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**PHILISOPHY  
AND  
HISTORY  
OF EDUCATION.  
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POLICY**

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# PROBLEMS OF THE ESSENCE AND STRUCTURE OF ANALOGY AS A METHOD AND RESULT OF SCIENTIFIC AND EDUCATIONAL COGNITION

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**Abstract.** *From analogue as philosophical and logical and gnoseological essence up to its essence and structure as a method and result of the scientific and educational cognition that identifies the interactions of different systems, phenomena, objects. This is the conception idea and the intention of the author to open the leading gnoseological role and the place of analogy among other prognostic methods of experimental pedagogy and psychology. Analogy as the general scientific method under the certain conditions is able to interfere in the well-organized heuristic activity such methods as modelling, thoughtful experiment, retrospection, intuition and others. This is a topic of out discussion in the article.*

**Key words:** *analogy; analogue form of thinking; discourse; forms of inferences by analogy; judgment; inferences by analogy; model and prototype; types of analogue; scientific and educational cognition.*

## INTRODUCTION

In the theory of education and studying, many scientists consider differently the definition of the essence and classification of 'analogy' as the multi-limited, multi-sided and feature-rich phenomena. What is inside the definition 'analogue' as the category, term, and its division to types in the social, art humanities, natural sciences and in other sciences? We will try to find an answer to this question within our scientific and professional interest.

It is occurred, that the results of using the analogue as the method of our cognition are the most significant in physics. The significant role of the analogue in the cognition the

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famous scientist in nature *Denis Diderot* found out: « In physics all our knowledge are based on the analogy; even if the similarity of results had given us the rights to make a conclusion about their equality, their reasons that what would it have happened? (Didro, 1939).

The wide using of analogy in physics as a science is an effective method of teaching physics by a teacher on conditions of its bad organization. With the help of analogue on the physical material there is an opportunity to conduct an investigation by students or a teacher individually in the laboratory, and and to reveal connectors between the reason and result of the phenomena that are objects of their attention.

It is important to underline that with a development of the mathematics, physics and other natural sciences the analogue started losing the key role in the definitions' demonstrability, the realization of the heuristic function of the studying at secondary and high school.

In the certain justification the role of the analogy in the development of sciences started decreasing because of its using as a term of synonymic comprehension with the term of comparison, relation, analogue. For the scientific cognition this definition of analogy does not have a value. The important part for it as for the method of scientific and educational cognition are thoughts conclusions. It provides the transferring from evident peculiarities, definitions, relations on the basis of similarities to the science cognition of new facts. The subject of necessary items for the researcher of new scientific knowledge is related to the educational field.

We will use the definition analogy as the external form of method of scientific and educational cognition. We will discover the process of thoughts conclusion as the form and result of the logical moving of thinking process of the subjects of new knowledge comprehension. They cannot be equal. They can be determined as the analogues or phenomena that can be compared with common or separate findings in structure, peculiarities, relations, functions etc.

**Aim of the article** is to define the place and role of analogy in the system of secondary and high school education.

## LITERATURE REVIEW

The most outstanding scientists of natural sciences (Keler, Gallileo, Lomonosov, Maxwell, Einstein and others) demonstrated the high etalons of analogical findings by scientifically augmented *analogy* in their theories. The scholars explained their findings with the help of analogical comparisons in the scientific and illustration fields.

Thus, researchers used analogy as the heuristic factor that led us to guess thoughts, the others discovered this term as scientification of researched phenomena, hypothetical prognostics in the basis of which there were conclusions by the analogy. Moreover, the definition *analogy* is becoming the systematic, prognostic intention and the functional component of the modelling process. It is used as the mean of theoretical identification of a new discovery research or its rejecting.

Maxwell D. called such kinds of analogy the physical ones. To his mind they are something like similarity of relations and, although, laws. Because the law is an analogy of Maxwell D. between the electrical strong lines and tubes where the ideal liquid is transferring (Maxwell, 1954). Within the bright examples of this, he showed that “the recognition of the formal analogy among two systems of ideas leads to deeper cognition of them both than the cognition which was received while studying each system separately” (Maxwell, 1968: p. 8).

French mathematician gives the highest value of analogy, which was being used by mathematicians (Pifagor, Dekart, Eiler and others). DEO SOLAGES defined that: the theory of analogy covers almost all the Math Science” (Bondar, 1974).

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Analogy finds its development in the modern conditions of national language science, individual and common languages, their grammar structure, morphological processes without enthusiasm for national dialectical language. Nowadays one should behave carefully with analogies not to destroy the modern literary Ukrainian language. In addition, as less it ruins as quicker we will be approaching to the EU standards. Our language is beloved by the whole world but not by nationalists.

Ukraine needs not a former but a modern perspective influence of analogy on word formation. We do not think that the monograph of Feonila Nikitina (*“The Influence of Analogy on Word formation” (on the material of a native language) Kyiv university publishing House – 1973*) is fully helpful for a goal achievement which the author aimed opposite her and her research users a half of a century ago.

Therefore, how did the *analogy* firstly, being a term and then as a scientific theory interfered into the humanities and to logics, language philosophy, psychology, pedagogy etc.? We will try to answer this question in general without underlining the stages of its formation and development under the influence of analogy.

## METHODOLOGY

Examining a place and role of analogy in the cognition process, we can dialectically define that the course of thoughts conclusions was in two directions up to the beginning of 70-80<sup>th</sup> of the 20 century. From the one side the role of the analogy was decreasing in the demonstrability of statements; and from the other side, the thought conclusions by the analogy were increasing on the highest level of generalization. They became scientific, methodological, conscious method of analogy with its approaches of comparison, observation, analysis, generalization, explanation and so on.

Traditional logics as a system of the scholars’ ideas by the external and formal peculiarities is strongly developing. Although the inferences by analogy are reducing to the primitive approach of two phenomena similarity. Analogy by its structure and functions makes the researcher investigate the logical essence of analogue phenomena (inductive, deductive, traductive functions or their combination), and provide the researcher to make thought con inferences by analogy as the condition of its effective application.

## MAIN RESULTS

Before the discovering the inferences by analogy, we define that its theoretical development closely connects with two conditions: striving for improving the method of analogy and increasing the adequacy of conclusions. These conditions are equal, though they are different by providing a specialist to do findings in the sphere of cybernetics, biology, physics, mathematics, humanities including pedagogy as well.

The intellectual scope of conclusions is provided by a discovery of conditions demonstrability of statements in the process of modelling the structure of research phenomena. Another words we mean the model of new object that is being discovered and model of its prototype as a mean of detailed cognition of new analogue. Inferences by analogy by their analogy are perceived as a result of transferring an information from the one phenomena to another model that is on the basis of structure similarity, functions, peculiarities, relations between them. Evaluating the role of analogue modelling the outstanding philosopher and methodologist V. Shtoff characterized the presence of traditional and modeling analogies (Shtoff, 1972). He demonstrated the difference between them. The traditional analogies mostly are limited by the comparison of individually defined characteristics. At the same time, in the

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modelling analogy not only isolated characteristics are compared but also the comparison of the completely systematic view of elements on the level of their relations and functions that is more comfortable for further researching. The thing is in the indissolubility of the connection between the definition of *model* in the science and technique and the definition in the theory and methodology as well as the educational practice.

Despite of this, it is not enough for feature-rich of modelling analogy in science and education but also for generalized, systematic defining of the analogy based on synergetics. It is very reasonable to add other items to a modelling analogy as the intuitive and theoretical parts. It may be considered well not only by professors but also by pupils while perceiving something new for their future.

The success of inferences by the modelling analogy in the scientific and educational fields mostly depends on the structure recognition and not only on the term recognition but also on the analogy as the peculiar logical form of thinking.

Hence the didactical multi-sided theory (external form), logical and psychological peculiarities, prognostic and research peculiarities (internal characteristics) the analogy as a method of cognition provides various means of actions, i.e. the movement from information from the knowledge resource to the individual cognition (the entry knowledge that becomes a cognitive compound of modelling analogy as a process or a method).

In this phase of the cognition and perceiving of new information (based on analogical prototype) the analogy as a method of interaction of external characteristics and its realization (word, visual, practical) influence on the perception of something new.

For the creation of logical base as a method of cognition by the sings of internal essence of scientific, theoretical and educational perception, we can define such kinds of actions as inductive, deductive, traductive, classified etc. With their help the scientist, professor (student), teacher (pupil) are guided by the thinking operations, develop critical thinking, seize such kinds of thinking operations as comparison, analysis, synthesis, abstraction, generalization, idealization etc.

Ukrainian didactics during 80-90<sup>th</sup> years of 20<sup>th</sup> – the beginning of the 21<sup>st</sup> centuries by the common efforts led their investigations to the integral system of general methods of education where methods of education are defined as multi-sided, multi-limited and feature-rich creation (A. Aleksjuk, S. Bondar, V. Bondar, V. Palamarchuk and others).

Variety of the classification of cognition methods in didactics were just attempts to group methods of studying, which characterized their certain groups: external empirical form of cognition or internal essence by the characteristics of its functions; logics of knowledge development or the level of individual cognition in this process etc. Any of the classification did not perform completely all the complex of educational, cognitive, developing and educative functions of prognostic and researching education. This classification separated theoretical and methodological bases of application of new methods as analogy, idealization, modelling, thinking experiment, extrapolation methods, including critical thinking, intuition, insight and imagination into cognitive activity.

In the structure of inferences by analogy, we define elements that are compared. For example, object that contains the information that needs to be transferred to the model for recognizing a new analogue object with certain characteristics, relations and functions (i.e. prototype). Thus, the logical foundation of two objects is defined with their characteristics or relations. The conclusions of the totally or partly comparison of two models are also defined. That compiles the logical base of analogy with its characteristics, relations and functions and provides the inference by analogy.

Analogy being one of the forms of thinking reflects certain connection and relations to the objects of a real world in the human mind that exist independently from human intellect.

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Pretending on the autonomy, we have to underline that analogy as a method of new objective or subjective cognition of a human cannot become a productive one without researching and logical combination of methods in the structure of analogy as being a method and a process, a logical form of inference by analogy. With its help, the analogy can either confirm or refute the precious hypothetical supposition.

Thus, it is not occasionally that several outstanding researchers (Mil, Diderot, Stropovich, Gorsky) considered inferences by analogy as deductive ones (Spencer, Los'ky, Bakradze). To our mind, in the situations of modelling of such essences from findings of something new and different from a prototype of knowledge traductive method has the leading role (A. Aleksjuk, S. Bondar, V. Bondar).

We may suppose that these researchers just used a trick of F. Engels who tried to find a place of analogy addressing the to their unsuccessed attempts. He wrote: "These people stunk in opposition between induction and deduction that unite all forms of inferences by analogy. Moreover they: 1) unconsciously use different forms of inference by analogy under this term; 2) deprive themselves all the richness of forms of inferences by analogy, because they cannot be included into the frames of these forms; 3) in conclusion they reframe these forms (induction and deduction) into the nonsense". While understanding the real role of the analogy in the process of cognition by Engels F. "instead of raising a form into the clouds one should use each of them on their places" (Bondar, 1974).

We are convinced that analogy is important and individual from of inference by analogy as well as other ones. it would not be out of place to quote the words of Batoroyev K. about term 'analogy' "in the real process of the developing of scientific thinking the inferences by analogy make such kind of a 'bridge' between inductive and deductive methods of thinking" (Batorojev, 1974: p. 69-78). Mentioning the high productivity and the cognitive role of analogy of the science, we caution against insensible using analogy that can lead a researcher (scholar, student, teacher, and pupil) to make mistakes, to create a wrong inference by analogy, difficulties, and faulty arguments. This happens when researchers trust analogy and see it from general sides, forgetting about its wide characteristics and variety of functions. One should carefully use it while choosing, and never forget that there are forms of analogy that lead to reliable conclusions.

That is why the aim of established conclusions by analogy led us to adapt approaches to the modern conditions of pedagogical science and education and to the classification of conclusions by the analogy. Established conclusions by analogy led us to find out the dependency it on the chosen conclusion for conducting scientific and educational researching on the level of general didactical and methodological recommendations concerning the experience of previous researchers.

While doing an analysis of existing classifications of analogy we will try to take into consideration not only the character of information that transforms from the model to the prototype, but also the peculiarities of logical bases. This transformation is quite reasonable taking into account the proofs of concluded inferences by analogy.

As it is known, different authors consider not only the classification of analogy but also the classification of inferences by analogy. Some of them put on its foundation the proofs of conclusions and relatively to this; they divide analogy into strict and not strict, meaningful and nonsense, simple and controlling (by the character of the bases of conclusions – Gorsky D., Kondakov M.). Also, divide analogy by the signs of object that are compared, another words, the analogy of peculiarities of subjects and analogy of relations (Zherebkin V., Fres P., Piaget J.).

Types of analogy depend on many different factors. Thus, there can be factors that underline not only relations and peculiarities, structure of information and components that

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are transferred from one model to the prototype by the deductive method or vice versa by the deductive and inductive or deductive and traductive methods.

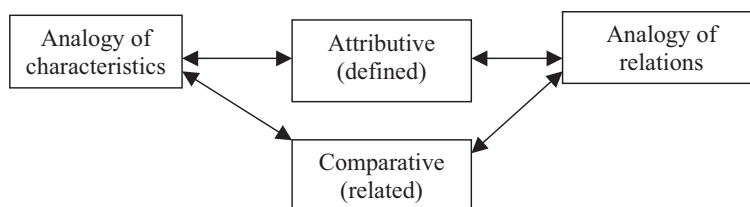
Individual researchers (Yuyomov A., Bondar S., Kostjuchenko R.) performed theoretical and methodological arguments of types of analogy. Yuyomov A., personally, having conducted a detailed analysis of analogy as a method of scientific cognition based on the natural and mathematical sciences, concluded:

\* Firstly, theoretical knowledge can be grounded on the analogy as a form of human thinking;

\* Secondly, inference by analogy can be approved for a science if the conclusion is grounded on the deductive inferences by analogy;

\* Thirdly, inferences by analogy that are used on practice of scientific research can determine a leading role in finding a new knowledge in the educational practice.

It was mentioned above that the analogy of characteristics and relations between objects that are being compared found itself on the symbolical display on the scheme of relations of analogy and inferences by analogy (Fig. 1).



**Fig. 1.**  
**Types of inferences by analogy by two types of analogy**  
**(characteristics and relations)**

Therefore, not only the character of information was taken into account but also a logical status and a base that provide the opportunity of this transformation.

Their character divides the types of analogy on three groups:

- 1) Real types where relations of compared subjects are defined;
- 2) Attributive (defined) types where in the base of inference of analogy there are the contrast of essential inalienable signs or characteristics of a subject that are compared;
- 3) Comparative inferences by analogy where its base or the base of general conclusion is present in comparison of cognitive and realized subjects.

As it is known, the analogy is included in the entire and syncretic process of thinking of any theoretical, creative, logical and visual types. It is an individual type of inference by analogy and it cannot be related neither to induction nor to the deduction, nor traduction that are independently on analogy considered as logical methods of moving of scientific and educational information.

## CONCLUSIONS

To sum up, it is conceptual to conduct a further investigation of analogy as a mean of inference by analogy. We can define that analogy with inference by analogy are like a “bridge” between inductive and deductive modes of thinking. It is a modelled prototype. This idea will be transferred to discover the aspects of the role of analogy from the general methodological point of view (but natural and mathematical). We are going to find the place of analogy in education and pedagogical science in our further research.

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

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

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

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

## **INTRODUCTION. PROBLEM STATEMENT**

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

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

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

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

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

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

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

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

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

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

## LITERATURE REVIEW

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

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

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

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

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

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

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

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

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

- state policy – official actions of the state;

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## METHODOLOGY

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

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

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

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

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

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

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

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

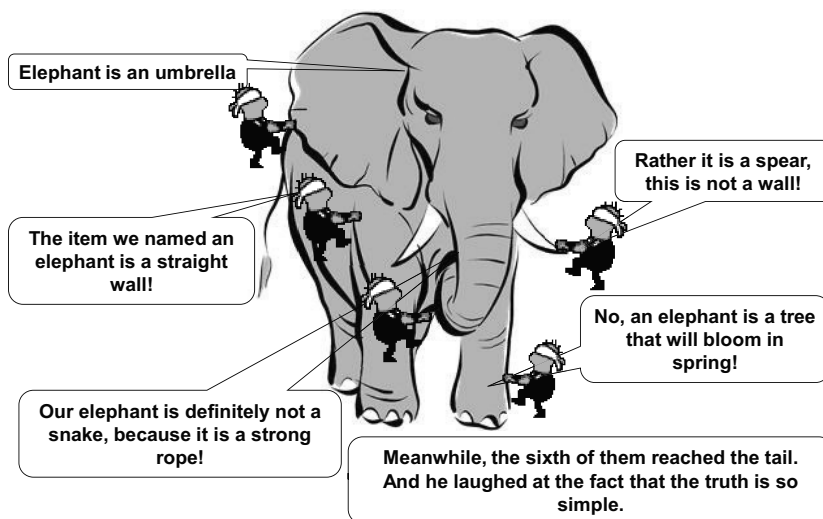
Globally, no group of states has ventured into negotiations on joint obligations and actions against corruption in education, despite all the research evidence of its prevalence and the harm it engenders. Apart from few recent, but rare examples of countries which have explicitly included provisions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

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

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

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



**Fig. 1.**  
**The Five-Blind Effect**

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

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

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

## MAIN RESULTS

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

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

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

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

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

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

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

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

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

## CONCLUSIONS

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

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

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

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

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**COMPARATIVE  
AND  
INTERNATIONAL  
EDUCATION**

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# GENERAL SECONDARY EDUCATION IN UKRAINE IN THE CONTEXT OF EDUCATION IN OTHER EUROPEAN COUNTRIES: DURATION AND STRUCTURE

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**Abstract.** *The aim of the paper is the comparative analysis of the structure of the general secondary education system in Ukraine and the education systems of thirty eight countries participating in the EU Erasmus+ Programme (27 EU Member States, as well as Albania, Bosnia and Herzegovina, Iceland, Liechtenstein, Norway, Northern Macedonia, Serbia, Turkey, Montenegro, Switzerland, United Kingdom). The authors have analysed the duration of education and the structure of an academic year in Ukraine and in other European countries and made conclusions on the compatibility of the instruction time and holidays length in the Ukrainian general secondary education institutions with those in the foreign ones. Basing on the analysis of the main development trends in the European education area countries the authors have formulated proposals to improve the instruction organisation in the Ukrainian schools in compliance with the transformations currently taking place in general secondary education in Ukraine.*

**Key words:** *duration; education system; European countries; general secondary education; reform; structure; Ukraine.*

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## INTRODUCTION. PROBLEM STATEMENT

As a European state, Ukraine shares a common history and common values with the European Union (hereinafter – the EU) Member States. It opens up new opportunities for Ukraine in its European identity. The European choice of Ukraine is confirmed by the Association Agreement between Ukraine and the European Union (2014), as well as by other numerous agreements, statements and political steps that characterize the development vector of our state (Verkhovna Rada of Ukraine, 2015).

The integration of the national education system into the European educational space is an important component of Ukraine's rapprochement with the EU. In this sense, a comparative analysis of the development of the Ukrainian general secondary education national system in the context of transformations undergoing in the education of other European countries, including EU members, is topical. It is important to comprehend the essence of reforms and innovations currently taking place in the European educational community.

The aim of the paper is the comparative analysis of the structure of the general secondary education system in Ukraine and the education systems of thirty eight countries participating in the EU Erasmus+ Programme (27 EU Member States, as well as Albania, Bosnia and Herzegovina, Iceland, Liechtenstein, Norway, Northern Macedonia, Serbia, Turkey, Montenegro, Switzerland, United Kingdom).

## METHODOLOGY

In the paper the 2011 UNESCO International Standard Classification of Education (ISCED) has been used as a reference for the analysis of the organization of the secondary education in the countries, i.e. ISCED level 1 – Primary education; ISCED level 2 – Lower secondary education; ISCED level 3 – Upper secondary education. When the need arose, such levels as ISCED level 0 – Early childhood education and ISCED level 4 – Post-secondary non-tertiary education were also considered (UNESCO-UIS, 2011).

The analysis covers the national secondary education of Ukraine and the education systems of thirty eight countries participating in the EU Erasmus+ Programme (27 EU Member States as well as Albania, Bosnia and Herzegovina, Iceland, Liechtenstein, Norway, Northern Macedonia, Serbia, Turkey, Montenegro, Switzerland, United Kingdom).

## MAIN RESULTS

### THE EU BENCHMARKS THAT OUTLINE THE DEVELOPMENT OF GENERAL SECONDARY EDUCATION

In the context of building a knowledge society, the EU is implementing the Europe 2020 Strategy (2009), which proclaims the priority of smart, sustainable and inclusive growth in order to increase the competitiveness and productivity of the European countries and support a sustainable social market economy (European Commission, 2010).

The education is seen as an efficient tool for the development of the knowledge economy and social cohesion. The Strategic Framework for European Cooperation in Education and Training "Education and Training 2020" invites the EU Member States to create high-quality national education systems for all segments of the population for lifelong and life-wide learning. The Framework addresses the following four strategic objectives:

- Making lifelong learning and mobility a reality;
- Improving the quality and efficiency of education and training;
- Promoting equity, social cohesion and active citizenship;
- Enhancing creativity and innovation, including entrepreneurship, at all levels of education and training.

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It also supports achievement of the following benchmarks at the European level by 2020:

- at least 95% of children between 4 years old and the age for starting compulsory primary education should be covered with early childhood education
- fewer than 15% of 15-year-olds should be under-skilled in reading, mathematics and science
- the rate of early leavers from education and training aged 18-24 should be below 10%;
- at least 40% of people aged 30-34 should have completed some form of higher education;
- at least 15% of adults should be engaged in learning;
- at least 20% of higher education graduates and 6% of 18-34 year-olds with an initial vocational qualification should have spent some time studying or training abroad;
- the share of employed graduates (aged 20-34 with at least upper secondary education attainment and having left education 1-3 years ago) should be at least 82% (European Commission, 2009).

Education ministers from EU Member States have identified the following priority areas for the secondary education level:

- all pupils should develop Key Competences for Lifelong Learning. This can be supported by redesigning curricula and assessment, providing training for school staff, and enhancing the availability and use of good quality learning tools and resources;
- each pupil should benefit from high-quality learning experiences and Early Childhood Education and Care should be more widely available;
- support for learners with special educational needs, including migrants to the EU, must be improved at the school level, and Early School Leaving should be reduced;
- teachers, school leaders and teacher educators need to receive more support, including continued opportunities for professional development and flexible, attractive career options;
- quality assurance should be further developed to ensure a more effective, equitable and efficient governance of school education and to facilitate mobility for those undertaking and delivering education and training (European Commission, 2019).

“High-quality education for all will help Europe achieve its economic and social objectives. Good education underpins inclusive and resilient societies. It is the starting point for a successful professional career and the best protection against unemployment and poverty. It fosters personal development and lays the basis for active citizenship. Good education fuels research&development, innovation, and competitiveness” was stated in the Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee of the Regions “School development and excellent teaching for a great start in life” (European Commission, 2017).

The European benchmarks for the secondary education development are synchronized with the global strategy. In 2015, in Incheon, Republic of Korea, the World Education Forum representing 160 states adopted the Incheon Declaration “Education 2030: Towards inclusive and equitable quality education and lifelong learning for all”. The Declaration outlines further steps to build the global educational space and develop national education systems in line with Sustainable Development Goal 4 “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”. The Declaration defines, among other things, the following: “...we will ensure the provision of 12 years of free, publicly funded, equitable quality primary and secondary education, of which at least nine years are compulsory, leading to relevant learning outcomes. We also encourage the provision of at least one year of free and compulsory quality pre-primary education and that all children have access to quality early childhood development, care and education. We also commit to providing meaningful education and training opportunities for the large population of out-of-school children and adolescents, who require immediate, targeted and sustained action ensuring that all children are in school and are learning” (UNESCO-UIS, 2016).

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## DURATION AND STRUCTURE OF COMPLETE GENERAL SECONDARY EDUCATION IN UKRAINE AND IN OTHER EUROPEAN COUNTRIES

The education is directly related to the economic and social development of the country. Thus, in the Analytical Report for the European Commission “Efficiency and Equity in European Education and Training Systems” (2006) education impact on society in general and individuals in particular is considered from in view of monetary (market) and non-monetary (non-market) effects.

At the individual level, the most obvious effects of education and training are those on wages and earnings. The scholars state that on average across European countries, each additional year of education is associated with more than an 8% increase in wages.

Education affects the well-being of individuals not only via monetary effects. There is also considerable evidence of non-market benefits of education – life-satisfaction and happiness, health, etc.

As for the positive monetary effects for the economy of a country, it has been estimated that each additional year of average educational attainment raises macroeconomic productivity by a direct 6.2 % in the average EU country and by a further 3.1 % in the long run through its contribution to faster technological progress.

There is also increasing evidence of non-market external returns to education – the most important fields of society that are influenced by education are the democratisation, development of civic institutions and human rights, political stability (Woessmann& Schuetz, 2006).

The position of EU on the strategic importance of education in the 21<sup>st</sup> century forms a general trend of further extension of schooling in the European countries, both compulsory and complete general secondary education (Lokshyna, 2017).

In Ukraine, according to the Constitution of Ukraine and educational legislation in force, complete general secondary education is compulsory (Konstytutsiia Ukrainy, 1996). Education in primary school (ISCED level 1) starts at the age 6 (7). According to the laws of Ukraine “On Education” (2017) (Zakon Ukrainy «Pro osvitu», 2017) and “On Complete General Secondary Education” (2020) (Zakon Ukrainy «Pro povnu zahalnu seredniu osvitu», 2020), the duration of complete general secondary education is 12 years, the graduation age of students – 18 years. However, at present and until 2030, its duration is actually 11 years (graduation age of students - 17 years), as the transition to 12-year general secondary education is gradual:

- for primary education (four years of study) the transition began on September 1, 2018,
- for basic secondary education (five years of study) will start on September 1, 2022,
- for upper secondary education (three years of study) will start on September 1, 2027

(Zakon Ukrainy «Pro povnu zahalnu seredniu osvitu», 2020).

At the same time, the educational legislation in force defines preschool education for five-year-old children as compulsory (Zakon Ukrainy «Pro osvitu», 2017; Zakon Ukrainy «Pro doshkilnu osvitu», 2001). However this provision is not supported by the relevant wording in the Constitution of Ukraine, which defines as a compulsory only a complete general secondary education.

The structures of the above mentioned European countries’ general secondary education are quite diverse and depend on traditions and educational policies, in particular, on the issue of its compulsory acquisition.

In the majority of the European countries, primary education lasts 4 or 6 years (10 and 17 countries, respectively); in 7 countries it lasts 5 years, in 6 countries – 7 or 8 years. Basic secondary education generally lasts 3 or 4 years (23 and 12 countries, respectively), in 4 countries – 5 or 6 years. Upper secondary education lasts 3 years in 17 countries, 4 years – in 19 countries, in Lithuania it lasts two years (with the duration of basic secondary education 6 years), in 3 countries – five years.

In Ukraine the structure of general secondary education of 11-year school is as follows:

primary education (grades 1-4) lasts 4 years, basic secondary education (grades 5-9) lasts 5 years, specialized secondary education (10-11 classes) is for 2 years. Starting from 2027, the specialized secondary education will be extended by 1 year and become the three-year long with the introduction of academic and professional orientation.

General secondary education in the countries that were components of the USSR in its European part, after gaining independence, developed according to different scenarios depending on the political situation, cultural traditions and trends of educational policies.

Estonia, Latvia, Lithuania, which joined the EU, have transformed their national general secondary education systems in accordance with the requirements of the European Education Area, changing the structure and extending the duration of general secondary education to 12 years.

*Currently in Estonia the secondary education consists of two levels – basic education (1-9 grades) comprising primary (ISCED level 1) and lower secondary education (ISCED level 2) in a single structure and upper secondary education. The standard period of study in the upper secondary school is 3 years (10-12 grades). It is of academic (level ISCED 3) and professional orientation study courses (ISCED levels 3 and 4) that can be mastered in VET non-tertiary education institutions.*

*In Latvia complete general secondary education has a “classic” structure for the EU: primary education (grades 1-6), basic secondary education (grades 7-9), upper secondary education (grades 10-12).*

*In Lithuania complete general secondary education also lasts 12 years but has a unique structure: primary education (grades 1-4), basic secondary education (grades 5-10), upper secondary education (grades 11-12). In all three of these countries, students complete their general secondary education at the age of 19.*

*After gaining independence Armenia, Georgia and Moldova also introduced a 12-year general secondary education. In Armenia and Moldova the structure of general secondary education has not changed, only upper secondary education has been extended by one year, i.e. primary education is for 4 years, basic secondary education – 5 years, upper secondary education – 3 years.*

*In Georgia the national system of general secondary education is somewhat different: primary education lasts 6 years, basic secondary education – 3 years, upper secondary education – 3 years.*

*In the European part of the post-Soviet educational space there are only 3 states left, except for Ukraine, where general secondary education lasts 11 years. These are Azerbaijan, Belarus and Russia. None of them declares their intention to integrate into the European educational space, limiting themselves to the educational space of the CIS countries.*

*The duration of general secondary education of the European countries we consider in the paper is at least 12 years. It gives the right to enter universities. In particular in 19 countries the duration is 12 years; in 17 countries – 13 years; in 2 countries – 14 years. In all the countries, the age of completion is 18 years or more (Table 1) (Eurydice –European Commission, 2019a).*

Table 1

**Duration of general secondary education in Ukraine  
and in other countries of Europe**

Country	Duration/ Age of students
Ukraine	11 (6-17)
Austria	12 (6-18)
Albania	12 (6-18)
Belgium	12 (6-18)

Bulgaria	12 (7-19)
Bosnia and Herzegovina	13 (6-19)
Greece	13 (6-19)
Denmark	12 (7-19)
Estonia	15 (4-19)
Ireland	13 (6-19)
Iceland	12 (6-18)
Spain	13 (6-19)
Italy	12,5/13,5 (5,5-18/19)
Cyprus	12 (7-19)
Latvia	12 (7-19)
Lithuania	14 (6-20)
Liechtenstein	13 (6-19)
Luxembourg	13 (5-18)
Malta	12 (6-18)
Netherlands	12/13 (6-18/19)
Germany	13 (6-19)
Norway	13,5 (6-19,5)
Northern Macedonia	12 (7-19)
Poland	12 (6-18)
Portugal	13 (6-19)
Romania	12 (6,5-18,5)
Serbia	13 (6-19)
Slovakia	13/14 (6-19/20)
Slovenia	12 (5,5-17,5)
Turkey	13 (6-19)
Hungary	12 (7-19)
Finland	12 (6-18)
France	12 (7-19)
Croatia	13 (6-19)
Czech Republic	13 (6-19)
Montenegro	13 (6-19)
Switzerland	12 (7-19)
United Kingdom (England, Wales, Scotland)	13 (5-18) 14 (4-18)
United Kingdom (Northern Ireland)	12 (6-18)

*It should be noted that in the majority of European countries, unlike Ukraine, the general secondary education is not compulsory. Compulsory education covers at least primary and basic secondary education (ISCED levels 1 and 2) and in most countries continues for another 1-2 years in upper secondary school. In 4 countries (and their number is expanding every year), the compulsory secondary education (ISCED level 3) also covers upper secondary school in its various forms. Thus, full general secondary education is compulsory in these countries.*

However, in Europe more than 95% of compulsory basic secondary education graduates continue their academic/vocational education in upper secondary schools despite its non-compulsory character.

In 16 European countries pre-school education (ISCED level 0) is also compulsory, its duration differs.

Today in Europe about 50 % of students complete general/academic programmes, the rest – vocational programs at the upper secondary level. The proportion of students enrolled in general education / academic programmes in most countries is 30-70%; the lowest rates are in the Czech Republic, Finland and Slovenia (25-30%), the highest – in Hungary (77%) and Ireland (89%).

Table 2

### Duration of compulsory education in Ukraine and in other European countries

	Compulsory education											Duration (in years)
	Start age					End age						
	3	4	5	6	7	14	15	16	17	18	19	
Ukraine (as of 2020)				6					17			11
Ukraine from 2030 on				6						18		12
Austria			5				15					10
Albania				6			15					9
Belgium				6						18		12
Bulgaria			5					16				11
Bosnia and Herzegovina				6			15					9
United Kingdom – England			5					16				11
United Kingdom – Wales			5					16				11
United Kingdom – Northern Ireland		4						16				12
United Kingdom – Scotland			5					16				11
Greece		4					15					11
Denmark				6				16				10
Estonia					7			16				9
Ireland				6				16				10
Iceland				6				16				10
Spain				6				16				10
Italy				6				16				10
Cyprus		4y8m					15					10
Latvia			5					16				11
Lithuania				6				16				10
Lichtenstein				6			15					9
Luxemburg		4						16				12
Northern Macedonia			5y7m						17		19y6m	11-13
Malta			5					16				11
Netherlands			5					16				11
Germany (5 lands)				6							19	13
Germany (11 lands)				6						18		12
Norway				6				16				10
Poland				6			15					9
Portugal				6						18		12

Romania			6			17			11
Serbia		5y6m		14y6m					9
Slovakia			6		16				10
Slovenia			6		15				9
Turkey		5y9m				17y6m			12
Hungary	3					16			13
Finland			6			16			10
France	3					16			13
Croatia				7	15				8
Czech Republic		5			15				10
Montenegro			6		15				9
Sweden			6			16			10
Switzerland		4			15				11

In Ukraine, after getting basic secondary education (grades 1-9) the majority of students (64.8%) continue their education in upper secondary school (grades 10-11), vocational education institutions (14.7%) or vocational colleges and technical schools (19.6%). In 2019 only 1% of the 9<sup>th</sup> grade graduates did not continue their studies. At the same time, the steady trend of an annual decline in the number of 9<sup>th</sup> grade graduates is of concern: the share of students entering vocational programmes track has fallen from 38.7 to 34.3% over the past four years, i.e. by 4.4% (Derzhavna sluzhba statystryky Ukrainy, 2019).

Thus, a comparative analysis of the above mentioned data shows that the duration of the general secondary education in Ukraine is currently the shortest in Europe. Only introduction of the 12-year general secondary education will allow reaching the lowest duration indicators among the European countries. The preservation of the current 11-year school will not allow the Ukrainian schools graduates to compete with their peers from the European countries and correspondingly the Ukrainian education to enter organically into the European and world educational area.

In this respect, the case of Turkey is illustrative. After announcing its intention to join the EU the country changed its educational legislation towards increasing the duration of general secondary education to 12 years.

At the same time, it should be noted that according to the Constitution of Ukraine, general secondary education is compulsory. This norm corresponds to the best European standards but creates certain difficulties for the state in both financial and social dimensions.

In our opinion, it would be expedient to interpret this constitutional norm as such that the state creates opportunities for obtaining a full general secondary education through citizen's life but does not require it to be compulsory before the age of 18. After all, part of the 9<sup>th</sup> grade graduates intends to get a profession and enter the labour market and not to continue general secondary education. This approach will relieve the upper secondary school from students who at this stage are not able or do not plan to master the relevant educational programme and reduce the budget costs for upper secondary education.

At the same time, these 9<sup>th</sup> grade graduates can obtain a profession in VET institutions mastering vocational programmes without completing general secondary education and join the ranks of workers in various sectors of the economy.

Besides, in our opinion, the imbalance between those who receive higher education and those who receive a profession at the appropriate (ISCED 4 and 5 levels) levels of education and go to work should be eliminated. To this end, it is necessary to promote the growth of the share of the 9<sup>th</sup> grade graduates who will receive VET and post-secondary non-tertiary education in vocational lyceums, colleges, technical schools and other educational institutions after 9<sup>th</sup> grade graduation.

## STRUCTURE OF THE ACADEMIC YEAR IN UKRAINE AND IN OTHER EUROPEAN COUNTRIES

Despite some differences in the organization of the educational process, European countries show many common features regarding the structure of the academic year. In most European countries, the academic year begins in early September; in 18 European countries (regions) the academic year begins, as in Ukraine, on September 1. In 10 countries, usually in northern Europe, it begins in August: first of all – in Denmark and Finland. In Germany, schools in different lands actually start teaching between August 5 and September 11, although the official start date of the academic year is August 1. In some countries, usually in southern Europe, the start date of study is usually mid-September (Albania, Greece, Italy, Portugal, Spain); in Malta, children go to school in late September. In Austria, Germany, Spain, Italy, the Netherlands and Switzerland, the beginning and end of the academic year depend to a large extent on the regions.

In primary schools in Europe, the range of recommended annual minimum instructional hours for a conditional academic year ranges from 469 standard (astronomical) hours per year in Bulgaria to 1,051 hours in Denmark. In four countries (Denmark, Ireland, Luxembourg, the Netherlands) the recommended minimum instruction time for a conditional academic year exceeds 900 standard (astronomical) hours, in seven countries (Bulgaria, Bosnia and Herzegovina, Latvia, Lithuania, Romania, Croatia, Montenegro) it is less 600 hours. In primary education in European countries, the recommended minimum instruction time (i.e. the lower limit) for a conditional academic year is on average 740 standard (astronomical) hours.

In Ukraine, the maximum allowable annual workload per primary school student (i.e. the upper limit) is only 499 standard (astronomical) hours per year (Figure 1). That is, during the school year, Ukrainian students attend primary school one and a half times less than their peers from Europe, although they master no less, sometimes even more, material. This raises the problem of overloading primary school students, which has recently increasingly worried the teaching community and parents, because the intensity of educational activities of children who are just beginning to adapt to school conditions is too high.

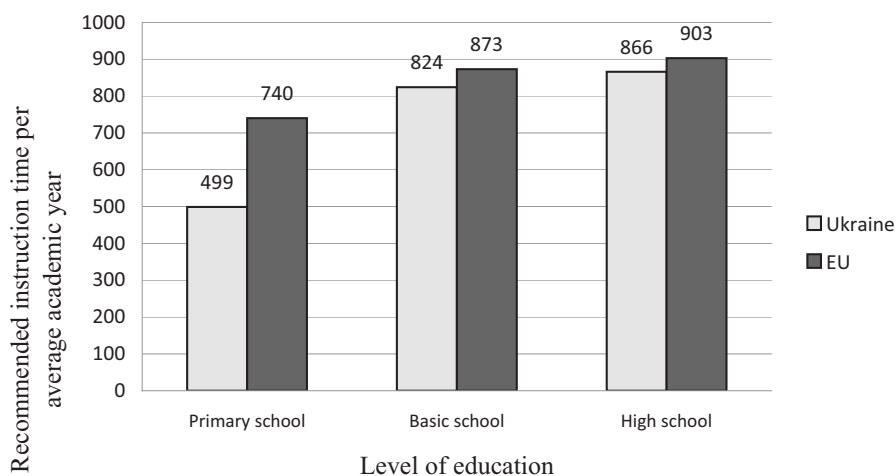


Fig. 1.

### Maximum permissible instruction load per year for general secondary education students in Ukraine and the recommended maximum instruction time per year on other European countries

In European countries, the range of recommended annual minimum instruction hours for a conditional school year for basic secondary education (ISCED 2) ranges from 637 standard (astronomical) hours per year in Croatia to 1,200 standard (astronomical) hours per year in Denmark; in Spain, the Netherlands, and the United Kingdom (Northern Ireland's education

system), it also exceeds 1,000 standard (astronomical) hours per year. In general, in European countries, the recommended minimum instruction time for a conditional academic year at the level of basic secondary education exceeds the level of primary education by an average of 133 standard (astronomical) hours and is 873 hours.

In Ukrainian schools at the level of basic secondary education (grades 5-9) in accordance with the current State Standard, the maximum allowable instruction load for students is 824 standard (astronomical) hours per conditional academic year, i.e. 49 hours less than the average value (873 hours) of the recommended minimum instruction time for an average academic year in EU Member States.

In the profile high school of European countries for academic (general) programmes that provide access to the next level of higher education, the average value of the recommended minimum instruction time for an average academic year reaches 903 standard (astronomical) hours, which is 30 hours more than the basic secondary education. In Spain, France, and the United Kingdom (Northern Ireland's education system), the recommended minimum instruction time is about 1,000 standard (astronomical) hours or more; in Northern Macedonia it is the lowest – 774 hours. In some countries, such as the United Kingdom (the education systems of England and Scotland), there are no centralized standards for the recommended minimum time at this level.

In Ukraine, this indicator for high school is equal to 866 standard (astronomical) hours per academic year, i.e. less than the average of European countries by 37 hours and is much lower than the education systems of leading European countries.

