ministry of Youth and Sports of Ukraine, 2018, March 22). The author of the article is a member of the research team. Within the framework of expert-analytical research, from December 5 to December 7, 2017 a series of focused group discussions with experts on national-patriotic education in various regions of Ukraine (cities of Chernihiv, Odessa, Kiev, Slavyansk, Uzhhorod) were conducted;

– A sociological survey of the Social Monitoring Center, the NGO “Olexander Yaremenko Ukrainian Institute for Social Research”, the Institute for Analysis and Forecasting with the support of the Kiev Press Club (Ukrainian Institute of Social Studies named after Olexander Yaremenko, 2018, August 16). 600 respondents were interviewed in Odessa and Lviv, and 800 respondents in Kharkiv from the age of 18 years and older. The survey was conducted from August 8 to 13, 2018 by means of a personal interview, the sampling error is +/- 4,5%;

– Sociological Group Rating (2018, August 21) Survey by personalized formal interview was held on August 3-10, in which 2000 respondents from 18 years of age and older took part. The error in the representativeness of the study is no more than 2,2%;

– Discussions between the author and the participants in national-patriotic training (2015-2017, about 350 participants) (Bekh, I. D., Kyrychenko, V. I., Petrochko, Zh. V., 2016).

MAIN RESULTS

Despite socio-political and economic problems, some kind of frustration and dependency among the population, the level of respect for Ukrainian statehood is not decreasing from the Revolution of Ukraine. On the contrary, the number of those who speak Ukrainian, teaches it, wants to watch and listen to Ukrainian is constantly increasing. At the moment, the number of people who first of all consider themselves citizens of Ukraine, and then residents of those or other regions, peaked in the history of independence. In particular, according to a survey conducted in August 2018 by the Social Monitoring Center, the Ukrainian Institute for Social Research named after Alexander Yaremenko, the Institute for Analysis and Forecasting with the support of the Kiev Press Club, the vast majority of Ukrainian citizens with a population of more than 1 million people consider themselves to be patriots and they are proud to be Ukrainians.

Answering a question about whether you consider yourself a patriot of Ukraine, 86% of respondents of Lviv, 64% of Odessa residents and 62% of Kharkiv responded affirmatively. They are proud to be citizens of Ukraine, according to the survey, 85% of Lviv residents, 68% of respondents from Odessa and 65% of Kharkiv. Not at all proud of the fact that they are Ukrainians, only 2% of respondents of Lviv, 8% of respondents from Kharkiv and 10% of respondents in Odessa.

Similar data was revealed as a result of a survey by the sociological group “Rating”. Thus, 82% of Ukrainian citizens consider themselves patriots of their country. Only 13% stated that they did not consider themselves patriots; another 5% could not answer. In all macro regions of Ukraine, the total number of patriotic citizens exceeds 75%: in the West – such 85%, in the Center – 84%, in the South – 79%, in the East – 76%.

Now Ukraine directs its intellectual resource to cultivate a national-patriotic feeling based on the love to its country, people, nation, state, affirmation of Ukrainian civic identity.

Undoubtedly, Ukrainian civil identity is at the stage of formation. Unfortunately, a significant part of young people do not see opportunities for themselves in Ukraine. The weighty imperial-totalitarian rudiments that impede the formation of a civil identity are: inferiority, self-sufficiency and conformism. Under such circumstances, the growing popularity of patriotism must be accompanied by proper conceptual, normative, scientific, and methodological support of this process. The emergence of a number of public organizations that position themselves as participants in the system of national patriotic education requires the development of clear benchmarks or standards to determine the effectiveness of appropriate measures, projects, programs.

The question of standards in national-patriotic education is complicated, even delicate; it easily becomes a means of manipulation. It is important that such standards do not touch on religious issues, do not violate human rights, do not stand in the way of unity and consensus in Ukraine, and so on. It is not about standardizing the image of a patriot citizen or his behavior, but about the organization of national patriotic education and its outcomes.

The issue of standards is highlighted in the Strategy of National Patriotic Education of Children and Youth for 2016-2020 (approved by Decree of the President of Ukraine dated October 13, 2015, No. 580/2015) (Legislation of Ukraine, 13 October 2015, 13). In particular, Article 7 of the Strategy states: “In the sphere of national-patriotic education of children and youth should be developed by the authorized central executive body with the participation of scientists, independent experts, taking into account the best international experience of successful democratic states, and the introduction of common

standards, in particular regarding means and methods, forms and methods of national-patriotic education, assessment of achievements of the relevant actors in this area and their competence”.

The mentioned above was the subject of the study of the expert-analytical research on the formation of the standards of national-patriotic education and the definition of indicators of the effectiveness of the implementation of measures on national-patriotic upbringing.

The results of the survey of experts on national-patriotic education on the content of such standards showed that among the content lines of standards there should be (submitted by rating – from the highest): 1) increase the level of historical competence; 2) understanding of national-state values; 3) understanding the causes of the conflict in the East of Ukraine; 4) respect for the fighters for Ukraine’s independence; 5) awareness of the European vector of development; 6) interest in achievements of Ukraine at the world level, in the international arena.

A key component of standards should be the monitoring of public opinion on the issue of patriotism, national-patriotic upbringing, social and state values. Such monitoring at the all-Ukrainian level is advisable to conduct an independent, but authoritative sociological organization every 2-3 years. At the same time, the indicators of such monitoring should serve as a benchmark for assessing the content of each event, as it should constantly keep in mind that something in the young person has changed in her knowledge, motivation, attitude, skills, behavior after the organized, organized. Table 1 shows indicators recommended by experts to be taken into account when compiling questionnaires on patriotism or national-patriotic education in Ukraine.

Table 1

Expert answers on indicators of public opinion monitoring

Indicators	Not necessary	Necessary	Do not know
1. Identification themselves first of all as a citizen of Ukraine	1	30	2
2. Communication in Ukrainian	2	26	3
3. Readiness to protect the state’s independence and territorial integrity of Ukraine with arms	5	20	8
4. Readiness to protect the state independence and territorial integrity of Ukraine by non-violent means	3	23	6
5. Understanding the causes of the conflict in the East of Ukraine	5	22	6
6. Importance of living in a democratic country	2	29	2
7. Readiness for emigration	13	11	9
8. Pride for your country	0	33	0
9. Desire for children and grandchildren to live in Ukraine	1	29	3
10. A sense of responsibility for the situation in the country	-	27	6

National-patriotic education is mostly carried out through various activities (forms of work), programs and projects. The variety, expediency, the present, the content of such activities create a common canvas for the success of national patriotic education.