In European countries, the most common range of school days in an academic year is between 170 and 190 days. In about half of the educational systems, the length of the academic year is within 180 days; in 17 countries / regions the number of school days varies from 181 to 190 days. The shortest academic year in a primary school is in Belgium (Flemish community) – 157.5 days, the longest timespan that children attend schools is in Denmark and Italy (up to 200 days). In most countries, the number of school days per academic year in primary and basic secondary education is the same. On average in European countries, the academic year in primary school lasts 182 school days, in basic school – 179 school days. In high school, the range of school days in the academic year is wider, as it depends on the type of educational programme mastered by students, the examination period and other factors that affect its duration. This figure is even higher in OECD countries (Figure 2).

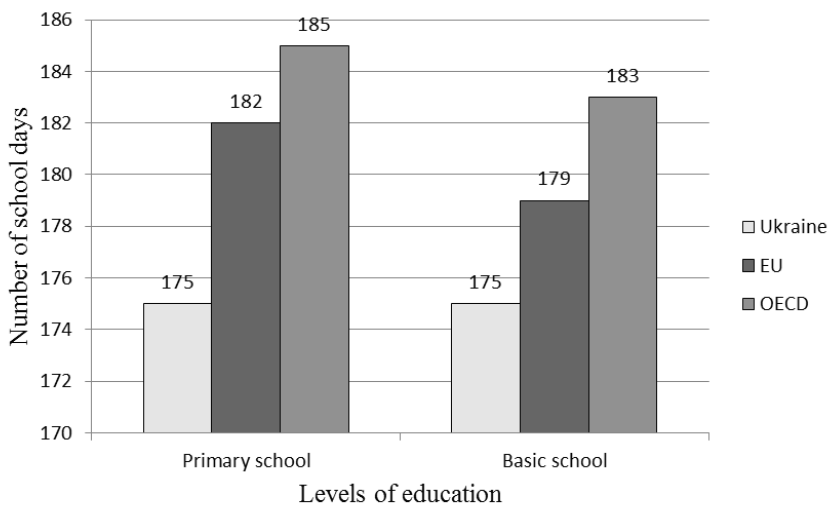


Fig. 2.

**Duration of an academic year in Ukraine, EU Member States and OECD countries**

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In Ukraine, the school year lasts 175 school days, i.e. closer to the lower limit of the school year in the EU. In fact, given the holidays, quarantine activities (even before the COVID-19 pandemic) and other circumstances that arise during the school year, its duration is really even shorter; the actual school year usually lasts less than 170 school (working) days, as it traditionally ends by June 1, regardless of the number of days worked, although by law the school year can end by July 1. It is worth noting that in terms of the number of school days during the completion of general secondary education; today's Ukrainian students are inferior even to secondary school students who studied in a 10-year school during the Soviet period, as there was a six-day working week. After all, each school year, the current 11-year school has 35 school days less in a school year compared to the 10-year Soviet school; for 10 years of study there are 350 days, which is equivalent to two academic years of 175 days. That is, the introduction of a 12-year period of complete general secondary education by the current Law of Ukraine "On Education" practically renews the number of school days of the Soviet "decade schooling".

In Europe, the school year usually ends in mid-June; at this time, summer vacations begin in most countries. In European countries, the time and duration of vacations during the school year are different. In addition to summer vacations in secondary schools in Europe, there are four more vacation periods: autumn holidays, Christmas and New Year, winter carnival holidays, as well as spring at Easter. The start of summer vacations depends on the structure of the school year of a particular country and lasts from 6 weeks in the Netherlands, some lands of Germany, Great Britain to 13 weeks in Albania, Italy and Portugal.

In Ukraine, summer vacations in primary school last 13 weeks, in primary school 11-13 weeks, depending on the year of study, which is closer to the maximum duration of summer vacations in European countries.

In Ukraine, obtaining a complete general secondary education at all its levels (primary, basic secondary, specialized secondary education) is inferior to European countries in terms of the number of study hours. The length of the school year in Ukraine is closer to the lowest number of school days among European countries. One can observe a clear trend at all the levels of general secondary education: in our education system, it is normatively assigned less time to obtain the appropriate level of education than in European countries, due to which students are unreasonably overloaded. At the same time, Ukrainian schoolchildren have one of the longest vacation times without proper organization of their leisure and development. All-in-all, this leads to the situation that Ukrainian students are given less time to master the content of educational programmes of the appropriate level of general secondary education than their peers from European countries, although Ukrainian programmes in terms of the requirements and scope of acquired knowledge and acquired competencies are equivalent to European ones, and in some cases (for example, for primary school) even exceed them. Ultimately, this affects the physical and mental health of children, especially younger students, due to unjustifiably excessive intensification of their learning activities, leading to fatigue and exhaustion.

## CONCLUSIONS

Basing on the results of the comparative analysis of complete general secondary education duration in Ukraine and European countries the following conclusions can be drawn.

1. The introduction of a 12-year period of complete general secondary education by the Law of Ukraine "On Education" (2017) is a justified step, as it meets the basic principles of educational policies of the world community, including the provisions of the Incheon Declaration "Education 2030", and reflects an objective regularity of a continuous increase in learning time, which is clearly traced in the history of mankind, especially at the present stage.

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2. The EU recognizes the strategic importance of education in general and general secondary education in particular for building an open democratic society and declares the general trend of European countries to further extend schooling both in the formats of compulsory and comprehensive secondary education. Today, there is no European country with a term of complete general secondary education less than 12 years. Ukraine's aspiration to the EU inevitably presupposes the integration of the domestic education system into the European educational space, which requires bringing Ukrainian legislation into line with European educational policies, in particular in terms of the duration of education. After all, the 12-year term for completing general secondary education corresponds to the lower limit of its duration in European countries.

3. The comparison of the annual workload of Ukrainian schoolchildren with the recommended minimum instruction time per year in European countries shows that in the home system of general secondary education at all levels, Ukrainian schools have less instruction time for education than in other European countries. At the same time, the vacation period in Ukrainian schools is approaching the highest rates among European countries. Due to various factors, the length of a real academic year is often less than the statutory 175 school days. This causes students to become overloaded, which affects their health. Therefore, it is worthwhile to consider the possibility of a real prolongation of the academic year at least until mid-June.

4. According to the Constitution of Ukraine (Article 53), full general secondary education is compulsory. We believe that this constitutional norm should be interpreted as an obligation of the state to create opportunities for obtaining a full general secondary education during life, which does not then require its mandatory acquisition before the age of 18. Such an interpretation of this norm would alleviate the financial and social tensions that exist in the society today, improve the moral climate in Ukrainian schools, relieve specialized lyceums of some students who are not going to get a full secondary education at this stage of life, but want to get a profession and start working. Over time, when they need such education, they will be able to obtain it free of charge in the forms envisaged by law.

5. We believe that for more efficient use of resources it is advisable to eliminate the imbalance between those who receive higher (university) education and those who intend to acquire a professional specialty at the appropriate levels of education and go to work. Today in Ukraine, the majority of high school graduates (about 80%) are focused on entering higher education institutions, which in principle could be considered positive if they were all ready to continue their studies at universities. In this regard, it is more appropriate to achieve European indicators, because in Europe there is an approximate parity between those who choose to study at universities and those who choose the path of acquiring a specialty. Therefore, in our opinion, it is necessary to take the necessary measures to reorient some applicants for secondary education to vocational training and professional higher education with further employment in various fields of economic activity.

Thus, the comparative analysis of the structure and indicators of the duration of general secondary education in Ukraine and in other European countries has showed that in Europe there is a steady trend to increase the duration of students instruction in school, extend the duration of secondary education in academic or vocational programmes, education of all children under the age of 18. This objective pattern of human development is proclaimed in the Declaration "Education 2030", adopted by the international community at the World Education Forum in 2015 in Incheon (Republic of Korea). Ukraine is to be building its educational policies in accordance with the world trends in the development of education and society as a whole to successfully integrate Ukrainian education into the European and world educational space.

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# EU AND UKRAINIAN INNOVATIVE EXPERIENCE IN EDUCATION: THE ORIENTATION POINT FOR VET OF UKRAINE

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**Abstract.** *The article analyses the EU policy for innovations in the sector of vocational education and training (VET). It reveals the activity results of the European network “Innovations in vocational education and training” leading by the European Centre for the Development of Vocational Training (Cedefop). The paper identifies main development directions in VET systems and reviews its best practices of the EU countries based on the analysis of the experience of Campus of Occupations and Qualifications (France), Centre for Management, Training and Employment of Youth (Italy) and Centres of (Vocational) Excellence (Great Britain). Additionally, the following research covers some best practices in public and private educational sectors of Ukraine e.g. two university-based models of innovations eco-system realised via innovation hubs and start-up schools, STEM-centres and Fabrication Laboratories. Therefore, the main ideas of positive European experience are identified being the valuable tool for developing the modern policy for innovations and VET in Ukraine. The identified local practices in education sector can be adapted to the capacity and needs of VET sector after additional and more detailed study.*

**Key words:** *Centre of Vocational Excellence European experience; innovations eco-system; innovations development; reforming; vocational education and training.*

## INTRODUCTION

In 2019 Ukraine took 47<sup>th</sup> place in start-up rating of countries according to Global innovation index. In Ukraine the National Strategy of Education Development-2021 identifies the need in creating conditions for innovations development in order to enhance the investment

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attractiveness and competitiveness of Ukraine (National Strategy, 2013). The ground for this step is based in the new type of civilization that the humanity has recently had. It is innovative with the crucial characteristics of on-going changing and dynamics. The analysis of innovation background shows that most of innovations are based on start-up initiatives. In Ukraine the start-up support offered to the tech sector takes place in the “Ukrainian the Big Five of IT”: Kyiv, Lviv, Dnipro, Kharkiv and Odessa e.g. Startup.Network, Unit.City, Unit Factory, Sikorsky Challenge, Re: Actor, Fab Labs, etc. Governmental, non-governmental, corporate and venture initiatives for supporting start-up development have grown in recent years e.g. Ukrainian Start-up Fund, and contexts such as Best Invest, Start-up Battle by Startup.Network etc. Other mechanisms include investment tours to Ukrainian cities (UVCA), investment forums, symposia (Speed dealing, KIEF, Kyiv Investment Forum etc.), corporate challenges (Vernadsky Challenge, Science Battle (Carlsberg), Okko etc.).

Another indicator of innovative activity is dedicated to the state-of-arts of the vocational education and training system (VET) in the country and its capacity for creating and implementing innovations. Nowadays, Ukraine is fully engaged into the wide spectrum of trends and factors those influence and make the change in the development of European VET. According to the Bruges Communiqué (2012) that aligns with the Strategy Europe-2020 the increasing of innovative, creative and entrepreneur skills of VET students and the attendees of the continuous VET (CVET), gives the rise for moving into new paradigm of education. It balances the knowledge of professional and academic education and forces VET to become the driver of innovations in terms of streaming society changes (Bruges, 2010; ETF, 2020).

Under the Association Agreement between the European Union and Ukraine (2014) the nationwide reform of VET is in place in our country. It is based on the multilevel partnership in order to increase the prestige and status of VET and simultaneous promotion of economic growth, employment increase and regional development of Ukraine. There are lots of examples of VET innovative capacity and results in the worldwide and European environment, but pedagogical comparative science does history and customs-based study of their context e.g. political, economic, social and cultural and pedagogical. The check of best practices of innovative activity in European VET is an important source of information for the pedagogical society and scientific-based grounding of realization approaches and tools for leading foreign ideas in term of the conditions of Ukraine.

## LITARATURE REVIEW

The educational innovations agenda is widely represented in the studies and researches of Ukrainian scientists. One of the most high-priority directions related to grounding the specifics of innovative technologies development and implementation in the training activity in terms of defining the professional essence of the activity is represented in the papers of O. Antonov, M. Artiushyna, I. Dychkivska, O. Dubaseniuk, V. Kremen, O. Kurbatov, V. Radkevych, H. Romanova, P. Saukh, S. Sysoieva and others. Most listed authors prefer studying the high education sector. However, the phenomenon of innovation in VET in foreign countries, in particular the experience of the European Union, remains little studied.

## METHODOLOGY

This article looks at the above-mentioned problem through of the lenses of the international and comparative pedagogy. The study is aimed at presenting the best EU practices in the sector of VET and some examples of local innovation educational models, making general conclusions of their experience, producing and grounding meaningful ideas

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for their further implementation and adapting in the educational practice of Ukraine. The research is theoretical. The key methods are analysis, synthesis, abstracting, concretization, comparison, generalization and interpretation.

## MAIN RESULTS

The comparative analysis of requirements for innovative education, formulated in European and national documents, expert groups papers and works of individual researchers, provides main characteristics and essential features of the future European innovative VET system able to:

- create the professional environment that meets an individual's abilities, needs and capabilities;
- be the multilevel vocational education in the form of a number of areas with educational programs that provide different training terms and sets of majors;
- arrange the continuation of professional programs of different levels;
- apply new organizational and functional forms for professional educational institutions based on functions distribution between educational institutions, enterprises and organizations those belong to the educational complex/cluster;
- create services to support the process of continual professional education, such as: adaptation, diagnostic, didactic, psychological centres etc.;
- support improvement of compatibility for national VET systems through justifying and implementing the European Qualifications Framework (EQF) and compatible National Qualifications Frameworks (NQF) that will help to ensure permeability between different sectors of education (higher qualifications frame covers both sectors with transparent links between ECTS units in higher education and ECVET – in VET), as well as the international recognition of qualification certificates;
- raise the quality of VET via developing the efficient quality systems (level of a VET institution, national and European level);
- use actively the innovative teaching methods and technologies;
- use efficiently modern IT and distance learning in VET in the context of creating a single European space of open education, etc. (EU, 2010; Bruges, 2010; Cedefop, 2014; Cedefop, 2019; European Commission, 2012).

At the current stage of development, each of these provisions is confirmed by the best practices developed in various European countries. At the European level, the thematic network “Innovations in vocational education and training”, founded (InnoVET) in 2014 by the European Centre for the Development of Vocational Training (Cedefop) has become an important tool for dissemination of innovative educational practices. Its leading idea is to provide innovations in the labour market (LM) to reshape VET to make it more dynamic and innovative. As noted in the announcement for this event, in 2013 almost 22 million students studied in the EU high schools where half of them (49%) were involved into VET programs. Developing their innovative ability and capacity can generate significantly the economic and social gains and financial revenues. It especially covers the urgent need of modern VET in new skills as a consequence of technological change and globalization. Through the European contextual advertising the InnoVET network Cedefop compiled national reports from all EU member states describing innovations in VET. The analysis and systematisation of these materials show that the experts represented a kind of innovations typology in modern European VET. In particular, it was found that systemic collaborative initiatives take the main place among innovations. They are the creation of new educational institutions by governments in tight partnerships with employers, international collaboration, national incentive schemes

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development to encourage cooperation between VET and higher education, etc. (Cedefop, 2015).

So, in 2019 the EU program “EU4Skills: Best Skills for Modern Ukraine” started to support the reform of VET in Ukraine. Its goal is to create the network of Centres of (Professional/ Vocational) Excellence, procurement of new equipment, skills improvement and upgrade for VET teachers and foremen of vocational training, develop new training programs and standards for students etc. In our opinion, they can be fully attributed to innovative, primarily aimed at collaboration and cooperation, as well as social partnership in general.

For a solid understanding of the problem, there is value in studying the experience the countries with VET models based on established institutional mechanisms, taking into account the principles of lifelong learning (LLL), etc. The Centre for Management, Training and Employment of Youth in Italy (Rome) with the symbolic name – “Open doors to the future” (Porto Futuro) is a good example of such an innovative institution. It combines the leading experience ideas of the French “Citedes Metries” and the Spanish “Porta 22” and since opening (2011) the Centre is aimed at reducing youth unemployment, increasing access to the LM and strengthening the social inclusion in times of severe economic crisis. The official data shows the relevance of this initiative as in 2014, the unemployment rate among the Italian youth aged 15–24 reached 44.5 %. The Centre’s main efforts are directed “to facilitate the transition from the training system to the LM via providing the services on adequate employment and high-quality management, employment opportunities for young people by means of internships and traineeship programs, and financial support” (European Commission, 2019).

An overview of new cooperation forms in Europe shows the ongoing increasing popularity of interaction between different types and kinds of education, including enterprises and research. The example of such innovation is the Campus of Occupations and Qualifications (Campus des métiers et des qualifications) in France. This kind of training institution links VET with the world of work, making it easier for workers to enter the LM. Being the element of a holistic VET system (IVET and CVET) campuses create links not only between levels of education, but also unite all organizations involved in VET e.g. vocational and public lyceums, apprenticeship centres, industry training councils, higher education institutions, research centres and companies, etc.

It should be noted that these officially recognized institutions provide educational services only in the sectors of aviation, public service, tourism, hotel and catering, industry and energy, metals and plastics, digital design. However, it is planned to spread this innovative experience to other sectors of national economy, and also to other regions of the country. This industry-specific consideration contributes to the qualitative implementation of the main tasks for campuses: a) assist and provide the access to the LM for young workers giving the opportunity to contact the companies in the sector of future professional activities directly while during their training; b) facilitate mixed career paths for young workers; c) stimulate creation of campuses in the sectors of creative work via implementing the international dimension (National reform programme, 2014). The important characteristic of French professions and qualifications campuses is that they function as providers of curriculum at various levels leading to professions and qualifications. The matching experience has been gained in Latvia, where new professional centres of competence also include secondary education programs etc.

A widespread innovation of our time is the Centres of (Vocational) Excellence (Co(V)E) in VET sector. They implement various types of collaboration, namely: a) resources exchange (personnel, laboratories, instructional materials, etc.); b) attracting business; c) collective provision of certain services (development, procurement, collecting data on career opportunities, LM, etc.); d) coordination and rationalization of training proposals in order to optimize them and increase their efficiency; e) joint development of new teaching

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materials or use of new methods g) study of innovative practices in various VET institutions, etc. (Puhovska, 2017). Therefore, the Co(V)Es provide the typical activities and have common characteristics in approaches of pursuing excellence in a cluster of activities related to teaching and learning, namely: LM relevance, LLL, IVET and CVET, innovation and project-based learning, innovative curricula and pedagogy focused on transversal competences, transnational joint curricula, higher level VET programs and pathways, investing in the continuing professional development of teachers and trainers, guidance and validation of non-formal and informal learning etc. (European Commission, 2019).

Considering the prospects for development Co(V)Es in Ukraine (EU4Skills Project: Better Skills for Modern Ukraine) the experience of Great Britain can be addressed to. There are about 400 educational institutions in the VET sector with the status of a Centre of Professional Excellence. It is important to note that in the British context, the functioning of such centres has its own clearly expressed characteristics. They are not the special educational institutions called the Centres of Excellence, but a college or other institutions providing training services in VET sector. This status is considered to be an indicator of quality assurance for education services in a training institution. To have this status an institution must provide high quality teaching services and offer a range of courses that provide different learning paths starting from the third level of NQF<sup>1</sup> and higher. The number of institutions in the UK aim primarily at theoretical substantiation of professional excellence by developing approaches to its understanding, approaches to forming, modelling and development (e.g. “Centre for skills, knowledge and activity efficiency of an organization”, the University of Cambridge, CoEs assigned to higher education institutions etc.). At the same time, in VET sector regardless the name<sup>2</sup> the functioning of such modern environments for obtaining highly qualified VET meeting the needs of employers and LM, technology development and promoting the prestige and demand for VET (IVET, technical, technological) among the population of this country (European Commission, 2019; Leu, 2017).

It is not as if there are no innovations in Ukraine. The analysis of Ukrainian context shows that most of best practices and new forms of training providers take place in the sector of higher education or private initiatives e.g. Fabrication Laboratory (Fab Lab), Innovation Hub (IH), STEM-centres etc. STEM-oriented centres are already in the systems of secondary and vocational education IHs and FabLabs are mostly university-based or belong to the sector of private or corporate education at enterprises.

STEM-centres aims at in-depth study of science, technology, engineering mathematics, forming engineering mindset and technical skills development are already popular in the network of secondary schools and in the private sector of educational services e.g. robotics centres. According to expert predictions, in 10-15 years many jobs that exist today will disappear, and new ones will take their place. New jobs will be mostly linked to the innovative technologies in science, engineering and mathematics with a focus on IT, robotics and programming. The demand for a talent pool of youth capable of filling these workforce needs to be addressed now so that students can recognize the real-life applications of STEM early in life. Therefore, it is important to start getting children and youth ready for new technology-related challenges as early as possible.

The logical continuation of STEM centres is represented in the model of Fabrication Laboratories – special prototyping workshops. They provide the environment and conditions to “think of and make anything”. In 2001 a National Science Foundation grant to Neil Gershenfeld at Massachusetts Institute of Technology (MIT) started them to develop a way to transform “bits” to “atoms”. In some time Fab Labs spread rapidly throughout the world and the Fab Foundation was created to manage the growth and evolution of Fab Labs. Today they

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<sup>1</sup> Framework for Regulated Qualifications from 2015

<sup>2</sup> Centres of Excellence, Centres of Vocational Excellence or Centres of Competence

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are growing exponentially (doubling in size every 18 months) and today number over 1,000 in 87 countries.

Young people can acquire 21<sup>st</sup> century skills in Fab Labs especially in combination with STEM education when teachers who know how to integrate the Fab Labs component into the curriculum. Most importantly, the learning occurring at Fab Labs leads to innovation and, with the right supports and linkages, can at the same time lead to entrepreneurship and job creation. Fab Labs present a unique opportunity to address both education and entrepreneurship in one platform. They have an extensive global network linked to MIT's Centre for Bits and Atoms. It provides global expertise and supports to regional communities while connecting them to the rest of the world. Because the investment in the physical infrastructure of a Fab Lab is reasonable for governments and businesses, it offers an affordable approach to growing job skills and economic opportunity in countries faced with the loss of traditional manufacturing jobs.

In Ukraine the network of Fab Labs consists of the ones based in universities<sup>3</sup> and the ones in private sector<sup>4</sup>. They all follow the rules and approaches developed by the Foundation and communicate with each other creating regional and sectoral clusters. The obvious component of their activity is providing free of charge informational and training activities for locals.

The study shows the existence of two models of university-based innovation eco-system in Ukraine. They are Innovations Hubs (IH) and Start-up schools (SuS). IH is a place which provides facilities to nurture new ideas and help develop inquisitive perspective in youths of today. IHs serve as springboards for new ideas and innovation. They help the society and economy to face future challenges and meet rising aspirations of the growing population. In Ukraine the network of university-based innovation hubs is already in place. The most significant network is supported by the NGO Association Noosphere<sup>5</sup>. At present, seven universities of Ukraine grow, accelerate and develop the innovative ideas of their students at these modern environments for innovations<sup>6</sup> and then try to find the investor at the international festival of innovations Varnadsky Challenge.

The IH model is also widely used in the private sector (both abroad and in Ukraine). Lots of companies start own innovations hubs to create, develop and promote innovations for their own better productivity and performance.

The SuS model is represented by the network of eleven Start-up Schools "Sikorsky Challenge"<sup>7,8</sup>. This all-Ukrainian network supports training students, postgraduates, professors and researchers on the issues of innovative entrepreneurship and start-up activities.

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<sup>3</sup> National Technical University "Igor Sikorskyi Kyiv Polytechnic Institute", Open University "Ukraine", Odessa National Academy of Food Technology, Sumy State University etc.

<sup>4</sup> Fabricator (UnitCity, Kyiv), HUB LAB Odessa, IZOLAB (Kyiv), .buro (Odessa), Garage Hub (Kharkiv) etc.

<sup>5</sup> A Ukrainian non-profit, volunteer and non-governmental organization created to promote acquisition, application and dissemination of knowledge and to support educational initiatives

<sup>6</sup> National Technical University "Igor Sikorskyi Kyiv Polytechnic Institute", Dnipro National University, Taras Shevchenko National University of Kyiv, National University of Water Management and Nature Resources Use, Kyiv Institute of Space research, Cherkasy State Technological University and Zhytomyr National Agroecological University

<sup>7</sup> The Innovation Holding "Sikorsky Challenge" LLC was founded in July of 2014. It is managed by a Director appointed by two individual owners and National Technical University of Ukraine "Igor Sikorsky Kyiv Polytechnic Institute". The Sikorsky Challenge was created to involve creative youth in innovative entrepreneurship. The Sikorsky Challenge promotes the growth of technological ideas, from the development and designing of business models to creating new innovative businesses, attracting investments and launching innovative startup companies.

<sup>8</sup> Pryazovskyi State Technical University, Donetsk National Technical University, V. Dahl East-Ukrainian National University, Donbass State Engineering Academy, National Technical University "I. Sikorskyi Kyiv Polytechnic Institute", Vinnytsia National Technical University, National Mining University, National University of Life and Environmental Sciences, Kherson State University, Sumy State University, I. Kondratiuk Poltava National Technical University, V. Dokuchaiev Kharkiv National Agrarian University

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They provide solid expertise support and insight to many up-and-coming entrepreneurs via multiple educational events, conferences, workshops, and competitions in innovative entrepreneurship.

Comparison of these two models shows their main distinction in sustainability. The IH model is more sustainable as it has the permanent support from one or more donor or investor institution(s) in contradistinction from the SuS model that depends a lot on donors' support which has rather ad-hoc character.

## CONCLUSIONS

The conducted analysis made it possible to formulate the general conclusion about the emergence of new institutions (colleges, Co(V)Es, campuses, etc.) in each EU country classified as educational innovations of our time. They emerged (and continue emerging) in the context of increased interaction between different types, kinds and levels of education with a significant expansion of the geography and range of educational institutions, including enterprises. These new institutions are being incorporated into the curriculum and teaching rethinking processes in VET. Without diminishing the importance of the phenomenon of "innovative practices" in VET of the EU countries, we note that innovation, as a rule, is a complex phenomenon, stimulated by relevant policies. As the study showed, the VET field is increasingly becoming a driver of innovation in Europe. Innovations in the LM are changing VET via contributing to its dynamism and innovation, and increasing its innovativeness. These processes can increase the human potential for renewal and changes in the economy and society as a whole. However, according to European scientists, Europe still does not fully use own potential and innovative resource of VET sphere to stimulate innovation in production and in society (Cedefop, 2015).

For forming modern innovative policy in VET field of Ukraine, the following ideas of the European experience can be valuable:

- regional-based reforming the professional (vocational) education should take into account the adaptation of the European concept for public management in order to ensure the innovations management of client-managerial type;

- being the tool of reforming process in the regions, the development of Co(V)Es should make them the centres of innovations with the best reform practices, a platform for interaction between VET institutions, business, government and citizens, an example for disseminating pilot experience with other institutions in Ukraine etc.;

- it is expedient to use the experience of European countries in promoting innovations via facilitating local and national competitions in professional skills of the 21 century by Co(V)Es, as well as transfer knowledge and experience gained during international competitions from professional skills etc.;

- develop and support understanding that VET and innovations are mutually supportive and interdependent areas.

Additionally, national VET institutions have good opportunity to adapt and use the experience already gained in high education and private sectors. However, this process needs additional more detailed study and development of appropriate approaches, management and monitoring tools and procedures.

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# OUT-OF SCHOOL & NON-FORMAL EDUCATION: UKRAINIAN AND EUROPEAN DIMENSIONS

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**Abstract.** *Out-of-school education in Ukraine has its own traditions and experience, at the same time, develops in the context of European trends, adopts the best foreign practices, in particular, institutions and organizations of non-formal education in European countries. Out-of-school education in Ukraine and non-formal education in European countries have significant differences, but similar goals and values. The purpose of the paper is to present the results of the study of common goals and values of out-of-school education in Ukraine and non-formal education in European countries, as well as to analyze the regulatory aspects, practical experience. According to the results of the analysis, the common goals and values of out-of-school education in Ukraine and non-formal education in European countries include: providing children and youth with opportunities for non-formal and informal learning, creating conditions for leadership, communication, language learning, teamwork, social roles, development of critical thinking, self-awareness and awareness of others, responsibility; socialization, creative realization and professional self-determination of children and youth as well as promoting active citizenship, supporting youth activities.*

**Key words:** *goals and values; informal learning; non-formal education; out-of school education of Ukraine; UNESCO.*

## INTRODUCTION

Ukrainian education develops in the context of European educational trends, adopts the best European experience. The reform of Ukrainian education is reflected in the improvement of regulatory support.

Among the main normative principles of Ukrainian education today are the Concept of the New Ukrainian School (2016), the Law of Ukraine “On Education” (2017) and other documents. In particular the law stipulates that education is the basis of intellectual, spiritual, physical and cultural development of the individual, the key to the development of a society united by common values and culture, and the state. The Law of Ukraine “On Education” includes the terms “formal education”, “non-formal education”, “informal education”, while

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retaining the term “out-of-school education”. This is very important for the development of out-of-school education in Ukraine.

Out-of-school education is an educational subsystem, educational programs in out-of-school education in accordance with Art. 10 of the Law of Ukraine “On Education” (2017) may provide for the acquisition of partial qualifications. Therefore, they are important in ensuring the rights of citizens to education, professional knowledge and skills. According to experts, the transfer of out-of-school education in Ukraine to the status of non-formal can reduce its importance, negatively affect the content and results.

## LITERATURE REVIEW

In the context of the problem, the theoretical provisions of psychological and pedagogical science of Ukraine are important, in particular, devoted to the education of children and youth in various educational institutions and social institutions (Teoretyko-metodychni problemy vykhovannia ditei ta uchnivskoi molodi, 2016).

Pustovit (2012, 2017), Verbickiy (2019) and others are devoted to the theoretical and methodological foundations of out-of-school education. The collective monograph «Optimization of the educational potential of an out-of-school educational institution» (Verbickiy et al., 2012) highlights the historical aspects and current trends in the development of out-of-school education in Ukraine, gives examples of the activities of out-of-school education institutions. The analysis of the potential of the educational environment of out-of-school education institutions was also carried out.

The activities of non-formal education institutions are considered in studies by Clarijs (2008) and others. In particular, Clarijs (2008) analyzed non-formal education in European countries within the project of the European Association of Institutions of Non-formal Education of Children and Youth, summarized two main concepts of development, identified commonalities and differences.

Significant within the research problem are the provisions of international UNESCO documents (Education for All (EFA) Framework Program (Dakar) (2000); Memorandum on Continuing Education of the European Union (2000); Decision of the Prague Summit of Ministers of Education and Science European countries to supplement the Bologna Declaration of 1999 with the concept of lifelong learning (2001); Resolution of the European Council on Lifelong Learning (2004).

*The purpose of the paper* is to present the results of the study of common goals and values of out-of-school education in Ukraine and non-formal education in European countries, as well as to analyze the regulatory aspects, practical experience.

## METHODOLOGY

By analyzing Ukrainian and foreign sources, regulations, as well as analyzing and comparing the experience of practical activities of out-of-school education institutions, the common goals and values of out-of-school education in Ukraine and non-formal education in European countries have been identified.

In particular, the Laws of Ukraine “On Education” (2017), “On Out-of-school Education” (2000) on the goals and organizational framework of out-of-school education in Ukraine are analyzed.

UNESCO documents on non-formal education are analyzed, in particular the definition of non-formal education, its priorities.

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## MAIN RESULTS

*Out-of-school education* in Ukraine is an important educational subsystem defined by the Laws of Ukraine “On Education” (2017), “On Out-of-school Education” (2000).

The Law of Ukraine “On Education” (2017) defines *out-of-school education* as an integral part of the education system of Ukraine; Article 15 stipulates that the purpose of extracurricular education is to develop the abilities of children and youth in education, science, culture, physical culture and sports, technical and other creativity, their acquisition of primary professional knowledge, skills and abilities necessary for their socialization, further self-realization and / or professional activity; competencies acquired in extracurricular education programs can be taken into account and recognized at the appropriate level of education.

The Law of Ukraine “On Out-of-school Education” (2000) defines the main objectives of out-of-school education:

- education of a citizen of Ukraine;
- free development of personality and formation of its social and public experience;
- fostering a sense of self-worth, responsibility before the law for their actions;
- education of love for Ukraine, respect for folk customs, traditions, national values of the Ukrainian people, as well as other nations and peoples;
- creating conditions for creative, intellectual, spiritual and physical development of students;
- development of an inclusive educational environment in out-of-school education institutions;
- acquisition by students of primary professional skills and abilities;
- formation of a conscious and responsible attitude to one’s own health and the health of others, skills of safe behavior;
- development and support of gifted and talented students;
- organization of students’ leisure and others.

In this context, out-of-school education is an important educational institution for the education and socialization of children and youth, creates conditions for value self-determination, social development and creative self-realization of the individual, and promotes social security and professional orientation of students.

The study of the goals and values of out-of-school education in Ukraine in our study is based on the works of Ukrainian scientists (Pustovit, 2012; Verbickiy, 2019); analysis of the experience of out-of-school education institutions (Rivne Palace of Children and Youth and others). In particular, in the research of Pustovit (2012) it is determined that the essential basis of education, development, socialization of the individual in out-of-school education institutions is variability, voluntariness, practical orientation of the educational process; in modern conditions, out-of-school education should become a means of reviving national culture, educating such moral qualities as conscience, patriotism, humanity, self-esteem, creative initiative, responsibility.

The goals and values of out-of-school education in Ukraine can be determined by analyzing the practical activities of out-of-school education institutions. One of the many examples of successful activities is the *Rivne Palace of Children and Youth*. The structure of the institution includes specialized schools (business, modern choreography, pop and vocal art, fine arts, computer science, folk dance, sports dance, intellectual sports, martial arts, leader), specialized centers, clubs and associations, art groups. Thus, an important area of activity of the institution is socialization, creative realization and professional self-determination of children and youth.

The values of humanism, responsibility, mutual support are demonstrated by the traditional event of the Palace – Charity Marathon “With faith in the future”. This event unites

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all the teams, all the students of the Palace. During the month there are auctions, concerts, flash mobs, promotions, performances and more. The funds raised are traditionally donated to support the best students of the Palace, to realize their dreams. And also to help those who need it. The 25th Charity Marathon “With Faith in the Future” in 2020 took place during the COVID-19 pandemic in online format (broadcast of TV versions of concerts art groups on TV channels and on Facebook, online auction of creative works of students of the School of Fine Arts, flash mob and challenges).

The promotion of common European values among children and young people is facilitated by the activities of Euro clubs in out-of-school education institutions. For example, in the structure of the *Kirovohrad regional center of children’s and youth creativity* there is a Euro club «Nadiya». The main goal is to actively promote the idea of European and world unity, active citizenship. The achievements of the team are the organization and holding of the regional project “Europe without Borders”, “Democratic School”, “Start doing good”, “Tolerance as the face of the modern world”, the stage of the International competition “Safe Ukraine”. “Safe Europe. Safe World” and more.

Out-of-school education has its own traditions and experience, at the same time, it develops in the context of European trends, adopts the best foreign practices, in particular, institutions and organizations of non-formal education in European countries.

Various terms are used in the world, in particular: “non-formal education”, “informal learning”, “out-of-school education”, “leisure programs” and others.

The UNESCO Glossary interprets the terms as follows:

*Informal learning* – Forms of learning that are intentional or deliberate but are not institutionalized. They are less organized and structured than either formal or non-formal education. Informal learning may include learning activities that occur in the family, in the work place, in the local community, and in daily life, on a self-directed, family-directed or socially-directed basis.

*Non-formal education* – Education that is institutionalized, intentional and planned by an education provider. The defining characteristic of non-formal education is that it is an addition, alternative and/or a complement to formal education within the process of the lifelong learning of individuals. It is often provided to guarantee the right of access to education for all. It caters for people of all ages, but does not necessarily apply a continuous pathway-structure; it may be short in duration and/or low intensity, and it is typically provided in the form of short courses, workshops or seminars. Non-formal education mostly leads to qualifications that are not recognized as formal qualifications by the relevant national educational authorities or to no qualifications at all. Non-formal education can cover programmes contributing to adult and youth literacy and education for out-of-school children, as well as programmes on life skills, work skills, and social or cultural development.

Non-formal education for Europeans is part of the *concept of long life education*, which allows young people and adults to acquire and maintain at the appropriate level the skills and competencies needed to adapt to an ever-changing environment.

*Non-formal education of children and youth*, which is part of non-formal education, has its peculiarities in European countries. In particular, Clarijs (2008) reduces the concepts of non-formal education available in Europe to two dominant types:

- The concept of care – is dominant mainly in Western Europe, where there is a developed guardianship system, almost all financial assistance from national and local governments, focused on the needs of young people, is directed to children and young people with serious problems. In these countries, the government is practically focused on the problem part of society (5-10 % of children). The consequence of this approach, according to Clarijs (2008), is that every year more and more children need help because not enough attention is paid to prevention.

- The concept of development is more typical for the countries of Eastern and Central

Europe. Society here is less interested in the guardianship system, preferring to invest in the interests of a larger group of children, those who have no problems.

Institutions of non-formal education of children and youth of different countries have significant differences; develop in different economic and socio-cultural conditions. However, they mostly have similar goals and values. According to Clarijs (2008), the key words for non-formal education are “competences” and “skills”. Examples of “skills” of non-formal education are *leadership, communication, language learning, teamwork, learning social roles, conflict resolution, critical thinking, self-awareness and awareness of others, responsibility*, etc. (Table 1).

Table 1

**Commonalities and differences non-formal education  
of children and youth in European countries**

<i>Differences in concept</i>	
<p><i>Care concept</i></p> <ul style="list-style-type: none"> <li>- mainly in Western Europe;</li> <li>- almost all financial assistance from national and local governments, focused on the needs of young people, is directed to children and young people with serious problems;</li> <li>- not enough attention is paid to problem prevention</li> </ul>	<p><i>Development concept</i></p> <ul style="list-style-type: none"> <li>- specific to the countries of Eastern and Central Europe;</li> <li>- the state and society invest in the interests of a larger group of children;</li> <li>- more attention is paid to social prevention</li> </ul>
<i>Common goals and values</i>	
<p>Creating conditions for the development of skills and competencies of children and youth: leadership, communication, language learning, active listening, planning, teamwork, empathy, learning social roles, conflict resolution, critical thinking, self-awareness and awareness of others, responsibility and more</p>	

In this context, the activities of the *European Association of Institutions of Non-formal Education of Children and Youth* are important.

European Association for Leisure Time Institutions of Children and Youth (EAICY) (modern name – European Association of Institutions of Non-formal Education of Children and Youth) was founded in 1991 with the aim of creating a single information space, developing European cooperation in non-formal education, mutual enrichment of experience of leisure organizations. EAICY is an advisory member of the Council of Europe and has a permanent representative in Strasbourg. EAICY is headquartered in Prague (Czech Republic).

The Association includes representatives of 16 European countries. Thus, the members of the Association are centers for work with children and youth of France, Italy, Germany, the Netherlands, the Czech Republic, Poland, Portugal, Ukraine, Georgia, Kazakhstan, Latvia, Lithuania and others. One of the founders of the Association as a representative of Ukraine was the Kyiv Palace of Children and Youth; Since 2007, the Association of Out-of-School Educational Institutions of Ukraine has become a collective member of this organization. Today, the Kyiv Palace of Children and Youth, the Rivne Palace of Children and Youth and other institutions are active members of the organization.

Examples of programs involving European non-formal education institutions and out-of-school education institutions in Ukraine are the European Union’s youth programs such as “Lifelong Learning”, “Youth in Action”, which is the successor to the “Youth for Europe” and “Youth” programs, etc. Such programs are based on non-formal education and are a key tool that provides young people with opportunities for non-formal and informal learning on the

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European dimension. In particular, the “Youth in Action” Program aims to: promote active youth citizenship in general and European citizenship in particular; to develop solidarity and tolerance between young people, especially to strengthen social ties in the European Union; to strengthen mutual understanding between young people from different countries; to promote the development of quality systems to support youth activities and the viability of public organizations in the youth sphere; to disseminate European cooperation in the youth sphere.

## CONCLUSIONS

Thus, out-of-school education in Ukraine is developing in the context of European trends, perceives European values, which are implemented, in particular, by non-formal education institutions for children and youth of European countries. Among the common goals and values of extracurricular education in Ukraine and non-formal education in European countries are: providing children and young people with opportunities for non-formal and informal learning, creating conditions for leadership, communication, language learning, teamwork skills, learning social roles, developing critical thinking, self-awareness and awareness of others, responsibility; socialization, creative realization and professional self-determination of children and youth as well as promoting active citizenship, supporting youth activities.

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**HIGHER  
AND  
UNIVERSITY  
EDUCATION**

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# CHALLENGE OF DEVELOPING QUALITY PROFILE OF HIGHER EDUCATION IN UKRAINE

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**Abstract.** *In the article the challenge of developing a quality profile of the national higher education is analysed, the causes of the problem occurrence and prospects for its solution are clarified. The problem is considered, primarily, in the aspect of finding out the best university practices both as a whole, and on subject areas that is important for competitive development. It is argued that in 1990-2019 the Ukrainian higher education grew quantitatively and chaotically with a simultaneous loss of competitive quality. As a result, the country has a fragmented and dispersed, over-duplicated, profile-inadequate, institutionally and resource-weak, research-poor, and ultimately insufficiently capable to carry out its mission network of higher education institutions. Therefore, according to the ARWU rating, Ukraine is identified as a white spot in Europe, which does not fall into the list of 60 countries in the general version and 90 countries in the sectoral (subject) version of this rating. This situation is largely due to the lack of a system of mechanisms for monitoring and evaluation, assurance and improvement the quality of higher education. In contrast to the best practices of progressive countries, Ukraine does not have developed classification, framework, association, and rating mechanisms. Accreditation mechanisms do not*

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*cope and in principle cannot cope with the systematic diagnosis and effective motivation of the quality of higher education in the entire range of quality – from the minimum threshold to the breakthrough most perfect. To form a benchmark and justify the way out of the crisis, the best world achievements are considered in detail, Ukraine and USA are compared. Based on the case of the standard Harvard University the determination of the profile of a university quality is illustrated. The definition of the category “higher education quality profile” is given.*

**Key words:** accreditation; association; classification; competitiveness; development; higher education; quality profile; rating; Ukraine; USA.

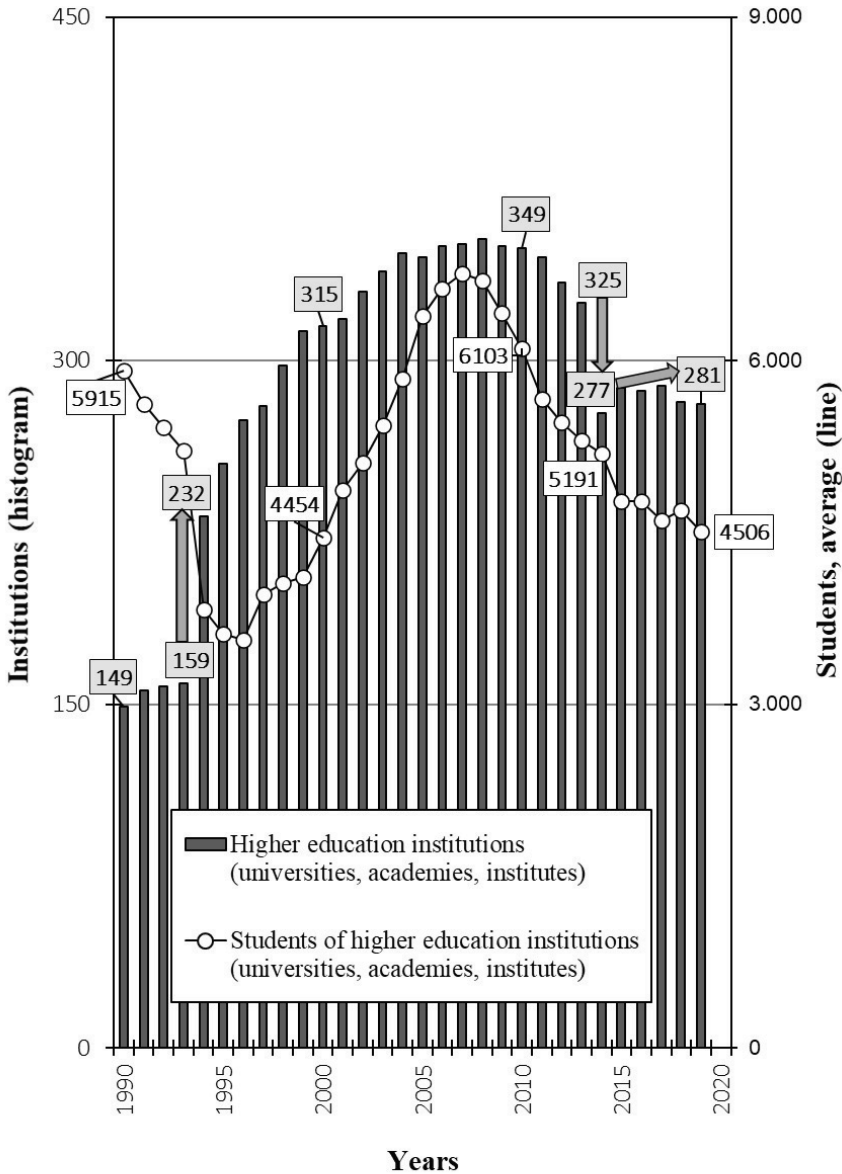
## INTRODUCTION. PROBLEM STATEMENT

The emergence in 2003 and 2004 and the subsequent rapid global spread and recognition of the international rankings Academic Ranking of World Universities (ARWU) (Academic Ranking ..., 2020) and THE (Times Higher Education) World University Rankings (THE ..., 2020), and later since 2010 QS World University Rankings (QS ..., 2020) significantly supplemented the system of mechanisms for monitoring and evaluating the higher education quality by the global component (University Quality ..., 2015; Lugovyi & Talanova (eds.), 2019, 2019a; Lugovyi, Slyusarenko & Talanova, 2018, 2019; Rankings ..., 2019). Prior to that, such a system contained mechanisms (accreditation, association, classification), which, together with the later framework, are regionally and nationally and level limited, so do not give a holistic view of the true diverse quality of higher education. This is especially true of the higher level of quality at which global competition is taking place as a driver of development. After all, the quality is heterogeneous, has a wide range of perfection: from the lower mass (minimum sufficient) to the highest elite (maximum perfection) (Lugovyi & Talanova (eds.), 2019, 2019a; Lugovyi, Slyusarenko & Talanova, 2018, 2019; Lugovyi, 2020). The solution to the challenge of developing a higher education quality profile has become essentially and practically real with the advent of sectoral (academic subjects) ratings, especially ARWU (since 2017) as the most objective, transparent, and clear. From now on, it is possible to validly and reliably characterize (which is the most difficult) the top quality of universities (and countries), which are included in the general and sectoral versions, first of all, ARWU. The presence in 2020 in the general version of this rating of 60 countries, and in the sectoral version – 90 countries testifies to its successful empirical testing and wide applicability. Ukraine is not included in the list of these countries. So, the problem is not in ARWU, but in the quality of the Ukrainian universities (Academic Ranking ..., 2020; Shanghai Ranking's ..., 2020).

Indeed, a number of author's publications (Lugovyi & Talanova (eds.), 2019; Lugovyi, Slyusarenko & Talanova, 2019a; Slyusarenko, 2015; Talanova, 2010) show that the network of higher education institutions (HEIs) has changed extremely chaotically during the long period of Ukraine's independence (Fig. 1).

For example, in 1994 alone, 73 universities, academies, and institutes of higher education were opened against the background of a 9% annual decline of the country's GDP. In 2014, 48 HEIs ceased to exist mostly due to the temporary loss of the Ukrainian territories (see Fig. 1). At the same time, the characteristics of higher education have not been improved; in particular, institutions have become even smaller on average. Since then, the number of institutions has increased again, exacerbating fragmentation and segregation, excessive duplication, profile inadequacy, institutional and resource weaknesses, research poverty, and ultimately the mission failure of the network of higher education institutions. Due to the lack of a system of mechanisms for monitoring and evaluating the quality of higher education and the impossibility of diagnosing it and creating a profile of the quality of national

higher education, the Ukrainian society does not know the actual state and extent of the real quality crisis of higher education. Thus, the problem of creating a system of mechanisms for monitoring and evaluating the quality of higher education is relevant. It allows determining the quality profile of the national higher education, given the best world experience, primarily of the USA as a leader in higher education. In turn, an adequate response to such a challenge creates a solid basis for justifying and adopting an effective strategy for further development of higher education in Ukraine (Lugovyi & Talanova (eds.), 2019, 2019a; Lugovyi, Slyusarenko & Talanova, 2018, 2019; Lugovyi, Orzhel, Slyusarenko & Talanova, 2018; Lugovyi, 2020; Prezydent Ukrainy ..., 2020).



**Fig. 1.**  
**Change of the network of higher education institutions**  
**in Ukraine in 1990-2019**

Source: Compiled by the authors based on: Derzhstat Ukrainy, 2020; Lugovyi & Talanova (eds.), 2019.

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## LITERATURE REVIEW

In the article both the author's research on the systematic consideration of the stated problem (Lugovyi & Talanova (eds.), 2019, 2019a; Lugovyi, Slyusarenko & Talanova, 2018, 2019, 2019a, 2019b; Lugovyi, 2020), and other new publications are used, i.e. Organization for Economic Co-operation and Development (OECD), World Bank, EU, National Science Foundation (NSF), international rankings ARWU, THE, QS, IREG (OECD, 2009, 2020, 2020a; Review ..., 2019; University Quality ..., 2015; Table 20 ..., 2020; Gibbons, 2020; Academic Ranking ..., 2020; Shanghai Ranking's ..., 2020; THE ..., 2019, 2020; QS ..., 2019, 2020; IREG ..., 2020). Also, it is used data, published in 2020 by the State Statistics Service of Ukraine, "Osvita.UA", all initiative, but not officially recognized, rating mechanisms in Ukraine, etc (Derzhstat Ukrainy, 2020; Kilkist zaiav ..., 2020; Konsolidovanyi reitynh ..., 2020; Naibilshyi bal ..., 2020; Naibilshyi bal ..., 2020a; Nikulina, Kshevetskyi & Tereshchuk, 2019; Reitynh VNZ, 2020; Reitynh ..., 2020; Reitynh ..., 2020a).

For Ukrainian-language and English-language queries, the Google search engine does not find the term "higher education quality profile" in scientific and practical use, except for recent author's publications. At the same time, the term "quality profile", for some other activities, is present in the information space. First of all, the search engine offers a quality model developed by Japanese researcher N. Kano (the so-called "Kano Model") and widespread in the world. The model is based on the consumer's psychological perception of product quality and has general character (Kano model, 2020; The Complete Guide ..., 2019; Vymohy ..., 2018; What is ..., 2020).

It is important that the model contains qualitative characteristics considering the product functionality of three levels – basic ("must-be", or basic functionality), performance (good functionality), attractive (best functionality). Basic features are necessary, threshold, entrance for market presence in general. Performance attributes characterize the product in terms of functional excellence for a particular class. The optimized for them ratio of quality (productivity) / price determines the competitiveness of the product in the market. Attractive features are special exciting innovative properties of the product that unforeseen, but significantly increase its functionality and attractiveness. The level distribution of qualitative characteristics is not constant over time. An attribute will drift over time from attractive to performance and then to basic (Kano model, 2020; The Complete Guide ..., 2019; Vymohy ..., 2018).

In the context of the Kano Model, the formation of competitiveness and attractiveness of the European Higher Education Area (EHEA) according to the well-known Bologna Process means the following.

First. Basic qualitative characteristics of both HEIs as a whole and individual educational programmes and the corresponding qualifications / degrees provided are not enough for the formation of the declared EHEA. The basic attributes are sufficient to ensure an integral and coherent EHEA, in particular using the Framework for Qualifications (FQ) of the EHEA and the National Qualifications Frameworks (NQFs). The basic characteristics availability is ensured by the institutional mechanism and program accreditation, which is important for enhancing the comparability, compatibility and coheritability of higher education in Europe, the recognition of degrees and qualifications in this area (University Quality ..., 2015; Lugovyi, Slyusarenko & Talanova, 2019).

Second. Implementing the competitiveness requirement of EHEA requires some perfection of HEIs and programs. As accreditation becomes insufficient, it needs to be complemented by other monitoring and evaluation mechanisms, and at the same time by the mechanisms of motivation of higher education quality assurance and enhancement. Among them are the

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European University Association (EUA) and the European Association of Institutions in Higher Education (EURASHE) (University Quality ..., 2015; Lugovyi, Slyusarenko & Talanova, 2019; Lugovyi & Talanova (eds.), 2019, 2019a).

Third. Achieving attractiveness requires the usage of mechanisms to identify and motivate innovative educational activities of the highest excellence. Such the highest perfection is clarified by framework, elite association and especially rating mechanisms. In the latter (as opposed to threshold accreditation), the quality is counted from the highest university achievement. The second advantage of the rating is its global capabilities, unlike all other mechanisms (University Quality ..., 2015; Lugovyi, Slyusarenko & Talanova, 2018, 2019; Lugovyi & Talanova (eds.), 2019, 2019a).

Qualitative category of attractiveness is applicable to the ratings themselves. Back to 2011, the authors substantiated that among the global university rankings ARWU, THE, QS, and Webometrics (Ranking Web of Universities, Webometrics) (Ranking Web ..., 2020), the most attractive is ARWU as the most objective, transparent and clear, mission-adequate. This is confirmed by the current global spread, recognition and use of ARWU. After all, the quality problem of higher education becomes clear given the compliance of university activities with the declared university mission (Lugovyi, Slyusarenko & Talanova, 2011, 2018, 2019; Lugovyi & Talanova (eds.), 2019, 2019a, Slyusarenko, 2015). Relying on ARWU, China and France in 2020 made a significant qualitative leap in increasing the competitiveness and attractiveness of their universities. In particular, the universities of these two countries for the first time in history were included in the group of top 30 ARWU, which also includes institutions from the USA, UK, Switzerland, Canada, and Japan. The French Paris-Saclay University was ahead of Princeton University in mathematics for the first time, and Chinese universities took first place in 10 of the 22 academic subjects of engineering (Academic Ranking ..., 2020; Shanghai Ranking's ..., 2020).

The ratings themselves, as attractive mechanisms for determining the university quality in view of their unsurpassed opportunities and prospects, have been actively analyzed for more than 10 years by the OECD, World Bank, EU and other organizations (OECD, 2009; Review ..., 2019; University Quality ..., 2015; IREG ..., 2020). In 2018, the Ukrainian government also paid attention to international ratings (Pro zatverdzhennia ..., 2018). However, the legal regulation of the use of rating mechanisms in Ukraine is essentially limited (Lugovyi, Slyusarenko & Talanova, 2018, 2019; Lugovyi & Talanova (eds.), 2019, 2019a).

In general, the experience of rating of HEIs, mostly proactive, has been gaining momentum in Ukraine since 2006, but has proved to be extremely unsuccessful, distrustful, and ultimately not used in public administration decisions. Some of the domestic ratings ("Compass", "National rating system for the assessment of HEIs activity") ceased to exist (Kompas ..., 2019; Pro zatverdzhennia ..., 2011), others ("Top-200 Ukraine", Scopus, "Budget EIT<sup>1</sup> Score", "Contract EIT<sup>2</sup> Score", "Consolidated Rating", and ranking of national HEIs) due to subjectivity, low validity, low probability, rather mislead society, citizens, employers, applicants than serve as a source of reliable information about the higher education systemic quality (Reitynh ..., 2020a; Reitynh ..., 2020; Naibilshyi bal ..., 2020; Naibilshyi bal ..., 2020a; Reitynh VNZ, 2020; Konsolidovanyi reitynh ..., 2020; Nikulina, Kshevetskyi & Tereshchuk, 2019).

This does not allow to reliably identify the positions of institutions in accordance with the university mission and its key components in the innovative type context of progress. In such conditions, each institution is oriented and orients others to profitable rating achievements. This development is facilitated by the clogging of the rating ecosystem with clearly inadequate

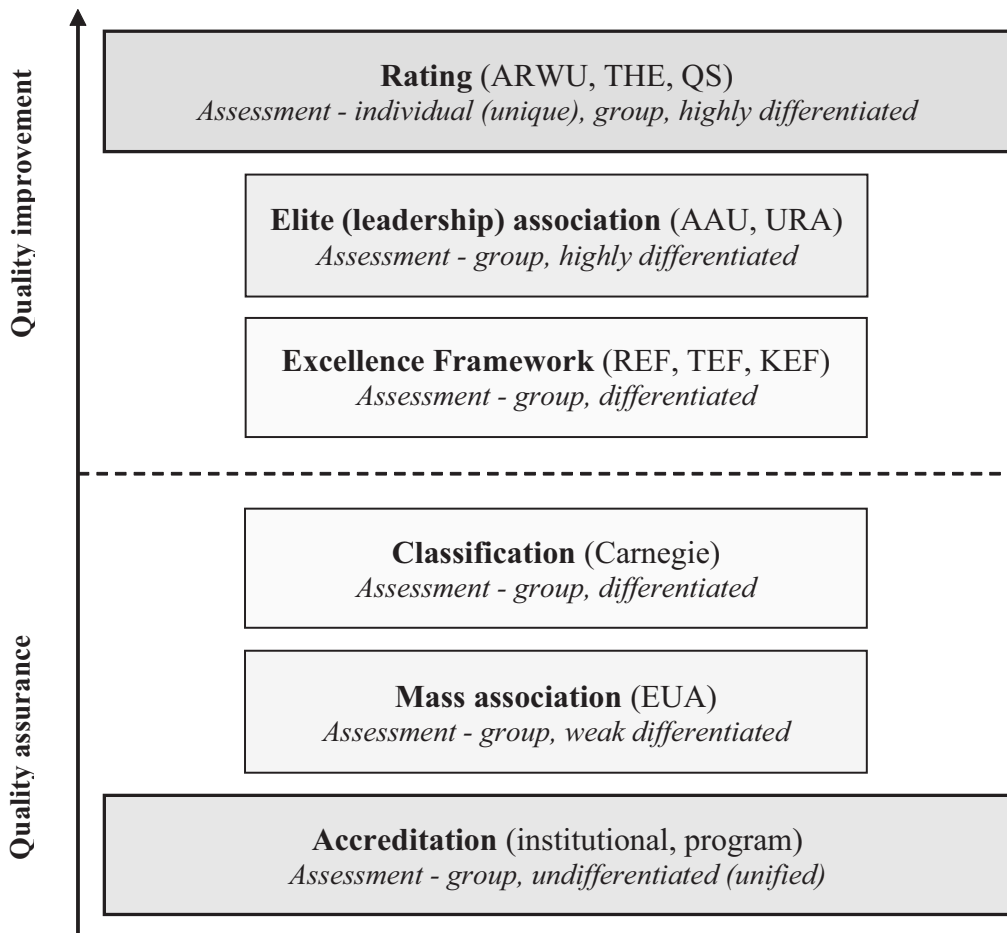
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<sup>1</sup> External Independent Test (ukr. ЗНО).

<sup>2</sup> External Independent Test (ukr. ЗНО).

ratings, the number of which exceeded two dozen and continues to grow. That is, the problem of ranking ratings has become more acute, as the mechanism of their simple accreditation (for example, by IREG) due to its a priori limitations does not work. An example is the Ukrainian rating “Top-200 Ukraine”, which is accredited by IREG, but is biased, invalid and unbelievable and does not inspire confidence (Lugovyi, Slyusarenko & Talanova, 2019; Lugovyi & Talanova (eds.), 2019, 2019a; Reitynh ..., 2020a).

Summarizing the world, European and domestic experience in the development of mechanisms for monitoring and evaluation and motivation of higher education quality assurance and enhancement, the authors of this article proposed a systematic classification of such mechanisms (see Fig. 2). This system of mechanisms is well coordinated with the Kano Model by levels.



**Fig. 2.**  
**Classification of mechanisms for assessing the higher education quality by the ability to identify the quality level**

Note: See the abbreviations in the text below.

Source: Designed by authors (Lugovyi & Talanova (eds.), 2019, 2019a).

In Ukraine, most mechanisms, except for accreditation and mass association, are not formed and are not used. Therefore, it is currently impossible to fully determine the higher education quality profile in the country (Lugovyi, Slyusarenko & Talanova, 2019; Lugovyi & Talanova (eds.), 2019, 2019a).

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## METHODOLOGY

For the purposes of this study, the basic category “higher education quality profile” is interpreted as a systemically structured (integrated and differentiated) characteristic of educational quality in the range of values from basic (minimum sufficient) to the highest (most perfect). Quality attributes are considered in two dimensions – institutional (general) and program (sectoral or subject). To diagnose and identify educational quality, it is envisaged to use a system of appropriate mechanisms for assessing the higher education quality, the range of which extends from accreditation (the lowest threshold mechanism) to the rating (the highest precision mechanism).

Also the quality of higher education, HEIs is determined by the degree of their adequacy to the declared mission (Lugovyi, Slyusarenko & Talanova, 2019).

The study applied, confirmed and developed the methodological position that the university mission determines the place and role of higher education, individual HEIs and their programs and qualifications / degrees in society and economics, is the criterion for their diagnosis and quality identification, status classification, and determines appropriate mechanisms for monitoring and evaluation, motivation higher education quality assurance and enhancement (Lugovyi, Slyusarenko & Talanova, 2018, 2019; Lugovyi & Talanova (eds.), 2019, 2019a; Slyusarenko, 2015).

For the purposes of the study, large databases of OECD, NSF, international and domestic rankings, the State Statistics Service of Ukraine, the Information System “Education.UA” (OECD, 2020, 2020a; Table 20 ..., 2020; Academic Ranking ..., 2020; Shanghai Ranking’s ..., 2020; THE ..., 2019, 2020; QS ..., 2019, 2020; Ranking Web ..., 2020; Derzhstat Ukrainy, 2020; Kilkist zaiav ..., 2020; Konsolidovanyi reitynh ..., 2020; Naibilshyi bal ..., 2020; Naibilshyi bal ..., 2020a; Nikulina, Kshevetskyi & Tereshchuk, 2019; Reitynh VNZ, 2020; Reitynh ..., 2020; Reitynh ..., 2020a).

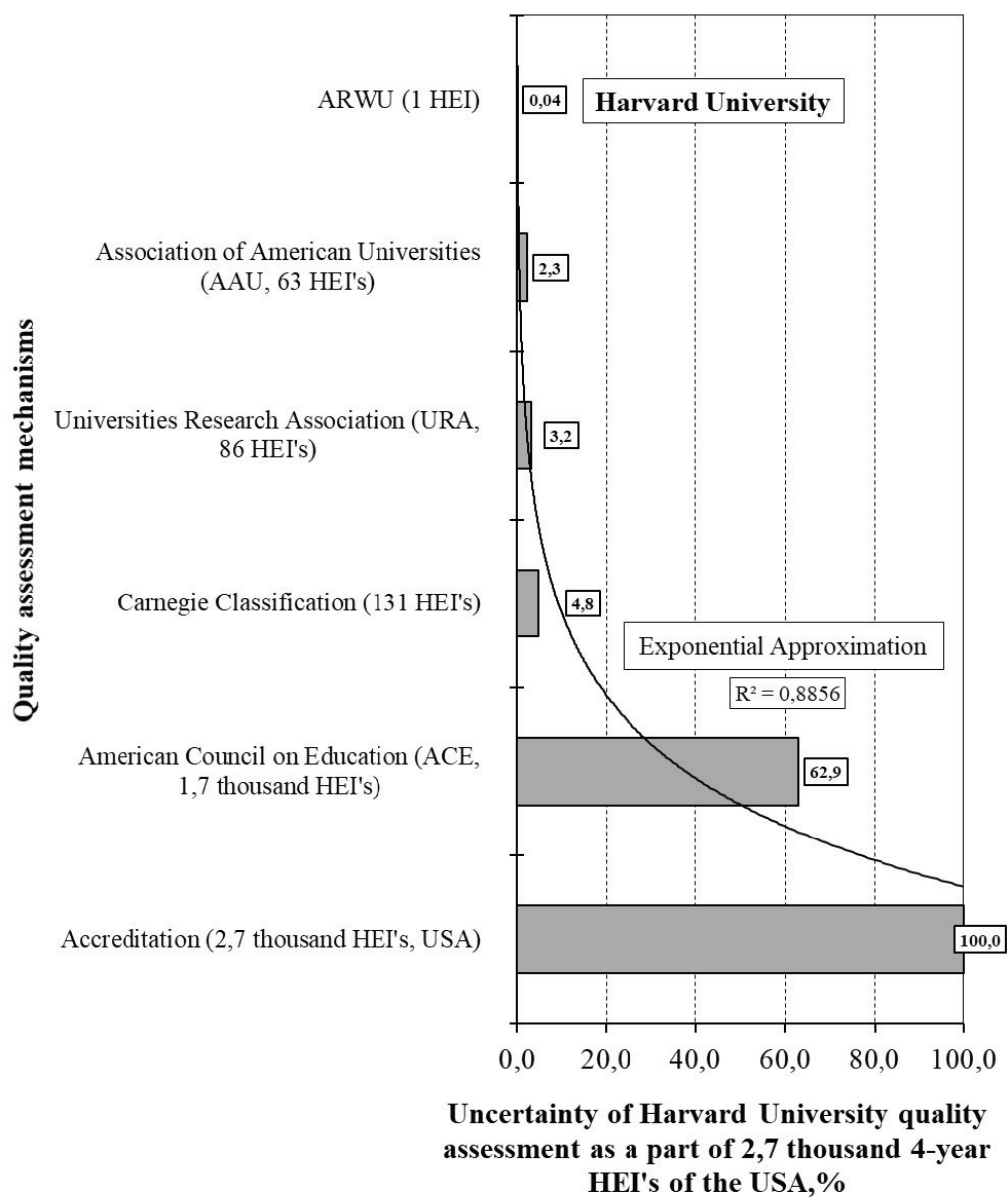
As stated in the previous publication (Lugovyi, Slyusarenko & Talanova, 2019), this study is part and continuation of a comprehensive methodological research on the university potential development, which is consistently carried out by the authors over the last decade (Lugovyi, Orzhel, Slyusarenko & Talanova, 2018; Lugovyi, Slyusarenko & Talanova, 2019, 2019a, 2019b, 2018, 2011; Lugovyi & Talanova (ed.), 2019, 2019a; Slyusarenko, 2015; Talanova, 2010).

In the paper the terms “HEIs” and “Universities” are used synonymously.

## MAIN RESULTS

Since the top of the ranking pyramid is now dominated by ARWU, this rating in the study is taken as the basis for determining the highest levels of higher education quality. Also due to the fact that according to this rating, the USA has the most powerful higher education in the world, the experience of monitoring and evaluation of higher education quality assurance and enhancement of this country is primarily taken into account. And among the universities, the constant leader in ARWU Harvard University, as well as the second in this ranking Stanford University attracts attention (Academic Ranking ..., 2020; Shanghai Ranking’s ..., 2020).

As shown in studies (Lugovyi & Talanova (ed.), 2019, 2019a), all but the framework mechanisms listed in the classification are developed and functioning in the USA (see Fig. 2). Figure 3 illustrates their action and the role of each in the defined quality profile of Harvard University.



**Fig. 3.**  
**Identification of Harvard University's quality level**  
**by various quality assessment mechanisms**

Source: Designed by authors (Lugovyi & Talanova (eds.), 2019, 2019a).

Figure 3 shows that Harvard University's accreditation does not distinguish it from the 2,700 4-year HEIs awarded bachelor's and higher degrees in the United States. Accreditation for Harvard University is self-evident and formally indicates only that the institution has basic quality characteristics. This is so obvious. Further, Harvard University's affiliation with the American Council on Education does not distinguish it from the 1.7 thousand institutions mentioned above. This is just another indication that the institution has basic quality attributes (Lugovyi & Talanova (eds.), 2019, 2019a).

Carnegie Classification is a more precise quality assessment mechanism, which narrows the range of institutions with highly competitive qualities to 131 (group R1). Several elite

university associations raise the bar even higher. According to the Universities Research Association (URA), Harvard University is among the 86 leading American universities, and according to the Association of American Universities (AAU) – among 63. These mechanisms for identifying university quality are group, so they can not personalize institutions by top level of excellence. It is the ratings that remove this limitation. According to ARWU, Harvard University is consistently the first since 2003, when this rating emerged (Carnegie ..., 2018; Universities ..., 2020; Association ..., 2020; Lugovyi & Talanova (eds.), 2019, 2019a).

Application of the mechanisms specified in Fig. 3, to Stanford University shows that all of them, except ARWU, do not show a significant difference between Harvard and Stanford. Instead, according to ARWU, the general version of Harvard University is significantly ahead of Stanford University, in 2020 by a quartile on a 100-point scale (Academic Ranking ..., 2020).

The appearance in 2017 of the sectoral (for academic subjects) version of ARWU (see Table 1) complements the integrated assessment of the overall version of the rating by differential one (Shanghai Ranking's ..., 2020). This makes it possible to further specify the profile of Harvard, as can be seen in part from Table 1.

Table 1

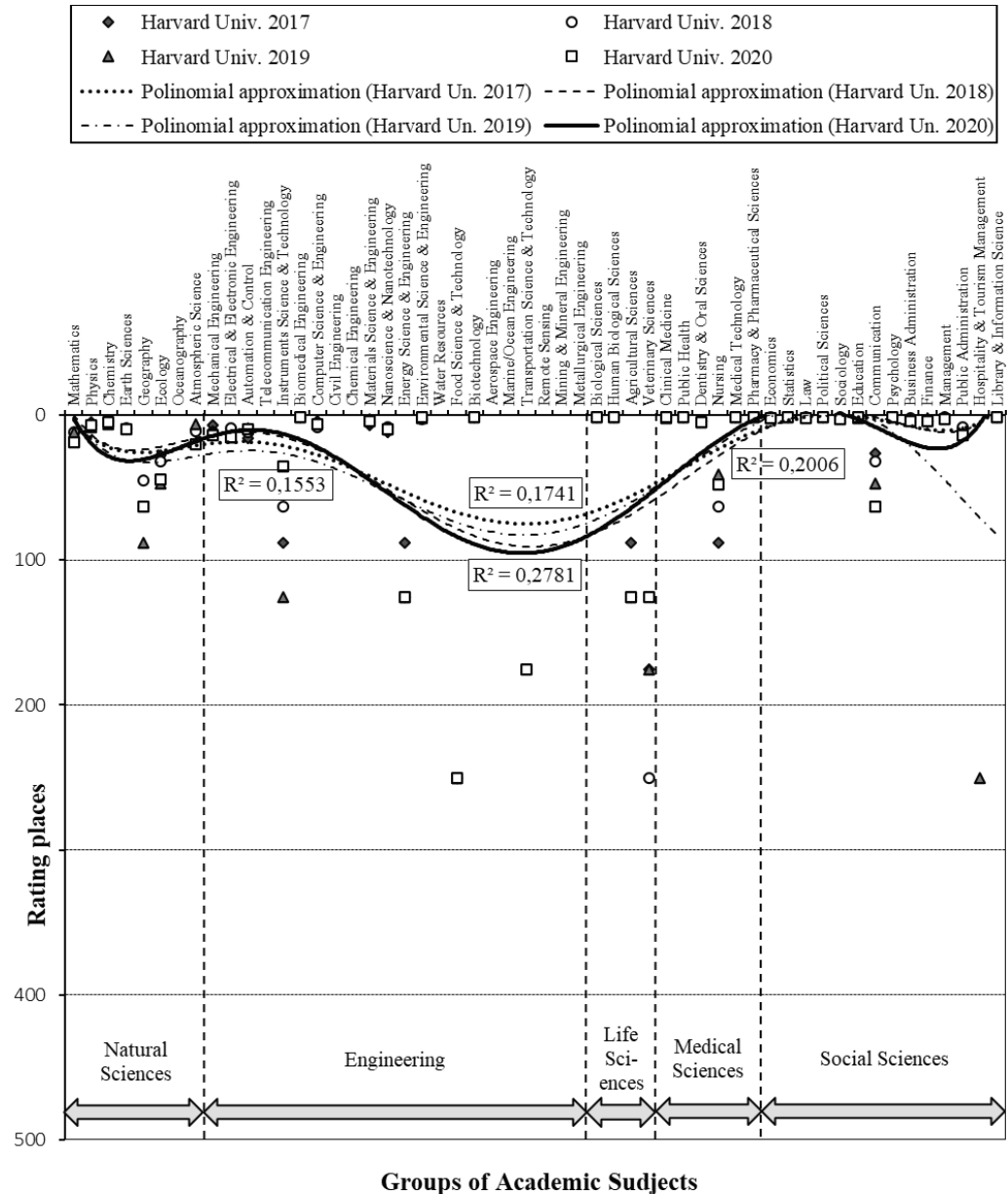
**Comparison of subject rankings of HEIs by ARWU 2017-2020**

N	Rating parameter	Years				
		2017	2018	2019	2020	2020/ 2017, times
1	2	3	4	5	6	7
1	Methodology including 5 indicators	No changes				
2	Number of subjects	52	54	54	54	1,04
3	Number of examined institutions	> 4 thousand	> 4 thousand	> 4 thousand	> 4 thousand	1,0
4	Total number of positions by subjects	14,4 thousand	> 18,4 thousand	19,2 thousand	19,1 thousand	1,33
5	Number of countries in the ranking	80	83	86	90	1,13
6	Number of institutions in the ranking	> 1,4 thousand	> 1,6 thousand	> 1,7 thousand	> 1,8 thousand	1,29
7	Number of USA positions	3857	4661	4808	4826	1,25
8	Number of Chinese positions	1652	2171	2451	2647	1,60
9	Number of UK positions	1168	1487	1554	1607	1,38
10	Number of USA top (1 <sup>th</sup> ) positions in subjects	32	35	35	31	0,97
11	Number of Chinese top positions in subjects	8	9	11	11	1,38
12	Harvard University ( <i>number of 1<sup>st</sup> places in subjects</i> )	15	17	14	14	0,93
13	Massachusetts Institute of Technology ( <i>number of 1<sup>st</sup> places in subjects</i> )	5	5	5	6	1,2

Source: Compiled by the authors based on: ShanghaiRanking's ..., 2020.

Table 1 confirms the qualitative superiority of USA universities in general and Harvard University in particular.

Figure 4 shows a detailed quality profile of Harvard University for 54 academic subjects of the sectoral version of ARWU and its dynamics in 2017-2020. In 2017-2019, Harvard was represented in 48 (89%) academic subjects, of which 14-17 (26-31%) in the first positions. In 2020, 47 (87%) and 14 (26%), respectively. The detailed quality profile of Harvard University generally remains stable (Academic Ranking ..., 2020; Shanghai Ranking's ..., 2020).



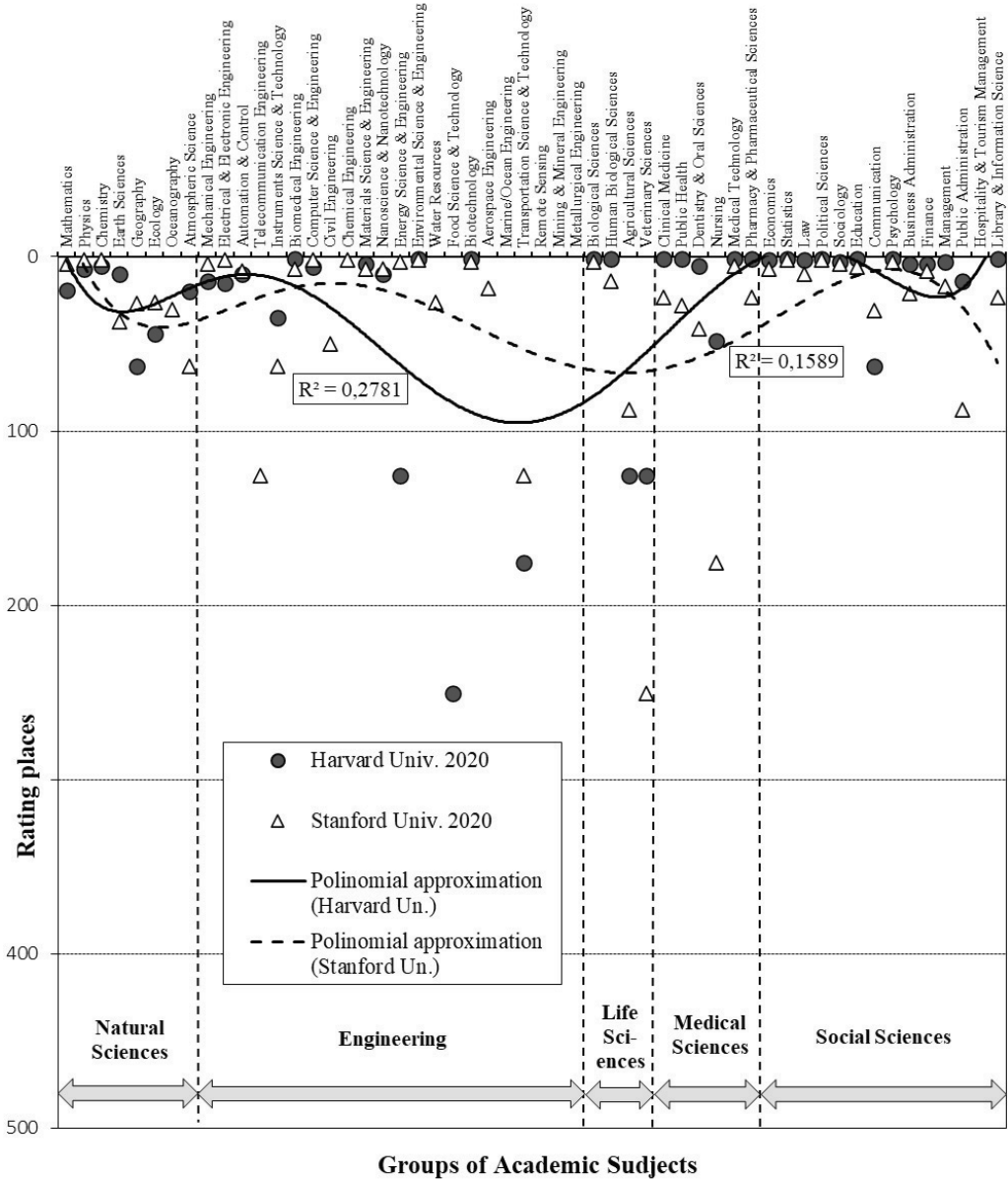
**Fig. 4**  
**Detailed quality profile of Harvard University for 54 academic subjects of the sectoral version of ARWU in 2017-2020.**

Source: Compiled by the authors based on: ShanghaiRanking's ..., 2020.

Figure 4 illustrates that Harvard University has a strong position in each group of subject areas – Natures Sciences, Engineering, Life Sciences, Medical Sciences, and Social Sciences.

Particularly high quality university in Life Sciences (50% of the first positions), Medical Sciences (67%), and Social Sciences (36%). The average rating score within these groups is high: Natures Sciences – 24.0; Engineering – 49.9; Life Sciences – 63.3; Medical Sciences – 9.5, and Social Sciences – 7.7%. It can be argued that Harvard University is particularly advanced in Medical and Social Sciences.

Figure 5 shows the comparison of the detailed quality profiles of Harvard University and Stanford University.



**Fig. 5.**  
**Comparison of detailed quality profiles of Harvard University and Stanford University according to ARWU 2020**

Source: Compiled by the authors based on: ShanghaiRanking's ..., 2020.

Figure 5 illustrates that Harvard University is generally ahead of Stanford University in Medical and Social Sciences, but behind Engineering. At the same time, Stanford University in 2020 does not have any first place among 54 academic subjects of ARWU.

Critics and opponents of ARWU in Ukraine often argue that this ranking places too much emphasis on the research and innovation achievements of institutions. That is, this rating is not valid for Ukrainian institutions, in which research and development (R&D) funding is weak, in particular due to the existence of state-run academies of sciences. This position, as unfounded and erroneous, is refuted by world experience.

Figure 6 shows the correlation of the ranking places of the first 30 according to ARWU HEIs of the USA and their rating positions in terms of R&D funding.