Issues of measures that have proven its effectiveness and can be recommended as guidelines for national-patriotic education were also raised during focus groups with experts. In particular, the participants were asked to answer the question “*What your carried activities were the most successful and effective, why?*”.

It was clarified that the Chernigov group of interviewed experts first sets out measures on military-patriotic education (“*The first is the popularization of military service, cooperation with military units ... organization of military-sports camp*”). However, it is stressed that the excessive amount of shallow monotonous measures only harm the system (“*The number of patriotic measures is already evolving in the leveling of general patriotic education*”).

The Odessa group of respondents called the most effective forms of work “Youth guard of Ukraine”, summer camps; Kyiv – contests of Ukrainian studies, which influence the whole family through a child, take part in the Ukrainian Horting Federation, play “Jura”, meetings of senior pupils with ATO veterans, etc.

The Slavic group noted the effectiveness of the Slavic Sich Train, which had to carry children from one region to another for the sake of the unity of the country. The Uzhgorod group told about their military colleges, lectures, military and military training, the camp “Young people change Ukraine”, debates, tallying games, the program “Carpathians. We guard and study” (“Over the past year, we have made eight hiking trips to almost all the peaks, to show children and adults where we live, what’s the edge, it’s very attractive”), etc.

According to the results of the generalization of the opinions of participants in national-patriotic upbringing, popular and effective measures on national patriotic education (forms of work) are: creative projects, master classes on patriotic subjects, interactive exercises for patriotic music, collective games on creating a panel “Ukraine – my country”, photo projects, game reports “Outstanding names of modern Ukraine”, patriotic flash mobs, production and presentation of videos on patriotic subjects, etc. (Bekh, I. D., Kyrychenko, V. I., Petrochko, Zh. V., 2016). Consequently, the palette of possible measures for national-patriotic education is broad, there is a vision of their variability, which, however, does not always guarantee efficiency.

When it comes to public organizations, such measures are carried out both at the expense of the organization itself and for the funds raised, in particular, allocated from the state budget. Therefore, the compliance of such measures with certain standards, indicators is a state, regulatory requirement, in order to avoid inappropriate use of funds.

The Strategy of national-patriotic education states that indicators of the effectiveness of the implementation of measures for national-patriotic education of children and young people should become, in particular:

- increasing in the attendance of children and youth by institutions that promote the cultural and national-artistic traditions of the Ukrainian people, as well as exhibitions of museums devoted to the national liberation struggle for Ukraine’s independence and territorial integrity;

- raising the level of knowledge among children and young people about prominent personalities of the Ukrainian statehood, outstanding domestic scientists, educators, athletes, leading figures of culture and art, as well as spiritual leaders of the Ukrainian people;

-
- increasing in the number of viewers on screenings of cinematic works revealing the heroic past and present of the Ukrainian people;
 - increasing in the number of children and youth who are proud of their Ukrainian descent, citizenship;
 - increasing in the number of children and young people traveling to other regions of Ukraine and the countries of the European Union;
 - increasing in the number of members of public associations, whose activities are aimed at national-patriotic education of children and young people;
 - increasing in the number of meetings held by children and young people with war veterans, fighters for Ukraine's independence in the 20th century, participants in the antiterrorist operation in Donetsk and Luhansk regions;
 - increasing in the number of young people ready to fulfill their duty to protect the homeland, independence and territorial integrity of Ukraine;
 - increasing in the number of measures to honor the heroes of the struggle of the Ukrainian people for the independence and territorial integrity of Ukraine and others.

At the same time, such indicators are generalized and relate more to the results of the functioning of the system of national-patriotic education in general or the above-mentioned Strategy. In our opinion, the indicators of the event, project or program should be both quantitative and qualitative.

Based on the results of the above-mentioned expert-analytical research, recommendations were given on the list of indicators of effectiveness of measures / implementation of programs of national-patriotic upbringing. Taking into account the proposed recommendations (Ministry of Youth and Sports of Ukraine, 2018, March 22, p. 68), we consider to expand this list.

Thus, the general indicators of the effectiveness of carrying out activities on national patriotic education should be considered:

- number of prepared activist leaders who are ready to identify and implement initiatives of national-patriotic upbringing;
- dynamics of the number of young people involved in the activities of national-patriotic upbringing;
- proportion of young people involved in the activities of national patriotic upbringing in the village;
- monitoring (regularity of questionnaires) of public opinion on patriotism issues; the results of the survey of participants in national-patriotic education activities regarding their quality.

When it comes to the effectiveness of a particular project / measure, it is necessary to evaluate:

- correspondence of the purpose and content of the event to the value benchmarks, the content of the Strategy of National-Patriotic Education of Children of Youth in 2016-2020;
 - innovation of the event (availability of modern approaches, innovative methods, novelty and use of technologies that have proved their effectiveness);
 - social effect and demand (conformity of the expected results of the implementation of the idea to the final results, the degree of coverage and involvement of participants in publicly useful (socially significant) activities in the process of implementation of the project or action);
 - involvement of partner resources (accumulation of resources and professional capabilities of partners, expediency of joint actions);
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- publicity of the project / event (availability of information about the event in the Internet, all-Ukrainian, regional and local mass media, presentation at all-Ukrainian and regional events);
 - feedback on the event in social networks (positive reviews about the event, expressing the desire for further cooperation, participation in similar events in the future);
 - possibility of dissemination of positive experience in implementing a project / measure (including other target groups).

CONCLUSIONS

Thus, patriotism is a reliable and effective means of instilling Ukraine. In the process of forming a sense of patriotism, Ukrainian national identity, the complex system of national-patriotic education that penetrates educational institutions, children's and youth public organizations, and other self-governing associations must play a key role. The effectiveness of the system as a whole, the activities of state and non-governmental organizations in particular depends on a clear system of monitoring this process, which is built on certain standards, indicators. This problem is mobile, sensitive, it needs constant review to refine the indicators. Its solution is actual, complex, cross-sectoral and interdisciplinary.