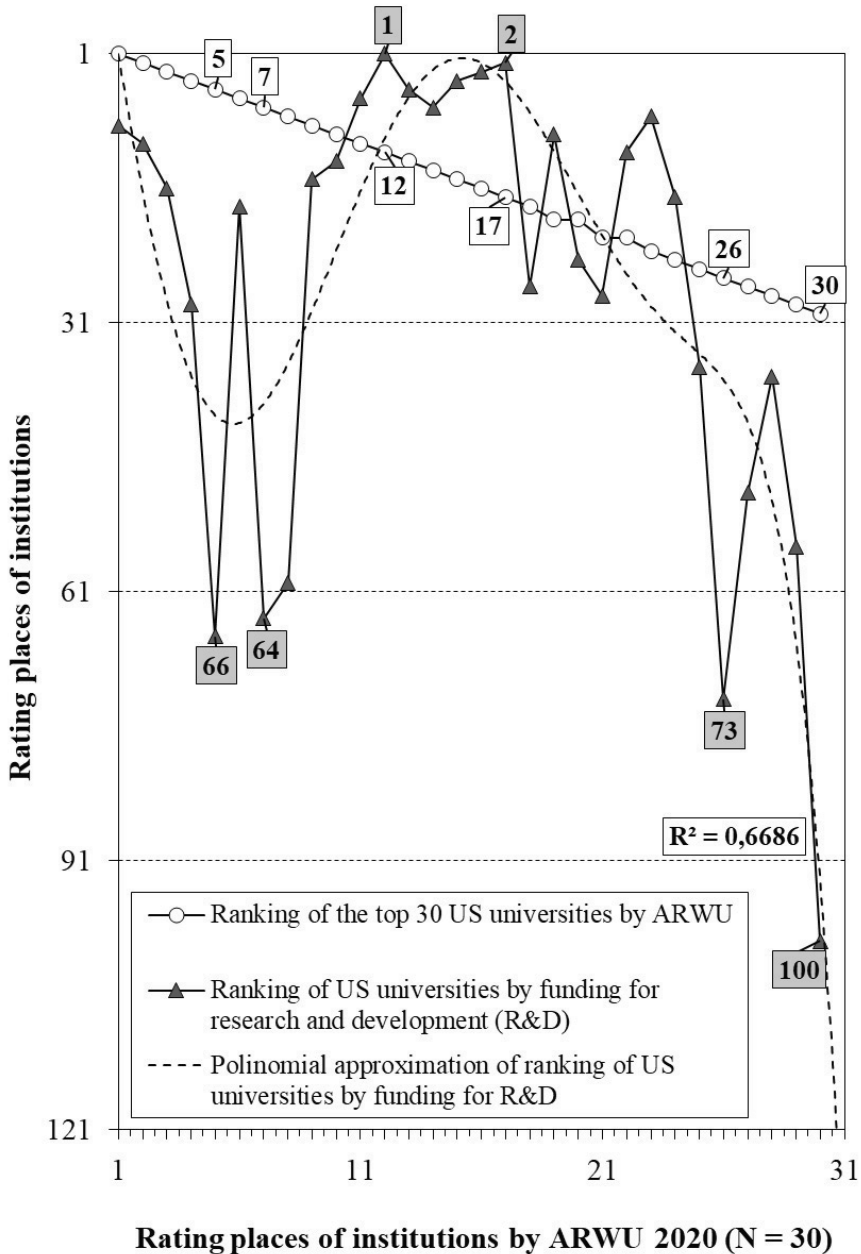


Fig. 6.

Comparison of the ranking positions of the first top 30 US universities according to the ARWU 2020 rating and the places of these institutions in terms of R&D funding in 2018.

Source: Compiled by the authors based on: Academic Ranking ..., 2020; Table 20 ..., 2020.

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Figure 6 illustrates the lack of a mutually unambiguous correspondence between the rating place according to ARWU and the amount of funding for R&D of the institution. The calculation of Pearson's correlation coefficient ( $K_{pear} = 0.32$  for  $K_{cr} = 0.36$  (Horoneskul (compl.), 2009)) showed no probable correlation. In addition, back in 2015, O. Slyusarenko proved by calculating Spearman's rank-order correlation that the rating achievements of the first 30 institutions according to ARWU (from USA, UK, Switzerland, Japan, and Canada) do not depend on the amount of the annual budget for R&D ( $K_{sp} = 0.02$ ), nor from the share of this budget ( $K_{sp} = 0.01$ ) (Slyusarenko, 2015). This refutes the popular claim in Ukraine that only universities with very strong-funded R&D have a chance to join ARWU. And since there are few such institutions in the country, Ukrainian higher education is not represented in this ranking. That is, ARWU is not for Ukraine, which needs something simpler.

This does not take into account several key circumstances.

The first one. Throughout the world, R&D is funded mainly outside universities. For example, in the USA 87%, and in China, as well as in Ukraine, 93% of funding goes to non-university institutions (Lugovyi, Orzhel, Slyusarenko & Talanova, 2018; OECD, 2020a).

The second one. The main source of university research and innovation potential is the maximum realization of the scientific and pedagogical function of teachers (faculties) on the principle of "professor and researcher – one person" or "research professor". There are good preconditions for this in Ukraine, as HEIs concentrate more than 70% of the candidates and doctors of sciences available in the country's economy. However, this is possible in resource-intensive, enlarged universities (Lugovyi, Slyusarenko & Talanova, 2019a). In particular, in 2018 in the USA out of 2.7 thousand 4-year HEIs awarding bachelor's and higher degrees, only 915 (33.9%) received R&D funding of 150 thousand dollars and more (Table 20 ..., 2020; Gibbons, 2020). In Ukraine, as well, less than half of HEIs have research organizations and receive special expenditures for R&D, which, importantly, are not the main but ancillary activities of institutions. In addition, specially funded research and innovation departments of universities (research institutes, units, sectors) often remain poorly integrated with educational departments. The reason is that their priority goal is not to modernize the educational process, but to fulfill the tasks of an external customer. Self-financing of R&D in Ukrainian universities is almost underdeveloped in contrast to the United States, where it reaches 26%, and, for example, at Harvard University – 30% (Lugovyi, Slyusarenko & Talanova, 2019a; Gibbons, 2020).

The third one. In 2017, Taras Shevchenko National University of Kyiv was already included in the group of top 500 ARWU institutions in the subject of "mathematics". That is, ARWU is subjugated. At the same time, the fact that the flagship of Ukrainian higher education did not stay in this ranking means a relative weakening of Ukraine's university potential in the context of increasing global competition (Shanghai Ranking's ..., 2020). The use of other world university rankings THE (subjective by a third) and QS (subjective by half) (Slyusarenko, 2015) does little to determine the top quality of higher education in Ukraine. A total of nine Ukrainian universities are currently in these rankings, which are rated differently, and in general most of them have deteriorated in recent years. It is impossible to detect "Ukrainian Harvard" from them, as it can be seen from Tables 2-4. The Table 2 shows the Ukrainian HEIs present in the THE and QS rankings of the last two years (Lugovyi, Slyusarenko & Talanova, 2019; THE ..., 2019, 2020; QS ..., 2019, 2020).

Table 2 shows that with the help of two achievable for Ukrainian HEIs ratings THE and QS it is possible to outline only approximately a group of leading domestic institutions. Instead, it is probably impossible to specify their top leadership (first, second, third, etc.) in more detail. For example, according to THE, Lviv Polytechnic National University and Sumy State University are in the first half of the ranking list, and according to QS – V.N. Karazin

Kharkiv National University. But this is enough to identify the university group for its priority government support to close the global gap, in particular, to join the ARWU. This is relevant, because, for example, for QS 2021 the flagship of domestic higher education Taras Shevchenko National University of Kyiv (601-650 places) is twice inferior to the Belarusian State University (317<sup>th</sup> place). According to THE, both of them are in the group of 1000+ among 1.5 thousand institutions (THE ..., 2019, 2020; QS ..., 2019, 2020).

Sectoral versions of THE and QS are also uninformative (see Tables 3 and 4).

Table 2

**Positions Ukrainian Institutions of Higher Education according to the ratings of THE and QS 2020-2021**

N	HEIs	THE years		QS years	
		2020	2021	2020	2021
<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>
1	Lviv Polytechnic National University	801-1000	<b>501-600</b>	751-800	801-1000
2	Sumy State University	1001+	<b>501-600</b>	701-750	701-750
3	Kharkiv National University of Radio Electronics	-	800-1000	-	-
4	Ivan Franko National University of Lviv	1001+	1001+	-	-
5	National Technical University Kharkiv Polytechnic Institute	1001+	1001+	651-700	651-700
6	National Technical University of Ukraine – Igor Sikorsky Kyiv Polytechnic Institute	-	1001+	701-750	701-750
7	Taras Shevchenko National University of Kyiv	1001+	1001+	541-550	601-650
8	V.N. Karazin Kharkiv National University	1001+	1001+	<b>491</b>	<b>477</b>
9	Yuriy Fedkovych Chernivtsi National University	-	1001+	-	-
<b>Number of ranked institutions</b>		<b>1397</b>	<b>1527</b>	<b>1002</b>	<b>1002</b>
<b>Number of countries, territories</b>		<b>92</b>	<b>93</b>	<b>82</b>	<b>80</b>

Source: Compiled by the authors based on: THE ..., 2019, 2020; QS ..., 2019, 2020.

Table 3

**Positions of Ukrainian universities according to the rating of THE 2020 sectoral (subject) version**

N	Subjects	Lviv Polytechnic National University	Taras Shevchenko National University of Kyiv	V.N. Karazin Kharkiv National University	National Technical University Kharkiv Polytechnic Institute	Ivan Franko National University of Lviv	Sumy State University
<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>
<b>I. Clinical, pre-clinical and health</b>							
1	Medicine & dentistry						
2	Other health						

<b>II. Life sciences</b>							
1	Biological sciences		601+				
2	Sport science						
3	Veterinary science						
4	Agriculture & forestry		601+				
<b>III. Physical sciences</b>							
1	Physics & astronomy	601-800	801+	801+	801+	801+	
2	Chemistry		801+	801+		801+	
3	Geology, environmental, earth & marine sciences	601-800	801+	801+	801+	801+	
4	Mathematics & statistics	601-800	801+	801+		801+	
<b>IV. Psychology</b>							
<b>V. Business and economics</b>							
1	Economics & econometrics	501+					
2	Business & management	501+					
3	Accounting & finance	501+					
<b>VI. Education</b>							
<b>VII. Law</b>							
<b>VIII. Social sciences</b>							
1	Geography						
2	Sociology						
3	Politics & international studies (incl. development studies)						
4	Communication & media studies						
<b>IX. Engineering and technology</b>							
1	General engineering	601-800			801+		801+
2	Civil engineering	601-800					
3	Mechanical & aerospace engineering	601-800					801+
4	Electrical & electronic engineering	601-800	801+	801+	801+		801+
5	Chemical engineering	601-800			801+		
<b>X. Computer science</b>		251-300	601+				

<b>XI. Arts and humanities</b>							
1	Languages, literature & linguistics						
2	History, philosophy & theology						
3	Art, performing arts & design						
4	Archaeology						
5	Architecture						

Source: Compiled by the authors based on: THE ..., 2020.

From the Table 3 it is easy to see that the subject version contains only institutions that are in the general version of the rating. This indicates that institutions with high achievements in certain subject areas are excluded from consideration if they are not included in the rating of the general version. This fundamentally, but for the worse, distinguishes the sectoral version of THE from a similar version of ARWU (see Table 1). In particular, it is somewhat doubtful that Taras Shevchenko National University of Kyiv has the best achievements in Ukraine in Agriculture & Forestry, and Lviv Polytechnic National University in the field of Business and Economics. This is a drawback in the sectoral version of QS.

Table 4

**Positions of Ukrainian universities according to the QS 2020 rating of the sectoral (subject) version**

N	HEIs/ Subjects	V.N. Karazin Kharkiv National University	Taras Shevchenko National University of Kyiv	National Technical University Kharkiv Polytechnic Institute	National Technical University of Ukraine “Igor Sikorsky Kyiv Polytechnic Institute”	Sumy State University	Lviv Polytechnic National University
1	2	3	4	5	6	7	8
1	Chemistry		501-550				
2	Electrical & electronic engineering				451-500		
3	Mathematics		401-450				
4	Mechanical, aeronautical & manufacturing				451-500		
5	Modern languages		151-200				
6	Physics & astronomy		401-500				

Source: Compiled by the authors based on: QS ..., 2020.

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Table 4 illustrates that only two Ukrainian institutions out of six in QS that occupy ranking positions in six subject areas. The sectoral quality profile of Ukrainian universities looks inadequate.

Addressing Ukrainian ratings, which are too proactive in the information space, due to their subjectivity, lack of validity and low probability, further confuses the situation. For example, according to the rating of “Top-200 Ukraine” of the National Technical University of Ukraine “Igor Sikorsky Kyiv Polytechnic Institute” in most cases ranks first, although according to the ratings of THE and QS it has a rather mediocre position (Lugovyi, Slyusarenko & Talanova, 2019; Lugovyi & Talanova (eds.), 2019, 2019a; THE ..., 2019, 2020; QS ..., 2019, 2020; Reitynh ..., 2020a).

As only nine (3.2%) Ukrainian universities are present in the THE and QS international rankings, it is as important to create a national ranking of HEIs of general and sectoral versions, as substantiated in the author’s publications and reviews of domestic higher education World Bank. This will make it possible to differentiate most of the 281 HEIs according to the level of achievement. The focus should be on the most objective, clear and transparent ARWU rating methodology. Among the advantages of this rating there is minimum number of criteria / indicators, mission-focused and subject-dependent (Lugovyi & Talanova (eds.), 2019, 2019a; THE ..., 2019, 2020; QS ..., 2019, 2020; Academic Ranking ..., 2020; Shanghai Ranking’s ..., 2020; Derzhstat ..., 2020).

In addition, in order to form a quality profile of Ukrainian higher education, it is necessary to develop, in addition to rating, other mechanisms for determining, monitoring and evaluating educational quality. Among them is the creation, for example, of the Association of American Universities, an elite Association of Ukrainian Universities with 20-30 of the best HEIs, which includes and excludes the best institutions depending on their achievements (Lugovyi & Talanova (eds.), 2019, 2019a; Association ..., 2020).

Also by the UK example, the frameworks for excellence in research, teaching, knowledge exchange at universities (REF, TEF, KEF) can be introduced (Lugovyi & Talanova (eds.), 2019, 2019a).

Using the experience of the USA Carnegie Classification, the classification of Ukrainian accredited universities should be introduced according to the level and scale of educational provision (educational, educational-scientific, scientific programs). That is, HEIs can be divided into global, regional, national, subnational and local. After all, not all institutions should be required to be globally competitive. For example, in 2018, abnormally many of the 282 HEIs had postgraduate (aspiranture) studies (221, or 78.4%) and postdoctoral studies (174, or 61.7%) (Lugovyi & Talanova (eds.), 2019, 2019a; Carnegie ..., 2018; Derzhstat ..., 2020).

The lack of the system of quality assessment mechanisms in Ukraine does not allow creating a profile of higher education, both in general institutional and specifically sectoral (for academic subjects). Therefore, the annual action plans for the implementation of the Strategy for the Development of Higher Education in Ukraine for 2021-2031, which is being developed, will not have a real basis (Lugovyi, 2020; Prezydent ..., 2020).

## CONCLUSIONS

From the above, the following conclusions follow.

1. Ukrainian higher education in 1990-2019 grew quantitatively and chaotically with a simultaneous loss of competitive quality. As a result, the country has a fragmented and dispersed, over-duplicated, profile-inadequate, institutionally and resource-weak, research-poor, and ultimately mission-insufficient network of higher education institutions. Therefore, according to ARWU, Ukraine is identified as a white spot in Europe, which does not get into

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the list of 60 countries in general version and 90 countries in the sectoral (subject) version of this rating.

2. This situation is largely due to the lack of a holistic system of mechanisms for monitoring and evaluation, ensuring and improving the quality of higher education. In contrast to the best practices of progressive countries, Ukraine does not have developed classification, framework, association and rating mechanisms. Accreditation mechanisms do not cope and in principle can not cope with the systematic diagnostics and effective motivation of the quality of higher education in the entire range of quality – from the minimum threshold to the breakthrough of the most perfect. This leads to the lack of a credible quality profile of domestic higher education and, as a consequence, difficulties in determining the strategic and operational goals of development of this educational sphere.

3. The basic category “higher education quality profile” should be interpreted as a systemically structured (integrated and differentiated) characteristic of educational quality in the range of values from basic (minimum sufficient) to the highest (most perfect). At the same time, quality attributes should be considered in two dimensions – institutional (general) and program (sectoral or subject). Diagnostics and identification of educational quality should be carried out using a set of appropriate mechanisms for assessing the quality of higher education, the range of which extends from accreditation (the lowest threshold mechanism) to the rating (the highest precision mechanism).

4. In order to form a reliable reference point and justify the way out of the crisis, it is important to know in detail the best world achievements, first of all the leading countries of university education of the USA, to make comparisons between Ukraine and the USA. In particular, to illustrate the definition of the profile of university quality, you can use the example of Harvard University.

5. Forming a set of quality assessment mechanisms developed and tested by the best international practice is among the urgent tasks of modernization of Ukrainian higher education. This applies to the introduction of the national ranking of higher education institutions of general and sectoral versions on the principles of ARWU methodology, the creation of a leadership Association of Ukrainian Universities following the example of the Association of American Universities, the development of classifications of institutions by level and scale of educational provision (educational, educational-scientific, scientific programs) like Carnegie Classification, and construction on this basis, considering accreditation, credible higher education quality profile in Ukraine.

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# ACADEMIC STAFF DEVELOPMENT PROGRAMME TO ENHANCE RESEARCH COMPETENCE: A CASE STUDY

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**Abstract.** Findings from this study include a summary of best practices in terms of Academic staff development programme (ASDP) to support the implementation of the Research modules to enhance the university teacher's research competence. Mixed methods (qualitative and quantitative) approach and the case study were used to explore the problem, to find out the result of Research modules implementing into the practical space where university teachers had the opportunity to engage in active training. The authors highlighted general principles of active/ research-based learning in practical space training environments, focused specifically on the content of Research modules for lectures – Early-Stage Researchers, Doctoral candidates (Gr. A, the RM I); for PhD holders, professors, doctoral degree holders (Gr. B, the RM II). The teaching and learning strategies used in the modules were a combination of workshops, case studies, small group discussions, pair peer review and independent study including a literature review of relevant research. The research has shown that competency enhancement programme with Research modules is effective and crucial for developing Academic staff research competence at universities. The evaluation of competence research components has revealed the positive changes and confirmed the effectiveness of the Research modules. The programs of the Modules have effectively contributed to the development of Academic staff research competence. The proposed ASDP can be applied to other universities. Some recommendations for Academic staff developers, Curriculum development managers, coaches are suggested for consideration and using to support the professional development of academic and research staff.

**Key words:** academic staff development programme; a case study; Research module; research knowledge; research skills; research competence.

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## INTRODUCTION. RELEVANCE

National Strategy of Ukraine for scientific-research activity is harmonized with the objectives of two main documents – Laws of Ukraine “On Higher Education” (2014) and “On Science and Scientific and Technology Activities” (2015). To implement the Law of Ukraine “On Higher Education”, harmonized with “Standards and Guidelines for Quality Assurance (QA) in the EHEA” (Standards and Guidelines, 2015), Ukrainian HEIs are involved in QA processes in various ways, focused on learning, teaching and research output.

The key task of Ukrainian University science system reforming, outlined by the law “On Science and Scientific and Technology Activities”, is to change the approach to research and innovations, publishing or implementation of their results, to achieve the quality of scientific content, harmonize them with global scientific achievements and ensure their competitiveness (Ministry of Education and Science of Ukraine, 2017, p. 13).

At the present time when the importance of competence-based approach is increasingly emphasized in educational sciences, our attention has been drawn to the research competence phenomenon.

## THEORETICAL ASSUMPTIONS OF RESEARCH

Research competency of the university teacher is defined as an integral, integrative property of a person combining knowledge, skills, scientific experience, personal values and qualities of a researcher; the proven ability to carry out research activities, to organize students’ productive research work (Bondarenko, 2015, p. 10); a characteristic of the personality, indicating the formation of skills and methods of research to find knowledge and solve educational problems (Arkhipova, 2010); a personal quality, a multicomponent, which is formed on the basis of knowledge, skills, values (Yaroshenko, 2019, p. 9-10).

The Researcher Development Framework (RDF, the UK), as a major new approach to researcher development, includes four domains – so-called the portfolio of knowledge, intellectual abilities, skills, techniques and professional standards to do research (Researcher Development Framework, 2011). Domain A contains the knowledge base (Subject knowledge, Theoretical knowledge, Practical application, Information seeking, Information literacy and management, Languages, Academic literacy, and numeracy) and intellectual abilities (Cognitive Creativity) needed to be able to carry out excellent research. Domain B contains the personal qualities, career and self-management skills, required to take ownership and control of professional development; Domain C – the knowledge of the standards, requirements and professional conduct that are needed for the effective management of research. The knowledge, understanding, and skills needed to engage with, influence and impact on the academic, social, cultural and economic context were organized in Domain D (Researcher Development Framework, 2011).

We focused on Ukrainian scholars, whose academic writings deserve recognition in the European Research Area (Sysoieva & Kozak, 2016; Yaroshenko, 2018). In a study by Srivastava, the idea of organizational ethos systems in exploring the new potentialities for research competence within the universities is introduced. The research competence of academic staff is associated with the capacity and willingness to find the meaning solution of the novel problems through intellectual skills and knowledge: is the most important factor to gain the research funding, needful consultancy and opportunity to recruit the competent students for sustainable output (Srivastava, 2017, p. 79). The author explored the advantages and challenges of organizational ethos in relation to research competence among universities (Srivastava, 2017).

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The problems of Academic and pedagogical staff research competence formation in HEIs are analyzed on a fragmented basis (Bondarenko, 2015; Golovan & Yatsenko, 2012; Nozhko, 2018), mainly focusing on Ph.D. holders research competence (Kozubtsov, 2015; Nikolaieva, Koval, 2019). Cognitive, research and value components have been distinguished by Yaroshenko in the structure of an academic's research competence (Yaroshenko, 2019, p. 9-10).

The problem of research competence development of academic staff, trained in special programme (Research modules), is not available for in-depth studies.

**The aim of the study:** to evaluate the efficiency of the Academic staff development programme (ASDP, Research modules) to enhance the university teacher's research competence. This research was guided by the following research questions:

1. What is the effect of ASDP (Research modules) on the research competence of different groups of university teachers?
2. What recommendations can be made to improve Academic staff research competence development practice?

## METHODOLOGY

Our study is based on a conceptual framework of academic staff research competence enhancing.

*Research competence is seen in our article as an integrated personal and professional quality of a higher education teacher, which reflects the motivation for scientific research, the level of teaching research methodology, the personal qualities of a researcher, such as innovative thinking, the capacity for creativity and innovation.*

We have identified the following key components of the Research competence of a higher education teacher: motivational and valuable, cognitive, procedural and active, information, communicative, personal and creative, reflexive (Sysoieva & Kozak, 2016, p. 46-47). Evidently, mentioned above components result in research-oriented behavior of a higher education teacher at each stage of his/her continuous professional development, so they are "measurable person's characteristic" (Bertoncelj, 2010).

The research competency model for Academic staff describes the critical behaviors associated with success in research and depicts the underlying knowledge, skills, abilities, and characteristics associated with good research performance.

As a theoretical assumption the hypothesis was put forward in our study: components of research competence form a holistic unity of the results of academic staff professional and personal development; while learning Research modules university teachers could assess the current level of their research knowledge and skills and take responsibility for their continued professional development.

We focused on Case study research to explore the problem in more depth. Considering Case study elements and descriptors (Harrison, et. al., 2017) and common approaches to case study research (Kumar, 2019; Yin, 2014) we concluded, that Case study research was the most suitable for a holistic, and in-depth investigation of phenomena (research competence) and RMs implementation to enhance Academic staff research competence. We agreed with Yin (2014), that a Case study is a qualitative approach in which the investigator explores a bounded system over time through detailed, in-depth data collection involving multiple sources of information and reports a case description.

According to a Case study design we determined the object of the case study (academic staff development programme to enhance research competence); set out the bounds for the case by time and place. As the context is significant to understand the case, contextual variables (include cultural, and organizational factors) were also taken into account.

The study was conducted at the University environment because one of its cardinal roles is to oversee teacher education, training and development programmes. We consider the institutional research culture to be the most significant for teaching quality assurance. Academic staff development programme with RMs have been established at two Ukrainian Universities: Borys Grinchenko Kyiv University (full programme with Research modules) & Mariupol State University (the expertise) during 2015-2017.

In order to gain an understanding of the research questions of this study a mixed research methods design was used. To diagnose the Academic staff research competence a series of diagnostic methods, that allow subtle evaluation of some components, were used (Table 1).

Table 1

**Diagnostic methods for evaluation research competence**

<b>Competence research components (criteria)</b>	<b>Diagnostic methods</b>
Cognitive	Self-assessment method of theoretical readiness for research activity
Procedural and active	Self-assessment method of practical readiness to conduct a research
Information	Self-assessment method of readiness to work with information and database, using different tools
Reflexive	Essay “My research competence”

The ASDP Research modules (as the product of the study) were validated by experts; results were used as a guide to improving the content, programme design and assessment.

**CASE PRESENTATION**

In this part of the article, we present the case to illustrate the introduction of the RMs to enhance the university teacher’s research competence, as well as advantages peculiarities of applying RMs in the Ukrainian university.

Borys Grinchenko Kyiv University (BGKU) is a student-centered, research-intensive and globally involved university of over 140-year history. Over 8 thousand students do courses in 45 majors (The University, 2020). The high professional level of teaching provided Academic Staff: 743 persons (in general), among them 359 PhDs and 92 Doctors of sciences. Long-term educational traditions and philosophy of servant leadership ensure the personal development of students and staff (BGKU, Statistics, 2019).

The corporate culture of the University is based on the philosophy of servant-leadership that professes human development and building of human relationships as the most important social values. The core values are person, community, trust, spirituality, servant-leadership, responsibility, professionalism, civic identity, freedom, diversity. BGKU is a member of the International Association of Universities (2012), the European University Association (2013) and the European Health and Fitness Association (2015). Looking for new academic opportunities, learning from international experience provides staff and students with great opportunities for professional growth.

Academic staff is defined in Ukraine as academic professionals who are responsible for planning, directing and undertaking academic teaching and research within higher education providers (HEIs). At the doctoral level, Ukraine has a two-degree system, the first qualification is the Candidate of Sciences (Ph.D. degree), and the second one is the Doctor of Sciences (DSc).

The study included 148 university teachers from Borys Grinchenko Kyiv University (groups A, B, N=137, full programme) and Mariupol State University (partially group C, N=11) during 2015-2017. The participants from group C (professors) were asked to participate as content validation experts.

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In terms of gender distribution, the majority (89%) were female; while 11% were male. The mean age of the participants in Gr. A was 28, 5 years, in Gr. B – 39, 5 years. Participants' ages in Gr. C ranged from 48 to 61 years with 100 % identified as female.

In terms of teaching staff's highest academic qualification, in Gr. A majority (72%) held a master's degree, followed by 23 Ph.D. students (28%), respectively. The majority of teaching staff are at the rank of Lecturer (52,5%) and Senior lecturer (47,5%). The academic staff's length of university service was up to 5 years.

As for Gr. B the majority (78,2%) held a Ph.D. degree, followed by doctoral candidates (21,8%), respectively. The academic staff's length of university service was up to 16 years. The majority of teaching staff are at the rank of Senior lecturer (58,2%) and Associate professor (34,5%), followed by Lecturer (7,3%).

The doctoral degree is the highest level of award in the Ukrainian higher education system. All the participants in Gr. C held a doctoral degree (Doctors of sciences). The academic staff's length of university service was more than 20 years. Thus, it is reasonable to infer that most of the staff involved in the study had sufficient experience and knowledge to expertise ASDP (Research modules).

To meet the aim of the study ASDP (Research modules) were designed to be put into practice at BGKU. All newly appointed university teachers (up to 5 years of university service) need to prove basic pedagogical competences, including research competence. Academics were expected to engage in continuous professional development and critical self-reflection throughout their research careers.

The programme of each Research module covered all relevant aspects of academic staff research activities but differed in objectives, content, learning outcomes and results of mastering the program (sufficient or creative level of research competence development).

The Research module I for lectures – Early-Stage Researchers, Doctoral candidates (Group A, N = 82) – was aimed at acquiring the set of knowledge and concepts that made up a professional domain: the methodology of scientific and pedagogical research, the role of tools and methods of research and in practice of planning, conducting of research projects. The lectures needed to be familiar with the main theoretical and methodological approaches in humanities and social sciences. Three content clusters were provided to the program participants: “Methodology of scientific research”, “Processing and designing of pedagogical research results”, “Academic staff activity on students' research competencies formation”.

The main learning outcomes were properly defined in terms of knowledge, skills (to work with scientific sources, information systems, to interpret data and present results of research projects to formulate and present the results of scientific research etc.) and abilities of critical thinking in reception and interpretation of the data from research; supporting research activities of students. Upon completion of the research module, participants had to prepare the required paperwork for a real research project.

The Research module II (Group B, N =55) was designed for Ph.D. holders, who wanted to pursue a doctorate degree (DSc), for professors and doctoral degree holders. It was aimed at the acquisition of the highest research competence in the Education Sciences.

The module provided a thorough overview of the following topics:

- Research training in Education Sciences: a methodology of scientific research programmes; subject-matter knowledge in the chosen education research theme; methodological knowledge and skills; academic staff career development.

- Ph.D. training programmes in EU countries, the USA, in Ukraine: Course and Curricular Requirements; postgraduate research course context; research supervision.

- Research level of higher education in Ukraine. DSC Training Programme. Scientific and Educational Trends and Schools.

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The training was carried out in accordance with the main principles of andragogy; adult learner professional experience and personal qualities were taken into account: the priority of personalized, individualized and independent learning; joint productive activity, maximizing the effectiveness of learning. Since higher education teachers (adults) are self-directed, the content was focused on issues related to their professional activity to meet their educational needs, be relevant, to help them in achieving learning outcomes.

The teaching and learning strategies used in the module were a combination of workshops, case studies, small group discussions, pair peer review and independent study including a literature review of relevant research. Workshops supported the core modules and focused on specific practical skills required by Academic staff to conduct scientific researches effectively. University teachers practiced the skills required to present the research findings of others, facilitated a research-oriented discussion, and were engaged in open debates.

The empirical data, which we acquired during the first phase (1 Ph.), were used to compare after the activity phase (2Ph.) of the experiment. The control phase of the study consisted of re-diagnostics in the same complex of techniques (except the essay “My research competence”, the questionnaire survey “Module content expertise”) in order to measure research competence formation.

## **FINDINGS. DISCUSSIONS**

Only part of the research competence components for each group are analyzed here.

*Diagnostics of the research competence according to the cognitive, procedural and active, informational and communicative criteria.* It is well known, that competence is expressed in performance, but it never reveals a person’s entire knowledge and abilities to act. To address research questions the next task of our study was to determine the level of the research competence formation according to the cognitive, procedural and active, informational criteria based on the self-assessment method.

The complex questionnaire consisted of a set of prompts that aimed to collect information from respondents of their theoretical readiness for research activity, to conduct research, to work with information and database, using different tools.

The participants of both groups (Gr. A, B) were asked to fill out three sections of items, listing a set of knowledge areas (section A) about the methodology and methods of pedagogical research (the cognitive component). Section B consisted of items, which sought to evaluate procedure activity that reflects the ability of a person to conduct a research cycle. Section C contained items seeking the informational component of the research competence.

The results were used to diagnose the research competence (some components) and to interpret the efficiency of their formation according to the low, average, above average, high levels. The main findings of the study are presented in Table 2.

Questionnaire results showed the opinion and assessment of survey respondents. The basic features of their responses were analyzed using descriptive statistics.

The low level of research competence in accordance with the cognitive criterion means that the participants from Gr. A (68%) demonstrated limited theoretical knowledge, showed no connection between his/her knowledge and practical activity before training (1 Ph.). Above-average and high levels of competence mean that the respondents from Gr. B (58%) had a stable positive motivation for improving knowledge and building skills. A majority of respondents (73% from Gr. A and 18% from Gr. B) showed a low level of informational competence formation, reporting the difficulties in working with information and database, using modern information technologies. The study also identified gaps in the knowledge and skills of participants to conduct a research cycle, to select and use methods, to derive conclusions and to present findings (71% from Gr. A and 11% from Gr. B).

Table 2

**Diagnostic of research competence (Self-assessment method)**

Groups (N)	Phase	Low level	Average level	Above-average level	High level
		Number %	Number %	Number %	Number %
<i>Section A. The result of the questionnaire "Cognitive criterion"</i>					
Gr. A (82)	I	56 68 %	22 27 %	4 5 %	-
	II	42 51 %	25 30 %	11 13 %	4 5 %
Gr. B (55)	I	6 11 %	17 31 %	21 38 %	11 20 %
	II	4 7 %	15 27 %	23 42 %	13 24 %
<i>Section B. The result of the questionnaire "Procedural and active criterion"</i>					
Gr. A (82)	I	58 71 %	23 28 %	1 1 %	- -
	II	44 54 %	25 30 %	11 13 %	2 5 %
Gr. B (55)	I	6 11 %	17 31 %	21 38 %	11 20 %
	II	4 7 %	15 27 %	23 42 %	13 24 %
<i>Section C. The result of the questionnaire "Informational criterion"</i>					
Gr. A (82)	I	60 73 %	16 19 %	5 6 %	1 1 %
	II	46 56 %	21 26 %	11 13 %	4 5 %
Gr. B (55)	I	10 18 %	20 36 %	21 38 %	4 7 %
	II	5 9 %	22 40 %	22 40 %	6 11 %

Three sets of open-ended questions were used after the implementation of the Research modules. The respondents of both groups confirmed the qualitative changes in the levels of the competency formation. They emphasized the increase of cognitive knowledge at above-average and high levels.

In Gr. A the number of the respondents with the low level of the research competence (procedural and active criterion) decreased by 17%, while there was an increase in the number of people, acquired research methodology skill at above-average and high levels. The dynamics of the increase in the number of respondents from Gr. B who increased the level of research competence development according to the determined criteria proved to be insignificant (on average 4%).

*Diagnostics of research competence according to the Reflexive criterion.* Participants of group A were asked to write an explanatory essay titled "My research competence: a reflection on self-development" on the results of studying the Research module I.

Our research results indicated that the respondents were generally satisfied with the conditions for the acquisition of knowledge and skills while participating in RM I. The majority of respondents – 61 (74%) agreed that it was difficult to combine professional activity as a lecturer and a training program. However, the respondents noted professional atmosphere having dominated during the tutorials, indicated new methods mastering, organization and presentation experience on their research projects.

Here are some episodes of the group essay: "The content of the Research module was informative. Our participation involved active engagement in the discussions about personal responsibility for the development of our research competence. We realized our ambitions to increase interaction, gain personal access to the deeply held knowledge and research practices.

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Through workshops on rethinking interactions with stakeholders, we learned how to evaluate research work more critically. We were actively engaged in modeling small group projects and enhancing team dialogue. We learned how knowledge is analyzed in discourse and criticized in the article. The program of the Module has effectively contributed to the development of our research competence”.

The questionnaire survey “Module content expertise” confirmed the previously obtained results concerning the Reflexive criterion. The programmes were then sent to 11 researchers from Gr. C for RMs content validation. Each judge was asked to work separately to review the RM content. Interview questions explored: a) the effectiveness of the content for research competence development; b) thoughts about Programme themes to serve particular needs, gain results and reach learning outcomes; c) perceptions of the structure of the programme: consistency of the theory with teaching and research practice.

Procedure for content validation was adapted from those described by Waltz & Bausell (Yaghmale, 2003, p.26); Wynd, et. al (2003). The experts were then asked to rate each item (a) based on relevance, clarity, simplicity and ambiguity on the four-point scale: 1 – not relevant, 2 – somewhat relevant, 3 – quite relevant, and 4 – very relevant (Wynd, Schmidt, et. al., 2003, p. 510).

Nine experts have identified the effectiveness of the content for research competence development as very relevant, two – as quite relevant. Ten experts considered, that programme themes served particular needs, gain results and reach learning outcomes (very relevant). Nine experts indicated as very relevant the structure of the programme. The current results provide a foundation for improving the RM content and making the necessary changes. The programmes have been approved and recommended for widespread use.

## CONCLUSIONS AND RECOMMENDATIONS

The programmes of Research modules I, II covered all relevant aspects of academic staff research activities but differed in objectives, content, learning outcomes and results of mastering the program. The results of the research showed, that workshops, discussions, modeling small projects and enhancing team dialogue are very productive professional development activities, aimed at Academic staff research competence development. The present investigation has found the value orientations (knowledge & skills, abilities) to enhance Academic staff research competence. The respondents were aware of the need for constant acquisition of knowledge and skills in the methodology of scientific research being engaged in research practices.

It is concluded that the programs of the Modules have effectively contributed to the development of Academic staff research competence. Findings from the current study indicated the positive results, which were obtained in all the differentiated areas (some components of the Research competence) within the application of criteria and low, average and high levels. The main hypothesis of the study has been confirmed: components of Academic staff research competence can be compared and evaluated at each stage of his/her continuous professional development to achieve learning outcomes of Academic staff development programme. Knowledge and skills affect Academic staff value priorities.

On the basis of the research conclusions, the following recommendations are suggested for consideration and use in higher education institutions: to focus on Academic staff development to create strong identities as professionals and to improve training programmes’ content and instructional design; to provide Academic staff with ongoing support as array of different types of assistance (instructional, resources, supervisory support) to develop the university teacher’s research competence; informal, collaborative and bottom-up institution-wide initiatives between educators and researchers should be encouraged (such as seminars, meetings, working

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lunches, etc. workshops, case studies, small group discussions, pair peer review and independent study including a literature review of relevant research increase the efficiency of the Research Module programmes focused on learning communities research activities.

The results of Research Modules implementing examined in general, but documenting special dynamics in a more in-depth investigation could yield additional nuances of the dynamics at play. Future investigations of Research Module programmes could broaden the scope of this extended case study to include more participants from different universities. The finding also needs to be granulated into a compact model of academic staff research competency. Future researchers may also examine the factors that support the implementation of The Research Module programme at HEIs to improve quality assurance standards.

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# INNOVATIVE DISCOURSE OF HIGHER AND PROFESSIONAL EDUCATION IN THE EXPONENTIAL TECHNOLOGIES AND THE NEW BUSINESS ENVIRONMENT

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**Abstract.** *On the basis of the system analysis of the implementation in the Concept for the development of the national innovation system, developed and approved by the Cabinet of Ministers of Ukraine in 2009, it is stated that its efficiency is rather low. It is established that the main reason for this is inconsistent and low effectiveness of state, educational, scientific and innovation policy. It is proved that Ukraine needs today a new systemic innovation development strategy that should combine the efforts of power, business, education, science and become a guarantor of dialogue between them. The place and role of the educational-scientific subsystem in the national strategy of innovation development are outlined and the main problems of higher education and vocational education in the context of the training of innovative-oriented specialists are identified. It is substantiated that domestic education, in particular, higher education, can become the most important indicator of the quality of life in society, react effectively to exponential technologies and*

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*promote technological change in the business environment by making five radical steps. Realizing them, Ukrainian society has a chance in the medium term to ensure the introduction of the latest innovative technologies and to become significantly closer to the level and way of organizing the life of developed countries.*

**Key words:** *business environment; dual education; educational-industrial group; education throughout life; exponential technology; gig economy; higher and vocational education; national innovation system; science; socio-educational determinism.*

## INTRODUCTION. PROBLEM STATEMENT

Today, the world is on the brink of a new technological revolution that will radically change our entire lives and the functioning of the world economy. “The old world is doomed. A new world is inevitable “states the report of the Club of Rome” Come on!” 2017 (von Weizsaecker & Wijkman, 2018). This is a serious challenge and at the same times a promising opportunity for developing countries, including Ukraine. Building a new economy, the formation of a new business environment today requires the formation of a holistic system of effective transformation of modern knowledge into the latest technologies, products, services that find their real consumers in national or global markets. Of course, this requires an appropriate Concept for the development of the national innovation system, which would provide a set of legislative, structural and functional institutions involved in the creation and application of scientific knowledge and technology and determine the legal, economic, organizational and social conditions for innovation. Its purpose should be to create conditions for increasing productivity and competitiveness of domestic manufacturers through technological modernization of the national economy, increasing the level of their innovative activity, manufacture of innovative products, application of advanced technologies, methods of organization and management to improve human welfare and ensure economic growth. The implementation of this goal should provide for the effective functioning and harmonious development of several major subsystems (government regulation, higher education, knowledge generation, innovation infrastructure, production), which determine the effectiveness of the innovation system. In Ukraine, such a system was developed in 2009 and approved by the Cabinet of Ministers (Cabinet of Ministers of Ukraine, 2009). One of the five most important subsystems of the national innovation system was the higher education subsystem, the main purpose of which should be the formation of a competitive, highly qualified professional with career and life skills that meet the needs of modern national economy of the fourth “digital” revolution (industry 4.0).

## MAIN RESULTS

The main aims of this subsystem development could be: *firstly*, ensuring the innovative orientation of the education system based on large-scale computerization and intensification of scientific, technical and innovative activities of higher education institutions, taking into account European standards and preserving cultural and intellectual national traditions. *Secondly*, increasing the effectiveness of the university sector of research and development in order to strengthen its role in ensuring the innovative development of the national economy. Modern high technologies depend on the level of scientific research, efficiency and effectiveness of their implementation in production. It is important to note, that the quality of scientific and technological developments depends on the qualifications of scientists and engineers, and they, in turn, are the total effect of this system of education, especially higher. *Thirdly*, ensuring expanded reproduction of knowledge through the integration of higher education

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institutions, academic and sectoral institutions by increasing the level of capital of the public sector of research and development; concentration of resources on priority areas of science and technology development and innovation; stimulating lifelong learning, fostering a culture of innovative thinking.

More than ten years have passed since the approval of the Concept for the Development of the National Innovation System. Unfortunately, as evidenced by the parliamentary hearings of the Verkhovna Rada of Ukraine on March 21, 2018, the extended meeting of the on Science and Education on January 16, 2019 and analysis of the state of affairs in higher education and science in 2020 by the expert group of the Social and Humanitarian Service Security Council of the National Security and Defence Council of Ukraine, in Ukraine, innovation in education, science and industry has not acquired a sufficient level of efficiency, which in our opinion is the result of inconsistency and low efficiency of state educational, scientific and innovation policy. This thesis is confirmed by the unpreparedness of the education and science system to respond to external threats, for example, in the context of the spread of acute respiratory disease COVID-19 caused by the coronavirus SARS-COV-2, which has been widely discussed in the media since March 2020 and until now. Scientific helplessness and educational confusion have become the norm.

As a result, socio-economic development in the country occurs without proper intellectual and innovative support. Ukrainian higher education, despite the search for new landmarks, continues to lean towards training users, rather than generators of new knowledge, new technologies, and specialists to meet the needs of innovative development of the state. The quality of national education, educational standards and norms do not always meet the needs, existing standards that are put forward to the content of education, to the training of teachers, their educational and methodological support. Innovative development of scientists, universities and scientific academic institutes that offer certain progressive changes are often not implemented due to lack of funds, inconsistency of administrative structures, irrational system of selection, testing and implementation of innovations in education, proper results, etc. The old landscape of higher education, which does not correspond to the general programme of innovative transformations remains unchanged and requires immediate diversification of the higher education system. A paradoxical indicator of the state of education and science is that, despite numerous declarations and slogans, they have not belonged to the sphere of state priorities in Ukraine during all the years of independence, and they do not belong today. There is a constant reduction in research funding. The obsolete park of laboratory equipment is in a catastrophic condition. The prestige of scientific and pedagogical work is rapidly declining. Talented young people do not go to science or leave it because of the inability to ensure a decent standard of living. The number of scientists has decreased almost 5 times during the years of independence. If in 1991 there were more than 4,000 people per 1 million population, today there are 1,254 people, which is 2.6 times less than in the European Union. At the same time, the reduction of the human resources potential of science in Ukraine continues, and its migration, primarily of young scientists, abroad is intensifying (Verkhovna Rada of Ukraine, 2019: pp. 1-2). According to the 2017 sociological group 'Rating', 64% of Ukrainian scientists surveyed said that the situation in domestic science has deteriorated, and every third scientist is ready to leave the country. There is a chronic misunderstanding in society about the role of education and science for the future of the country.

It is no coincidence that the intellectually capacious sectors of the domestic economy have almost completely surrendered their positions. Labour market demand has shifted mainly to the service sector, where complex intensive knowledge to create new types of equipment, high-tech products, nanomaterials, services and technologies have become redundant. Under such conditions, the field of advanced science, education and innovation began to 'hinder' the

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primitive labour market, which deprives young people and the education system of motivation and incentives. And this leads to a syndrome of intensive knowledge unnecessary and highly skilled workers and the displacement of better human capital from the country. The degrading economy has resulted in a 40% reduction in the training of innovative, science-intensive models in favour of low-intelligence reproductive education.

Education is a complex synergetic system of human capital training, where higher education is 'the upper part of the iceberg, the essence of which is determined by its much more powerful underwater part (from preschool, secondary and vocational education)' (Saukh, 2012). Inconsistency of actions, inconsistency and isolation of changes in each of these levels of education do not determine its quality. In addition, the synergy of education is closely linked to modern tectonic shifts in post-classical science and neoliberal economics and involves a transition from a school of knowledge to a school of understanding, from paternalistic pedagogy to collaborative pedagogy, from basic training to exponential mobility in the digital age. The end product of this system should be not only a professional who is able to quickly adapt to any changes, able to work in more than one position, able to extrapolate ideas from one area to another, but also responsible for his actions.

Despite Ukraine's position as a formal leader in education (according to the Global Competitiveness Index, Ukraine ranked 40<sup>th</sup> in the category 'Higher Education and Vocational Training' compared to 144 countries in 2014-2015), the quality of education remains quite low (according to that rating, it ranks 75<sup>th</sup> and according to the criterion 'Availability of research and training services' – even lower – 84<sup>th</sup> place) (Schwab, 2014: pp. 372–373). There are many reasons for this. But the first, in this context, is the external independent evaluation of school graduates (ZNO), which, according to many experts, deprives them of a motivating factor. Without doubt, it is an effective safeguard against corruption in education and a mechanism for equal access to higher education for young people from different social groups, this system should be conceptually reformed. First of all, because it is not sensitive to the creative abilities of the young people being tested. In addition, this system focuses students and teaching staff not on analytical thinking, but on memorizing large amounts of data and facts, mostly mechanical, and on the temporary training of template tests. Young people trained according to this system do not acquire the skills of critical, analytical thinking and solving non-standard problems. The use of external evaluation with these features for a long time threatens to undermine the foundations of divergent thinking and lead to a decrease in the educational qualifications of the nation and the failure of progressive change in conditions of fierce competition in education. An equally important reason is the situation in professional higher education, which is subject to autonomous reform in the country without proper regulation. Since the adoption of the Law 'On Higher Education' of Ukraine (2015) (Sysoieva & Mospan, 2015: pp. 166–174), institutions of professional higher education are in a state of legal uncertainty. In addition, from January 1, 2018, their financing system was changed. There were a number of problems with the transfer of professional higher education institutions, which had the status of a legal entity, to funding from local budgets, and educational institutions, which are in the structure of universities and academies – to funding from the latter (Verkhovna Rada of Ukraine, 2018b: p.5). The situation with vocational education is not the best. During the years of independence, the annual output of highly qualified workers has tripled: from 338 000 in 1991 to 120 000 in 2018, the quality of training of this category of specialists has significantly decreased. Critical point for the vocational education system in 2015 was its funding transfer from the state to the local budget, which led to the deepening of the crisis in it. As a result, the entry into Ukraine of the corresponding category of workers from Turkey, Vietnam and Central Asia has increased. These migration processes became especially large during the introduction of new infrastructure facilities at large industrial enterprises, construction sites, etc. For example, on

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the construction of the metro in the city of Dnipro, all highly skilled labour operations are performed today by Turkish citizens. Ukrainian workers are given low-skilled work-cleaning, 'black' work and more (Verkhovna Rada of Ukraine, 2018a: pp.19–21).

Therefore, it is unfortunate to state that the "European vector" declared by Ukraine (including the social ideal of the knowledge economy), unfortunately, often turns into a socio-political phantom that distorts the idea itself and in fact destroys it with its paradox, contradictions and inconsistencies, innovative potential of the domestic educational and scientific matrix.

Naturally, a fundamental question arises: with such a paradoxical baggage of Ukrainian education and science, ideological stereotypes and fantasies to fit into the resource of a new technological revolution, to make the domestic economy knowledge-intensive, innovative and competitive?

In order for our national education, in particular higher education, to become the most important indicator of the quality of life in society, to respond effectively to exponential technologies and to promote technological changes in the business environment, we believe that at least a few radical steps must be taken. *The first step.* One of the main socio-philosophical foundations of the strategy of modernization of Ukrainian society should be *socio-educational determinism*, which would not be a denial, but a new phase in the development of socio-economic determinism. Because it 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 and science in the development of the modern economy as a fundamental basis of social life. No doubt, this step involves serious changes in the course of socio-economic policy and domestic policy in general. But it can restore reverence for education and science in society, eliminate pragmatic and conformist distortions in the minds of young people, in still social optimism in educators and become a prerequisite for innovation and technology breakthrough in Ukraine.

*The second step* is closely related to the first one. Development of a National Strategy for Technological Breakthrough, which would unite the efforts of all major forces of society: (a) the state, which should define a long-term strategy for overcoming the technological impasse and provide effective support for breakthrough science and technology and basic innovations; (b) entrepreneurs and owners of capital, who must direct their efforts and funds to technological renewal of production and products, decisively reducing the outflow of capital and excessive consumption; (c) scientists, designers, technologists, inventors, on whom ultimately depends the creation, development and development of fundamentally new ideas and technologies that ensure the growth of competitive products, the economy and society as a whole. 'Such a partnership would have a positive impact on improving communication and building ties between these forces, would deepen the understanding of the problems and needs of the domestic business environment, as well as facilitate the rapid dissemination of information in business circles about existing research and facilitate their implementation. domestic enterprises' (Kravets & Shvets, 2014: p.488). The lack of such cooperation negatively affects the process of communication and building ties between the parties, as well as prevents graduates of higher education, vocational education and academics to quickly and deeply focus on business issues.

Creating an atmosphere of priority in education, science and technology in the country will allow to form a critical mass of support for educational and innovative reforms in society. Innovative ideology, innovative culture, innovative incentives will be key in the national ideology of development. Moreover, education and science are associated with the search for a unifying idea for Ukraine that would help overcome the political and economic contradictions of the regions. We strongly believe that the idea of uniting everyone, mobilizing resources and

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giving impetus to move forward is to achieve a breakthrough in society. It can be provided on the basis of qualitatively new knowledge, embodying advanced technical achievements in a competitive economy and ensuring high living standards.

*The third step.* Actually, transformation in the higher and vocational education system. The main factor in the formation of human capital as a strategic resource and the main factor of economic growth of the country is creating conditions for training innovation-oriented professionals, who can ensure the accelerated development of high-tech industries with high export potential. This, *first of all*, will force higher education institutions to look for effective ways of organizing the educational process, that increase their institutional flexibility, strengthen the adaptive potential of curricula, teaching methods, deepen the scientific component in the educational process. In the organizational context, all this requires the introduction of new disciplines in response to the emergence of new areas of science and technology, departure from the classical methods of knowledge formation, as well as erasing the demarcation between basic and applied research. Be much more active and agile in reorienting to the training of new, labour market demanded professionals. It should be borne in mind that over the past 100 years, almost 600 jobs have disappeared, and about 1,000 have been greatly transformed. It is estimated that by 2030 there will be about 200 new jobs, permeated by the system of competence of the future (comprehensive multi-level problem solving, critical thinking, creativity, emotional intelligence, etc.). Even today, it is very likely that in this context, the concept of 'profession' will disappear altogether (Saukh, 2018: p.48). *Second*, the organization of a large-scale relationship between higher and vocational education and the labour market requirements. Today, unfortunately, the educational and scientific potential of higher and vocational education institutions is practically excluded from the economic processes of the state. Education remains deaf to the needs of business, and business has no motivation to cooperate with it. Hence, the mismatch of graduates and their knowledge and skills to the needs of the labour market. Employers point to the fact that in order for a young professional to return profit at least 20-30%, his training in the company requires at least 8 months. As a result, the number of graduates of higher education institutions is constantly growing. 70% of graduates believe that they are denied work due to their lack of work experience (Saukh & Chumak, 2018: p.28). An important factor in solving this problem should be the dual form of education, which would involve the creation of educational-industrial groups (higher education institutions and enterprises), which combine their tangible and intangible assets to implement investment and other projects and programs, aimed at improving the quality of training and the material and technical base and infrastructure. The sectoral educational and industrial groups could include, in addition to higher education institutions, vocational and technical educational institutions, secondary schools, comprehensive retraining courses, etc. All this will undoubtedly contribute to the expansion of the practice of social partnership of higher education institutions with employers; involvement of the latter in the development of higher education curricula; development of students' soft skills through the creation of appropriate programmes in the art of communication, negotiation, critical thinking, etc.; involvement of company representatives in conducting classes (giving lectures, conducting master classes, etc.) (Sysoieva & Mospan, 2019: pp.78-83); introduction of internships for teachers in companies to gain (improve) practical experience.

*Third*, all this determines not only the structural optimization of higher education institutions and the optimization of their network in Ukraine, but also economic relations in higher education, which are still non-market. Unfortunately, the amount of funding for higher education institutions today does not depend on the quality of educational services and their real cost in specialties (for example, training a lawyer is more expensive than an engineer). Therefore, there should be a new model of economic activity of higher and

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vocational education institutions: from financing their ‘maintenance’ to payment by the state, corporations, directly to students of specific services at each level for a specific specialty at a price specified by the contract. In this regard, higher and vocational education institutions, in addition to academic and organizational, should gain financial autonomy while strengthening their responsibility for the results of educational and research activities. The result should be the creation of a healthy competitive environment for material incentives for higher education quality and strengthening the competitiveness of higher education in the international market of educational services, forming a group of higher education leaders capable to compete in Western markets of educational services.

*The fourth step.* An important problem of education in innovative discourse is the increasing implementation of the educational model ‘lifelong learning’, which allows a person to adapt and develop their competencies and professional skills in accordance with rapid changes in the economy, technology and labour market. This is explained by the fact that the period of ‘half-life’ of the competence of the professional (i.e., its reduction by 50%) in most jobs occurs at least 5 years. Research shows that in Ukraine, 50% of higher education graduates and up to 64% of vocational education graduates change their profession immediately after graduation (Mospan, 2016). It is clear that this requires the ability to learn and quickly relearn if necessary, necessitates the need to organize the avalanche of information, to navigate in new industries and types of business. That is, the constant change of employers, change of sphere of activity (re-profiling) becomes a trend at the labour market. Modern man is forced to operate in a new model of economic activity, in which particularly rapid growth is demonstrated by sharing-economy (joint consumption) (The McKinsey Global Institute, 2016) – a business competence that emphasizes the advantages of renting goods before purchasing goods and gig-economy (gig-economy – model which people work as freelancers) (Deloitte, 2016).

In order to solve this problem, Ukraine needs not only a well-thought-out and scientifically sound Concept and programme for the development of the lifelong learning system, which would provide training for lifelong learning, scientific and methodological support of the educational process and quality control, appropriate curricula. etc., but also the development and adoption of a special Law ‘On Lifelong Learning’ of Ukraine and the introduction of the relevant provision in the framework of Law ‘On Education’ of Ukraine that ‘qualifications acquired through non-formal and informal education can be confirmed and recognized in formal education’. In other words, it is important that a universal learning culture is formed in the country, that education is valued and encouraged, and that it becomes an integral part of the employment relationship.

*The Fifth Step.* The training and education system of talented youth, its wide involvement in managerial activity and work in university megacities demands cardinal changes. The modern national education system lacks a National Programme for Support of Gifted Children, which would provide at the state level clear mechanisms for selection, financial support and their education in the country’s leading university centres. The effectiveness of this approach has been proven by the international experience of the United States, Japan, Finland, China, South Korea and other countries. The transformation of individual schools into ‘golden corset lyceums’ and the ‘national’ universities identified above is an irrational use of scarce resources and does not solve the really difficult problems of education. Ukraine does not need ‘intellectual’ classes, schools, universities, but creative, talented students.

## CONCLUSIONS

Only under these conditions Ukrainian education could become competitive in the European and world educational area, and people will be protected and mobile in the labour

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market. Having taken these steps to transform the national policy and reform education, Ukrainian society has a chance in the medium term to ensure the introduction of new innovative technologies and significantly approach the level of developed countries. But all this will succeed when it becomes systemic, interconnected, creating a *holistic national policy in education*, which will provide a new content strategy for innovation and unite the efforts of government, business, education and science.

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# MODEL OF FUTURE TEACHERS' PROFESSIONAL TRAINING FOR TUTORING IN THE INFORMATION AND EDUCATIONAL ENVIRONMENT OF AN INSTITUTION OF HIGHER EDUCATION

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**Abstract.** *The article is based on a review of scientific and methodological literature, it analyzes the existing models of future teachers' professional training for tutoring. The aim of the article is to design a model of future teachers' professional training for tutoring in the information and educational environment of the institution of higher education. As a result of scientific analysis, carried out on the basis of a systematic approach, theory and practice of tutoring, training for tutoring in Ukraine and abroad, the components of training for tutoring have been identified (target, philosophical, theoretical-methodological, informative-processual, criteria-evaluative, resultative). Each component of the designed model has its implementation in the information and educational environment. This model is a set of information and communication technologies (distance learning technologies, general purpose ICT and ICT for tutoring support), which are integrated into the educational process.*

**Key words:** *higher education; information and educational environment; future teacher; modeling; model; professional training; tutoring activities.*

## INTRODUCTION. PROBLEM STATEMENT

In a rapidly changing society scientists often raise the issue of correlation of future teachers' training with the realities of professional activity, needs of society and labor market. In this regard, researchers (I. Prokopenko, A. Kirichok, V. Tikhonovych) study different roles of a teacher in modern society: coach, mentor, tutor, facilitator, advisor. In the theory and practice of higher education there appear new approaches to future teachers' professional training for various roles in their future pedagogical activities. A significant achievement in this field is the understanding of the teacher's tutoring position and teacher's training for tutoring. So, as stated in the Concept of the New Ukrainian School, now it is worth talking about the role of a teacher not as a single mentor and source of knowledge, but as a coach, facilitator, tutor, moderator of the child's individual educational trajectory.

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Therefore, students of pedagogical specialties of the institutions of higher education have to be trained for tutoring. Thus, the structure of the subject under study, system of factors, which influence it, and internal links must be clearly identified. Therefore, it is necessary to model the future teachers' professional training for tutoring. Taking into account the importance of information and communication technologies in modern society (V. Osadchyi, V. Kruglyk) and the fact that they are often used in tutoring (S. Sysoieva, V. Kukharenko), it is advisable to model this process in the information and educational environment of the institution of higher education.

## LITERATURE REVIEW

Modern researchers define a model as a representative system, its analysis serves as a way to obtain information about another system (Kulchytskyi, 2015). In general, a model in pedagogical research reflects a system of elements which reproduce the sides, relationships, functions, conditions of pedagogical process functioning. A well-designed model has a very attractive feature: its research gives some new knowledge about the object. This is an idealized notion of the correspondence to a real object of study (Duranov et al., 1996). Modeling is one of the main methods of scientific research. Therefore, scientists have proposed some author's models, in particular: model of human sciences teachers' step-by-step training for the performance of tutoring functions in the distance learning system (Koycheva, 2004); model of realization of technology of University students' readiness for tutoring (Ivashchenko, 2011); model of development of future lecturers' value-semantic readiness for tutoring (Suchanu, 2016).

Based on the analysis of the scientific literature, we identified models that reflect certain aspects of future teachers' training for tutoring: model of future teacher' training for the organization of subject-subject interaction with primary school students (Linnik, 2016); pedagogical technology of future teachers' training for the individualization of students' learning (Yeremeyeva, 2002); structural-procedural model of future teachers' training for learner-centered education of primary schoolchildren (Gumennikova, 2011).

Based on the analysis of these models, it was concluded that they do not meet the requirements for the improvement of future teachers' training for tutoring. Therefore, the aim of our research is to design a model of future teachers' professional training for tutoring in the information and educational environment of the institution of higher education.

## METHODOLOGY

In order to conduct the research a method of content analyses was used. The review of the Ukrainian and English scientific literature (monographs and articles) was done in order to understand and structure the issues, related to the topic under the research. The modeling method was used to reflect the system of elements, as this system reproduces their connections, functions, organizational and methodological conditions of the process of future teachers' professional training for tutoring.

## MAIN RESULTS

In the process of modeling the future teachers' professional training for tutoring, we were based on the understanding that modeling should be focused on the content of the tutor's professional activity. It has been identified in previous studies (Osadcha, 2017a; Osadcha, 2017b; Osadcha, 2016).

Modeling of future teachers' professional training for tutoring is necessary in order

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to: manage this process according to certain organizational and methodological principles, goals and criteria; anticipate direct and indirect consequences of realization of the given ways and forms of impact on the subject of pedagogical interaction (future teachers) with the achievement of desirable outcomes (development of future teachers' tutoring competence); provide processability of future teachers' tutoring competence development.

Based on the principles of a systematic approach (Yudin, 1997), research on the theory and practice of tutoring and training for tutoring in Ukraine (Ivashchenko, 2011; Sysioieva et al., 2011) and abroad (Gordon et al., 2007; Koskinen & Wilson, 1982; Riffort, 2007), implementation of the Concept of future teachers' professional training for tutoring in the information and educational environment (Osadcha, 2019), we have identified components of future teachers' professional training for tutoring: target; philosophical; theoretical-methodological; informative-processual; criterial-evaluative; resultative. These components laid the foundation for the design of *a model of future teachers' professional training for tutoring in the information and educational environment of the institution of higher education* (Fig. 1). Each component of the designed model of future teachers' professional training for tutoring has its implementation in the information and educational environment (IEE).

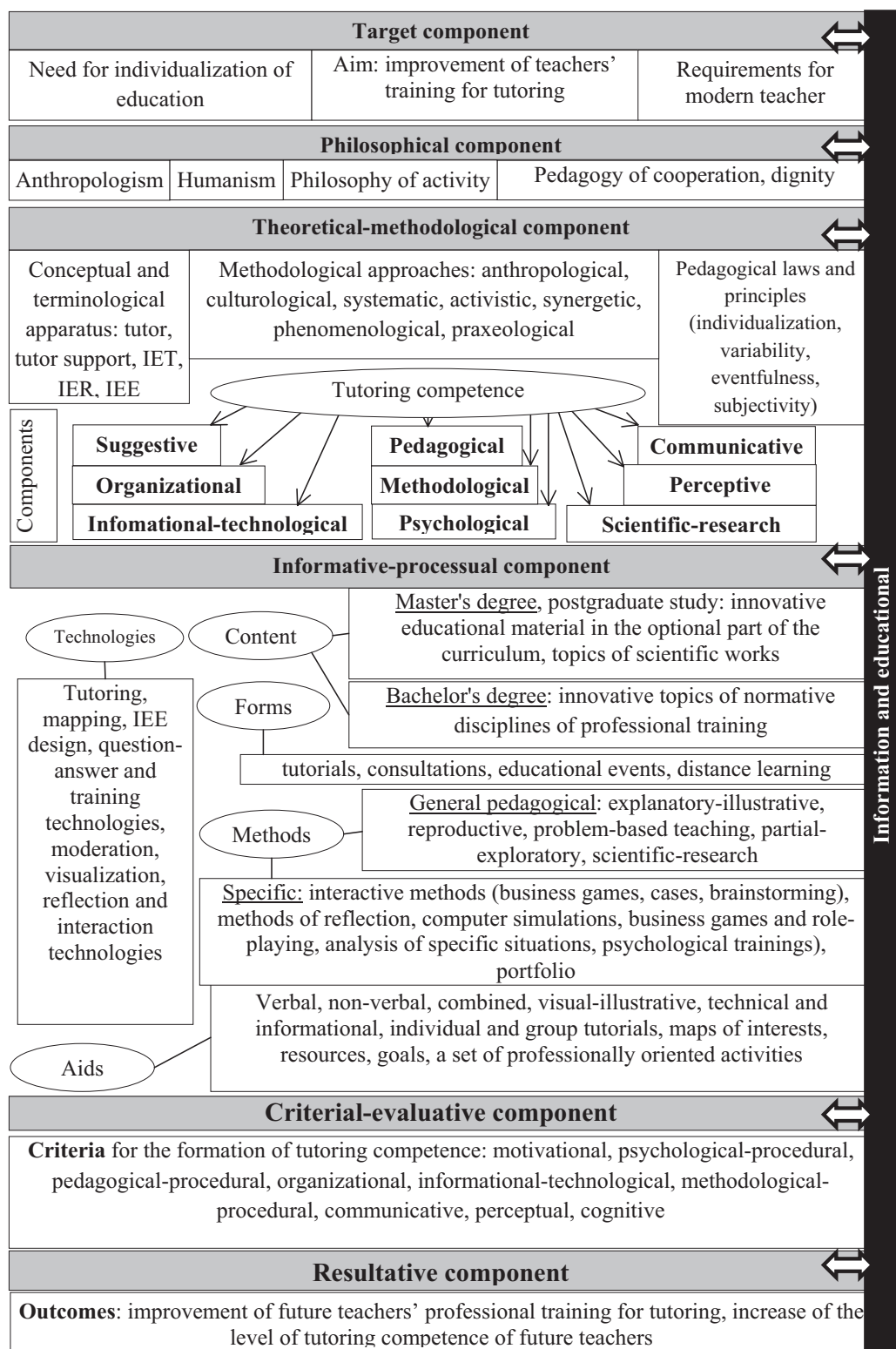
*Target component* of the model of future teachers' professional training for tutoring in the institution of higher education determines a need of society for the individualization of the educational process; aim, which presupposes the improvement of future teachers' professional training for tutoring; requirements for a modern teacher as a specialist in the individualization of education. IEE tools allow researchers to monitor the requests of employers and society for teachers with tutoring competence, as well as requirements for the qualification of tutors in different types of educational institutions (secondary, out-of-school, family, etc.).

This is done through such type of web resource as an online database of vacancies. Also on the basis of educational web resources (educational information sites, online media, blogs, social networks) the current trends in Ukrainian and foreign education, aimed at the individualization of education in order to actualize the aim of future teachers' training for tutoring, are studied and generalized.

*Theoretical-methodological* component reveals a terminological apparatus of the research of future teachers' professional training for tutoring, methodological approaches (anthropological, culturological, systematic, activistic, synergetic, phenomenological, praxeological), pedagogical laws and principles of future teachers' professional training for tutoring and structure of tutoring competence. Teacher's tutoring competence consists of the following components: suggestive, psychological, pedagogical, organizational, informational-technological, communicative, methodological, perceptive and scientific-research. In order to reveal the theoretical and methodological principles of tutoring, it will be important for the future teachers to use the following IEE tools: online reference books, encyclopedias, dictionaries, textbooks, manuals, repositories of scientific publications, proceedings of scientific conferences.

*Informative-processual* component includes organizational and methodological principles of future teachers' professional training for tutoring, which reflect the content of training and are developed on the basis of the standard of Bachelor's and Master's degrees in educational field, author's proposals, classroom and extracurricular forms of teaching, general didactic and innovative teaching methods, traditional and specific technologies and teaching aids. This component also covers the process of subject-subject interaction of the participants of educational process. Information and communication technologies, that are a part of the structure of the information and educational environment, are used for interaction between the subjects of the educational process. So we can talk about three subjects of didactics, where the subjects are the teacher, the student and the IEE. This component is realized through a use

of a wide range of ICT, which are included into the IEE of future teachers' professional training for tutoring.



**Fig. 1.**  
**Model of future teachers' professional training for tutoring**

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The main tools are distance learning technologies (including adaptive ones) and the following ICT: general purpose technologies (technologies for presenting educational information; technologies for storing and processing educational information; technologies for transmitting educational information; technologies for interaction between subjects of educational process; technologies for monitoring and evaluation of students' educational achievements and tutoring support. ICT of tutoring support include the information and communication tools in accordance with the stages of tutoring, namely: technologies for the identification of cognitive interest (testing programs or online tests); technologies for the formulation of an educational request (online boards, online intelligence cards); technologies for setting the aim of educational activity as a way to achieve the expected outcomes (planners, organizers, calendars); technologies for searching for educational resources and developing a plan of educational activity (search engines, information aggregators, deferred reading services, image storage and exchange services, services for creating educational materials); technologies for implementation, discussion, analysis and adjustment of the plan of educational activity (office programs, portfolio creation services); technologies for the analysis of the educational activity outcomes (testing programs or services, programs for creating educational materials, online resources for psychological tests); technologies for adjusting educational goals, identifying temporary perspectives (electronic presentations, spreadsheets) (Fig. 2).

*Criterion-evaluative* component of the model of future teachers' professional training for tutoring covers the criteria of tutoring competence development, which serves as a basis for the identification of the level of future teachers' professional training for tutoring – high, medium, low. The following requirements were taken into account while developing the criteria and indicators for the level of tutoring competence formation: correspondence of criteria and their indicators to the components of tutoring activities; determination and interrelation of criteria as the features of a system, which are used to assess the level of development of all components of tutoring competence (suggestive, psychological, pedagogical, organizational, informational-technological, methodological, communicative, perceptive, scientific-research); adaptability of the criterion apparatus to the process of future teachers' professional training in the institution of higher education.

According to the structure of tutoring activity in the criterial-evaluative block the following criteria of formation of tutoring competence are offered: motivational, psychological-procedural, pedagogical-procedural, organizational, informational-technological, methodological-procedural, communicative, perceptual, cognitive. Thus, the criterion basis for the effectiveness of future teachers' professional training for tutoring consists of eight criteria. Each of them is aimed at the assessment of the level of formation of future teachers' personal knowledge and skills in tutoring; ability to carry out tutoring activities in secondary schools and in the non-formal educational establishments (home, distance, external, etc.); worldview attitude to tutoring activities and focus on continuous improvement of teachers' tutoring competence.

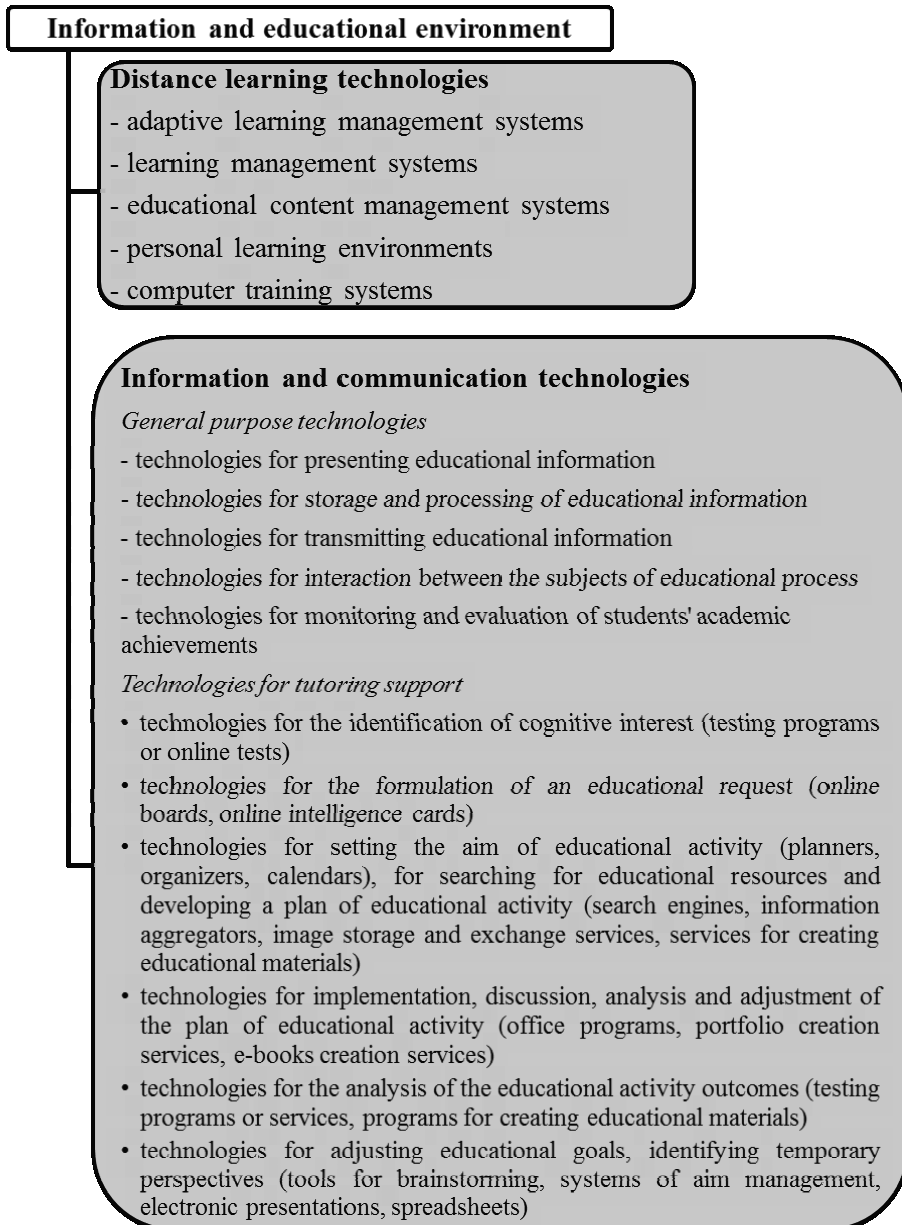
Let's identify the content of each criterion and its indicators.

1. *Motivational* criterion characterizes the level of formation of future teacher's motivation to develop tutoring competence in the process of professional training, to acquire professional knowledge and develop skills necessary for the formulation of goals, motives, shaping interests, spiritual needs of the children in educational activities; this criterion also identifies the degree of formation of future teacher's emotional and volitional qualities, which are important for tutoring.

2. *Psychological-procedural* criterion allows to assess the level of formation of psychological knowledge (human psychology, age psychology, methods of self-regulation and self-management, psychological and pedagogical diagnosis of personality) and the ability to individualize the educational process, based on the implementation of individual and learner-

centered approaches, IOT study, IOP and IOR development. *Pedagogical-procedural* criterion is characterized by the level of formation of pedagogical knowledge, ability to use pedagogical methods, forms, tools and technologies for the development and support of learner's individual educational program.

3. *Organizational* criterion determines the level of formation of future teachers' organizational skills, which are necessary for tutoring activities. In the process of implementation of the model of future teachers' professional training for tutoring *informational-technological* criterion allows to assess the level of formation of information literacy and the degree of formation of skills, which are necessary to carry out tutoring activity with the use of information and communication technologies.



**Fig. 2.**

**The structure of the information and educational environment of future teachers' professional training for tutoring**

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4. *Methodological-procedural* criterion characterizes the level of formation of methodological knowledge and ability to effectively and qualitatively solve methodological problems in a wide range of pedagogical situations in the context of a subject taught.

5. *Communicative* criterion involves the assessment of the level of future teachers' proficiency in using the technique of pedagogical communication and communicative abilities in the process of their professional training for tutoring.

6. *Perceptive* criterion is characterized by the level of formation of student's value attitude to tutoring and the level of formation of professional knowledge and skills, which are necessary to manage the process of children's emotional development and emotional regulation.

7. *Cognitive* criterion allows researchers to assess the level of future teachers' cognitive level of research skills development in the process of their professional training for tutoring.

The integration of the criterial-evaluative component with IEE takes place at the level of using ICT for monitoring, evaluation and assessment of program learning outcomes provided by the curriculum of the specialty 014.09 "Secondary education (by subject specializations)". These are built-in tools for testing, surveying and monitoring of competencies in the distance learning system and various Internet tools (online testing quizzes interactive means of assessment, task setting and control systems, etc.).

*Resultative* component of the model of future teachers' professional training for tutoring determines the improvement of future teachers' professional training for tutoring (increase in the level of tutoring competence). Most of the outcomes of future teachers' professional training for tutoring are reflected in electronic form, in particular, in the journal of distance learning site, electronic journals, electronic tools of educational achievements presentation (e-portfolio, electronic presentations, infographics, etc.).

## CONCLUSIONS

The designed model of future teachers' professional training for tutoring in the information and educational environment of the institution of higher education is a dynamic structure that can be supplemented and updated in accordance with changing requirements of society and economy. The model of future teachers' professional training for tutoring in the information and educational environment of the institution of higher education organically combines following components: target, philosophical, theoretical-methodological, informative-processual, criterial-evaluative, and resultative. They are of special importance due to their content, which allows researchers to take into account the specifics of future teacher's role of a tutor while performing professional activity.

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# DIVERSIFICATION OF THE CONTENT OF EDUCATION IN THE VOCATIONAL TRAINING OF FUTURE SPECIALISTS

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“Educated citizens are the adornment of the nation”  
(inscription on the main building of the Ivan Franko National University of Lviv)

**Abstract.** *The article is devoted to certain aspects of diversification of the content of professional training of future specialists in the terms of university education. It is noted that the concept of “diversification” has found its application in interdisciplinary areas - linguistics, politics, education; It is shown that in education sphere the term “diversification” covers diversity, diverse development, expansion of educational services, mastery of new activities not previously inherent in this industry. The authors proved that the construction of a new educational system of vocational training is possible provided that the principles of diversification are integrated into the educational process, in particular: humanization of education as a process and result of individual inculturation; democratization of education as an opportunity to realize a free, creatively active personality; creative nature of education as a necessary condition of spiritual and moral and socially significant personality; availability of the educational system; continuity of education. It is emphasized that the main elements of the diversification system of higher education in the socio-cultural sphere are the goals and content of education, methods, technologies, organizational forms, content and structural links of educational levels and their interaction.*

**Key words:** *content of education; diversification; higher education; personal-competence approach; professional training.*

## INTRODUCTION. PROBLEM STATEMENT

In the last twenty years, higher education in many countries has undergone significant changes, but the next decades will transform it even more. The expected changes will take

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place and are already taking place at all levels: at the level of lecture rooms of higher education institutions, at the state and world level. The current conditions of the pandemic have once again emphasized the need to update both the content of vocational training of specialists and the search for up-to-date forms and methods of its introduction.

The educational process in higher education institutions (HEI) presupposes that interaction between teachers and students should be based on a new educational paradigm, which, in turn, presupposes a shift of the emphasis from the content of education to new methods of pedagogical work, in which new technologies and analytical activities will play an important role. The impact of technologies on the educational process is becoming increasingly active and constantly increases, which is caused by the need to establish an active pedagogical education in the context of distance learning. Even in the conditions of a large number of students, education should be tailored to the individual needs and preferences of students. They will be largely involved in practice-oriented and interactive learning and will be aimed at self-development and learning not only in case of teachers but also in case of fellow students.

The new challenges which the society is facing are accompanied by the emergence of complex pedagogical issues. They may be solved by uniting the efforts of all pedagogical schools only on the basis of the potential of all educational systems, which, at the same time, are being diversified. Like many other public institutions, education is becoming more open to international cooperation. While previously the process of internationalization in education followed its development in the economy, today the need for diversification and advanced development in education is becoming more and more obvious. Such a statement is based on the enormous potential created by scientific and technological progress, on the growing role of science in the society of the future, on the inevitability of the formation and development of fundamentally new and global mechanisms of the life of human society. Under the influence of large-scale political and economic changes which are taking place in the society, the evolution of integrated systems of many countries, as well as in the conditions of the inevitability of global challenges to humanity, modern education is becoming increasingly global.

In modern conditions, world education is characterized by the principle of diversification, which determines the development of new qualities and functions, which were not previously inherent in the system.

## **LITERATURE REVIEW**

We have probably heard the saying “Do not put all the eggs in one basket” more than once. This refers to diversification. Diversification is the process of reducing risks by distributing capital among different investment projects. In other words, investors money is distributed among different assets or among different asset classes for the purpose of receiving the maximum return for a certain level of risk. If you diversify your portfolio correctly, securities will not correlate or “move together”.

The term “diversification” harks back to economics, which once again emphasizes how closely pedagogical education is connected to different sectors of the society. Education and culture, which have been accepted by people as a way of orientation in the process of life with the help of symbols, values, norms, rules, customs, etc., are the basis of socioeconomic and spiritual development of modern domestic society.

## **METHODOLOGY**

Education decentralization can be measured on the basis of the location of decision-making affecting each of the four types of decisions in education systems: organization of instruction (curricula, textbooks, teaching methods, schedule); personnel management (hiring/firing, pay, assigning teaching responsibilities, and training); planning and structures;

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and resources and spending. This data represents a starting point for a more comprehensive measure of education decentralization in cross-country studies.

## MAIN RESULTS

The level of development of the sociocultural sphere as the most important component of the quality of human life is one of the priority indicators of socioeconomic and sociopolitical growth of the society. The development of culture, education, and other social spheres contributes not only to the transition of a person to a higher level of development, but also acquires the features of one of the fundamental principles of the formation of humanistic personality.

The right to education is one of the fundamental human rights. The Declaration of Human Rights, proclaimed by the United Nations General Assembly on 10 December 1948, interprets the right to education as follows (Article 26):

1. Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.

2. Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.

3. Parents have a prior right to choose the kind of education that shall be given to their children.

In the modern conditions of modernization and humanization of the society, its transition to a new socially significant level, there is a crisis of the value system of an individual: past experience is devalued, it becomes increasingly difficult to perceive and explain the world from the standpoint of existing cultural norms and to perceive educational and sociocultural canons in their unity. In connection with this, there is a need to create a qualitatively new system of sociocultural education of an individual and to identify peculiarities of diversification of the content of education in the conditions of vocational training of future specialists.

Creation of a system of vocational higher education in the sociocultural sphere, as an area of the formation, development, and improvement of personality, ensures creation of objective conditions for an individual to expand knowledge, enrich experience, master ways of carrying out cognitive, practical, and sociocultural activities, which allows them to fulfill their creative potential.

The concept of “diversification” is currently used more and more actively. From Neo-Latin this term literally means “change”, “diversity”, “to do” (Lomakina, 2006: p. 83).