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**DATES,
EVENTS,
NAME
DAYS**

**To the centenary
of V.O.Sukhomlynskyi
in the context
of UNESCO**

STUDY OF V. O. SUKHOMLYNSKYI'S ACTIVITY AS A STRATEGY OF V. O. SUKHOMLYNSKYI STATE SCIENTIFIC AND PEDAGOGICAL LIBRARY OF UKRAINE



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Abstract. Honouring the 100-th anniversary of the birth of an outstanding Ukrainian teacher-humanist V. O. Sukhomlynskyi, the 39th session of the General Conference of UNESCO stated the problem of study of V. O. Sukhomlynskyi's activity as a strategy of V. O. Sukhomlynskyi State Scientific and Pedagogical Library of Ukraine. The following aim of the study is realised in the article: having analysed annual reports and materials available on the Library web portal and in the reading room of V. O. Sukhomlynskyi's collection, and research papers, the author revealed organisational and content principles of the SSPL activity regarding the development of study of V. O. Sukhomlynskyi's heritage. It is argued that the SSPL being a structural part of the National Academy of Educational Sciences of Ukraine carries out research, information, and socio-cultural work dedicated to the study of V. O. Sukhomlynskyi's activity as a topical direction of pedagogy. The following used forms are characterised: carrying out cultural and educational activities (excursions and thematic lectures; dramatisation of fairy tales and stories; exhibitions of children's creative works on V. O. Sukhomlynskyi's fictions; reading fairy tales and stories by children and librarians), and theoretical and practical activities (round tables, seminars, conferences, library section within the framework of pedagogical readings), and creation of information resources, databases, and bio bibliographic indexes. The information on the results in the area of study of V. O. Sukhomlynskyi's activity is available on the Library web portal. The leading role of the SSPL in the development of study of V. O. Sukhomlynskyi's activity within the information space is proved. The author considers it necessary to understand on an interdisciplinary basis the information resources created by other libraries and educational institutions in order to study and popularise the ideas of the outstanding Ukrainian teacher under conditions of the development of the New Ukrainian School.

Key words: information space of Ukraine; study of V. O. Sukhomlynskyi's activity; V. O. Sukhomlynskyi's pedagogical oeuvre; V. O. Sukhomlynskyi State Scientific and Pedagogical Library of Ukraine.

INTRODUCTION. PROBLEM STATEMENT

Nowadays, when education reform takes place in Ukraine, teachers and scholars study the ideas of an outstanding teacher, scientist, Director of Pavlysh secondary school, publicist, and children's writer Vasyl Oleksandrovykh Sukhomlynskyi in order to understand and introduce them into the practice of educational institutions. Considering this and honouring the 100-th anniversary of the birth of the outstanding Ukrainian teacher-humanist V. O. Sukhomlynskyi, the 39-th session of the General Conference of UNESCO stated the problem of study of V. O. Sukhomlynskyi's activity as a strategy of V. O. Sukhomlynskyi State Scientific and Pedagogical Library of Ukraine (hereinafter referred to as the SSPL). With the assistance of the Department of General Pedagogy and Philosophy of Education of the National Academy of Educational Sciences (NAES) of Ukraine, the SSPL realises one of its strategies, viz. it develops the study of V. O. Sukhomlynskyi's activity as a special phenomenon that unites scientists and educators around the study and popularisation of the teacher's ideas. It is no coincidence, as the SSPL provides information support to education in Ukraine.

LITERATURE REVIEW

The historiographical search showed that the development of Ukrainian and foreign study of V. O. Sukhomlynskyi's activity was systematically highlighted in research papers by Ukrainian scientists (L. D. Berezivska, H. V. Bielán, N. A. Kalinichenko, V. H. Kuz, O. Ya. Savchenko, O. V. Saraieva, L. P. Parkhieta, O. V. Sukhomlynska and others) (Berezivska, 2015; Bielán, 2014; Kalinichenko, 2005; Kuz, 2011; Savchenko, 1998, 2003; Saraieva, 2008; Parkhieta, 2009; Sukhomlynska, 2005) and foreign scientists (A. Cockerill (Australia), E. Hartmann (Germany), Zhu Xiaoman (China), H. Frangos (Greece) and others) (Cockerill, 1994; Hartman, 2010; Siaoman, 2010; Frangos, 1998). Some other Ukrainian researchers wrote about the following aspects of activity performed by the SSPL in the area of study of V. O. Sukhomlynskyi's heritage: opening of the reading room of V. O. Sukhomlynskyi's collection (L. M. Zalitok, 2003; L. I. Tkachenko, 2003 and others), naming the library after V. O. Sukhomlynskyi (V. Zotova, 2004 and others), opening of the monument to V. O. Sukhomlynskyi in the library (O. Pechenezka, 2008 and others), the state *Ukrainika Naukova* (Scientific Ukrainika) abstract database as one of the segments for popularising the study of V. O. Sukhomlynskyi's activity (L. Zalitok, 2014), the importance of bibliographic indexes about V. O. Sukhomlynskyi's oeuvre and study of his papers by other researchers and teachers (T. Dobko, 2009 and others), holding the library section within the framework of pedagogical readings (I. Khemchian, 2011). However, the problem of multiple-aspect activities performed by the SSPL regarding the development of study of V. O. Sukhomlynskyi's activity as a component of pedagogy requires a complex interpretation.

METHODOLOGY

The main aim of the article is to reveal organisational and content principles of activity performed by the SSPL regarding the development of study of V. O. Sukhomlynskyi's heritage within the information space of Ukraine on the basis of the analysis of annual reports and materials available on the Library web portal and in the reading room of

V. O. Sukhomlynskyi's collection, and research papers. In order to realise the aim of the research, the following set of methods and approaches was used: general research (historical and pedagogical analysis, synthesis, generalisation, chronological); historiographical; source study; biographical; axiological; informational; monitoring of the website content.