Semantic analysis of approaches to the concept of “diversification” shows that this concept has been used in interdisciplinary areas and, accordingly, received a specific interpretation. Thus, the concept of “diversification” in linguistics is used to characterize the diversity of lexical composition of language as an indicator of speech culture; in politics it is interpreted as the “state policy aimed at creating a modern structure of the national complex: integrated multisectoral development”.

In education, the term “diversification” covers diversity, diverse development, expansion of the types of educational services, mastery of new activities that were not previously inherent in this industry. Due to diversification, it became possible to focus higher education on “supporting significant differences in the programs and functions of higher education institutions in accordance with various sociocultural and socioeconomic needs of the society” (Zhernokleiev, 2014: p. 282).

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Analysis of approaches to identification of the concept of “diversification”, its objects, purpose, content, and end result allows us to consider diversification in education in two forms: horizontal (expansion of educational services in the sociocultural sphere) and vertical (development of different types of sociocultural institutions of extended education).

By the way, such a classification of diversification is typical of economics, where horizontal diversification is the diversification of the portfolio by buying securities of one class. For example, a portfolio consists only of stock (or only of bonds) of different companies.

In the context of horizontal diversification, researchers distinguish between the following three trends in the formation of the educational system:

- creation of new state educational institutions;
- structural diversification of state educational institutions;
- creation of private, commercial, and non-commercial educational institutions of various types.

Vertical diversification presupposes expansion of the range and quality of educational services, as well as the use of new educational technologies (Kraevskii & Polonskii, 2001).

The term “diversification in education” acquires independent meaning in V. Baidenko’s studies, who has noted that diversification of education should be understood as a globalized process, within the framework of which there should be a departure from the traditional types of educational systems and from the principle of unitarity and unification of their structure (including the content of various types of educational programs, which are implemented by educational institutions and education authorities), and which should be considered as a philosophical category, one of the areas (trends) of the education reform, the principle of modern educational policy, the immanent characteristics of modern educational systems and academic culture (Baidenko, 1995).

F. Altbach speaks about the diversification of education as “... the creation of new types of educational institutions to meet new needs ... this has been the most important trend of recent years, which will determine the formation of the academic system” (Altbach, 1992).

A. Smirnov believes that in the course of diversification a more flexible education system may be created, which will be capable of responding to any actions in the labor market, and considers it as a factor which simplifies access to prestigious university education and a way of improving the education system (Smirnov, 2012).

Some researchers consider diversification through the analysis of terms, content, and methods of teaching as an alternative to traditional education in the context of improving the educational process, which not only creates for an individual objective conditions for expanding basic knowledge, enriching experience, mastering ways of carrying out cognitive, practical, and social activities, but also contributes to spiritual, moral, creative, active, and socially significant formation thereof (Zhernokleiev, 2014; Baidenko, 1995).

In this regard, diversification of the content of education and training of future professionals can be defined as a general pedagogical principle of the development of the higher education system in the sociocultural sphere, the implementation of which will create conditions for the introduction of a variety of educational technologies, which should provide different versions of educational programs, taking into account individual abilities, skills, and needs of individuals, which will be a necessary condition for the formation of a new type of specialist.

In modern conditions, studies which presuppose identification of the impact of higher education in the professional sphere on the formation, purposeful development, and improvement of personality throughout the entire life are becoming increasingly relevant.

Diversification should contribute to the formation of a new system of higher professional education, which will contribute to the creation of innovative educational space. Formation of

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a new system is possible in the event of integration of the principles of diversification into the educational process, namely:

- humanization of education as a process and the result of the inculturation of individuals;
- democratization of education as an opportunity to form a free, creative, and active personality;
- the creative nature of education as a necessary condition for the formation of a spiritual, moral, and socially significant personality;
- accessibility of the educational system;
- continuity of education.

Based on factor operationalization, in terms of qualitative and quantitative composition, factors of diversification of the content of education in vocational training of future specialists can be divided into macro- and micro-factors.

Macro-factors include: the scale of socioeconomic and sociodemographic changes in the society; acceleration of the pace of development of sociocultural society; a purposeful policy on the organization of education in the sociocultural sphere; expansion of educational opportunities in the sociocultural sphere; scientific achievements in the social and humanitarian field; growing competition in the market of sociocultural services; mechanisms of state financing of education in the sociocultural sphere, attraction of extra-budgetary funds.

Micro-factors include: sociocultural competence at different educational levels; the need for the formation of a qualitatively new level of thinking and innovative lifestyle; systemic stability and reliability of sociocultural institutions capable of self-development; modernization of the content and technological support of sociocultural activities.

Based on the identified factors, it is worth noting that this process involves the implementation of changes in the structure and content of the system of vocational education; independence in the selection of educational programs in accordance with the demands of the society; development and introduction of appropriate innovative technologies of sociocultural activities, which cover the main value-oriented areas of the life of an individual. All this allows one to create favorable conditions for the formation of a spiritual, moral, creative, active, and socially significant personality.

Diversification of the system of higher education in the vocational training of future specialists is one of the social and educational phenomena that characterize the modern period of the development of the society, which is associated with the search for ways out of the crisis, along with the formation of a new educational paradigm focused on the humanization of an individual rather than on production; along with the increase of the degree of flexibility of the system of continuing education in the sociocultural sphere, its ability to quickly restructure, taking into account the increased requirements of the society for the results of sociocultural activities.

Formation of a diversification system of higher pedagogical education is carried out on the basis of primary provisions. In particular, these provisions include general ones, which can belong to any other educational system. According to A. Novikov, the ideas of educational development involve humanization, democratization (the grounds for classification – entities on which the objectives of professional education are focused); personality (humanization), society (democratization), as well as differentiation and flexibility (the grounds for classification – the content of education) and the unity of all the elements of the system (Novikov).

The main elements of the diversification system of higher education in the sociocultural sphere include objectives and content of education, methods, technologies, organizational forms, content and structural links of educational levels and their interaction, which are implemented through sociocultural activities.

We conducted the study of the problem of diversification of the content of higher

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education in the sociocultural sphere on the basis of a systemic and resource approaches, as well as on the approach based on personality and competence.

A systemic approach to the study of any process involves identification and analysis of the relationships, connections, and interactions of these elements at different educational levels and allows one to consider these elements taking into account their interconnection, to identify patterns of functioning and development of both the elements of the system and the system as a whole at certain stages of the formation of humanistic personality.

The resource approach involves comprehensive assessment of sociocultural activities, achievements of socially significant qualities of individuals, groups of individuals, and the society as a whole. Diversification is based on regulatory, administrative, institutional, environmental, financial, human, and information resources. Integrative use of resources leads to optimization of the educational function of sociocultural activities.

The approach based on personality and competence determines the formation of individual and professional competencies that ensure formation and development of the personality of every specialist in a higher education institution, as well as the formation of readiness for professional growth throughout life.

Thus, we consider diversification of the higher education system in the sociocultural sphere as an expansion of the summative hierarchical system of education, which is associated with the formation of a new paradigm of educational function of social activity, which gives a professional who is able to adequately respond to the spiritual and cultural needs of the society a competitive advantage.

The process of diversification of the higher education system can have a positive dynamics if:

- the content and technological component of the diversification of social and educational services provides targeted and meaningful continuity of all stages of learning;
- the diversification process is organized in accordance with the educational function of sociocultural activities;
- scientific, educational, and methodological support of the modern educational environment is carried out on the basis of the use of organizational forms, methods, tools and technologies of sociocultural activities;
- a unified system for monitoring the quality of social and educational services has been formed;
- the focus on the personality and activities in the educational process in the sociocultural sphere, as well as its depth and intensity, have been provided;
- all the resource potential of the university has been involved, and various services (research, scientific, methodological, diagnostic, monitoring, adaptation, etc.) that support the formation and development of personality are functioning.

Theoretical analysis of research on the problem of diversification of the content of education in the vocational training of future specialists and practical experience give us the opportunity to create certain conditions for the diversification of the content of educational programs, which ensure implementation of educational content in higher education institutions. Let's analyze them.

1. Fundamentalization of education, which presupposes in-depth theoretical, general educational, scientific, and vocational training of students and expansion of specialization in their vocational training.

2. Continuity and integration, which will allow one to master previously studied educational material and freely build an educational chain, choose individual educational programs that will take into account the skills and abilities of every student on the basis of basic knowledge and skills.

3. Completeness, which ensures that students will master educational program of the

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appropriate level and content. Completeness of education presupposes that students will undergo comprehensive training for future professional activities, which includes availability of the full range of knowledge, skills, and abilities necessary for successful performance of professional functions. Such holistic training presupposes not only readiness to perform professional functions, but also a certain level of intellectual development.

4. Accessibility allows one to choose an educational program in accordance with individual skills and abilities.

5. Openness and mobility provide an opportunity for individuals to improve their educational and professional level, by allowing one to choose their own individual trajectory in the educational space.

6. Levels, degrees, variety of functions and directions, which allow both an individual and an educational institution to form their own educational system. This condition will make the content of professional higher education more diverse, which will expand the capabilities of an educational institution, will make it more independent and autonomous in the conditions of emergence and development of competition in the world of educational services.

One of the paradoxes of the modern world is the growth of education in general and professional education in particular, which is extremely necessary for the society to function normally, as well as for economic, social, cultural, spiritual development and political prosperity, while the society does not allocate the resources that will allow education to properly perform its tasks when serving this particular society. If this contradiction is not solved, its disastrous consequences will be reflected in various areas and aspects of the life of the society.

Today, material and intellectual investments in education should be considered important, because it is on them that the level of education of modern youth will depend, which will determine the social reality in 10–15 years.

For almost a millennium, HEIs have been public scientific centers, and they have been popularizing advanced knowledge. Over time, other functions were added to this basic function: more or less important, more or less topical ones. In different periods, educational institutions helped the church to spread Christianity, trained officials, strengthened national identity, became the engine of progress, led technological progress, etc. But we still perceive HEIs primarily as structures engaged in education and science.

At the same time, the reputation of HEIs and teachers is assessed solely on the basis of the results of their scientific activity, which is only intensified by the spread of world university rankings, and teaching itself is becoming less significant, which also results in the shift of attention from leadership and professional competencies to practitioners.

However, teaching can no longer remain secondary to science. Firstly, the vast majority of HEIs around the world are not engaged in research at all. Their achievements can only include high quality of educational programs. Secondly, the share of students who study in the world's most prestigious research universities and, accordingly, receive better education and opportunities for intellectual development is extremely small. No matter how talented and highly educated teachers are, the vast majority of students in the world value those who are more likely to give them the possibility to successfully complete a master's degree with minimal effort, and the possibility of mastering disciplines and professions at a high level is disregarded.

Such dissatisfaction and fuss are the result of not only the lack of impressive scientific results, but also inability to see a significant impact of higher education on the improvement of the level and productivity of specialists. Someday teaching will be assessed just as carefully and scrupulously as scientific activity. The assessment will be based on student feedback, as well as on the expert analysis of video recordings of classes, seminars, and laboratory work. Those who have succeeded in teaching will also finally receive recognition and various awards.

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## CONCLUSIONS

One of the main problems which the massive scale of higher education is causing is that many students have significant gaps in education; accordingly, it is necessary to find approaches to the training of heterogeneous groups. Educational institutions should develop curricula not only for the purpose of ensuring accessibility of higher education to the population, but also for the purpose of ensuring that every student has a chance to successfully complete a program and receive a diploma, i.e. for the purpose of reducing the dropout rate. All of this must definitely be done, but without compromising the quality of education.

State education policy should be designed in such a way so as to increase accessibility of higher education to socially and economically disadvantaged groups of the population, create and maintain a reliable quality control system, promote multidisciplinary HEIs and develop new fair mechanisms for the distribution of funding. It is difficult to find one right solution, but every country must try to find the right balance between the level of funding, accessibility and quality of higher education. In the long run, higher education system that is developing steadily is a guarantee of economic and social stability of any country (Knobel, 2015).

Thus, diversification of the content of vocational education in the socio-cultural sphere means expansion of the summative hierarchical system of continuing education, which is associated with the formation of a new paradigm of educational function of social and cultural activity, which gives a professional who is able to adequately respond to the spiritual and cultural needs of the society a competitive advantage.

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**EARLY  
CHILDHOOD  
EDUCATION  
AND CARE**

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# PRESCHOOL EDUCATION IN UKRAINE: ACHIEVEMENTS, REALITIES, PROSPECTS

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**Abstract.** *The purpose of the article is to summarize the experience of the preschool education modernization in Ukraine as a sovereign state, namely in Ukraine in the 90<sup>s</sup> of the 20<sup>th</sup> century and at the beginning of the 21<sup>st</sup> century. The paper highlights the first steps of the preschool education development in the 90<sup>s</sup> of the 20<sup>th</sup> century as well as its active development phase at the beginning of the 21<sup>st</sup> century: the development of variable programs, the Basic Component of Preschool Education, the Law of Ukraine “On Preschool Education”, the First Congress of Preschool Education. Scientific achievements in the field of higher preschool education, training of scientific and pedagogical staff are considered. Perspective directions for further modernization of the preschool education sector have been identified.*

**Key words:** *achievements; Basic Component of Preschool Education; modernization; preschool education, New Ukrainian School; programs; prospects; realities; reform; Ukraine.*

## INTRODUCTION

The formation of the Ukrainian statehood, the development of its civil society, the integration of Ukraine into the world and European community provide an orientation primarily to the child on the principle of child-centeredness in the field of education. According to Ukrainian legislation, preschool education is a primary component of the system of continuing education. Ukraine is one of the few countries in the world where the obligatoriness of preschool education and its priority in the ideological and spiritual development and formation of the child’s personality is recognized at the state level. This is the position that Ukrainian society today is objectively ready to adopt a fundamentally new understanding of the status and role of preschool education in the further development of the general education system of Ukraine. The methodology of education outlined in modern state documents (National Strategy for Education Development in Ukraine for the period 2012-2021, Laws of Ukraine “On Education”, “On Secondary Education”, “On Preschool Education”, Basic Component of Preschool Education) gives priority to nationally conscious, socially developed, competently formed, independent, creative, proactive personality, ready for self-realization and further life self-determination.

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It is well known that the foundations of any civil society are laid by its youngest citizens – preschool children.

## LITERATURE REVIEW

It should be noted that in Ukraine in the period from 1990 until now, the research in the field of preschool education in various areas was significantly intensified: the study of the phenomena “childhood”, “children’s subculture”, the formation of preschool children as a subject of society (L. Artemova, G. Belenka, A. Bogush, N. Gavrish, O. Kononko, V. Kuzmenko, S. Kurinna, T. Ponimanska, I. Rogalska-Yablonska, etc.), speech development of children of early and preschool age (O. Amatyeva, A. Bogush, N. Gavrish, L. Kazantseva, K. Krutiy, N. Lutsan, I. Lutsenko, N. Malinovska, Yu. Rudenko, O. Trifonova, etc.); formation of different types of preschool children’s competences and competencies (T. Andryushchenko, A. Bogush, A. Goncharenko, O. Boginich, T. Stepanova, etc.), formation of professional competences of future educators of preschool children and their training in working with children (G. Belenka, A. Bogush, S. Gavrish, T. Zharovtseva, L. Zdanevich, I. Knyazheva, N. Lysenko, O. Listopad, I. Lutsenko, V. Nesterenko, etc.), child psychology (L. Kalmykova, V. Kotirlo, V. Kuzmenko, T. Pirozhenko, N. Kharchenko). The Ukrainian scientists have developed methodological and theoretical principles of teaching and educating children in preschool education establishments, created a solid foundation for further research alongside organizational and methodological innovations and reorientations in the modern system of preschool education.

## METHODOLOGY

It should be noted that any social phenomenon has its own concept (conceptosphere), which develops, acts according to the relevant principles inherent to it, changes, is reformed, modernized in the context of global, interstate or state landmarks.

Today, the public and our state focus, finally, on such a capacious and archival important social phenomenon as preschool education, which during late 90<sup>s</sup> of the 20<sup>th</sup> century transformed from “preschool education” a well-known and familiar to us term, to a new one, which does not have its own specific and clearly defined content now, which in the 21<sup>st</sup> century prompted us to urgently develop state standards of preschool education, concepts, programs, targeted and basic, without serious reviews and discussions, sometimes trusting a small group of developers or the will of an individual leader. Unfortunately, we forget that children, future citizens of our country, stand behind all this.

Preschool education is understood as a holistic process aimed at ensuring the diverse development of the preschool child in accordance with his / her inclinations, abilities, individual psychological and physical characteristics, socio-cultural needs; formation of preschool child’s moral and ethical norms, acquisition of the necessary life experience and various types of competencies.

## MAIN RESULTS

Transformation of Ukraine in the 90<sup>s</sup> of the 20<sup>th</sup> century into an independent sovereign state naturally led to a radical reform of the entire education system, a change in basic educational paradigms at all levels, including preschool, as noted in the pedagogical press, began a “crusade” to reform preschool education. 20 years have passed. Ukraine is again on the threshold of modernization of education and pedagogical science. According to methodological laws, the development of anything (object, subject, concept, industry, sphere) is its confident progress to a new higher level, but necessarily based on previous educational

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and scientific achievements in a particular field of education. We consider it necessary to characterize the progress and achievements that have taken place in Ukraine during the years of its independence, from 1991 to the present.

The first important step for Ukrainian preschool pedagogy and science, in this respect, was the possibility of reviving conceptual starting points for the separation of independent educational field of education and the upbringing of preschool children in Ukrainian kindergartens (Sofia Rusova), teaching in the native language according to the native language manual “Ridne slovo” (K. Ushynskyi) in the 19<sup>th</sup> and 20<sup>th</sup> centuries (Vasyl Sukhomlynskyi “I give my heart to children”).

The guiding principles of the modern Ukrainian KE system were declared in the initial State National Program “Education” (Ukraine of the 21<sup>st</sup> century), which for the first time recognized preschool education as the initial primary link of the education system and gave it a new status “preschool education” (1<sup>st</sup> Congress of educators, 1992).

The program “Education” defined a strategic state task: “to develop the Basic component of preschool education and determine the criteria for assessing its quality”. So, in 1992 the reform of preschool education of Ukraine started under the leadership of the Ministry of Education and Science of Ukraine, I would say, the development of a new system of preschool education began, there was a “permanent revolution” in preschool education, the “crusade” on reforming preschool education became widely used definition of “first time”.

What were the achievements of preschool education in the 90<sup>s</sup> and 2000<sup>s</sup>? First of all, standard Soviet-style programs were confiscated; developed by the author’s teams on behalf of the Ministry of Education and Science of Ukraine complex programs “Baby” (Plohiy, 1992) in 1992 and “Child” in 1993 (Proskura, 1993).

It became possible to develop and implement the first partial programs for teaching children the Ukrainian language in Russian-language preschool establishments (authors A. Bogush, N. Dzyubyshyna-Melnyk, K. Stryuk) (1992-1993).

The final renewal stage of the Ukrainian system of preschool education at the end of the 20<sup>th</sup> century was aimed at the development and implementation of the first state document – the State Standard – the Basic Component of Preschool Education (1998, Ph.D. in psychology N. Kononko) (Basic Component of Preschool Education, 2012). The document summarizes the rules and regulations determining the state requirements for the level of development, education and upbringing of preschoolers. These were the achievements of the 20<sup>th</sup> century.

At the beginning of the 21<sup>st</sup> century, a new trend of scientific search for the content of preschool education was determined. At the end of the 20<sup>th</sup> century, the views of scientists were aimed at developing a variety of programs and personality-oriented methods of educational work with preschool children. Then in the 21<sup>st</sup> century, the direction of experimental research of continuity and prospects in the educational work of preschool and primary education became the priority.

For the first time in the history of home preschool education, the Law of Ukraine “On Preschool Education” (2001) was adopted, which legally defined preschool education as an obligatory primary component of the system of continuing education in Ukraine. According to the Resolution of the Cabinet of Ministers of Ukraine, the education of children in preschool education institutions became compulsory at the legislative level starting with the age of 5. In fact, an intermediate link has been singled out – preschool education, which, unfortunately, is still used today.

At the beginning of the 21<sup>st</sup> century, there were also significant changes in the attitude to the field of “content of preschool education” in the world educational space. In October 2010, the UNESCO World Forum on Preschool Education in its Resolution stated that the foundations of education are laid in preschool age.

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For the first time in the history of the national system of preschool education, the First All-Ukrainian Congress of Preschool Workers was held in 2010 (which, so far, remained the first, possibly the last), which adopted the State Target Program for Preschool Education until 2017, which a year later canceled the educational program for older preschool children “Sure Start” (Zhebrovsky, 2012).

The Association of Preschool Workers was established in Ukraine, which today works quite actively and successfully. In Ukraine, the following profile Preschool Education journals are published: Palette of the Teacher, Bumblebee, and Educator-Methodologist of the Secondary School.

As the effect of the State Standard – the Basic Component of Preschool Education (BCPE) is limited to 10 years, a further one was issued by the Ministry of Education and Science of Ukraine to develop a new version of BCPE, which was approved for implementation in 2012, and which is still valid. The task of bringing the education and upbringing of each child as close as possible to its essence, abilities, and age features, not contrary to the nature of each child, but through his / her knowledge and development is provided by the implementation of the principle of child-centeredness, which has become extremely important.

In connection with the modernization of the primary education system according to the Concept of the New Ukrainian School (NUS), we emphasize in detail the core points of the current BCPE, which was developed taking into account the current State standards of primary education and which, in our opinion, outline some continuity between preschool and primary education in the NUS vector.

The BCPE is developed according to the leading methodological approaches as follows:

- competence-based, which provides for the formation of 21 key competencies in different educational lines (7 educational lines) as well as the State Standard of Primary Education.

According to the competence-based approach, the teacher must ultimately give the child not only a certain amount of knowledge, skills and abilities, but also form the appropriate competencies;

- activity-based approach, knowledge, skills and abilities, different types of competencies are developed in different activities; scientists recognize playing games and communicating (the child knows, can, acts) as the leading ones;

- person(ality)-oriented approach, focus on the child’s personality (“Child’s speech”, “Child in the environment”, “Child in society”, etc.);

- the invariant and variable components of the BCPE were defined; the variable component allowed educators to choose other semantic lines independently. In the BCPE, the final result of development, training and education of the leaver of a preschool education institution is the formation of the holistic personal quality – preschool maturity – which consists in the child’s social and psychological readiness for a new social position “schoolboy / schoolgirl”, “student”. The tasks of primary school are to form “school maturity” of children.

Thus, this part of the article presents the achievements of preschool education of the first educational level – preschool education institutions. If we talk about preschool education as a component of the general education system of Ukraine in its continuity, we must mention the achievements of higher education in the preschool industry, without the effectiveness of which there would be no achievements in its first link. Achievements of the preschool education sector during the 90<sup>s</sup> of the 19<sup>th</sup> century – 20<sup>s</sup> of the 21<sup>st</sup> century, will not be sufficiently understood, if we do not mention the scientific and higher branches of preschool education in Ukraine.

I will note that until 1991, there was no scientific specialization in Ukraine or in the CIS countries – preschool education. The defended dissertations specialized in 01 – Theory and History of Pedagogy on the subject of Preschool Pedagogy could be counted up to 10 titles. There was no doctor of science in Preschool Pedagogy or Child Psychology.

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Today, Ukraine has a sufficient number of more than 20 doctors of Pedagogical Sciences (3 of them are doctors of Psychological Sciences in Child Psychology), who have quite successful scientific schools, uniting more than a hundred active, productive candidates of Pedagogical Sciences. For the first time in Ukraine, educational and methodological support for each content line of the BCPE, textbooks, series of paintings for each age group, albums, notebooks for children, textbooks for free education filled with Ukrainian-national content have been developed to help educators.

It may look like a report of the Ukrainian preschool education, all its parts. Instead, we must not forget about it, because there was an extremely important multifaceted work on the modernization of preschool education, which could not be successful without the participation of the Government, Ministry of Education and Science of Ukraine, the National Academy of Educational Sciences (NAES), in particular its President V. Kremen (NAES branches, institutes and their directors). We should be proud of that, these are our achievements, our realities.

To move to the perspective modernization of preschool education in Ukraine, first of all, we note that today further modernization is slowing down, which we need to categorically abandon. In my opinion, these are the following positions: to abandon the sometimes distorted understanding of the concept “continuity between preschool and primary education” as teaching children narrow subject knowledge that duplicates schooling, it not only reduces children’s interest in learning, but also does harm to their health. Even today, for teachers who have not moved to work in private institutions of higher education according to the NUS Concept, continuity is the presence of a certain amount of subject knowledge, skills and abilities which a child acquires.

For educators of preschool institutions, it is, first of all (and always was), care, so that the child could feel comfortable; they should preserve a unique leading activity of children of preschool age – the game, with its gradual complication and lytic transition to a new more difficult educational activity in elementary school.

I will note that this aspect is laid down in the NUS Concept and implemented in experimental schools as an adaptive-game cycle of teaching children in 1st and 2<sup>nd</sup> grades.

The requirement of the Ministry of Education and Science of Ukraine to develop the Concept for the Development of Early and Preschool Children, the draft of which has already been developed, is quite natural in today’s challenges. In my opinion, it would be appropriate to develop a concept of modernization of kindergartens, which would cover all units of the general system of preschool education: from prenatal, perinatal, early and preschool childhood with a focus on inclusive preschool education. It includes the parental responsibility for child rearing, as well as the training of a new generation of future pedagogical specialists – specialists of preschool education (junior specialists (governors), junior bachelors, bachelors and masters – managers of preschool education and masters-teachers, masters-scientists, researchers in the field of preschool and primary education, taking into account the inclusive component in the training of future specialists in preschool education, the development of special courses on the interaction of future educators and teachers of the 1st grade.

One can ensure continuity between preschool and primary education and successfully implement it if we:

- adhere to general approaches to the organization of the educational process in both levels of education: competence, integrated, personality-oriented and activity;
- adhere to the general principles of building programs and methodological support of primary education, taking into account the previous period of development, education and upbringing of the child in the child;
- eliminate the need for common approaches to training and elaborate them in compliance with the state standards of both levels and the content of training.

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To do this, all issues of pre-school and post-secondary education must be considered together, all scientific and practical conferences on primary education must have a section on pre-school education, and all meetings at the Ministry of Education and Science of Ukraine must be attended by specialists in preschool education.

In my opinion, in the vector of the NUS Concept there is a need to develop and implement the Concept of preschool education for 6-year-old children.

In 2022, 10 years of the current BCPE will pass, so it is time to prepare a new version of the Basic Component of Preschool Education. Regarding the methodological platform of the new edition of BCPE, it is necessary to continue using the competence-based approach, which is a priority in all areas of education in the global dimension, as well as the person-oriented, activity-based, and communicative ones, which corresponds to the psychological nature of the child.

At the same time, in compliance with the content of the NUS Concept, it is expedient to provide for the integrated and environmental approaches. Why? The results of the international study of the quality of education PISA – 2018 showed the need to implement an environmental approach, the organization of the developmental environment on the model of sustainable development of education and the formation of preschool children's holistic national picture of the world and preschoolers' awareness of socio-cultural and educational phenomena, etc.).

Thus, the successful reform and modernization of the preschool education system at the present stage should take into account all the positive achievements of our Ukrainian preschool education system, of course with a focus on the main vectors of the NUS Concept. However, primary school reform cannot be successful without taking into account the achievements of the national Ukrainian preschool education system.

## CONCLUSIONS

The historical vector of formation and development of preschool education in Ukraine (from K. Ushynskiy and S. Rusova to V. Sukhomlynskiy), the transformation of preschool education into a holistic modern system of preschool education are considered. The directions of developing and reforming preschool education in Ukraine (90<sup>s</sup> of the 20<sup>th</sup> century – the beginning of the 21<sup>st</sup> century) are highlighted, perspective vectors of further modernization of the integral system of preschool education as a component of the general system of education of Ukraine are positioned.

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**DEVELOPMENT  
OF A  
PERSONALITY**

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# CORRELATION OF SOCIAL PARAMETERS AND INDIVIDUAL INDICATORS OF INTELLIGENCE

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**Abstract.** *It was investigated which of the social parameters are the oldest and most stable structures of our brain, and therefore the most stable regulators of human behavioral strategy. The social parameters that were included in the formation of the neural network of intelligence (in chronological order) were revealed and studied from the most elementary levels of eubacteria to the Australian aborigines at each stage of evolution and ranked in a hierarchy (in chronological order). An empiric research is realized in order to identify the relationships between the intellectual, motivational, characterological and psychophysiological properties of the individual to find ways to optimize the development of academic giftedness. Using the evolutionary tools, the authors identified social parameters that were included in the formation of the neural network of intelligence and presented their paradigm in chronological order. An empiric research has been realized with the aim of identifying the interrelations between intellectual, motivational, characterological, and psycho-physiological properties of an individual to find ways to optimize the development of academic talent. Social parameters significant for the process of formation were included in the package of methods for studying the correlation of behavioral tactics and intellectual indicators. Their results led to the conclusion that the correlation between social parameters and intellectual parameters, which was put forward as a hypothesis, exists.*

**Key words:** *cultural evolution; giftedness; indicators of intelligence; intellect; mirror neurons; neuron grids; social brain; social evolution, sociopsychological analysis.*

## INTRODUCTION

For a long time in science, the idea was that the uniqueness of human being is to use tools and cognitive capabilities. However, as recent studies of behavioral and thoughtful reactions of chimpanzees show, their mental abilities are not inferior to human ones, and in some terms even surpass them. Experiments conducted by the Leipzig Institute of Evolutionary Anthropology, show that the human cognitive apparatus has at least two unique features that

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explain the evolutionary jump and progressiveness of its biological species (Evolyuetsiya: Saga o chelovechestve, 2014: p. 54-55). First of all, it is the ability to comprehend the thoughts of another person (which is shown by the children while still in the mother's womb, demonstrating understanding of the words, thoughts and mood of their parents), the ability to intuitively "predict" thoughts and unite mental efforts to identify, understand and achieve a common goal – both to kill a mammoth, or to build a skyscraper. In addition, humanity demonstrates a cultural inertial effect (term of M. Tomasello (Tomasello, 2019, p. 54)) – people modify their tools, improving them, and then transfer these knowledge to the descendants, which led, in the end, to the fact that the invented stone to kill the mammoth after hundreds of years gave way to a sling, later – to a catapult, to a bullet and, eventually, to an intercontinental ballistic missile. This inertia formed the hypothesis of the social brain (Dunbar, 2010).

All brain abilities have arisen and have been refined to solve simple biological tasks – reproduction, food and dominance. In this regard, for assessment of the potential of human brain and mental behavior it should be distinguished, on the one hand, its evolutionary and structural constraints, referring to our "monkey" past, and on the other hand – sociobiological selection mechanisms. Referring to the concept of the social brain, we assume that *certain social parameters are correlated with individual indicators of intelligence*. It is impossible to verify the truth of the assumption without the use of evolutionary tools. In our opinion, the most justifiable is the approach to understanding the intellect as biological, evolutionarily conditioned formation. Accordingly, individual differences in the indicators of intellectual development are due to the effect of physiological factors, and these differences are significantly due to factors of the genotype, affecting stability and variability of indicators of psychometric intelligence (Milankovic, 1998; Bohr, 1958). Proceeding from the evolutionary logic of the formation of intelligence as a network of neurons, we can see how certain parameters of the social brain correlate with certain parameters of individual intelligence.

## LITERATURE REVIEW

It is accepted to allocate several scientific approaches to the study of intelligence and its development:

1. **Structural-genetic approach** is based on the ideas of J. Piaget, who considered intelligence as the supreme universal way of balancing the subject with the environment. He identified four types of interaction "subject-environment": 1) forms of the lower type, formed by instinct and directly caused by the anatomical and physiological structure of the organism; 2) holistic forms, formed by skills and perceptions; 3) integral inevitable forms of operation, formed by figurative (intuitive) pre-operative thinking; 4) mobile, reversible forms, which can be grouped into various complexes, formed by "operational" intelligence (Piaget, 1950).

2. **Cognitive approach** is based on the understanding of intelligence as a cognitive structure, the specifics of which are determined by the experience of the individual (J. Bruner, O. K. Tikhomirov, etc.). Proponents of this approach carry out an analysis of the main components of the performance of traditional tests to determine the role of these components in determination of test results.

3. **Factor-analytical approach** in modern psychology has become the most widespread. Its founder is Charles Spearman. He advanced the concept of "general factor" considering intellect as a general "mental energy", whose level determines the success of any tests (Spearman, 1904). The greatest influence this factor makes when performing tests to find abstract relationships. L. Thurstone developed a multifactor intelligence model, according to which there are seven relatively independent primary intellectual abilities (Druzhinin, 2001). According to G. Aysenk, there are strong connections between these factors (Ayzenk, 1995).

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4. **Hierarchical models of intelligence** also gained popularity. According to this approach, intellectual factors are ranked in the hierarchy by the levels of generalization. Among the most common is the concept of American psychologist Raymond Cattell concerning two types of intelligence that correspond to two of its distinguished factors – “fluid” and “crystalline”. According to Cattell, “fluid” intelligence is involved in tasks whose solution requires adaptation to new situations; it depends on the effect of the factor of heredity. And “crystalline” intelligence is involved in solving problems that require an appeal to the past experience (knowledge, skills), largely borrowed from the cultural environment. Intelligence research in the elderly confirms the model of Cattell: with the age (after 40-50 years) the “fluid” intelligence decreases, and the indicators of “crystalline” one remain almost unchanged (Cattell, 1963).

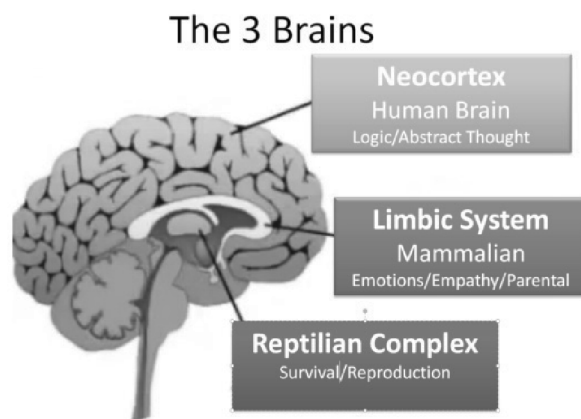
5. No less popular was the **model of the American psychologist J. Guilford, who identified three “dimensions of intelligence”**:

- mental operations;
- features of the material used in the texts;
- intellectual product obtained.

On the basis of this, it was created the so-called Guilford’s “cube”, which contains 120-150 intellectual “factors” (Alder, 2004).

Today, most researchers agree that common intelligence exists as a universal mental ability. In recent years, such new areas of research as the features of “implicit” (or ordinary) theories of intelligence (R. Sternberg), regulatory structures (A. Pages), connection between intelligence and creativity (E. Torrens) and others were being developed.

Proceeding from the fact that our brain consists of “three brains” (Fig. 1) or the main subsystems (each of which received the same name with the period of human evolution, in which it is assumed the system was formed), we need to take into account the significant properties of mental processes that the brain acquired at each stage of evolution.



*Fig. 1 Components of neurostructure of the brain*

1. **Neocortex, or human brain** (Neocortex, Human Brain) is the newest generation of neurostructures, where high-level mental processes occur, as well as processes for solving complex, integrated problems that control consciousness, sub-consciousness and other higher forms of nervous activity.

2. **The limbic system, Mammalian Brain**, has a critical significance for emotions and memory. It is more advanced and specialized part of the mammalian brain, except dolphins, higher primates and humans.

3. **The cerebellum, or the brain of the reptile** (Cerebellum, Stem, Reptilian Brain). The

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most active area of the brain, the environment of subconsciousness, the center of memory and the microprocessor of the brain.

Consequently, considering the intellect as a neural network, it is advisable to consider the neural structures that determine the diversity of intelligence through the prism of evolutionary processes occurring in the brain, at all stages of its formation, based on those studies we have today.

*The development model has three phases. First, each new nervous structure is based on previous neural structures. Second, the new brain, as it develops, contains a set of functions as the primitive basis on which it arose and changes the nature of this basis to be more compatible with the new system. Third, the newly integrated system serves as a foundation for a higher level of evolutionary development.* Incorporating the previous system into the structure of the new one changes the old function to more adapted one to support the new organism. So, when a neocortex appeared (the brain of a new mammal), the *reptile brain and the emotional brain subordinated to this new evolutionary formation, but retained their own spheres of influence and responsibility.* Thus, the main side of the nature of any system is preserved when included in a new structure and plays a significant role. *The emotional brain (limbic system) at the time of its occurrence changed the nature of the reptile system included in it, but the reptile system continued to work for survival, but more flexible.*

In order to understand the biological background of the emergence of intelligence, it is important, in our opinion, to consider how mental processes in the chain of evolution of human ancestors arose and were included in one another – from the brain of the reptile to the stage of neocortex development.

## METHODOLOGY

Summing up dozens of approaches to understanding the biological basis of the functioning of intelligence, we come to the convincing conclusion that it functions on the basis of the properties of the brain as a whole. The brain (primarily the cortex) in the process of intellectual activity acts as a single system with a very flexible and moving internal structure that is adequate to the specifics of the problem and the methods of solution.

The microsystem level is represented by the parameters of the functioning of the neurons (principles of encoding information in neural networks) and the peculiarities of a spread of nerve impulses (speed and accuracy of transmission of information). The macrosystem level reflects the morphofunctional features and significance of individual structures of the brain, their spatial and temporal organization in providing effective mental activity. Consequently, the approach to estimating intelligence is based on the assumption that *some of the features of the brain determine the properties of mental processes and form the physiological basis of general (including intellectual) abilities.*

So, we have studied the diachrony of the development of social parameters of the brain at all 40 stages of evolutionary development of the human brain – from eubacteria to Tasmanian aborigines. After analyzing the revealed parameters in the path of evolutionary development of the human brain, we can distinguish certain social parameters that were included in the formation of the neural network of intelligence (in chronological order from the most ancient, inherent eubacteria, to the youngest, typical for the Australian Aborigines), namely: mimicry and the ability to swindle with the aim of survival; altruism; ability to general co-operation; speed of decision making in stressing condition; adaptability and attachment; communication skills; ability to defend and avoid conflict; ability to distinguish between truth and falsehood; ability to learn; leadership and hierarchy; invention of games; curiosity; ability to generalize previous experience; selective co-operation; associative consciousness; fast adaptability to

the negative environment; ability to create new patterns of behavior; hedonism; gambling; consciousness; emotionality, empathy; ability to learn languages; communication; intuition; invention of names; prudence symbolic thinking, abstractness; conscious misinformation; sense of justice; spontaneity; proactivity.

To investigate probable correlations, we developed a package of psychodiagnostic techniques in order to identify the relationships between the intellectual, motivational, characterological and psychophysiological properties of the personality of the senior pupil and the student to find ways to optimize the development of academic giftedness of young people in the educational environment of the school and higher educational institution. The package of psychodiagnostic techniques consists of three blocks aimed at identifying the following indicators:

1. Intelligent indicators [intellectual test by R. Cattell (nonverbal); test “Speech (verbal) abilities” the method “Excluding unnecessary” (for definition of features of conceptual thinking); creativity test by R. Torrance].

2. Personality characteristics [Test of description of behavior by K. Thomas; Bass-Darke questionnaire (to identify manifestations of motivational aggression); personal questionnaire FLAG test; questionnaire for empathic tendencies by A. Mehrabian, N. Epstein; Orientation profile by B. Bass on revealing personality orientation; method of diagnostics of interpersonal relations by T. Liri; COS test questionnaire].

3. Psychophysiological indices [Test-questionnaire by V. M. Rusalov to study the properties of temperament].

## MAIN RESULTS

A full-scale implementation of the psychodiagnostic methodology (October 2016 – August 2018) was implemented in five higher educational institutions of Ukraine with a coverage of 517 students. The results obtained were pre-processed and the truth of the assumption, which we put forward in the substantiation of the experiment, is established: namely, certain parameters of social behavior correlate with certain parameters of academic intelligence.

Below in the table, there are the values of the correlation coefficients. The farther from zero, the closer the connection of the parameters. Negative values also indicate the presence of correlation, only show that the low value of one parameter is accompanied by a high value of another one (in the case of a normal correlation, the low value is accompanied by low one).

*The table contains only those correlations, **the significance level of which is  $p \leq 0,05$ , that is, they are sufficiently significant. When  $p$  is close to zero, the correlation is very significant.***

Table 1 shows that **the level of development of verbal abilities** correlates with the following socio-psychological indicators of personality.

Table 1

### Correlation of the level of development of verbal abilities with the socio-psychological indicators of personality

№	Indicator	correlation coefficient	level of significance
1	Verbal aggression	-0,162	0.046
2	Feeling guilty	-0,199	0.014
3	<b>Focus on membership in the group</b>	<b>-0,209</b>	<b>0.010</b>
4	Tendency to adapt	-0,190	0.018

5	Ergency (need to master the subject world, thirst for activity, desire for mental and physical labor, desire to be involved in labor activities)	-0,165	0.041
6	<b>Authoritarianism</b>	<b>-0,232</b>	<b>0.004</b>
7	Selfishness	-0,182	0.024
8	<b>Dependence on others, conformance</b>	<b>-0,255</b>	<b>0.001</b>
9	<b>Benevolence</b>	<b>-0,354</b>	<b>0.000</b>
10	<b>Desire to dominate</b>	<b>+0.285</b>	<b>0.000</b>
11	<b>Sense of justice</b>	<b>+0.207</b>	<b>0.002</b>
12	<b>Empathy</b>	<b>+0.286</b>	<b>0.000</b>
13	<b>Response to stress: type A behavior pattern</b>	<b>-0,255</b>	<b>0.000</b>
14	<b>Extroversion</b>	<b>-0,211</b>	<b>0.010</b>

The level of nonverbal intelligence correlates with the following socio-psychological indicators of personality is shown in Table 2.

Table 2

**Correlation of the level of nonverbal intelligence  
with the socio-psychological indicators of personality**

№	Indicator	correlation coefficient	level of significance
1	<b>Distrust</b>	<b>-0,210</b>	<b>0.009</b>
2	<b>Verbal aggression</b>	<b>-0,209</b>	<b>0.010</b>
3	Hostility to environment	-0,175	0.030
4	Aggressiveness	-0,167	0.039
5	<b>Tendency to compromise</b>	<b>+0.207</b>	<b>0.010</b>
6	Authoritarianism	-0,159	0.049
7	Distrust (according to the Liri test)	-0,184	0.023
8	Dependence on others, conformance	-0,200	0.013
9	Benevolence	-0,170	0.036
10	<b>Desire to dominate</b>	<b>+0.309</b>	<b>0.000</b>
11	<b>Altruism</b>	<b>-0,211</b>	<b>0.011</b>
12	Intuition	+0.286	0.049
13	<b>Response to stress: type B behavior pattern</b>	<b>-0,255</b>	<b>0.000</b>
14	<b>Introversion</b>	<b>-0,209</b>	<b>0.000</b>

The level of development of conceptual thinking correlates with the following socio-psychological indicators of personality is shown in Table 3.

**Correlation of the level of development of conceptual thinking  
with the socio-psychological indicators of personality**

№	Indicator	correlation coefficient	level of significance
1	Tendency to adapt	-0,172	0.034
2	<b>Tendency to compromise</b>	<b>+0.187</b>	<b>0.021</b>
3	<b>Tendency to give socially desirable answers</b>	<b>-0,267</b>	<b>0.001</b>
4	Dependence on others, conformance	-0,166	0.040
5	Benevolence	-0,178	0.028
6	Introversion	<b>-0,211</b>	<b>0.000</b>

Thus, according to our research, it was discovered that the higher intelligence (the general factor *g* according to Spearman) is, the less person is aggressive, conformal, friendly and authoritarian. At the same time, he/she has a desire for dominance, although it does not manifest itself in behavior. In addition, he/she has the ability to cooperate, curiosity, orientation towards membership in the group.

### CONCLUSIONS

Regarding the correlation of the level of intellectual abilities with the types of temperament, it was found that those with a high level of intellectual abilities can possess any combination of properties of temperament. The same tendency is observed in the respondents who have the same temperament: the indicators on tests for determining the intellectual abilities are different. Speaking of the connection between temperament and mental abilities, Y. Streljau emphasizes that the role of the properties of temperament is reduced primarily to the influence on the dynamics of the flow of intellectual processes. This dynamics can be manifested in such characteristics of mental work as speed of actualization of information, speed of intellectual processes, stability and switching attention, durability of memory, mental performance, etc. In general, we can say that the properties of temperament are manifested in individual differences in the execution of assimilated operations. The analysis showed the independence of intellectual and temperamental characteristics of the individual.

By attempting to establish the interdependence of personality traits and the level of development of intelligence through the detection of correlations between the basic properties of the individual and the main intellectual factors, scientists have resorted to repeatedly. There are a number of works that compare the results obtained when testing the subjects with tests G. Aysenk and Wechsler Adult Intelligence Scale. The results of such studies complement each other and do not contradict our data. The features of temperament do not affect the content, motives or goals of human activity, but determine the dynamic side of behavior (tempo and rhythm of activity, energy, etc.).

Factor analysis of the results obtained in the studies shows the independence of the intellectual and temperamental characteristics of the individual. However, one should emphasize the correlation between individual manifestations of temperament and intelligence. It is found that the lower the level of intelligence is, the more positive connections between the features of temperament and intelligence are, first of all – verbal. The properties of

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temperament associated with activity, emotionality and sociability are manifested in early childhood, are relatively stable and, most likely, largely depend on the effects of the genotype.

It is also established that with the individual indicators of intelligence the emotional state of the respondent is correlated. Thus, more optimistic and cheerful students were more successful in verbal tasks, and students with a predominantly pessimistic state demonstrated greater success in solving non-verbal problems.

It should be noted that all correlations relating to one indicator of individual intelligence and a set of social parameters are only characteristics of the contribution of the genotype to population variability. This means that the study of the process of interaction between the genotype and the environment, social parameters and individual intellectual parameters in the process of developing a specific phenotype in a particular individual is a separate independent task. The analysis of social interaction tactics only indicates what directions of development can be promising. For example, it has been found that musical abilities are correlated with mathematical, abstract thinking and verbal intelligence and are characterized by a negative correlation with empathy, and therefore it is appropriate to pay attention to the development of all interconnected parameters. As is known, properties of temperament associated with activity, emotionality and sociability, ability to freeze in a stressful situation, or, conversely, to resort to active action, are manifested in early childhood, are relatively stable and, to a large extent, depend on the effects of the genotype. Therefore, the presence of correlations of these indicators with certain parameters of intelligence can be advantageous in determining perspective development strategies, because we can identify the social parameter at a much earlier stage than to diagnose intellectual talent.

Thus, numerous studies show that human intellect is a complex system of different abilities. In its formation, undoubtedly, hereditary mechanisms are involved, but it should not be assumed that heredity is a decisive factor in determining the level of intelligence of a particular person. Favorable environmental conditions, from the early stages of development, are, of course, able to positively affect intelligence. Psychologists-practitioners and teachers, whose main task is to create an adequate environment for maximizing the realization of all human capabilities, should realize this to the fullest. Even with an unfavorable genotype, a well-chosen development environment can contribute to the maximum revelation of potential. As we see, the revelation of the basic laws of psychological development is impossible without the use of evolutionary tools. To understand the individual characteristics of the human psyche we should first to refer to the general nature of human being as a biological species and to the mechanisms of evolutionary formation of species characteristics. The nature of human being consists of the levers and the mechanisms of their adjustment, and they are invisible to their carrier.

Ability to find in each child own inherent points of perception and giftedness, forms the essence of pedagogical and parenting tact, and finding the “keys” to potential abilities, their maximum development requires exceptional attention, insight, and work.

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# LINGUISTIC PERSONALITY IN UKRAINIAN LANGUAGE EDUCATION OF DEAF EDUCATION DIRECTION

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**Abstract.** *The article is devoted to the disclosure and comparative analysis of the category of linguistic personality in the modern general and special language education of deaf education direction. Attention is drawn to the fact that the formation of a linguistic personality depends on many aspects. The specificity of the linguistic personality formation of a person with hearing impairment is central to the development of the scientific foundations of the special education system for people with hearing impairments (H 90, H 91), which would be as adequate as possible to the methods and techniques of learning and usage the Ukrainian Sign language together with the Ukrainian language, taking into account the State Standard for Primary Education, the project of Basic State Standard for General Secondary Education. The author shows that the content of the linguistic personality of a hearing-impaired person is influenced by various factors. On the basis of the author's complex of the formative language education methodology, the tendencies of restructuring of the educational process are grounded, taking into account the current norms of the legislative base, development of new content of language training, the use of strategies, which generally contribute to the formation of a linguistic personality of a hearing-impaired person.*

**Key words:** *competence potential; deaf education direction; educational discourse; linguistics, linguistic personality of a hearing-impaired person; Ukrainian language; Ukrainian Sign language.*

## INTRODUCTION

Modern integrative science, which is able to describe and substantiate the mechanisms of language acquisition, to reveal the specifics of the use of these mechanisms in the educational environment, is language education. General language education is related to two disciplines – language didactics and language teaching, which ultimately consider the central category – a person's ability to master the language and use the language as an accessible and understandable means of communication. Ascertaining representations of scientific reflection by B. Belyaev,

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O. Bilyaev, I. Bim, A. Bogush, M. Vashulenko, E. Vetrogradska, O. Goroshkina, N. Ermak, S. Yermolenko, L. Kazantseva, L. Kardash, O. Lyubashchenko, L. Matsko, S. Omelchuk, M. Pentylyuk, O. Pershukova, K. Plysko, O. Savchenko, O. Semenog, L. Skurativsky, O. Khoroshkovskaya and others only confirm these positions. Language education researchers consider as one language – the basis of personality development in the educational process, and two languages (V. Buryak, S. Goncharenko, V. Redko, O. Semenog, O. Khoroshkovska, etc.). To different results of educational and communicative activity in modern language education of consideration the basic provisions of different models of two languages the central problem of linguistic personality is also added (I. Gulakova, N. Duzhyk, V. Karasyk, Y. Karaulov, N. Mayboroda, S. Omelchuk, L. Struganets, T. Yanko, etc.). In our view, this industry has prospects for learning and using Ukrainian Sign language (USL) together with Ukrainian language (UL) in bilingual educational and communicative activities, as it enhances the possibilities for visual continuous mastering of the language and speech flow of information with the help of a hearing-impaired person's (HIP) intact analyzer – educational recipients in terms of educational discourse. Over the last decade, USL has ceased to be a simple addition to addressing extra-curricular information problems, related to information support. Currently, theories, concepts, technologies are developing that attempt to solve problems and issues that are at the intersection of linguistic, pedagogical, psychological components with a focus on USL.

Language education of deaf education direction as a science comprehends, describes the structure of the linguistic personality of the HIP, as the acquirer of education, as a competent speaker, substantiates the conditions and patterns of its development as a desirable result in the process of mastering the language(s), defines the indicative characteristics of the levels of mastery the sign speaking communicative competence in different models of bilingual learning, provides indicative strategies for gaining the competent experience of two communities and two cultures.

On the other hand, like any other branch of knowledge, language education studies the problems of analysing, modelling the processes of mastering each language, and managing those processes. For deaf education professionals engaged in didactic issues, the ability to communicate in a language(s) serves as a strategic goal of learning, taking into account the specific conditions of the developing linguistic personality of the HIP and the educational discourse of special education.

Turning to the modern language education of deaf education direction is also important for developing the scientific basis of the special training system effectiveness for HIP (H 90, H 91), which would be as adequate as possible to the approaches, functions, conditions of educational discourse in the organization of bilingual learning, assessment, methods of studying and using USL together with UL according to the State Standard for Primary Education (2018), and also presented for discussion the project of the Basic State Standard for General Secondary Education (Derzhavny standart bazovoi serednyoi osvity (2020).

**The aim** of the paper is to make a comparative analysis of the problem of the linguistic personality in general and special literature, as a competent speaker, and to explore the peculiarities of understanding the linguistic personality of a person with hearing impairment in the educational discourse in the lessons of the language cycle.

## METHODOLOGY

In the process of research we used a set of methods: theoretical retrospective systematic analysis of language education literature, comparison, generalization of the obtained provisions, extrapolation of theoretical and research data in modelling, formulation of

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definitions; empirical: systematic observation and study of students taking into account the thesaurus of the individual, the picture of the world, motivational factors, identifying the peculiarities of developing the content of teaching the subject at the empirical and theoretical levels, streamlining the system of language(s) knowledge, conclusion. A complex of forming language education techniques, which is described in detail and presented by author's monograph (Kulbida, 2019).

## LITERATURE REVIEW

Understanding of “linguistic personality”, “competent speaker” in general language education. The range of studies of the problem of “linguistic personality” in general language education is historically determined, has a chronological development, and occurs from single to widespread applications. For the first time the term “linguistic personality” is found in the works of the German linguist L. Weisberger (1929), the Russian linguist V. Vinogradov (1930). G. Bogin called the “linguistic personality” the central concept of language education (Bogin, 2011: p. 275), also served by numerous foreign scientists (Firth, 1950: p. 34; Valencia, Karaulov, Krasnykh, Sevilla-Troike, Gorter, Cenoz, 2016: p. 16; Fesenko, 2013; Dewaele, Furnham, 2000: p. 6; Milano, 2006: p. 23; Rosch, Lloyd, 1978: p. 201; Wierzbicka, 1991: p. 18, etc.), Ukrainian (Borodina, 2005; Bogush, 2007, 2008; Buchanska, Kalenyuk, 2005; Pentylyuk, 2011; Omelchuk, 2019, etc.), psycholinguists based on the fundamental conceptual positions of L. Vygotsky, O. Leontiev, O. Bozhovich (Zasyekina, 2007: p. 83) and linguists (Azarova, 2018: p. 171; Ermolenko, Matsko, 1995: p. 11; Mykhalevich, 2011: p. 20; Omelchuk, 2019: p. 12; Plusch, Selivanova, 2016: p. 134; Skurativsky, Yushchuk, 2014: p. 56, and others).

In today's context, a rather broad typology has been used in understanding the meaning of the term “linguistic personality”, which depends on the aspect of research, consideration of generality and specificity, in particular, more than a result of personality formation. For example, according to the definition of Ukrainian linguists S. Ermolenko, L. Matsko, “a linguistic personality is that native speaker who not only possesses the sum of linguistic knowledge (knows concepts and rules) or reproduces language activity, namely, one who has developed skills of active work with the word” (Ermolenko, Matsko, 1995: 35).

According to M. Pentylyuk, who explores concepts from the point of view of subject-subject relations of the educational process participants, “a linguistic personality is a person who possesses the riches of the language, produces it in different life situations and respects, cares for its preservation and development, that is why a student should become such a person while studying at school” (Pentylyuk, 2011: p. 59).

The linguistic personality in each specific period of development of society bears the imprint of the public and social environment of a certain territory, peculiarities, customs, and traditions of educational influence both in the culture of the people, community, and family, which is served by the language system. According to O. Selivanova, a linguistic personality is an “immanent feature of a person as a native speaker and communicator, characterizing his or her linguistic and communicative competence and their realization in the processes of production, perception, understanding, and interpretation of verbal messages, texts, as well as in communicative interaction” (Selivanova, 2016: p. 445). The level of linguistic competence stimulates the linguistic personality to improve the language. The well-known scientist A. Bogush states that the linguistic personality is formed in a particular society exists in the space of a particular culture, which is reflected primarily in the language, in the forms of social national consciousness (everyday, civic, scientific, legal, etc.), in the subjects of material national culture, in the behaviour, moral standards and norms of speech etiquette of the people who use these norms” (Bogush, 2007: p. 29). The refined modern version of the

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term “linguistic personality” – “highly developed personality, a native of both national-speech and human culture, who possesses socio-cultural and linguistic stock, freely communicates in the native, state and other languages in the multicultural space, adequately uses the acquired multicultural, skills in the process of intercultural communication with different categories of the population” (Bogush, 2008: p. 36).

In general methodological science, we find the term “national-linguistic personality” (Bilyayev, Omelchuk, 2019: p. 39). It takes into account the principle of active communication, the ability to produce expressions of varying degrees of complexity and saturation of nationally labelled units, peculiar to language designations, forms, combinations, syntactic constructions. Linguistic is a highly developed personality, who possesses socio-cultural and linguistic information stock, can adequately apply it in the process of communication with different categories of communicators.

The current understanding of the “linguistic personality” as an “independent user”, proposed by the Council of Europe, implies a certain sufficient level when the student possesses a complex of knowledge, skills, and competences that, collectively, enable him to respond adequately in difficult social and communicative situations. In particular:

a) basic knowledge of the language system and the skills of adequate using the language means during communication;

b) communicative skills that provide the ability to understand (receptive level) and generate (productive level) utterance in accordance with a particular field (topic, situation) communication, speech task, communicative intent, and also taking into account the socio-cultural characteristics of the persons, whose language is being taught (Lokshyna, 2019: p. 22).

As we have seen, the discourse on the use of definition has various aspects.

## MAIN RESULTS

Features of understanding the linguistic personality of a person with hearing impairment in educational discourse in the lessons of the language cycle.

Analysed views of scholars and official organizations make it possible to consider a linguistic personality in a language education-focused aspect, focused more on a linguistic personality. However, it is worth noting that a hearing-impaired person, due to objective circumstances, is a bilingual personality whose development and formation are by means of two languages (Ukrainian sign and Ukrainian languages). Ukrainian linguist F. Batsevych differentiates two concepts: “linguistic personality” and “secondary linguistic personality”. In the first case, it is “a person who shows themselves as having a good means of the mother tongue language code in various types of communicative situations”, in the second case – “a person involved in the culture of the people whose language is being learned, a person who can implement in the dialogue of cultures” (Batsevych, 2007: p. 16). This view is confirmed by Jose Fco. Valencia & Jasone Cenoz, 2010 (Valencia & Cenoz, 2010: p. 433); Jasone Cenoz ra Yolanda Ruiz de Zarobe, 2015 (Cenoz & Zarobe, 2015: p. 1).

In Ukrainian language education of deaf education direction, the problem of linguistic personality of the HIP as a competent speaker has arisen at a conceptual level due to understanding and continuation of traditions of North American and European schools (Bazoev, Dimskis, 2010: p.211; Zaytseva, Russell, 2005: p. 94; Kobel, 2005: p. 26; McQuarrie, 2008: p. 59; Parrila, Odishaw, Barber, Hirschfeld, Williams, 2010: p.11; etc.) of the sociocultural context of deafness, as opposed to the biological-medical context. This is confirmed by the concepts of Sign language in Ukraine (2009) (Kulbida & Chepchina, 2009: p. 3-7), bilingual training using USL (2011) S. Kulbida, I. Chepchina, N. Adamyuk, N. Ivanyusheva, N. Zborovskaya, etc (Kulbida, Chepchina, Adamyuk, Ivanyusheva, Zborovskaya, 2011: p. 5).

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In our view, a comprehensive study of the linguistic personality of the HIP as an education applicant should take into account a number of context systems – dynamic constituents of real reality and, at the same time, relevant for a given category of persons. The most important of them are:

- taking into account the critical period of language development through any modality under the necessary and important condition of sensory perception of the features – capabilities of the preserved compensatory systems (for deaf children it is sign language);
- access to information in an easy and convenient way to ensure communicative needs;
- establishing and maintaining interpersonal relationships with others, acquiring social experience characteristic of peers;
- mastering the second language on the basis of the first language, whose competence should be at least A2 level;
- organization of bilingual communicative activities in the system of accompanying mentors who are able to maintain and develop gradual levels of competence development of bilingual personality – sign speaking communicative competence, cognitive (ability to think, information processing), and communicative characteristics (Kulbida, 2016).

The linguistic personality of the HIP originates and develops in the space of cultural values, social consciousness, and stereotypes of parents (at different levels from everyday to scientific), the communicative environment of linguistic forms of a particular language, norms of behaviour. Such linguistic personality bears the imprint of the communicative environment, the traditions of development, and upbringing in the family, the consequences of the parents' chosen path. Gradual levels of competence stimulate the linguistic personality to improve the basic (first) language. Therefore, the content of the linguistic personality of the HIP is influenced by value settings of family education, beliefs of parents, communicative environment, peculiarities of communicative activity, linguistic and speech representations in the first language, which provides an understanding of the surrounding world; cultural patterns of language acquisition, its forms from mentors, the rules of communicative behaviour, and the skills to use when communicating with different communicators.

The linguistic personality of the HIP is considered and understood as a personality characterized by a complex of typical language traits of the student at three levels:

- linguistic-semantic (internal lexicon of personality), presented in the language consciousness in the form of lexical-semantic groups, grammatical means, signs, sentences. This is the level of everyday speech based on the knowledge of the language system in the understanding of latent spontaneous learning, intuitive sensation, and determined by the regularities of the psycholinguistic period of development. The concept of “knowledge of the language system” includes not only the retention of the learning units of the language (signs, words, their morphemes, forms, grammatical, kinetic, syntactic constructions, etc.) but also awareness of the norms of their use, the ability to use the units of language during speech perception or production. For lexical units of pronounced semantics include the names of realities (definitions of objects, phenomena that characterize the culture of the deaf community, and are absent in the culture of the hearing community), connotative vocabulary (concepts that are essential in essence, but differ in cultural associations), derivations (connected the signs), an idiomatic vocabulary that reflects the peculiarity of understanding the simplicity or inferiority of the native speaker. In structural linguistics, it is customary to proceed from the meaning of sign as a linguistic sign, which denotes an object not directly but through a signifier (a generalized, abstract imaginary image in a native speaker), which acts as an object of thought, as a result of the production of a linguistic unit (Kulbida, 2011).

- linguistic-cognitive, represented by the thesaurus of the individual. An orderly system of the “linguistic picture of the world” (Gural, 2008; Gural, Smokotin, 2014) includes images,

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concepts, symbols, phrases that are formed in each linguistic personality of the HIP. The concept of linguistic personality is the fixed connection of language with its individual consciousness, with its outlook. Every personality manifests itself and its subjectivity not only through subject activity but also through communication, which is impossible without language and speech. The language of personality reflects its own inner world, serves as a source of knowledge about it. Moreover, it is obvious that a person cannot be learned beyond language, because, even in simple life situations, it is difficult to understand what kind of person it is until we see how and what it speaks. Nevertheless, it is also impossible to “consider language in isolation from man” (Zasyekina, 2007: p. 83), because without a person who speaks a language, it remains nothing more than a system of signs. O. Mazepova, 2014, who argues that a person can only be spoken as a linguistic personality embodied in language, confirms this view (Mazepova, 2014: p. 280).

– motivational-pragmatic (the level of activity-communicative needs) is determined by the peculiarities of the communicative activity of the individual, the intellectual sphere, interests, motives. In the learning process, the student is in a certain social environment, in contact with his teacher and classmates. Such influence shapes his ability to study and evaluate the qualities of other people and the team as a whole, contributes to the social experience of communication with people. The social and ethical standards of the two communities served by students, hearing teachers, non-hearing teachers should be clear, informative, and unrelated, in no way discriminatory. It is not permissible to ignore the rights of one another at the expense of the other, which not only does not contribute to the formation of socially significant norms of the motivational and pragmatic level, behavior of the language personality of the HIP but also prevents the creation of a mutually friendly atmosphere of coexistence in the team, community, society.

All three levels depend on the conditions of the communicative environment of the educational discourse, the specifics of the use of the visual-move and (or) articulation systems in the perception and production of speech, the use of language(s) acquisition strategies, the mentors’ awareness of the role and importance of mono- or bilingualism.

The individual gradual development of personality masters different levels of experience formation in the form of linguistic and speech competences from the simplest to the most difficult – competence potential. Mastering linguistic knowledge develops linguistic sensations, forms linguistic understanding, linguistic guidelines, forms the creation of one’s linguistic consciousness – “knowledge, feelings, evaluations, and guidelines about language and linguistic reality” (Seligei, 2012: p. 10).

The manifestations of the linguistic personality of the HIP in the field of education are called educational discourse. Levels of the linguistic personality of the HIP allow for a more comprehensive and multifaceted representation of personality through a central component – the language and educational discourse of bilingual learning.

Based on the described structural levels, we consider the linguistic personality of the HIP as a set of linguistic abilities and linguistic behavior of the bilingual, conditioned by sociocultural, psychological and pedagogical conditions of formation and development, which are manifested in his individual style – knowledge of the language system, world picture, forms of speech, language priorities, and motivation we raise the issue of the formation of such personality in special institutions of general secondary education (H 90 and H 91).

The modern school now faces the challenge of effectively developing the linguistic personality of the HIP in educational discourse. For this purpose, educational standards determine the necessary competency frameworks, and educational institutions – the ways of their formation and development.

In the context of the reform of the education system, there is a gradual adjustment of the focus of modern special institutions of general secondary education (H 90, H 91) on the

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formation of the language personality of the HIP – “competent speaker” – the applicant for education within a clear mechanism of the educational policy of the state, taking into account three modern approaches: oriented, socio-cultural, competent. This is confirmed by updated legislation and regulations, state standards, the content of education (standard plans, software and methodological support, textbooks, manuals), which are obliged to close or narrow the gap between scientific theory and existing practices in the implementation and provision of modern educational discourse, which are aimed at the study of UL and USL on the development of the linguistic personality of the HIP, communicative competence, national consciousness, tolerance, nobility.

The essence and structure of the key competence “learning ability” is fully presented by O. Savchenko, 2015, as a “key competence of a junior student” (Savchenko, 2015: p. 5).

The indicative description of the gradual levels of the competence potential formation of the language personality of the HIP, developed in the project of State Standard of Basic Secondary Education, is given.

The competency-based approach to education presented is new to the Ukrainian specialized general secondary education institutions (H 90, H 91), as it has so far focused on the accumulation of knowledge, monolingual speaking skills, and partly on the automation of writing, ABC speaking or verbal skills. The training programs did not include the use of translation tools, work on the development of linguistic personality, the ability to navigate different translation strategies, etc. (Kulbida, 2019b: p. 142).

Therefore, the author has set the aim of creating new textbooks of the language cycle, in particular, “Ukrainian language” for elementary school (Kulbida, 2018a, 2018b, 2019c, 2019d) and 5<sup>th</sup> grade, based on the principles of progression of learning goals and competency potential of the linguistic personality of the HIP, taking into account the opportunities and abilities.

Each textbook defines: a set of knowledge, abilities, skills, gradual levels of competences, ways of linguistic behavior, presents the practical aspect of strategies for mastering linguistic and speech material, provides the expansion of functions of verbal language based on sign language, allows developing patterns of Ukrainian communication, to understand common and excellent in two languages during studying specific topics.

For students with hearing impairments, there is a need to “learn and perceive the national identity of the language at the level of the sections of lingual (meta-linguistic) knowledge of the first and second languages” (Zalevska, 2007: p. 211). In this regard, the primary purpose of language learning both first- and second-time for students with hearing impairments in educational institutions is to build their competency potential as the nucleus of the linguistic personality.

The formation of competency potential is an important didactic feature of modern textbooks, since theoretical information, language rules, generalizations are presented not so much for memorization, but to a greater extent, for practical mastering, especially in the conditions of initial learning, when learning begins to form be sure to consider the area of immediate development. The practical focus is, first, on developing not so much knowledge about the language, but to extend language skills, namely: constructing sentences different in structure and purpose for expression; correctly form a sing (word) and connect with other members; build a sign combination (phrase), adhere to norms of compatibility (kinetic, phonetic, graphic, grammatical, structural) in order to prevent possible difficulties of learning.

The important role of the presented strategies as algorithms of communicative activity for students to perform exercises and tasks. The clarity and uniqueness of the wording are directed at the pupils, making them accessible for children’s perception and understanding. Improved system of symbols.

### Levels of competence potential formation of the linguistic personality of the HIP

Levels of competence potential formation of the linguistic personality of the HIP			
		The First Language	The Second Language
Level 1	A1	understands and can use common expressions and simple phrases necessary to fulfill specific needs, including introducing themselves or another person, asking and answering questions about themselves (place of residence, family, personal effects, etc.); can interact at a simple level.	Not lower A2. Imitation. Perception, understanding, imitation of lexical units and speech patterns, their assimilation, and reproduction without changes. Reproduction of assimilated speech samples with minor changes.
	A2	understands and can use individual phrases and commonly used phrases related to specific activities and practical daily skills (information about themselves, family, location, walk, trip, etc.); can communicate in situations where the simple and direct exchange of information on familiar topics is required.	
Level 2	B1	understands the main content of clear, standard information on topics (close and often used) in training, during leisure time, etc.; simply and clearly expresses personal preferences, interests; describes personal experiences, events, dreams, plans, explains his attitude, motivates.	Generalization. The production of utterances by the syntactic reorganization of the learned speech patterns and by analogy. Production of statements due to morphological reorganization of the learned speech samples and by analogy use the full language experience of the first language to master the second language; develop forms of speech (accessible and easy to master), to compare, contrast linguistic, speech phenomena, to distinguish between common and distinct concepts for the purpose of conscious learning, to shape the world picture by means of language, to stimulate communicative intentions in mastering gradual levels of language, to use memos as specific algorithms for action.
	B2	understands the basic ideas of a complex text on both a specific and abstract topic, gradually discusses and presents arguments; be able to communicate with native speakers with a degree of speed and spontaneity that enables regular relations with them without causing difficulty to either party; can express clearly and in detail on many topics, including expressing one's opinion on a particular issue, outlining the advantages and disadvantages of different positions.	
Level 3	C1	understands a wide range of complex and large texts, recognizes the hidden content in them; can express quickly and spontaneously without noticeable complications associated with the search for a means of expression, easily and accurately use the language in communication, training and achieve communicative goals; clearly, structured and detailed in complex topics, demonstrates knowledge of grammar rules, syntax.	
	C2	easily understands virtually anything that perceives (hears or sees), reads, can summarize information from various sources, can make a reasoned statement in a logical, coherent form, and express spontaneously, quickly and accurately, conveying the thinnest meaningful shades of information.	

Important, in our view, are the functions of the textbook, which are intended to help to accumulate information resource, namely:

- 1) to show clearly for students the samples in mastering the Ukrainian language;
- 2) to realize the value of intercultural communication in their immediate environment (in class, school, family, etc.);
- 3) increase motivation to learn the language;
- 4) to form self-esteem;
- 5) to help to test the level of command of the language (languages) and to compare it with the European norms;
- 6) to choose (together with the teacher) the most rational ways of improving their knowledge and skills.

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In fact, at the language cycle lessons in primary school, there is a basic formation of the language personality of the HIP at different levels as:

- communicator – a speaker who produces texts of different forms, styles, types, and genres of speech;
- recipient – the perceiver and the reader who reproduces the visual-move and graphic expressions of others;
- informant – a speaker who transmits messages for different purposes.

Based on systematic observations and study of the teaching and learning experience for the development of linguistic personality, the following steps are generally taken in the educational establishment. Teachers cooperate in all subjects, aiming to identify and correct mistakes in the forms of UL (31.1 %), develop sets of tasks for classroom and extracurricular work taking into account the individual achievements of each student (51.7 %), develop thematic sign dictionaries, dictionaries (sing-verbal, verbal-sign) (17.2 %).

Thus, the gradual process of forming the linguistic personality of the HIP is realized in specially created conditions of educational discourse, psychological and pedagogical support of specialists of the educational institution.

According to the practice of special education (H 90, H 91), understanding the linguistic personality of the HIP requires both clarification and refinement, given the different levels of competency potential in two languages. In order for the proposed positions of modern language education of deaf education direction to promote the educational tasks, it is necessary to clearly understand the role, theoretical and practical significance, structure, conditions of educational discourse in the formation of the linguistic personality of the HIP.

## CONCLUSIONS

Given the presented, discursive use of the definition of “linguistic personality” has different aspects. Such an integrative notion of the term has certain structural elements relating to language, speech, and extralinguistic phenomena.

The representation of a linguistic personality of the HIP is complex, taking into account the system of contexts relevant to the particular category of persons.

The problem of the formation of a linguistic personality of the HIP in the modern language education of deaf education direction is connected with the modern tendencies of the restructuring of the educational process, taking into account the normative-legal legislation, strengthening the role and importance of USL together with the UL in educational discourse.

This concerns the need to strengthen the practical direction of the content of language learning, the development of students’ ability to acquire information, present information in two languages, to be able to implement it in everyday life. It is appropriate to prepare a competent speaker with an appropriate level of competency potential based on a system of knowledge of the language(s). Students learn language systems, particularly in the language cycle lessons, develop language skills, linguistic concepts, improve language and communication culture, translational strategies that contribute to the formation of the linguistic personality of the HIP.

Turning their views on the linguistic personality of the HIP should deepen the foundations of linguistic theory on the study of periods of evolution of the “linguistic identity of the deaf student”, the educational discourse of intercultural communication, the “collective linguistic personality” and serve as the basis for new research.

We see the prospect of further research in the development of a special institution system of work for the formation of a linguistic personality of the HIP (considering the needs, perspectives, levels of mastery of each language, linguistic environment, adequate conscious choice, motivation, self-concept) taking into account a person-oriented, competent, system, communicative activity approaches to learning.

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# GENDER DIFFERENCES IN EXPERIENCING AND COPING WITH A SENSE OF GUILT IN INTERPERSONAL AND INTERGROUP RELATION

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**Abstract.** *The article deals with the results of the study aimed at evaluation of both genders representatives' sense of guilt that arises at different levels of communication. Gender peculiarities of experiencing and coping with the sense of guilt in interpersonal and intergroup relationships were detected on the basis of three surveys of Ukrainian students (582, 63, and 34 persons). It is shown that majority of differences between women and men are consistent with existing stereotypes in the mass consciousness. Women are more clearly oriented on guilt that occur in the narrow circle of communication and more often emphasize its emotional and communicative content. Instead, men are more interested in superpersonal contexts and prefer instrumental positions. At the same time, the differences were recorded that contradict gender stereotypes. In assessments of students' guilt women more frequently pay attention to effectiveness/inefficiency, while men emphasize the importance of such negative moral trait as dishonesty. In the sphere of broad social contacts women relatively more actively accuse the government authorities and insist on the need to increase effectiveness of all Ukrainians.*

**Key words:** *coping with a sense of guilt; experiencing a sense of guilt; gender specificity of guilt; getting rid of guilt; sense of guilt.*

## INTRODUCTION

In the constructionist discourse of modern psychology, little space is left for such basic human emotion as guilt. A lack of attention is paid as well to gender differences in its occurrence and coping with it.

Research descriptions mainly reflect the traditional (and in most cases statistically valid) view of gender differences in experience and attribution of guilt. As usual, women are attributed a relatively greater tendency to feel guilty.

The aspects of women's and men's attitudes towards guilt are highlighted in our three studies, aimed at evaluation of such feelings by the representatives of both genders in communication that arise at different levels of interpersonal and intergroup relationships. The

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first of them was devoted to the consideration of sense of guilt in the narrow and broad social context. The second was about the possibility and ways to get rid of guilt. In the third one we investigated evaluations of collective guilt.

## LITERATURE REVIEW

J. Bybee brought over a wide range of such differences. In her opinion, males and females differ in the intensity of guilt feelings, as well as in what and who causes them to feel guilty. Males are more likely to feel guilt about aggressive behaviors and in the presence of strangers. Aggressiveness is seen as normative for males, and parents and peers alike may tolerate this type of behavior. Males are more likely than females to deny culpability for their actions and are less likely to experience feelings of guilt. In contrast, females are more likely to feel guilt about inconsiderate behavior and around family members. Parents and peers are less tolerant of misbehavior among females than males and are more likely to use discipline techniques with them that lead to guilt. Females are more willing to concede responsibility for misdeeds and have more difficulty expelling feelings of guilt (Bybee, 1998).

According to J. Shiffler's results, females, more than males, acknowledged experiencing guilt and shame: women were clearly more prone than men to shame-proneness, adaptive guilt-proneness, and maladaptive guilt-proneness (Shiffler, 1993). Latvian psychologists revealed statistically significant differences between men and women in collective guilt and in the importance of religion: in general, women felt collective guilt more and attached more importance to religion (Solomatina & Austers, 2014). Online survey participants' reports on their levels of guilt proneness, frequency of prosocial behaviour, and related cognitions such as empathy showed that women are more influenced by the effects of guilt proneness on prosocial behaviour than men (Torstveit et al, 2016).

Many studies were carried out, that identified the connection between guilt feeling and notable social events. Among differ demographic variables in Brazilian consumer boycott gender was a single one that was significant on the perception of guilt factor. The difference between men and women just appeared on it: women felt guiltier than men (Cruz, 2017). Females were more likely than males to display a high degree of identity transcendence, which may be connected to the role of gender roles in the conflict and in Israeli and Palestinian societies more generally (Hammack, 2006). Having studied collective guilt and leniency toward war-veteran transgressors, A. Ch. Jay drawn conclusion of different effect of guilt perception on the women and men tendency to accuse. Inducing women to feel both personal guilt and collective guilt lead to less punitive judgments for a veteran defendant. Yet, men were similarly lenient towards the veteran defendant regardless of whether they read a guilt induction or not (Jay, 2015: p. 19-21). Man attitudes in respect of accusation were more resilient to inducing guilt.

On the contrary, in a similar study (to the last one) of trust, individual guilt, collective guilt and dispositions toward reconciliation among Rwandan survivors and prisoners before and after their participation in postgenocide gacaca courts in Rwanda no gender differences were found in data analyses (Kanyangara et al, 2014).

In general, situational contextual interpretations seem to be more relevant inversely to dispositional ones. For example, T. Ferguson and H. Eyre deny that women are generally more prone to guilt and shame than men. Their context-dependency argument and data partly explain failures to find gender differences in guilt or shame frequency, since these measures allow males and females to freely recall the different contexts in which they have felt either emotion. Guilt or shame feelings of men and women depend on the context of situation, which differently affects their identity (Ferguson & Eyre, 2000). Therefore, women and men are more

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responsive to certain aspects of the situation that resonate with their feminine or masculine identity. It's a different matter that gender identity does not necessarily coincide with gender, and it substantially differentiates possible contexts for experiencing guilt or shame.

One such context is referred to in the article written by a group of Belgian researchers whose findings confirm those of earlier research indicating that females experience a considerably higher threat of shame-guilt for engaging in delinquency than males. Factors explaining males' and females' anticipated shame-guilt feelings are similar in the case of shoplifting, but different in the case of violence. Among males, endorsement of traditional masculinity predicts lower levels of shame-guilt for engaging in shoplifting and violence. Among females, endorsement of traditional femininity predicts lower levels of shame-guilt for engaging in shoplifting, but has no effect on shame-guilt for engaging in violence (De Boeck et al, 2018).

Finally, mass perceptions of women's and men's leadership traits are perhaps the most popular gender stereotypes. V. L. Brescoll states that gender stereotypes of emotion present a fundamental barrier to women's ability to ascend to and succeed in leadership roles (Brescoll, 2016).

## METHODOLOGY

### Study 1. Sense of guilt in the narrow and broad social context

The task was assigned to find out the structure of young respondents' perceptions of guilt that occur in their interpersonal relationships and in their reference groups' relations with other social-political communities and groups.

For this purpose, 582 students aged 17 to 28 years were interviewed (mean age is 18.6; females composed 66.8%). Respondents were students of T. H. Shevchenko National University "Chernihiv Colehium" (121 people), Taras Shevchenko National University of Kyiv (111), Lesya Ukrainka Eastern European National University (110), Ivan Franko National University of Lviv (136), Vinnytsia Mykhailo Kotsiubynskyi State Pedagogical University (104 people).

By expert evaluation of our previous studies data it was identified 12 categories of persons from the inner circle, communication with whom may be meaningful to respondents; 24 social groups, which interrelations essentially determine the social-communicative space of student community; and 12 nations neighboring with Ukrainians, relations with whom were or are of particular importance in history.

Further, 41 pairs of intercommunication subjects were drawn from these categories in the form of 5-point semantic differential. The respondents evaluated who in each pair of interacting entities was guiltier towards problems that arose in their relationship. According to the scale, the respondent her/himself or her/his group was presented leftward, which meant a score of 1 or 2 points for her/his or her/his group's guilt. Instead, the guilt of another person or group was rated at 4 or 5 points.

## MAIN RESULTS

In the first (interpersonal) part, the respondents most willingly chose a mean grade point of 3, which may be evidence of both an adequate assessment of the social and psychological content of the relationship with close people, and protective effort to avoid the analysis of mutual guilts. The least accusations were addressed to the mother ( $\bar{x} = 2.59$ ) and the most to the political opponent ( $\bar{x} = 3.35$ ).

In the second (inter-group) part, choosing an average "compromise" rating was preferable, but not in all cases. In particular, the shift in assessments occurred towards more substantive

accusation of Russian authorities headed by Putin, Soviet power, various representatives of the Ukrainian authorities, oligarchs and mafia. Teachers were the least accused ( $\bar{x} = 2.92$ ), while the Russian authorities and Putin were the most accused ( $\bar{x} = 4.38$ ).

In the third (interethnic) part, the average score 3 dominated again, even in the estimation of the most accused Russians ( $\bar{x} = 3.76$ ), and the least guilt was attributed to Slovaks/Czechs and Crimean Tatars ( $\bar{x} = 3.04$ ).

Gender differences were observed in 16 cases out of 41, based on the Student's t-test (Table 1).