MAIN RESULTS

It should be noted that the study of V. O. Sukhomlynskyi's activity is an important direction in the history of pedagogy regarding the study of V. O. Sukhomlynskyi's oeuvre. The SSPL joined this direction in 2003, when a reading room of V.O. Sukhomlynskyi's collection was opened on 24 April 2003 with the assistance of the teacher's family (his wife Hanna Ivanivna, children Olga Vasylivna and Serhii Vasyliovych) and the All-Ukrainian Association of Vasyl Sukhomlynskyi. The first Director of the SSPL P. I. Rohova, PhD (History) played an important role in the development of study of V. O. Sukhomlynskyi's activity in the Library under the direct guidance of the academician O. V. Sukhomlynska. According to O. Ya. Savchenko, the opening of the reading room of V. O. Sukhomlynskyi's collection will help readers of Ukraine to reach the unique materials presented by Vasyl Sukhomlynskyi's family (Savchenko, 2003: p. 20).

With the assistance of the leaders of the NAES of Ukraine, in particular academicians V. H. Kremen, O. Ya. Savchenko, O. V. Sukhomlynska, and All-Ukrainian Association of Vasyl Sukhomlynskyi the Library was named in honour of Vasyl Oleksandrovykh Sukhomlynskyi (according to the Ordinance of the Cabinet of Ministers of Ukraine No. 664 adopted on 5 November 2003). Later, in commemoration of the 90-th anniversary of V. O. Sukhomlynskyi's birth (on 29 September 2008), the first monument in Kyiv to the teacher was opened in the SSPL.

Since the study of V. O. Sukhomlynskyi's oeuvre is a topical one, there is a great number of research papers about the teacher and his ideas, editions and new editions of his works in the educational space. It caused the SSPL to carry out scientific and information work on systematisation of appropriate materials and creation of thematic biographical information resources and bio bibliographic indexes taking into account new computer technologies and information potential.

Now the scientists of the Library continue to develop the study of V. O. Sukhomlynskyi's activity and popularise the teacher's ideas in the following forms: the reading room of V. O. Sukhomlynskyi's collection, the sector on study of V. O. Sukhomlynskyi's activity of the History of Education Department (2016), the members of which carry out research work (they write research papers and prepare biobibliographic indexes); excursions, lectures, round tables, seminars, and book exhibitions. The following constantly updated information resources are available on the library web portal: *Vasyl Oleksandrovykh Sukhomlynskyi (1918-1970)* page, *Reading room of V. O. Sukhomlynskyi's collection* page, *Sukhomlynskyi Vasyl Oleksandrovykh* resource being a component of an information bibliographic *Outstanding teachers of Ukraine and the world* resource, *Study of V. O. Sukhomlynskyi's activity* database, etc.

In 2017, the reading room of V. O. Sukhomlynskyi's collection being a structural part of the sector on study of V. O. Sukhomlynskyi's activity of the History of Education Department was renewed. Its document collection holds more than 5,000 items. Among them are: V. O. Sukhomlynskyi's works in the Ukrainian and 50 foreign languages; publications devoted to the teacher and materials concerning the use of the

teacher's pedagogical oeuvre; publications (V.O. Sukhomlynskyi's papers and papers about him) from periodicals, their copies (1976–1977), and documentary films about the teacher (<http://dnpb.gov.ua>).

The following systematic cultural, educational, theoretical, and practical events are held for pupils, students, postgraduate students, doctoral candidates, educators, and researchers in the reading room: excursions to the reading room of V. O. Sukhomlynskyi's collection of the SSPL; thematic lectures within the framework of the scientific and pedagogical lecture titled '*V. O. Sukhomlynskyi's pedagogical oeuvre in modern information space*'; round tables, theoretical and practical seminars, etc. Among them are: round table dedicated to the 25-th anniversary of the founding of the Ukrainian Association of Vasyl Sukhomlynskyi (2015), round table titled '*Vasyl Sukhomlynskyi "Difficult fates": let's read together*' (commemorating the 50th anniversary of the book's publication) (2016), theoretical and practical seminar titled '*Vasyl Sukhomlynskyi and modern preschool education*' (2018), round table titled '*Sukhomlynskyi is written to*' (2018), etc.

The All-Ukrainian Association of Vasyl Sukhomlynskyi founded in November 1990 functions based on the Library under the direction of an academician O. Ya. Savchenko; it plays an important role in the development of study of V. O. Sukhomlynskyi's activity. This voluntary public unit, which unites Ukrainian and foreign teachers, actively studies, popularises, and introduces V. O. Sukhomlynskyi's oeuvre into the educational space. Due to the systematic, innovative, and diverse activity carried out by the Association, study of V. O. Sukhomlynskyi's activity is popular not only in Ukraine, but in many countries around the world. The Association holds pedagogical readings, scientific conferences, methodical lessons, and seminars (Savchenko, 1998).

In 2015, the SSPL held a round table dedicated to the 25-th anniversary of founding of the All-Ukrainian Association of Vasyl Sukhomlynskyi. The main aim of this round table was to sum up and define prospects of the activity carried out by the Library regarding the development of study of V. O. Sukhomlynskyi's activity.

A significant contribution to the development of study of V. O. Sukhomlynskyi's activity is holding the library section within the framework of pedagogical readings titled '*Vasyl Sukhomlynskyi is in dialogue with modern times*'. Since 2007, 11 library sections have been held for school librarians from different regions of Ukraine within the framework of pedagogical readings. Within the framework of anniversary pedagogical readings titled '*Vasyl Sukhomlynskyi is in dialogue with modern times: Vasyl Sukhomlynskyi's oeuvre in the national and international dimensions*' the library section will unite library workers from Kropyvnytskyi town and Kirovohrad oblast in the format of the round table titled '*Value dimensions of school library as a part of the education space*' (2018). The information about library sections and research papers written by the Library scientists and school librarians is available in the scientific and methodological *Shkilna Biblioteka Plus* (School Library Plus) journal.

On the Library initiative and in order to popularise V. O. Sukhomlynskyi's ideas in the librarian space, the All-Ukrainian month of school libraries will be held in 2018 under the following slogan: '*School library: centre of creative development of a child*' (commemorating the 100-th anniversary of V. O. Sukhomlynskyi's birth). The activities of leading education libraries dedicated to the celebration of the 100-th anniversary of V. O. Sukhomlynskyi's birth will be reflected in the guide titled '*Guide on scientific, information, and publishing activities, and main events aimed at improving professional skills of library workers in the sphere of education*' (2018).

One of the traditional forms of popularisation of V. O. Sukhomlynskyi's ideas is book exhibitions; in general, more than 60 book exhibitions were organised by the SSPL. Among them are: 'V. O. Sukhomlynskyi's ideas in the context of modern educational problems' (2009), 'V. O. Sukhomlynskyi in the context of modern education and information society' (2011), 'Vasyl Sukhomlynskyi: a guide of pedagogy of humanity' (2012), 'Vasyl Sukhomlynskyi's ideas on the formation of a healthy life-style in modern pedagogical theory and practice' (2012), 'V. O. Sukhomlynskyi's pedagogy in the context of development of a creative personality' (2013), 'V. O. Sukhomlynskyi's humanistic pedagogy in the context of educating tolerant personality' (2014), 'Formation of tolerance through the prism of Vasyl Oleksandrovysh's pedagogical ideas' (2015), 'V. O. Sukhomlynskyi's humane pedagogy as a source of spirituality' (2015), 'V. O. Sukhomlynskyi's ideas as a conceptual basis of the national and patriotic education' (2016), 'I and my family: fairy world' (2016), 'Commemorating the 50th anniversary of V. O. Sukhomlynskyi's book titled "Difficult fates": let's read together' (2017), 'V. O. Sukhomlynskyi's ideas on the national and patriotic education of children of preschool and primary school age' (2018), 'Sukhomlynskyi is written to' (2018), 'V. O. Sukhomlynskyi's works published in foreign languages' (2018), 'Vasyl Sukhomlynskyi and modern preschool education' (2018). In order to arrange an exhibition it is necessary to create catalogues, that is a list of sources presented at the exhibition. The information about exhibitions and appropriate sources is available on the Library web portal.

The academician O. V. Sukhomlynska consulted the researchers of the Library, and they prepared three editions of bibliographic index about V. O. Sukhomlynskyi's life and activity (2001, 2008, 2013) (Sukhomlynska, 2001; Sukhomlynska, Rohova, Zalitok, 2008; Sukhomlynska, Rohova, Zalitok, 2014). In order to popularise the teacher's heritage in Ukraine and abroad the researchers of the Library published the most complete bibliographic index titled 'Vasyl Oleksandrovysh Sukhomlynskyi: commemorating the 100th anniversary of his birth'. This index contains publications devoted to V. O. Sukhomlynskyi's life and oeuvre for the 1945-2017. These indexes are the source and information base for the integral historical and educational study of V. O. Sukhomlynskyi's pedagogical ideas and fictions, as well as information about studies of his papers on education and introduction of his ideas into educational practice. We consider V. O. Sukhomlynskyi's pedagogical oeuvre to be a topical one under conditions of the development of New Ukrainian School, because it is an inexhaustible source on various issues in the sphere of educational theory and practice since it is characterised by its multi-vector and child-centred orientation. Therefore, there is no doubt that the bibliography will be constantly enriched with research papers in Ukraine, as well as abroad.

The information and bibliographic *Outstanding teachers of Ukraine and the world* resource (2008-2018) plays an important role in dissemination of study of V. O. Sukhomlynskyi's activity. This resource is an integral part of the national humanitarian space. *Vasyl Oleksandrovysh Sukhomlynskyi* resource contains the following structural parts: the teacher's biography, bibliography of his papers and materials about him; some full-text works; photo gallery; societies, associations, and establishments, bearing his name; information about awards, prizes, monuments, pedagogical readings, and Internet resources connected with the name of this outstanding figure (Sukhomlynskyi Vasyl Oleksandrovysh, 2018).

Undoubtedly, the information bibliographic resource is very important for the development of pedagogical science in general, and study of V. O. Sukhomlynskyi's

activity in particular. It performs the following functions: it enriches historical and pedagogical knowledge about V. O. Sukhomlynskyi and his contribution to the development of science and practice (enrichment of the content of textbooks on history of education and pedagogical thought); it provides information support to historical and pedagogical science (material for writing dissertations and research works); it helps in training future teachers (material for writing bachelor and master theses); it is used while holding mass scientific and practical events (conferences, round tables, etc.) dedicated to V. O. Sukhomlynskyi's creative activity; it provides information in order to hold scientific, educational, and public activities at various levels. At the same time, it helps to disclose the Library collection, pedagogical sources in particular; to deepen information requests of a wide range of remote users of Ukraine and the world (researchers, teachers, students, postgraduates, doctoral candidates) on various problems regarding study of V. O. Sukhomlynskyi's activity. It should be noted that the mentioned resource is constantly updated in electronic form in line with new achievements in the sphere of historical and pedagogical studies, that is, in the future, it will comprehensively cover the teacher's life and activity in the national and foreign education space.

CONCLUSIONS

The SSPL being a structural part of the NAES of Ukraine carries out research, information, and socio-cultural activities concerning the study of V. O. Sukhomlynskyi's activity as a topical direction of pedagogy. Nowadays the following forms are used: carrying out cultural and educational activities (excursions and thematic lectures for educators, future teachers, and librarians; dramatisation of fairy tales and stories; exhibitions of children's creative works on V. O. Sukhomlynskyi's fictions; reading fairy tales and stories by children and librarians), and theoretical and practical activities (round tables, seminars, conferences, library section within the framework of pedagogical readings), and the creation of information resources, databases, and bio bibliographic indexes. The information on the results and experience in the area of study of V. O. Sukhomlynskyi's activity is available on the Library web portal, and this information is a component of the information space of Ukraine.

The SSPL plays a leading role in the development of study of V. O. Sukhomlynskyi's activity within the information space of Ukraine. However, we consider it necessary to understand on an interdisciplinary basis the information resources created by other libraries and educational institutions in order to study and popularise the ideas of the outstanding Ukrainian teacher under conditions of the development of the New Ukrainian School. This will be discussed in our further publications.