Table 1

**Estimation of mutual guilts on scales with differences between women and men ( $\bar{x}$ )**

Respondent or her/his group as a carrier of guilt	Object of guilt attribution	Women	Men	Relevance of differences ( $p \leq$ )
Me (respondent)	Father	<b>3.13</b>	2.84	.01
	Family	<b>2.88</b>	2.73	.05
	Friend / female friend in childhood	<b>3.29</b>	3.09	.01
	Girlfriend or boyfriend	<b>3.17</b>	2.84	.01
	Teacher	<b>3.02</b>	2.69	.01
	Lecturer	<b>2.75</b>	2.55	.05
My family	Our relatives	<b>3.41</b>	3.16	.01
People of my gender	People of another gender	3.08	<b>3.32</b>	.01
Ukrainian society	Former government headed by Poroshenko	<b>3.99</b>	3.75	.05
	Former government headed by Yanukovych	<b>4.2</b>	3.99	.05
	Former government headed by Kravchuk, Kuchma, Yushchenko	<b>3.73</b>	3.47	.01
Ukrainians	Hungarians	3.15	<b>3.32</b>	.05
	Germans	<b>3.19</b>	2.96	.01

The generalized analysis of data presented allows drawing four conclusions that reflect the gender specificity of the guilt feeling attribution.

The first conclusion is that women more often than men resort to accusatory assessments in the matter of close interpersonal relations. This was demonstrated in the attitudes toward father, family, relatives, friend / female friend in childhood, girlfriend/boyfriend, most influential teacher, lecturer with whom the respondent most communicates.

The increased emotional reactivity of women in the communication process may be a probable reason for this, as reported, e.g., by Lungu et al. They note that subjective ratings of negative emotional images were higher in women than in men; however, men have a more evaluative, rather than purely affective, brain response during negative emotion processing (Lungu et al, 2015).

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The second conclusion relates to intersexual mutual relations, where men accuse women more than women accuse men. The male accusatory position in this case can be partly explained by the compensatory tendency to prevent possible female empowering, described by L. Hay in line with the Jungian concept of coexistence of genders (Hay, 1997).

The third conclusion affects the sphere of broad social contacts: here women are relatively more actively accusing the Ukrainian state authorities. It can be assumed that they have been more easily exposed to the general negative attitude towards political authorities that has taken place over the last few years in Ukraine. As shown in the study by group of American sociologists, gender roles are especially laden with emotional expectations, as women are expected to do more and different kinds of “emotion work” in most societies. Therefore, women’s political claims are more frequently dismissed as “merely emotional” than men’s (Goodwin, 2001). In the same context, female politicians’ emotions can be seen more frequently on television than male politicians’ emotions (Renner & Masch, 2019).

The fourth conclusion may be that in assessment of transnational guilts, women tend to pay more attention to emotionally stereotyped attitudes towards persons guilty in tragic events in the past (the image of Germans as instigators of the World War II); and men react faster to initiators of current political conflicts (like, for example, current language disagreements between Ukrainians and Hungarians).

## METHODOLOGY

### **Study 2. Is it possible and how to get rid of the sense of guilt?**

In order to clarify the psychological content of the sense of guilt and possible ways to get rid of it, we interviewed 63 students of Taras Shevchenko National University of Kyiv (mean age 19.1; 68.3% were female).

Respondents were asked to fill in a questionnaire that contained the following points: “I feel guilty towards \_\_ for \_\_. To get rid of guilt, I need to \_\_”; “I think that \_\_ feel/s guilty for me for \_\_. To get rid of guilt, he/she/they need to \_\_”; “We, \_\_, feel guilty towards \_\_ for \_\_. To get rid of guilt, we need to\_\_” and “I think that \_\_ feel guilty towards us, \_\_ for \_\_. To get rid of guilt, they need to\_\_”.

The purpose of filling in the relevant blank spaces was to find out: first, the circle of persons in relation of which the problematics of guilt, in the respondent’s opinion, is relevant to the subjects of guilt (when s/he personally, s/he and other person(s), s/he and her/his group, other person(s), another group feel guilty); secondly, who is the object of guilt (the guilt experiencing to her/himself, to her/him and other person(s), to her/him and her/his group, to other person(s), to another group); fourthly, what can a way of solving the guilt situation to get rid of that sense.

Each of the above statements was presented three times in the questionnaire. The respondent could answer both three points or one or two of them.

## MAIN RESULTS

The respondents most willingly spoke about their own guilts, and least about other’s guilts towards them.

According to the results of the content analysis of answers received, it was determined the following indicators: 26 categories of guilt agents, 25 semantic units describing the objects of guilt, 17 units related to the content of guilts, and 14 units containing suggestions for guilt elimination (what to do).

Distribution of answers received from respondents of two genders, was compared by z-test. The difference was determined in percentage of responses that contained corresponding semantic units from the total number of answers given by respondents of a certain gender.

By majority of indicators, the differences were statistically insignificant.

The female friend category was the only one category which revealed a difference between women and men in recognition of own guilt: women respondents wrote more frequently about it, than men (Table 2).

Table 2

**Semantic units which frequency detected significant differences between guilt evaluations by women and men (%)**

Sphere of guilt	Aspect of guilt	Semantic unit	Women	Men	Significance of differences (p ≤)
The respondent is guilty her/himself	Towards whom	Female friend	12.5	2.1	.05
	Reason	Conflict	12.5	2.1	.05
		Bad behavior	3.3	12.5	.01
	Way to get rid of	Understand each other	15.8	2.1	.05
		Change attitudes	22.5	6.3	.05
		Forget about guilt	12.5	2.1	.05
		Compensate materially	1.7	10.4	.05
Other persons are guilty towards the respondent	Reason	Bad behavior	1.7	17.9	.01
The respondent is guilty with other persons or with her/his group	Towards whom	Grandfather/grandmother	32.6	5.6	.05
		Teacher/lecturer	37.2	5.6	.05
		Other people	9.3	33.3	.05
	Way to get rid of	Communicate more	34.9	5.6	.05
		Change attitudes	67.4	27.8	.05
		Compensate materially	9.3	33.3	.05
Other persons are guilty towards the respondent with her/his group	Towards them as whom	Children	26.8	55.6	.05

The difference in reasons for the respondents' own guilt was manifested in the fact that women more frequently recognized their conflict as the reason, and men – bad behavior.

Talking about possible ways to get rid of one's guilt, women insisted on understanding each other, changing attitudes, or forgetting guilt, while men offered material compensation.

In the description of guilt of other persons regarding to the respondent, only one significant difference was found: men placed more emphasis on bad behavior as the reason of such guilt.

The recorded differences were related to the list of persons towards whom respondents shared a common guilt with other people. Women more frequently mentioned guilt towards grandfather/grandmother and teacher/lecturer, while men – just towards other people in general.

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The next differences were determined in how to get rid of guilt: women preferred to communicate more or change attitudes; while men more actively offered material compensation.

One significant difference was identified only with regards to the guilt of other people towards the respondent and her/his close circle as “children”, which was more frequently mentioned by men.

Summarizing the above description, it can be noted that most of the gender differences were recorded in the respondents’ own guilt estimates – by themselves or with their environment. The differences identified here fit into the well-known gender-role stereotypes. Determining own guilt towards their close environment, women respondents more frequently than men talked about guilt towards those persons communication with whom is entirely or largely personal.

Men talked more actively, firstly, about their own guilt towards more abstract communication partners, such as “other people”; secondly, about guilt of older persons or persons of higher status towards themselves and their group as “children”.

Description of reasons that originate the sense of guilt quite clearly correlates with existing gender stereotypes: women blame themselves for conflict and men blame themselves for bad behavior. Therefore women are more focused on the evaluation of emotional sphere, and men – of the instrumental one.

When recognizing the correctness of gender stereotypes, then such differences seem quite reliable. If we deny the validity of such stereotypes, then we can assume that the respondents’ answers reflect the presence of these “wrong stereotypes” in the respondents’ minds. If reject both the first and second explanations, there is opportunity for further study of this issue.

The situation is similar with the proposals on getting rid of the sense of guilt.

Women’s proposals are more diverse and more psychological: communicate more, understand each other, and change attitudes. However, men prefer to take a less psychological way such as material compensation. This position may reflect, firstly, more instrumental attitude of men towards the content of interpersonal relations; and secondly, their tendency to assert themselves and increase self-esteem through the use of material advantages (obviously, as more status ones).

## **METHODOLOGY**

### **Study 3. What about the collective guilt?**

Due to the fact that students gave clearly more answers about individual guilt comparing with collective one, another survey was carried out, which content focused on collective guilt assessments. 34 students of Taras Shevchenko National University of Kyiv were interviewed (average age of 19.2 years; 64.7% were females).

Respondents were offered a questionnaire similar to the previous one, which contained the following subjects of guilt: “We, me and my friends”, “We students”, “We young people”, “We women/men”, “We Ukrainians” – or the objects of guilt – “towards me and my friends”, “towards us young people”, “towards us women/men”, “towards us Ukrainians”. Totally the questionnaire contained 12 items.

According to the content analysis of answers, received semantic units were identified, mostly similar to those ones mentioned in the previous paragraph, and which in some cases had different content.

## **MAIN RESULTS**

Gender differences were determined by the same principle as in the previous study. They were significant between 9 indicators (Table 3).

**Aspects of collective guilt that reveal significant differences  
between women and men (%)**

Aspects of guilt experience or rectification	Women	Men	Significance of differences ( $p \leq$ )
The respondent and her/his friends are guilty towards the society	4.8	<b>41.7</b>	.05
We women/men are guilty towards women	9.5	<b>91.7</b>	.01
We women/men are guilty towards men	<b>57.1</b>	8.3	.05
Women are guilty towards us women/men	10	<b>100</b>	.01
Men are guilty towards us women/men	<b>85</b>	9.1	.01
Students are guilty for inefficiency	<b>54.5</b>	8.3	.05
Students are guilty for dishonesty	4.5	<b>41.7</b>	.05
Students need to increase efficiency	<b>63.6</b>	25	.05
Ukrainians need to increase efficiency	<b>90</b>	45.5	.05

First of all, attention should be paid to the fact that two areas dominate in the assessments of collective guilt that excite the students' consciousness. The first area is gender-role wherein the mutual guilt of men and women towards each other is fixed. The second one is socio-professional-status area related to students' guilt.

Therefore, male respondents actively realize their guilt towards women. Also, majority of women (however, not dominant, unlike men) admit their guilt towards men. The difference in the ratio of "guilty" men (91.7%) and women (57.1%) was manifested at the trend level ( $p \leq .1$ ).

The similar situation was observed in the evaluation of guilt of the opposite sex persons towards the respondents' own gender people: all interviewed men and almost all women talked about it.

However, it should be noted that four ratios described were actually triggered by formulation of the questions asked, when for the respondents it was quite natural an answer about the guilt of women towards men and guilt of men towards women.

Evaluation of students' guilt had different content. Evaluations of inefficiency and dishonesty were opposed in the answers of respondents of the two sexes.

When following the existing gender stereotypes, it should be assumed that men complain about inefficiency, since efficiency is one of the most important instrumental features; and women, by the same principle, should talk about dishonesty as a moral and ethical trait, which negatively affects the character of interpersonal relations.

However, the ratios obtained were opposite. Women talked about students' guilt for inefficiency and about the need to increase efficiency, while men more frequently referred to guilt for dishonesty. In other words, if instrumental and emotional differences really occur, it appears that in evaluation of their own "professional" guilts, students of both sexes reflect their gender-role features as a lack of certain positive properties. If such differences are only a product of stereotypes, then, in fact, a false reflection takes place of these features as supposedly actually existing. If no such differences exist, as no corresponding stereotypes exist in the minds of students (which is unlikely), then the differences observed need further study.

Two more differences relate to the broad social context. Men more likely admit their and their friends' guilts towards society, while women more apparently insist on the need for all Ukrainians to increase their effectiveness. Such indicators suggest a slightly stronger

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identification of men with their reference group, and women with the whole society. However, these two dependencies are not enough for more complete conclusions on the gender specificity of guilt at the societal level.

## CONCLUSIONS

Most of the features of women's and men's guilt feelings and coping with it identified in our study correspond to common gender stereotypes.

Women attribute more importance to the evaluation of guilt in close relationships: they more frequently than men accuse themselves and close persons. But men more actively confess their guilt towards abstract persons taking into account the social hierarchy.

Inter-sexual relations show both mutual accusations and mutual confessions of guilt. Men are more actively involved in both these processes.

Conflict is more often the source of guilt for women, and for men, such a source is bad behavior.

In assessment of international guilt, women more frequently pay attention to emotionally stereotyped attitudes, while men more actively respond to current context.

Women's suggestions on how to get rid of guilt feeling are more diverse and communicative. Men attach more importance to material compensation.

Part of the identified gender differences to a different extent contradicts existing stereotypes.

In assessments of students' guilt, women more frequently talk about the instrumental trait (efficiency/inefficiency), while men refer to the negative moral trait (dishonesty).

In the sphere of broad social contacts, women more actively than men accuse state authorities and insist on the need to increase effectiveness of all Ukrainians.

The data described do not refute the validity of gender stereotypes, but basically are coherent with them. However, the presence of features that contradict these stereotypes gives reason of ambiguous correlation between respondents' gender identity and demands of the situation that actualize certain aspects of such identity. Therefore, a multi-faceted picture of determining the sense of guilt and its evaluation by women and men is formed.

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**DATES,  
EVENTS,  
NAME,  
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# “TRENDS OF SCHOOL EDUCATION DEVELOPMENT IN THE EU COUNTRIES, USA AND CHINA” (2018-2020): RESEARCH RESULTS OF THE COMPARATIVE EDUCATION DEPARTMENT, INSTITUTE OF PEDAGOGY OF NAES OF UKRAINE

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**Abstract.** *The aim of the paper is the presentation of the research results of the scientific work of the Comparative Education Department (Institute of Pedagogy NAES of Ukraine) “Trends of School Education Development in the EU countries, USA and China (2018-2020). The Department staff – O. Lokshyna, Dr. Sc., Prof. (research director); O. Glushko; A. Dzhurylo, PhD; S. Kravchenko, Ph.D; N. Nikolska, PhD; M. Tymenko, PhD; O. Shparyk, PhD – studied the transformations of the school education in the European Countries (Germany, Poland UK) in USA and in China/ The authors revealed the unification character of the globalization on the development of education in these countries; stated the impact of the strategic benchmarks of the international organisations (UN, UNESCO, OECD, EU) on education policies; underlined the importance for Ukraine to harmonise its education development with the global and European tendencies within the framework of equal access to education and quality education.*

**Key words:** *Comparative Education Department; Development Trends of School Education; European Union (EU); Germany; methodology; Republic of Poland; Ukraine; USA.*

## INTRODUCTION

Analysis of prospective foreign experience is important under education reform in Ukraine. The Law of Ukraine “On Education” (2017) proclaims that state policy in the field of education is formed and implemented on the basis of scientific research, international obligations, domestic and foreign experience with allowance for projections, statistical data and development indicators in order to satisfy the individuals and society requirements, which actualizes a thorough understanding of foreign countries experience. Article 5 of the Law

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names integration into the international educational and scientific space among the principles of state policy in the field of education and principles of educational activity, which necessitates research of prospective ways and effective tools to synchronize national education with key vectors of education in leading countries.

The Concept for the Implementation of State Policy in the Area of General Secondary Education Reform “New Ukrainian School” for the period by 2029 (2017) provides methodology for a fundamental and systemic reform of general secondary education. The Concept takes into account the experience of the leading countries of the world, which, in the context of globalization, are working together over the solution of existing challenges (Lokshyna, 2017; 2018b; 2019c; Kremen, Liashenko, & Lokshyna, 2020; Savchenko & Lokshyna 2020).

The leaders in this process are the countries of the European Union (EU), the USA, China, which demonstrate progress in improving the quality and efficiency of education; promoting equal access and quality, intensifying creativity, and innovation. In particular, in the framework for European cooperation in education and training (Education and Training 2020), the EU has set four objectives for the development of education systems in the Member States: making lifelong learning and mobility a reality; improving the quality and efficiency of education and training; promoting equity, social cohesion, and active citizenship; enhancing creativity and innovation, including entrepreneurship, at all levels of education and training. The choice of the EU for research is due to the leading role of this supranational entity, which determines the development strategy of not only the Member States, but also the Europe, focusing on the ideas of economic leadership and social integration. Ukraine geographically, historically, culturally and economically belongs to Europe, and therefore is subject to the common European coordinates of development.

In 2015, taking into account new realities and challenges, the joint report of the European Council and the European Commission “New Priorities for European Cooperation in Education and Training” proposed a renewed vision of the objectives, which include: relevant and high-quality knowledge, skills and competencies developed throughout lifelong learning focusing on learning outcomes for employability, innovation, active citizenship and well-being; inclusive education, equality, fairness, non-discrimination and the promotion of civic competence; open and innovative education and training for the digital age; strong support for teachers, educators, school leaders and other educators; transparency and recognition of skills and qualifications to facilitate learning and workforce mobility; stable investments, quality and efficiency of education and training systems (Lokshyna, 2019d).

Reforms in the United States (US) are aimed at achieving excellence in education with an emphasis on standardized testing, improving the quality of teachers’ work, administrators, and improving educational content and educational environment. The second level of reform encompasses transformations at the state level, where the interpretation of the federal version of the reforms and the development of tools to respond to them take place. The Education Law “The Every Student Succeeds Act” (ESSA) (2015,) maintains the priority of excellence in education. The Presidential Memorandum on Increasing Access to High-Quality Science, Technology, Engineering, and Mathematics (STEM) Education (2017) guides US education in an innovative direction. The research of processes taking place in the education of the US in the context of increasing interaction between the federal government and the states is of value for Ukraine, which has set itself the task of developing an effective system of quality assurance and accountability in education in the context of decentralization.

Educational reforms in China have been going on for more than thirty years. In accordance with international comparative studies they have ensured the country’s entry into the top five countries with high quality education. Education in China today is developing in the direction of improving the quality and ensuring equal access to it. China shows the

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best results in International comparative studies, that seems to be very perspective to research education transformations in this country.

So, the leading countries of the world have accumulated valuable experience in the educational sphere, which requires careful understanding and widespread dissemination in national education, but at the same time there is a lacks of conceptual and technological models of their adaptation to the general vectors of development of educational systems abroad. This contradiction has determined the relevance of the development of the research problem.

## METHODOLOGY

An important methodological guideline is the insights of Ukrainian scientists (Dubasenyuk, Lugovoy, etc.) about nature of trends that are classified according to the following principles:

- by duration (short, medium and long term),
- by prevalence (local, national, regional, world),
- by scope (general, special, specified),
- by the nature of the impact (defining, leading, key, peripheral),
- by attributiveness (changes, development, functioning, etc.),
- as of the current moment (current, anticipated changes, projected, past periods).

In the field of comparative education studies, the “trend in the development of education” is considered as a basic category. The identification of trends in the development of education in different countries, geopolitical regions and on a global scale, the ratio of general trends and national or regional specifics is determined by leading comparativists (at the level with the identification of patterns) as an objective of comparative education (Woulfson and others).

The projection of such an approach to the academic research work “Development Trends of School Education in EU countries, USA and China” substantiates the research format, which involves identifying the direction of movement of school education in the EU countries, the USA and China, revealing the essence of this movement.

The research is based on the following provisions:

- the leading countries of the world are actively reforming their national education in the context of globalization;
- common challenges unify countries’ approaches to reform;
- all this contributes to the synchronization of educational strategies, forms general trends in the development of national education systems;
- the accumulated experience of reforms is of interest to domestic pedagogical theory and practice in the aspect of correlating the vector of modernization of Ukrainian education with the directions of development of education abroad.

From this perspective the development of education was investigated in the generality of theoretical foundations and practical approaches.

The study was based on a comparative and systematic approach.

The comparative approach provides an opportunity to compare pedagogical phenomena on the basis of commonality in the presence of certain principles, which includes: the principle of objectivity, the principle of correspondence of research methods to scientific methods of cognition and current problems of modern pedagogy, the principle of creative interpretation of the results of comparative research in order to avoid the mechanistic transfer of its elements on national soil without taking into account the realities and tasks of the Ukrainian school and the state of its development.

The inclusive approach has provided for the consideration of various aspects of transformations in a holistic dimension in the unity of their interrelationships.

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The chronological framework of the study covers the 20<sup>th</sup> century, which is determined by the intensification of economic and cultural globalization processes, the rapid development of ICT. By causing the openness of borders, the intensification of intercultural interaction, as well as increased competition between countries, globalization leads to multidimensional transformations in the educational systems of the leading countries of the world.

## MAIN RESULTS

It was revealed that within the framework of field theory, the terminological field is defined as a group of words of one language that have a sufficiently dense semantic connection. Basing on semantic commonality in the terminological field of the academic research work “Trends of School Education Development in the EU countries, USA and China” (2018-2020), terms such as “trend”, “development”, “school education”, “EU countries”, “USA”, “PRC”. The term “trend” is referred to the basic unit of the terminological field.

It is revealed that in defining dictionaries “tendency” is interpreted as quantitative and qualitative changes in the investigated movement or idea. In particular, in the Academic Explanatory Dictionary of the Ukrainian language “tendency” is interpreted as the direction of development of something. At the government level in Ukraine (in a broad sense) a term “trend” is interpreted as irreversible changes of a certain direction, determined through the implementation of specific conditions according to the laws of functioning.

It was confirmed that the English explanatory dictionaries, the term “trend”, which is synchronized with the Ukrainian “тенденція”, is interpreted as “general development or change in a situation” (Cambridge Dictionary), “change or development in the direction of something new or different” (Collins Dictionary), “general movement over time” (Merriam-Webster).

It is stated that in the context of modern methodological approaches to comparative pedagogical research, “tendency” is understood as the direction of the movement, and the qualitative changes that occur during this movement in education.

It has been proved that the trend is one of the basic scientific categories of comparative pedagogy, since the comparative pedagogy purpose in the international scientific space is to study the state and identify trends and patterns in the educational theory and practice development in countries / regions of the world and on a global scale against the background of national specifics to identify forms / ways to optimize national education through the use of foreign experience. The effectiveness of the trend analysis method for studying the development of phenomena in education (OECD) is emphasized. This method provides the logic of highlighting general transformations, the imperious characterization of their essence, the determination of the projection.

The conclusion is made about the special importance of a comparative study of trends in the development of education in the context of globalization, forms the vector of development of modern societies, contributes to their synchronization. This allows us to predict the development of systems, including education (Lokshyna, 2018c; 2019b).

The leading tendencies at the present stage of development of school education in Germany are identified and characterized: **quality assurance (modernization)** of all educational stages: *preschool education* – expansion of the preschool institutions network, maximum involvement of preschool children in the educational process, changing exclusively from play activity to educational play, improving the quality of preschool education, introducing co-financing and quality standards at the federal state level in the Federation; *school education* – ensuring a successful transition between educational levels in order to improve equity and the most comfortable and effective inclusion of primary schoolchildren in the educational process,

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prevent premature graduation from school, improve the quality of knowledge students of unfavorable socio-economic background; *vocational education* – a stable improvement in the quality of vocational education); **renewal of teaching staff and teaching profession popularization** (complete renewal of the teaching staff, increase in remuneration, ensuring the high quality of teaching); **regionalization of education** (reduction of regional differences in the educational sphere, is observed in the western and eastern lands of Germany in the form of excellent pay financing, etc.); **equal access to education** (implementation of the equal access principle to education regardless of material status and origin; enhanced work with children of emigrants); **digitalization of education** (federal funding for equipping/re-equipping all schools in Germany with high-speed Internet, laptops, tablets and all the equipment necessary for schools, the adoption of the digitalization pact – Digitalpakt Schule (2019), which provides for the allocation of 5 billion euros from the federal budget for the introduction of digital technologies in German schools, initial and further digital training of teachers, viewing curricula, purchasing software for teaching, as well as protecting and digital infrastructure support) (Dzhurylo, 2018; 2019a; 2019b; Dzhurylo & Shparyk, 2019; Lokshyna et al., 2020).

It has been found that secondary education in the UK is constantly evolving and improving. Today the main tasks of the school are radically changing in comparison with the tasks of the last century. They are not about giving the student a certain education in a synthetic capsule, but about equipping him with the ability to work in an environment where knowledge and technology are changing much faster than generations of people. It has been proven that under these conditions the importance of such a skill as self-learning increases. Self-learning becomes essential in adjusting to the changing needs of the labor market. Education in the 21<sup>st</sup> century is characterized by the personality constant development, his abilities, talents, skills, that is, learning throughout life. Some of the tasks that UK secondary schools set themselves in the process of teaching and educating students are: awareness (understanding of one's strengths, needs, interests, aspirations and values, the ability to make decisions (understanding how to make decisions about one's capabilities) and skills self-learning of students, for example, when a student plans his own learning and then independently learns according to the developed plan. Preparing for self-teaching is the development of the ability to search and critically use sources of information (from libraries to the Internet), teaching analysis and data synthesis. This changes the role of the teacher – he does not so much supply knowledge as he helps the student to create and implement programs (Tymenko, 2018; 2019; Lokshyna et al., 2020).

It was revealed that there have been significant changes (during 2018-2019. Appropriate additions and amendments were made to the Teacher's Card Law) to increase the prestige of the teaching profession and modernize labor standards for teachers and update the rules for obtaining a particular qualification level. Since September 1, 2019, teachers' salaries have been increased by 16.1%, and in 2020 another salary increase by 6% is planned. Consequently, increasing teachers' salaries is one of the priorities of the country's national educational policy in the long term, designed to encourage young teachers interested in developing the teaching profession to work in schools.

Support for innovation and the modern technologies introduction in the educational process is also possible thanks to the introduction of the Polish National Education Network (OSE), which provides all schools with free access to broadband Internet, as well as the Active Board program. As part of the Active Board program, modern multimedia boards are being introduced; 279 million zloty have been allocated for its implementation. In addition, earmarked funds have been allocated for a program to re-equip natural laboratories. This will provide schools with modern equipment and raise education to a higher level.

In addition, the educational reform provides for the inclusive education development, in particular, it is about creating conditions for ensuring equal access to education for children

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and youth with special needs, namely, providing them with the opportunity to study in all types of schools. In addition, the need to create conditions to ensure their educational needs through the implementation of an individualized educational process, the development of appropriate curricula, as well as the creation of rehabilitation classes.

There is an intensive development of school education in Poland, which is designed to harmonize the characteristics of the educational system with European strategic guidelines as much as possible. Highlighting trends in the school education development, namely: improving the quality and accessibility of education; modernization of preschool education; modernization of the structure and school education content; further improvement of decentralization vectors in education; increasing the teaching profession prestige; digitalization of the educational process, – found a systemic movement on the way to effective, qualitative changes in education. Consequently, they are considered key, that is, the most ambitious, since they reveal the nature of the school education development at the systemic level. This movement meets the expectations of the teaching community and the entire Polish society – from school leaders, teachers, pupils, parents and the governing bodies of schools and institutions.

It is concluded that the modernization vector of educational reforms in the Republic of Poland is synchronized with the strategic policy of the EU, namely, with strategic European documents (“Europe 2020”, “Horizon 2020”, “Education 2030”, etc.). It is noted that the national structures of the country responsible for the development of education should plan in advance and accordingly respond to dynamic changes in the world and to the needs of the labor market (Lokshyna, Glushko & Tymenko, 2018; Hlushko, 2019; Lokshyna et al., 2020).

In the research it has been examined the key laws in education that have been shaping US educational policy over the past decades. Just to name a few:

– No Child Left Behind Act (NCLB, signed by George W. Bush in 2002), which introduced educational reform based on a philosophy of high standards and specific school objectives, will improve individual outcomes for public school students. The law requires states to develop standardized exams and assess all students in specific grades in order to receive federal funding. Each individual state was responsible for developing its own standards. The Common Core State Standards Initiative is a statewide program for high school English and math. It is an American education initiative that quantifies English and math in every grade from kindergarten to high school.

– Every Student Succeeds Act 2015 (ESSA) signed by President Barack Obama is a significant addition to the 50-year Elementary and Secondary Education Act (Elementary and Secondary Education Act, ESEA). The law underlines a long tradition of commitment to equal opportunities for access to education. For the first time since the 1980s, the law narrowed the role of the US federal government in primary and secondary education. The ESSA retains the 2001 Standardized Testing Act’s annual requirements, but transfers federal responsibility to the state level.

It was revealed that the result of American educational policy is that today the average ratings of graduates are the highest, the rate of decline is the lowest. These advances provide a solid foundation for further work to expand educational opportunities and improve learning outcomes.

It is concluded that the current legislation forms the guidelines for the development of modern American education, structuring its trends, as improving quality by optimizing accountability at all levels and ensuring equal access to quality education by introducing special programs at the federal and state levels.

The analysis showed that the trends in the development of modern American education are formed under the influence of global processes, population mobility, as well as to meet the individual and national needs of society. The modern educational process in the USA is

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saturated with innovations, informatization and computerization of education is taking place (Nikolska, 2019a; 2019b; 2019c; Lokshyna et al., 2020).

In particular, the principles influencing the quality of education (funding of schools, elimination of class overcrowding, application of restorative justice for adolescents, raising educational standards and the introduction of teacher accreditation) are substantiated.

Based on the analysis and synthesis of a number of documents governing American educational policy, including “Education 2030: The Future of Education and Skills”, “U.S. Department of Education Strategic Plan for Fiscal Years 2018–22”, etc., concluded that ensuring the quality of school education in the United States is implemented through effective organization of the educational process, high qualification of teachers and effective work of secondary schools, as well as through students mastering basic competencies for life.

It has been investigated that the actualization of digitalization as a development trend in education is observed not only in the United States but also around the world in 2020 – during the global pandemic of coronavirus COVID-19, when society is in quarantine. It is concluded that digitalization contributes to the introduction of innovations in the educational process and the development of virtual educational mobility (Lokshyna et al., 2020).

The top trends of digital transformation in education are determined, in particular: 1) augmented reality / virtual reality / mixed reality; 2) classroom set of devices; 3) redesigned learning spaces; 4) artificial intelligence; 5) personalized learning; 6) gamification.

In the context of the transformation of the education system in Ukraine and the application of the progressive experience of the United States, it is recommended to change the emphasis in educational activities aimed at the intellectual development of students; accelerating the reform of secondary education through its digitalization and quality assurance; adaptation of the content of educational programs for online learning; systematic monitoring of the quality of secondary education; motivating young people to education through the formation of modern educational goals, development and implementation of innovative methods and successful educational practices, ensuring a complementary approach, comprehensive, harmonious personal development, early career guidance, effective preparation for admission to higher education; motivation of pedagogical workers through increasing the level of payment for his work, providing academic freedom and stimulating professional growth; introduction of teacher certification; improving the management mechanisms of general secondary education institutions; strategic planning of secondary education development; development of the legal framework for the transformation of the educational process into an online platform; development of state programs, international projects to provide digital devices to students, especially from low-income families and children with special needs; creation of regional, national and international educational platforms for operative exchange of experience; development of international cooperation in the field of education.

Identified and characterized the leading trends in the current stage of development of school education in China: focus on quality / efficiency of education (optimization of the education structure (building a modern education system that serves lifelong learning for everyone), achieving quality and balanced compulsory education; high qualification of pedagogical workers (in particular, improving the quality of teacher training: formation of professional and ethical competence; information and communicative competence of teachers; professional development of rural teachers, introduction of innovative methods of professional development), transformation of content into competence (mastering basic competencies for life), reorientation of the philosophy of education – replacement of traditional school education (examination-oriented learning 应试教育 *yingshi jiaoyu*) with a new 素质教育 *suzhi jiaoyu*), raising educational standards (transition of national education to the level of advanced international standards in combination with the basis of national tradition (basic

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concepts, ideas and attitudes of Confucianism), improving programs to monitor the Chinese education system; promotion of quality preschool education, comprehensive promotion of higher education, etc.), regionalization of education / equal access to education (building an effective public education system in small rural towns; reduction of regional disparities in education; focusing education on regional conditions and needs; implementation of the principle of equal transparency access to education, ensuring the minimum level of education set by educational standards for each member of society, ensuring equality in admission to educational institutions for all social groups regardless of financial status, nationality, gender, place of residence, decentralization and democratization of management, expanding autonomy of educational institutions with the simultaneous strengthening of their accountability to society), digitalization of education (the use of artificial intelligence in the educational space of the country, the involvement of innovative and digital technologies: computerization of the educational process, innovative pedagogical technologies ogy, construction of individual educational trajectories using artificial intelligence, etc.).

It has been concluded that the nature of educational trends in modern China is determined by global trends in education (sustainable development of affordable and quality education, improving the quality of education, personal development, improving the quality of teacher training, digital technology and artificial intelligence, etc.), but has certain national specifics. It is recommended to improve diagnostic tools for monitoring the Ukrainian education system, decentralization and democratization of management, expanding the autonomy of educational institutions, orientation of education to regional conditions and needs of high qualification of teachers, computerization of educational process, introduction of innovative pedagogical technologies, construction of individual educational trajectories. intelligence, increasing funding and strengthening the material and technical base of the school (Shparyk, 2018; 2019a; 2019b; 2019c; 2020; Dzhurylo & Shparyk, 2019; Shparyk; Lokshyna et al., 2020).

In the conditions of Ukraine's European choice, the importance of studying the experience of countries of the EU and the USA is substantiated. Based on the legislative and strategic documents of national education development (Concept "New Ukrainian School" (2016), Law of Ukraine "On Education" (2017), it is proved that the nature of transformations in EU and US education is of interest to Ukrainian education in terms of vector correlation and essence of educational reforms in Ukraine and abroad.

It is revealed that the directions of school education transformations in Ukraine (decentralization of education, introduction of 12-year school, transformation of education on competency basis, standardization of content, humanization of education, development of quality monitoring of education) are synchronized with educational transformations in the EU and the USA – its transformation into competency-based principles, differentiation of education), management (decentralization-centralization reforms) and education (humanization of school education) (Hlushko, 2019).

## CONCLUSIONS

Thus, in the process of researching the problem "Development Trends of School Education in EU countries, USA and China":

– for the first time the conceptual dimension of the phenomenon of transformations in the format of tendencies in education is comprehensively considered and the approaches of foreign and Ukrainian scientists to its interpretation are characterized, the semantics of key concepts are specified, it is proved that in the 21<sup>st</sup>. reforms in education are characterized by multidimensionality with expected and unexpected consequences, the influence of external and internal factors, nonlinearity and phasing of the movement, universal / temporary results, which identifies them with transformations;

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- the general vision of educational tendencies is revealed and their unifying character is proved, systemic and supranational character under the influence of policy of the international organizations in the conditions of globalization and Europeanization is revealed;
  - the various progress of transformations at the level of school education in the format of key tendencies is characterized;
  - the challenges that accompany transformations in education in the vision of European and American scientists are identified;
  - the prospects of using foreign experience in the conditions of integration of national education in the European and world educational space in the format of recommendations on the basis of comprehension of foreign achievements (all executors) are outlined.

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# OLEKSANDRA SAVCHENKO. RESEARCHER, ADVISOR, PERSONALITY. IN MEMORIAM

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## **Oleksandra Savchenko**

Professor, Doctor of Sciences in Education;

Full Member of the National Academy of Educational Sciences of Ukraine;

Honoured Worker of Public Education of Ukraine;

Order of Prince Yaroslav the Wise of the 5th degree;

Order of Princess Olga of the 1st, 2nd & 3rd degree;

Order of Badge of Honour;

“Ushynsky K.D.” Medal of the National Academy of Educational Sciences of Ukraine;

“Grigory Skovoroda” Medal of the National Academy of Educational Sciences of Ukraine;

“Academician M.D. Yarmachenko” Medal of the Institute of Pedagogy of the National Academy of Educational Sciences of Ukraine;

“Anton Makarenko” Honorary Badge of the Ministry of Education and Science of Ukraine;

“Vasyl Sukhomlynsky” Honorary Badge of the Ministry of Education and Science of Ukraine;

State Prize of Ukraine in the field of Education Laureate;

Certificate of Merit of Verkhovna Rada of Ukraine;

Certificate of Merit of the Cabinet of Ministers of Ukraine.



Oleksandra Savchenko (1942-2020) devoted more than fifty years of her life to pedagogical science. In 1967 as a young teacher she entered doctoral courses of the Ukrainian Research Institute of Pedagogy of the Ministry of Education of the Ukrainian SSR. Since then research activity has become for her not just a job, but one of the most important and interesting components of life. She got PhD (Education) degree in 1971 and Dr. Sc. degree in Education in 1984.

The steps of her professional life from junior, senior researcher, head of the department of primary education to the chief researcher of the Institute of Pedagogy of the NAES of Ukraine are full of fruitful scientific, active state and public activity.

What she has done is impressive in scale and depth. Oleksandra Savchenko took an active part in drafting the legal framework and developing the strategy of education and science development of independent Ukraine. She participated in the drafting the laws of Ukraine “On Education” (1991), “On General Secondary Education” (1999), “On Education” (2017). She was one of the developers of the “Education” (“Ukraine of the 21<sup>st</sup> century”) State National Programme (1993) and the National Doctrine of Education Development (2002).

During 1995–2000 Oleksandra Savchenko worked as a Deputy Minister of Education of Ukraine.

In 1992 she became a Founding Academician of the Academy of Educational Sciences of Ukraine and its Chief Scientific Secretary; in 1998-2002 she worked in the position of an

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Academician-Secretary of the Department of Didactics, Methods and Information Technologies in Education of the Academy of Educational Sciences of Ukraine.

For seven years (2000–2007) Oleksandra Savchenko held the high position of Vice President of the Academy of Educational Sciences of Ukraine. From 2007 to 2020 she worked as a Chief Researcher at the Department of Primary Education of the Institute of Pedagogy of the National Academy of Educational Sciences of Ukraine.

For more than thirty years, Oleksandra Savchenko has given to the Department of Primary Education of the Institute of Pedagogy, which she headed for a long time and where she completed her career.

Oleksandra Savchenko can rightly be considered an architect of the content of general secondary, in particular primary, education which has been developed under her leadership and with direct participation. Oleksandra Savchenko is the author of the pedagogical system of cognitive independence formation of children of primary school age. Today hundreds of thousands of Ukrainian schoolchildren study from her textbooks and programs. Her scientific and methodical works are used by a large number of teachers and researchers. Primary education in Ukraine has been developing and functioning for several decades under the influence of her ideas, methods, and approaches.

The Concept of the State Standards of the General Secondary Education for the 11-years and 12-years schools, the Concept of the 12-years school, the Concept of primary education, and State Standards for primary and basic schools have been developed under Oleksandra Savchenko's scientific guidance. The Typical Educational Programmes for 1-2 and 3-4 primary school grades have been developed under her leadership as a part of the "New Ukrainian School" Reform implementation.

Oleksandra Savchenko is the author of more than 700 scientific papers, including monographs, textbooks and school textbooks of several generations. Among the printed publications were:

- reading textbooks for primary schoolchildren: "The Colourful Ball", "Develop Your Abilities", "Be Able to Learn" (for the first time in the history of Ukrainian textbook creation);
- manuals for teachers: "A Lesson in the Primary School", "A Modern Lesson in the Primary School", "Reading in 4<sup>th</sup> Grade", "The Educational Potential of Primary Education";
- book for parents "The Family Education. Junior Schoolchildren"
- textbook for students of pedagogical faculties of universities "The Primary School Didactics".

Her didactic system was recognized by academic circles of Ukraine. She was an honorary professor of the National Pedagogical Dragomanov University, Borys Hrinchenko Kyiv University, V.O. Sukhomlynskyi National University of Mykolaiv, Izmail State University of Humanities, Khmelnytsky Humanities and Pedagogic Academy.

For many years Oleksandra Savchenko performed with dignity her duties of:

- the Chairman of the Interagency Council for Coordination of Research in Education, Pedagogy and Psychology of the National Academy of Educational Sciences of Ukraine;
- the Chairman of the Specialized Academic Council at the Institute of Pedagogy of the National Academy of Pedagogical Sciences of Ukraine for defending doctoral dissertations;
- the Head of the Vasyl Sukhomlynsky All-Ukrainian Association working at promoting the ideas of this world-famous teacher.

The continuous creative search, persistence, consistency and systematic approach characterised the style of Oleksandra Savchenko's scientific activities ensuring the high efficiency of her work. This fragile, very modest and truly intelligent woman combined a deep analytical mind, exceptional responsibility and active character, which allowed her to always solve any task creatively, in an innovative manner and rationally.

Oleksandra Savchenko has created a powerful scientific school. She has trained 16 doctors and 32 candidates of pedagogical sciences. "If we compress our teacher's personal characteristics to an aphorism, we can say: talented, real, demanding, friendly and spiritual. When you meet such

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a Personality in your life, then your time grows into something indescribably significant, which elevates you above yourself, determines professional inspiration and responsibility” – this is what her students write about Oleksandra Savchenko, this is what everyone says who was lucky enough to work with her.

### **Oleksandra Savchenko’s list of selected works**

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