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VASYL SUKHOMLYNSKYI'S SCHOOL AS AN AUTHOR'S PEDAGOGICAL SYSTEM



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Abstract. *The article presents the essential features of V. Sukhomlynskyi's school as an author's pedagogical system on the basis of holistic analysis. It is proved that the pedagogical system of the outstanding teacher in its essence and character belongs to innovative phenomena of high level of relevance, and, combining classical, innovative and popular pedagogy, has a perspective of pedagogical longevity. The authors come to the conclusion that consideration of V. Sukhomlynskyi's pedagogy in the context of the theory of innovation leads to the conclusion that the pedagogical system of the outstanding teacher in its essence and character relates to innovation of a high level of relevance, and combining classical, innovative and popular pedagogy, has a perspective of pedagogical longevity: it contains ideas and principles, mechanisms of self-preservation and self-development, which, refined and modernized in the new historical conditions, give an opportunity to effectively solve radical and eternal pedagogical problems. The relevance of V. Sukhomlynskyi's ideas is based on his many years of conception of the child as the supreme force of nature, the key positions of the human development sciences, on the rich world experience of spiritual and moral improvement of the individual, of his intellect, will, Love, Good and Beauty. The triad of interrelated categories that form the basis of humane pedagogy, has no alternatives in modern pedagogical practice, and in the pedagogy of tomorrow.*

Key words: *author's school; V. Sukhomlynskyi; pedagogical system; relevance.*

INTRODUCTION. PROBLEM STATEMENT

This year is significant for the world pedagogical community, which is determined by the anniversary date – the 100th anniversary of the birth of the outstanding teacher-scientist, psychologist, researcher, publicist and public figure whose work has become world-wide known – Vasyl Oleksandrovykh Sukhomlynskyi.

While state independence, the unbiased study of the achievements of domestic pedagogy and foreign experience, when the educational area of Ukraine is being reformed and modernized, pedagogical science and practice master the values of a democratic society, the process of humanization of the education system continues, the need to study and rethink the innovative pedagogical ideas and unique experience of V. Sukhomlynskyi in the context of modern challenges.

In the author's school, created by V. Sukhomlynskyi, integrated humanistic traditions and innovative ideas appeared. It is no accident that there is an extremely high interest in V. Sukhomlynskyi's pedagogical heritage in recent years: the more democratic the general social situation, the more important its basic conceptual ideas and principles are updated. In the context of the deployment of complex innovative processes aimed at building up the national education system, the problem of holistic study, rethinking and systematic application of the achievements of an outstanding teacher is actualized.

The constant growth of interest in V. Sukhomlynskyi's pedagogical heritage is evidenced by the enormous number of theoretical and pedagogical and artistic-journalistic works, annual all-Ukrainian scientific and practical conferences devoted to the pedagogical heritage of the prominent Ukrainian educator.

LITERATURE REVIEW

In the modern studies about V. Sukhomlynskyi, a number of dissertation researches have been carried out in recent decades, among them the overwhelming majority of education problems (A. Allagulov, G. Buchkivska, V. Kravtsov, I. Nalyvayko, O. Timofeev and others), studies (L. Tkachuk) are singled out dissertations of a comparative nature: V. Sukhomlynskyi and S. Frene (I. Surzhikova), V. Sukhomlynskyi and J. Korchak (V. Kushnir). The various aspects of the pedagogical system of the outstanding teacher are devoted to the numerous publications of scientists (Van Iago, V. Vasilenko, M. Golovko, J. Zayda, V. Jafferit, A. Cockil, G. Nastasiev, D. Pashchenko, I. Prokopenko, V. Rindak, O. Savchenko, Y. Saltanov, O. Sukhomlinskaya, V. Fedyayev, X. Frangos, B. Shughi and others). Modern researchers continue to focus on studying the experience of V. Sukhomlynskyi from the standpoint of modern philosophy of education in cultural, comparative and innovative approaches in the context of the global and European educational environment.

Consequently, national and foreign scientists have already done a lot of research, coverage and creative use of scientific and theoretical heritage and valuable practical experience of V. Sukhomlynskyi. At the same time, V. Sukhomlynskyi's ideas and views on the processes of school education and training are synthesized in the original sense and in the realization of the author's pedagogical system. Therefore, a very important systematic analysis of the pedagogical heritage of an outstanding teacher appears, from which it is impossible to exclude any element: philosophical foundations, psychological and pedagogical essence, goals, content, methods, forms, etc.

The **purpose of the article** is to reveal the essential features of the author's pedagogical system of V. Sukhomlynskyi, to prove its relevance.

MAIN RESULTS

V. Sukhomlynskyi lived and worked in an uneasy era, when the official educational policy hindered pedagogical creativity, innovative development of the school. Innovative processes can be accelerated or delayed by the state system, society. Moreover, the innovative essence of pedagogical creativity can deform or hinder not only the ideological despotism of power, but also the monotony of the economic structure, the unification of forms of education, etc.

However, at certain moments of socio-economic development these factors do not work. The subjective factor begins to dominate – it is determined by the personality of the innovator himself: how deeply and extensively he approaches the solution of problems, how unconventional his approaches, how much theoretically justified, he can organize and analyze his experience, how firmly he conducts his ideas in life, etc. All these requirements, as proved by the time, corresponded to the pedagogical talent, personal qualities and experience of Vasyl Oleksandrovych Sukhomlynskyi. It is no coincidence that not all of his contemporaries could rise to understanding and comprehension of the true meaning of humanistic ideals that professed an outstanding teacher. However, the present proved the failure of the opponents of an outstanding teacher, the most irreconcilable ones were V. Kumarin and B. Likhachev.

Considering V. Sukhomlynskyi's school as a unique author's pedagogical system, we proceed from the understanding of the author's school as an institution of education, whose activities are based on original (author's) ideas and technologies, and represent a new educational practice either in general, or for these conditions.

In determining the “viability” of any author's school, we consider it expedient to apply such a criterion as relevance (from the French “relevare” – to raise, make meaningful), which makes it possible to determine the ability of the pedagogical system to sustainable development in different historical periods in different countries and civilizations.

Among the indicators of the relevance of the historical-pedagogical phenomenon, we define the following (Popova, 2001):

- conditionality of the chronological spatio-temporal, national-ethnic framework, the high degree of its mobility; distribution outside of one formation, civilization, countries, continent;
- reflection of educational progress essential for the progress of education;
- presence of pedagogical self-worth, providing internal self-development of the phenomenon, its paradigm character and favorable prospects for transformation;
- presence of direct pedagogical heredity in the form of theories, concepts, currents, which were developed on the basis of leading ideas and essential features that are inherent in this phenomenon;
- indirect influence on the further development of pedagogical search, innovations, which are carried out taking into account the internal conditions of self-direction of the pedagogical process and the realization of the main role of the teacher and student as the subjects of the activity;
- availability of data for understanding the technology of implementation of ideas,

methods, means from the point of view of theoretical and practical activity embodied in this phenomenon;

- ideological conformity to the main strategic guidelines for the development of the modern educational process;

- unity, repetition and invariance of the most essential, significant features of this phenomenon, its structural elements, which allows to simulate its generalized characteristics.

Of course, V. Sukhomlynskyi is one of the most creative representatives of innovative pedagogy and talented masters of modeling of its technological means. At the same time, the liveliness of the ideas of V. Sukhomlynskyi, in our opinion, is largely due to the fact that he was inherited with the best world pedagogical traditions. We believe that the combination of innovation with heredity significantly increases the relevance of the author's system V. Sukhomlynskyi as a pedagogical phenomenon in world education.

In his experience, an outstanding teacher approached the solution of the problem of a fully harmoniously developed personality, to implement in practice a holistic educational process. Pavlishka School is a unique pedagogical phenomenon that can be represented by the scheme: "SCHOOL OF INTELLIGENCE" → "SCHOOL OF JOY".

If "impose" the characteristics of author's (innovative) systems on V. Sukhomlynskyi's pedagogical concept, then it becomes obvious that they "dock" on all the main parameters: the child is a goal, and not a means; the democratization of the relationship between teachers and children, their transfer to a personal level; The purpose of the pedagogical process is the comprehensive development of the individual, the solution of which creates the possibility of creative overcoming of contradictions in the future. These circumstances also explain the phenomenon of the concept of the innovator – the growing demand for its ideas and principles.

Despite the fact that V. Sukhomlynskyi has no special philosophical works (philosophical views are set forth in such works as "I give my heart to children", "Birth of the collective", "Problems of education of a fully developed personality", etc.), it was created by the author philosophical and pedagogical concept, which is based on the ideals of humanism and universal values.

V. Sukhomlynskyi abandoned the natural sociocentric strategy and the corresponding manipulative tactics of upbringing. Sukhomlynskyi created a pedagogical system in which everything is centered on a child. Out of time, the prominent teacher came to the conviction that in a school where a growing person is brought up, the child should be the center of the educational system. The teacher noted that the true humanity of pedagogy is to preserve the joy and happiness that the child is entitled to.

The main goal of school V. Sukhomlynskyi understood as the goal of upbringing in the development of the creative forces and abilities of the child in the conditions of the team and on the basis of ethical and aesthetic values, interests and needs, aimed at creative work and self-development. From the standpoint of humanism, universal values, the origins of which lie in Ukrainian spirituality, its moral imperatives, considered the education of the individual as a cognition, and the educational activity of schoolchildren as a process of knowledge and self-knowledge that is full of creative discoveries. According to V. Sukhomlynskyi's concept, a child is the most active, independent, creative person with a unique and inexhaustible inner world.

Extremely powerful and humanistic pedagogy is based on the origin of the philosophical truth that the education, upbringing and development of man is, above all, the

affirmation of harmony between mind and heart. According to Vasyl Sukhomlynskyi's figurative statement, the most delicate and delicate melody belongs to the upbringing of a child: "What was the most important thing in my life? Without hesitation I answer: love for children" (Sukhomlynskyi, 1976).

V. Sukhomlynskyi in the foundation for the pedagogical process laid the individual approach to each child in order to reach the highest level of intellectual development, which gives the opportunity to grow full of her abilities. According to the teacher's deep conviction, it is necessary to first look into the child's soul, and already on this basis to carry out the process of learning and education.

According to the thinker, the teacher will not be able to realize his humanistic goals if he does not know well the child, understand the logic of children's desires, aspirations, their relationship with real needs. It depends on the correct modeling by the teacher of his actions, the vision of the pupil in the future. After all, V. Sukhomlynskyi noted that education can not be based on the requirements of the present, one of the main regularities should be the orientation of childhood upbringing on adolescence, adolescence and maturity (Sukhomlynskyi, 1991). Due to the complexity of these problems V. Sukhomlynskyi repeatedly insisted on the creation of a solid psychological foundation in the work of the teacher, on the implementation of the anthropological approach in education.

Important for modern native education is the conceptual position of V. Sukhomlynskyi's pedagogy about the need to educate and develop a growing person through the cultivation of a culture of feelings, desires and aspirations, most important of which is "a sense of a person". At the same time, the teacher considered the teacher's word and beauty to be the most important pedagogical means of realizing this position.

Summarize (without pretending to be complete) the main ideas of the humanistic paradigm of V. Sukhomlynskyi (Popova, 2001; Trotsko, 2003):

- recognition of the child's personality with the highest social value;
- a deep study of the characteristics of the child;
- creative, electoral support on ability, aspiration, children's desires in the pedagogical process;
- vision of the pet in the future;
- harmonious development of the mind and feelings of the child;
- saturation of education with problems of a person, his spiritual world;
- humanization of interpersonal relations;
- an organic combination of education and training;
- education of the beauty of the world;
- providing the most favorable conditions for the free and creative development of the individual.

One of the leading conceptual ideas of the pedagogical system of V. Sukhomlynskyi, which for objective reasons is of particular relevance for modern education, is the idea of the need to ensure the organic unity of education and training. According to V. Sukhomlynskyi, the school is not a storehouse of knowledge, but a candle of mind, a sanctuary and hope, a spiritual light of the people, a futile child of society. It is the world of spiritual human touches, the concentration of good feelings, subtle experiences. It is the eternal center of beauty, education and enlightenment.

In the program of work of Pavlysky school, along with the general categories of ethics (moral ideal, dignity, honesty, diligence, justice), are such eternal human values as happiness, joy, conscience, compassion, spirituality were realized. These values reflect

the humanistic content of the author's pedagogical system V. Sukhomlynskyi. In the practice of Pavlysky school, the formation of humanistic values of schoolchildren was carried out using the "Book of Moral values of mankind" and "The Book of Ethics". These handwritten materials were constantly replenished by scientists and colleagues and served to develop pupils of humanity, kindness and dignity.

Consequently, in the basis of moral values, V. Sukhomlynskyi did not put class interests, as recognized by the ideology of that time, but universal values: kindness, sensitivity, empathy, love, etc. Such an understanding of morality led V. Sukhomlynskyi to a deep philosophical understanding of the humanistic essence of education, which led to significant differences between official pedagogy and his pedagogical views in the treatment of the educational ideal.

Proceeding from the positions of the systematic approach, V. Sukhomlynskyi significantly ahead of his contemporaries in finding and developing pedagogical conditions that ensure the conscious and free perception of the child of moral values, namely: ensuring the unity of freedom of choice and moral duty of the child in the conditions of the school's viability; saturation with the humanistic content of the relationships of teachers and students as a real sample of morality, kindness, sincerity, respect for the individual; the addition of students to the most complex moral values in the early childhood; profound family recognition, comprehensive informal school contact with parents; belief in the potential of the child; the ability of teachers to feel their childhood, to see the world through the eyes of the child; rejection of any coercion and violence against a child; complete truthfulness (Popova, 2001).

V. Sukhomlynskyi formulated the principles of moral education. Among which one should distinguish the following: the combination of verbal and practical methods of upbringing morality; reliance on the upbringing of moral feelings; use of the collective as a factor of influence on the person; actualization of the problem of self-education, self-improvement.

In the process of implementing these principles, the author proposed the use of various methods: suggestion, motivation, and encouragement, expression of trust and distrust, coercion, prohibition, compatible activities, orientation to the choice of the ideal.

V. Sukhomlynskyi gave great importance to the formation of a "true man" to mental education. But the solution to this problem, he closely linked with moral, labor, aesthetic and physical education. In our opinion, this idea of V. Sukhomlynskyi concentrates on the term used by an outstanding teacher – "mental education".

V. Sukhomlynskyi considered the study as the most important means of mental education. However, the acquisition of knowledge, according to the teacher, is not an end in itself, but an important means of "developing cognitive and creative forces and thinking of a flexible, living, curious, always seeking", a means of spiritual enrichment of man: the acquisition of knowledge should provide an optimal level of overall development, and the latter, in turn, – to promote successful educational activities. The training should be aimed at raising the students' vital value of knowledge, to attract them to mental work, to develop their ability and desire to learn. Consequently, V. Sukhomlynskyi opposed a purely pragmatic approach to the study of schoolchildren.

V. Sukhomlynskyi offered certain methods and techniques which, in aggregate, form the central part of the didactic subsystem of pedagogy V. Sukhomlynskyi, which can be represented as a set of interconnected concepts: target, content and methodological (Chelpachenko, 2012).

Target concept reflects the leading reference point for the functioning of the didactic subsystem of V. Sukhomlynskyi – moral, mental, practical and psychological preparation for life, work, the discovery of every student’s individual instincts, aptitudes and abilities, the feeling of joy and spiritual uplift of mental work with noble feelings.

The semantic component involves the unity of compulsory (state) and optional (self-education) study programs. According to V. Sukhomlynskyi, the intellectual education of pupils depends from the unity of compulsory and optional programs.

The methodical concept of the didactic subsystem of V. Sukhomlynskyi is presented:

- methods: primary perception of knowledge; comprehension, development and deepening of knowledge; application of previously acquired knowledge to “acquire” new knowledge (reproductive and independent analysis of facts, objects, phenomena); self-development of the skills of using the knowledge gained at the lesson (implementation of practical tasks); research of phenomena, processes (organization of observations, experiments both in natural conditions and in the laboratory). V. Sukhomlynskyi considered the leading methods that ensure the unity of mental and moral education as an experiment, self-study by students of life’s phenomena, literary sources, and literary creative attempts. This, in the opinion of the teacher, is the basis for creating a harmony of skills and knowledge, since students can learn successfully only when they are able to observe, think, read, write, think and read. All this outstanding teacher called “complex of basic skills”;

- forms (“lesson of thinking”, subject and creative circles, “lesson in the open air” (“trip to nature, objects of production”), research laboratories, labor traditions, self-education). The fundamental integrational form of learning that ensures the stability of the student’s intellectual education, the realization of his creative potential in the didactic subsystem of V. Sukhomlynskyi is the “lessons of thinking”, which widely used creative tasks, the creation of a high intellectual background, the affixation of love for reading, the creation of a humane and demanding approach before the assessment, was able to organize the implementation of homework, the development of self-discipline in mental work;

- means (natural sources, objects of the surrounding world, book, word, fairy tale, labor actions).

Vasyl Sukhomlynskyi, the most important component of an educated person, considered the ability to read thoughtfully, and sources of thought – “observation, nature, labor, moral beauty of human behavior, book and creativity”. Therefore, in Pavlinsky school, much attention was paid to reading. The teacher argued that without a high culture of reading there is neither a school nor a real mental work. V. Sukhomlynskyi noted that “bad reading – a window of dirty smears through which nothing is visible”. To the fullest extent, sharing the thoughtful views of the outstanding teacher, we believe that the refusal in modern elementary school from reading lessons, checking the reading technique of schoolchildren is precarious and dangerous measures.

V. Sukhomlynskyi called for the creation of a cult of knowledge in the school, he believed that successful mental education is possible provided that the teacher at each lesson will simultaneously call students into thirst for education and teach them to learn and study.

CONCLUSIONS

Consideration of V. Sukhomlynskyi's pedagogy in the context of the theory of innovation leads to the conclusion that the pedagogical system of the outstanding teacher in its essence and character relates to innovation of a high level of relevance, and combining classical, innovative and popular pedagogy, has a perspective of pedagogical longevity: it contains ideas and principles, mechanisms of self-preservation and self-development, which, refined and modernized in the new historical conditions, give an opportunity to effectively solve radical and eternal pedagogical problems. The relevance of V. Sukhomlynskyi's ideas is based on his many years of conception of the child as the supreme force of nature, the key positions of the human development sciences, on the rich world experience of spiritual and moral improvement of the individual, of his intellect, will, Love, Good and Beauty. The triad of interrelated categories that form the basis of humane pedagogy, has no alternatives in modern pedagogical practice, and in the pedagogy of tomorrow.

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